The Centre for the Advancement of Inter-professional Education in Primary Health and Community Care

Inter-professional Collaboration and Education:

an annotated bibliography
compiled by Mary Tbase

Produced by: C.A.I.P.E.
c/o Dept. of Social Science
& Administration
The London School of Economics
Houghton St
London WC2A 2AE

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THE CENTRE FOR THE ADVANCEMENT OF

INTER-PROFESSIONAL EDUCATION IN PRIMARY HEALTH AND COMMUNITY CARE

(CAIPE)

CAIPE was formed in 1985. It has a council drawn mainly from doctors, nurses, social-workers and educationists. It has always had the support of the important national organisations in its field and has recently set up an office with regional contacts. The office is at the London School of Economics, in the Department of Social Science and Administration. It has close links to schools of medicine and nursing and the Open University.

The aim of the Centre is to create a national network which supports, stimulates and provides an exchange for ideas between the many people who are offering educational initiatives jointly to more than one professional group engaged in the frontline of primary health and community care. These groups include doctors, nurses, social-workers and a number of 'professions supplementary to medicine' (e.g. physiotherapists, occupational therapists, pharmacists etc). The list can be extended widely.

The Centre commissioned a national survey three years ago, which showed that there were 400 places in the country where these initiatives were being made. Most were small but there were some of significant size.

Annual conferences have been held at the King's Fund Centre and a newsletter was started in 1990.

This list can be extended widely. For further information please contact:

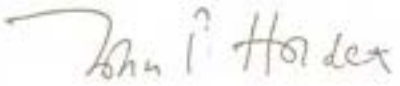
CAIPE
c/o Department of Social Science and Administration
The London School of Economics
Houghton Street
London WC2A 2AE

FOREWORD

This annotated bibliography was brought together at the request of this Centre by Mary Toase, chartered librarian and member of the Society of Indexers, to whom I am very grateful. It is on an old and obvious theme, but one which has come into greater prominence in recent years.

The present version should be regarded as a first draft. Suggestions about additions, deletions and items which are particularly useful would be greatly valued - as would any other critical comments. The bibliography will, in any case, need to be kept regularly up-to-date.

A revised version will appear after a short interval.



Dr John Horder CBE
Chairman of Council

INTRODUCTION

The bibliography is arranged according to subject.

The **General** section contains items considered to be background or introductory reading. They do not pertain specifically to inter-professional education.

The main section is divided into 4 parts:

1) Inter-professional collaboration
2) Inter-professional education
3) Professional perceptions, such as the social worker's attitude towards general practice
4) Contexts for such collaboration, whether
   a. client/patient groups, such as the mentally ill
   b. intervention procedures, such as counselling.

Brief annotations are given where the title is not self-explanatory.

INTERPROFESSIONAL COLLABORATION AND EDUCATION

Classification schedule

GENERAL
- Education
  - For health and community care
  - Research
- Health and community services
- Professions

INTERPROFESSIONAL COLLABORATION AND EDUCATION
- Collaboration
- Education
- Professional perceptions
  - General practitioners
  - Health visitors
  - Nurses
    - District
    - Practice
    - Psychiatric
  - Occupational therapists
  - Pharmacists
  - Physiotherapists
  - Psychiatrists
  - Social workers
  - Speech therapists

CONTEXTS FOR COLLABORATION AND JOINT EDUCATION
- Client/patient groups
  - Addicts
  - Children
    - Abused children
  - Elderly
  - Mentally handicapped
  - Mentally ill
- Intervention
  - Complementary medicine
  - Counselling
  - Emergency medicine
  - Family planning
  - Health promotion
  - Rehabilitation
  - Residential care

INTER-PROFESSIONAL COLLABORATION AND EDUCATION: A BIBLIOGRAPHY

GENERAL

Belbin, R.M. Management teams: why they succeed or fail. Oxford: Heinemann Professional, 1981

Woodman, R.W. and Sherwood, J.J. The role of team development in organizational effectiveness: a critical review. Psychological Bulletin 1980; 88: 166-186
Team development as a concept is described, with a review of empirical literature; the emphasis is on studies using stronger research designs.

- EDUCATION

Barrows, H. and Tamblyn, R. Problem-based learning: an approach to medical education. New York: Springer, 1980

Bolam, R. The management of educational change: towards a conceptual framework. In Curriculum Innovation, edited by Alan Harris et al. London: Croom Helm, for the Open University, 1975. pp273-290
An overview attempting to 1) provide an organising framework for reviewing the literature, 2) provide a heuristic framework as an aid to understanding management change in education, 3) suggest guidelines for people involved in the management of change.

Entwistle, N. Styles of learning and teaching. Chichester: Wiley, 1981

Funnell, P. Maximising the value of shared learning interactions. In Making Systems Work, edited by B. Farmer et al. Aspects of Educational and Training Technology, vol 23. London: Kogan Page/New York: Nichols, 1990. pp 151-155
Expected outcomes of shared learning, the contexts where it may be effectively employed, and suggested means by which the full value of shared learning interactions may be achieved.

Gellhorn, Alfred and Scheuer, Ruth. The experiment in medical education at the City College of New York. Journal of Medical Education 1978; 53(7): 574-582

Programme to integrate physical and basic medical sciences, with the emphasis on the humanities and social sciences, offering a sound education for other health careers for those unable to continue their medical training.

Goodlad, S. ed. Education for the professions- quid custodiet? Papers presented to the 20th Annual Conference of the Society for Research into Higher Education, 1984. Guildford: SRHE/London: Nelson, 1984

Jaques, D. Survey of interdisciplinary training and work in the United Kingdom. London: University Teaching Methods, University of London & Thamesmead Interdisciplinary Project, 1979. (Unpublished)

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Teacher training development over 150 years, and the means by which students spend some of their training in appropriate professional settings.

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Cross-section study, touching briefly on medicine. Appendix: a selective listing of interdisciplinary programs (international).

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McMichael, P. and Gilloran, A. Exchanging views: courses in collaboration. Edinburgh: Moray House College of Education, 1984

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Skilbeck, M. Three educational ideologies. In Challenge and change in the curriculum. A reader for the purpose and planning of the curriculum course at the Open University, edited by T. Horton and Peter Raggart. Sevenoaks: Hodder & Stoughton, 1982. pp7-18
The 3 ideologies: progressivism, reconstructionism and classical humanism.

Wilson, J.P. and MacMurray, V.D. Interdisciplinary education: lowering the barriers to effective learning. EducationalResearch 1974; 17: 27-33

Wolman, G. Interdisciplinary education: a continuing experiment. Science 1977; 198:800-804
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- EDUCATION FOR HEALTH AND COMMUNITY CARE

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Richards, R. and Fulop, T. Innovative schools for health personnel: report on ten schools belonging to the Network of Community-Orientated Educational Institutions for Health Sciences. Geneva: World Health Organization, 1987 (WHO Offset publication no 102)

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- **EDUCATIONAL RESEARCH**

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The first examination of professions to be published; the services they can render, and the organisation best suited to that end. Emphasis on law and medicine. Much criticism of the current public health services.

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Etzioni, A. ed. The semi-professions and their organization: teachers, nurses, social workers. New York: Free Press, 1969

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INTERPROFESSIONAL COLLABORATION AND EDUCATION
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Beckhard, R. Organizational issues in team delivery of health care. Milbank Memorial Quarterly 1972; 50: 287-316
One of the original papers by the author and his team at the Massachusetts Institute of Technology setting out the basic principles of team development.

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Roles of the general practitioner, nurse and social worker.

Goldberg, E.M. et al. Social work in general practice. Lancet 1968; 7 Sept; 552-555
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Greig, D.N.H. Team-work in general practice. Tunbridge Wells: Castle House, 1988

Gustafsson, U. and Haris, B. Promoting teamwork in primary care: a report of the Newham Teamwork project. London: Centre for the Study of Primary Care, 1988 (Unpublished)
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Hallett, C. and Stevenson, O. Primary health care: co-operation between health and welfare investigation of the structure and methods of interprofessional co-operation from the point of view of assessing their outcome. Keele: Department of Social Policy and Social Work, University of Keele, [1981]
Includes comprehensive bibliography.

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Report on the annual study days for health professionals, written on behalf of the Exeter Community Training Liaison Group.

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From the Department of Family & Community Medicine, Columbia School of Medicine, University of Missouri. (See also Scherger)

The primary health care team: report of a Joint Working Group of the Standing Medical Advisory Committee and the Standing Nursing and Midwifery Advisory Committee (Chairman: W.G. Harding). London: HMSO, 1981

Pritchard, P. How can we improve team working in primary health care? Practitioner 1984; 228: 1135-1139
Various examples of teamwork are described and suggestions made for more efficiency.

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Reedy, B.L.E. and Barton, A.G. Professional collaboration in primary health care: progress report on a national sample survey. Newcastle upon Tyne: The University, 1983

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Based on work at the Massachusetts Institute of Technology and in primary health care settings in the US Office of Equal Opportunites programmes in the late 1960s and early 70s, this questions the roles, goals, procedures and interpersonal relationships.

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Self-reported learning in a 12-week interdisciplinary health team training experience at the University of Nevada, Reno.

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Early proposals from the Chairman of the new School of Allied Health Professions at the University of Kentucky Medical Center.

Eichhorn, S.F. Becoming: the actualization of individual differences in five student health teams. Rev ed. New York: Institute for Health Team Development, Montefiore Hospital and Medical Center, Bronx, NY, 1974
A Student American Medical Association experience of a team composed of medical, nursing, social work, and pharmacy students.

Gellhorn, A. and Scheuer, R. The experiment in medical education at the City College of New York. Journal of Medical Education 1978; 53(7): 574-582
This is a programme leading to BS and MD degrees, integrating the physical sciences with the basic medical sciences, emphasising the humanities and social sciences as a necessary component to the physician's education. The selection process aims to identify potential primary health physicians.

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Milne, A. Training for team care. Journal of Advanced Nursing 1980; 5: 579-589
Results of a research study by the Scottish Home and Health

Department on perceptions of general practitioner trainees, and student health visitors, district nurses and social workers towards teamwork.

Owen N. How to organize and conduct joint and integrated teaching. Medical Teacher 1982; 4: 47-55
Illustrated by a programme at the Foundation for Multidisciplinary Education in Community Health at the Royal Adelaide Hospital in Australia. Practical help given for planning such a programme.

Payne, L. Interdisciplinary experiment. Social Work Today 1976; 6: 691-693
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Peterson, M.L. and Spitzer, W.O. Educational programs for team delivery: the Johns Hopkins experience and a Canadian perspective. Journal of Medical Education 1975; 50(12 part 2): 111-121
The Johns Hopkins University programme includes interdisciplinary training by an interdisciplinary team of teachers. US and Canadian experiences are compared.

Plovnick, M. et al. Managing health care delivery: a training program for primary care physicians. Cambridge, Mass: Balinger, 1978
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Afnan, S. and Carr, A. Interdisciplinary treatment of a case of elective mutism. British Journal of Occupational Therapy 1989; 52(2): 61-66
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