

# PREPARING FOR INTERPROFESSIONAL TEACHING

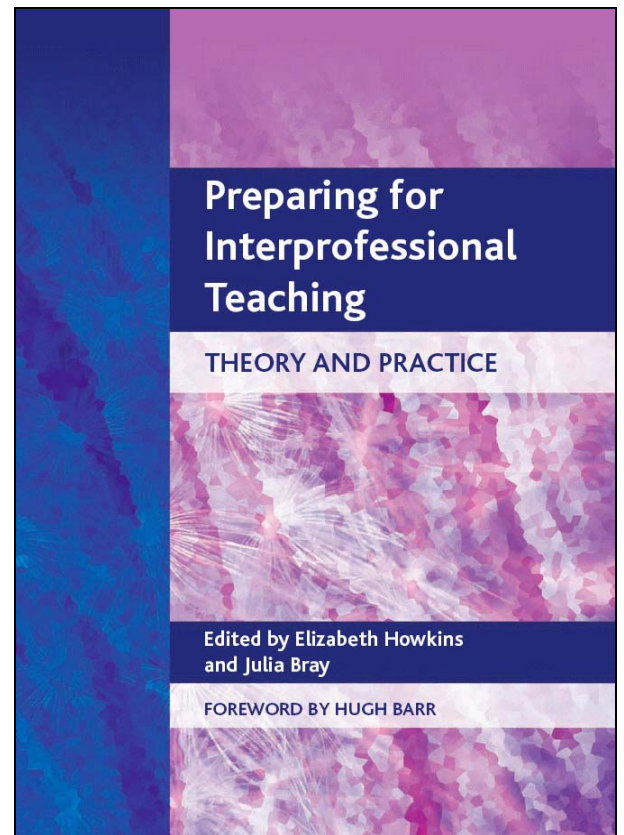
theory and practice

**EDITED BY ELIZABETH HOWKINS AND JULIA BRAY**

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**FOREWORD BY HUGH BARR**

*President, United Kingdom Centre for the Advancement of Interprofessional Education, and Professor Emeritus in Interprofessional Education, University of Westminster*



The book provides a critical exploration of the theory and practice related to teacher preparation for interprofessional learning. It makes an important contribution to the emerging evidence base through an in-depth exploration of the processes involved in teaching complex diverse groups, facilitator preparation, curriculum development and inter-institutional collaboration.

Research-based evidence from the Promoting Interprofessional Education (PIPE) project helps teachers to further understand their own practice and build their own theories of teaching interprofessional learning.

The enlightening analysis is vital reading for all health and social care professionals (including allied health professionals) involved in formal learning and workplace education. Healthcare education policy makers and shapers will also find it invaluable.

*'Readers in search of topical tips, techniques and quick fixes look elsewhere! Read on and you will find approaches, frameworks, models and theories to help you to understand interprofessional facilitation in all its complexity. This book will be an indispensable resource wherever universities and service agencies are intent upon building up a cadre of facilitators upon whose sensitivity and skill establishing and maintaining the quality and credibility of interprofessional education depends.'*

**Hugh Barr**

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## theory and practice

*'Interprofessional education is an essential process for improving collaborative practice and the quality of patient/client care. Collaborative practice in the form of teamwork needs nurturing and supporting if it is to achieve its full potential to improve the health and well being of patients and service users. This book will help teachers to further understand their practice, clarify complex areas and to build their own theories of teaching interprofessional education.'* Elizabeth Howkins and Julia Bray, in the Preface

**Contributors:** Ann Ewens \* Jan Goldsmith \* Maggie Lord \* Katy Newell-Jones \* Bee Wee \* Gill Young

**Contents:** Perspectives of interprofessional learning and teaching \* A learning and teaching framework for interprofessional learning \* Interprofessional facilitation skills and knowledge: evidence from the Delphi research survey \* Embedding IPL in postgraduate programmes of learning and teaching \* Preparing facilitators for Interprofessional learning \* Curriculum development for interprofessional learning \* Collaboration: beyond champions \* Through the PIPE

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