

Learning in Partnership: Leadership as a Cornerstone for Interprofessional Education Between GPs and Community Pharmacists

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Interprofessional Collaboration

"when multiple health workers from different professional backgrounds work together with patients, families, carers (caregivers), and communities to deliver the highest quality of care" (WHO 2010).





Drivers for interprofessional collaboration between GPs and Community Pharmacists







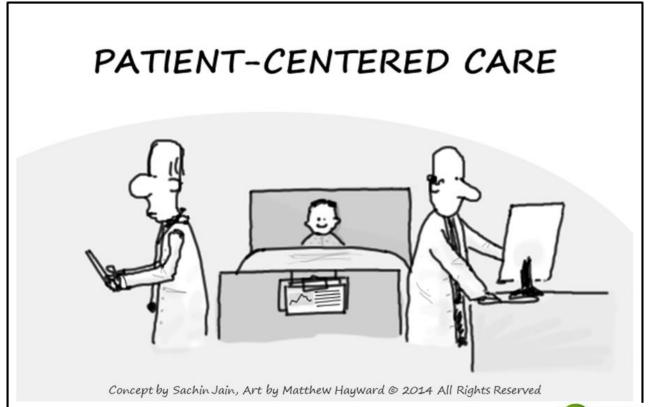












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Interprofessional Education

"Occasions where two or more professions learn with, from and about each other to improved collaboration and the quality of care." (Barr, 2002)





The Interprofessional Education Programme

Five pairs of GP and community pharmacists

London and the

Project induction

South East

Five half day sessions
Based on NH
Healthcare
Leadership Based on NHS Model

Four half day <u>Placements</u> placements in each other's practice

> Quality **Improvement** Project





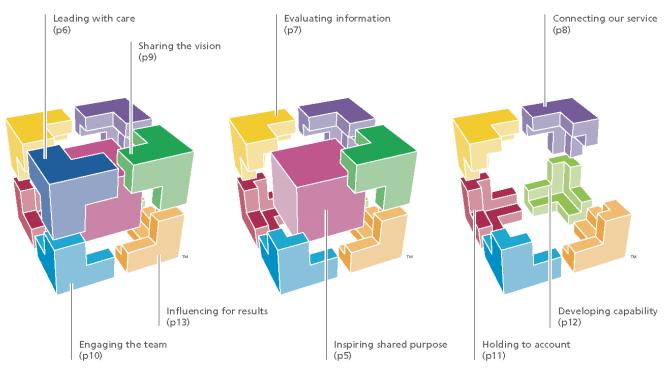


Figure 3: The nine dimensions of the Healthcare Leadership Model



The NHS Healthcare Leadership Model



The GP-Community Pharmacist Collaboration (GPCPC) conceptual model (Bradley et al, 2012)

Locality

Service Provision

Trust

Knowing each other

Communication

Professional roles

Professional respect





Induction

- Pre-induction event and post-induction event questionnaire
- Paper based, administered to all participants at the event.

Leadership training

- Questionnaire based on previously used questionnaire
- Open questions
- •Administered in paper at the end of the last Leadership session
- Thematic analysis
- Frequency counts

Post placement/End of project

- Multidisciplinary focus group to explore current collaboration
- Focus group guide and analysis informed by the GP-Community Pharmacist Collaboration model
- Thematic analysis





Results – Leadership training

<u>Developing understanding of</u> other (n=11)

'I have a new found respect for Drs now and realise we are in the same boat.' (Participant 2)

Collaborative working (n=6)

'We can work together to achieve a common goal.' (Respondent 6)

Getting to know each other (n=11)

'Putting name to a face builds rapport.' (Respondent 3)

Leadership Theory (n=6)

'Never done a leadership course – insight and theory behind this.' (Respondent 5) Eight responses

<u>Developing understanding of</u> oneself (n=4)

'I am more effective and confident to deliver a vision' (Respondent 6)





Leadership Skills (n=4)

'Improved: coaching, conflict, communication, motivational.' (Respondent 5)

Communication (n=4)

'I will make more of an effort to connect.' (Respondent 2)

Team working (n=2)

'Better understanding of how the team works. Better effective team' (Respondent 6)

Barriers (n=1)

'The theory is great. The time is limited.' (Respondent 8)

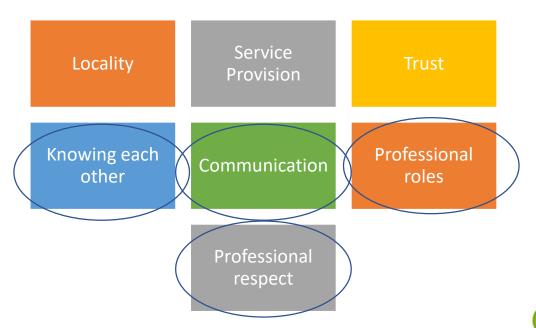
Integration (n=1)

'I can now integrate a clinical pharmacist into the GP practice.' (Respondent 1)





The GP-Community Pharmacist Collaboration (GPCPC) conceptual model (Bradley et al, 2012)







Conclusion

The focus on leadership training enabled pharmacists and GPs to learn from, with and about each other through the identification of similar challenges and issues. This provided a strong basis to develop interprofessional communication and collaborative working to improve the patient journey.





Further work

To develop a practical tool, building on the theoretical models of collaboration, to enable GPs and Community Pharmacists to develop interprofessional collaboration.

