

THE IMPACT OF EDUCATION ON TEAM WORKING – THE SERVICE PERSPECTIVE

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A key underlying concept in the education and socialisation of health professions is the notion of discipline. Curricula are accredited by discipline based authorities; registers are maintained by discipline based government organisations, students are taught by discipline based experts and new graduates are socialised by disciplined based mentors. The challenge is to retain the benefits offered by the discipline approach whilst developing graduate with a patient focused cross discipline view of health care. Education providers have implemented a number of education activities that involve multiple disciplines. Common subjects or years, joint case planning and discussion, role plays requiring students to assume the function of another discipline are examples. But how effective has this strategy been? Is a more radical approach to the education of health professional needed if the aims of interdisciplinary care are to be realised. Should more emphasis be given to generic health care workers such as physician assistants, nursing assistants or allied health assistants? Health care personnel that can provide a little of 'everything' whilst recognising when to refer the patient to a discipline accredited professional. Options for preparing undergraduate and post graduate health professional to adapt to the changing needs of an interdisciplinary patient need driven care service will be explored in this presentation.