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TITLE: Interprofessional Education: Status, Emotions and Power

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Containing spending and shifting needs – from acute to chronic and complex care – are contemporary health care challenges. Interprofessional practice, where health professionals from different professions collaborate to improve care coordination, has been positioned as a solution (WHO, 2013). Interprofessional education (IPE), students learning with, from and about students in other professions, is the educational strategy tasked with carrying out this solution (Olson, 2015). Much of the IPE literature, however, takes an atheoretical approach to understanding this social change process, casting it as behaviour change and familiarisation rather than a pedagogical and socialisation process that poses a challenge to medicine's status. Drawing on scholarship from the sociology of emotions and the sociology of health and illness, this paper aims to understand how health care hierarchies are reflected, reinforced and resisted through everyday interactions and emotions. This theoretical contribution will be based in pilot study data (surveys and focus groups) collected on the interprofessional and emotional experiences of postgraduate exercise physiology students at one Australian university.

References

- Olson R. (2015) How would an egalitarian health care system operate? Power and conflict in interprofessional education. *Medical Education* 49: 353-354.
- WHO. (2013) *Interprofessional Collaborative Practice in Primary Health Care*. Geneva: World Health Organization.