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Title

Professional development arising from working in the related yet disparate contexts of healthcare practice, education and research

Abstract

Narrative summary

Working in two related yet disparate contexts such as healthcare practice and research, creates a richer pedagogical work environment for professionals in dual roles. A dual role introduces two sets of colleagues, two sets of work processes and two different cultures. It presents an opportunity for learning through boundary crossing (Akkerman and Bakker, 2011). Boundary crossing as a learning process is built upon the mechanisms of identification, coordination, reflection and transformation. These mechanisms can- but do not need to occur as a sequence in order to facilitate professional development of the boundary worker (Akkerman and Bakker, 2011). Boundaries hold learning potential for those who attempt to lower these and bring disparate yet related cultures closer together. In academic health professions this is also referred to as attempting to narrow the research-practice gap.

This research contributes to the body of knowledge on professional development arising from boundary crossing of healthcare professionals in dual roles. During this interactive session, research results from two studies will be presented: 1) results from a realist literature review on the broker role of clinician-scientists and 2) results from an interview study which examined the professional development of lecturers with a clinical and research responsibility.

Results of both studies offer insight into the skills required to broker a connection between the worlds of practice, research and education. Results also indicate that both the employer and the individual worker carry responsibilities for optimising the function of boundary workers in dual roles.

This interactive session will encourage discussion and reflection. It will offer theory that allows professionals in a dual roles or those intending on performing dual roles to interpret or re-interpret their work across boundaries.

Reference

Akkerman & Bakker (2011). Boundary crossing and boundary objects. Review of Educational Research, 81, 132-169.

Key references

2.1) Steinert, Y. (2014). *Faculty Development in the Health Professions*. Springer: Dordrecht

2.2) Woerkom, M. v., & Poell, R. F. (2010). *Workplace learning : concepts, measurement, and application*. New York [etc.] : Routledge.

2.3) Bakker, A., Zitter, I. I., Beusaert, S. A., & Bruijn, P. d. (2016). *Tussen opleiding en beroepspraktijk : het potentieel van boundary crossing*. Assen : Koninklijke van Gorcum.

Key messages

Workplace learning as an approach has been underexplored in the academic health professions (Steinert, 2014). Working and learning are synonymous however learning arising from work is not easily visible as it is ubiquitous to everyday situations (Woerkom & Poel, 2010). Working in two related yet disparate contexts such as for example healthcare practice and research or healthcare practice and education adds potential for learning through boundary crossing as described by Zitter et al (2016).