



# UQ Healthy Living



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

UQ Healthy Living

# UQHL vision & mission

*“To inspire a warm, encouraging community for health, longevity and a sense of belonging.”*

*“To provide personalised and innovative care delivered by clinicians and students to grow physical, social and emotional health.”*



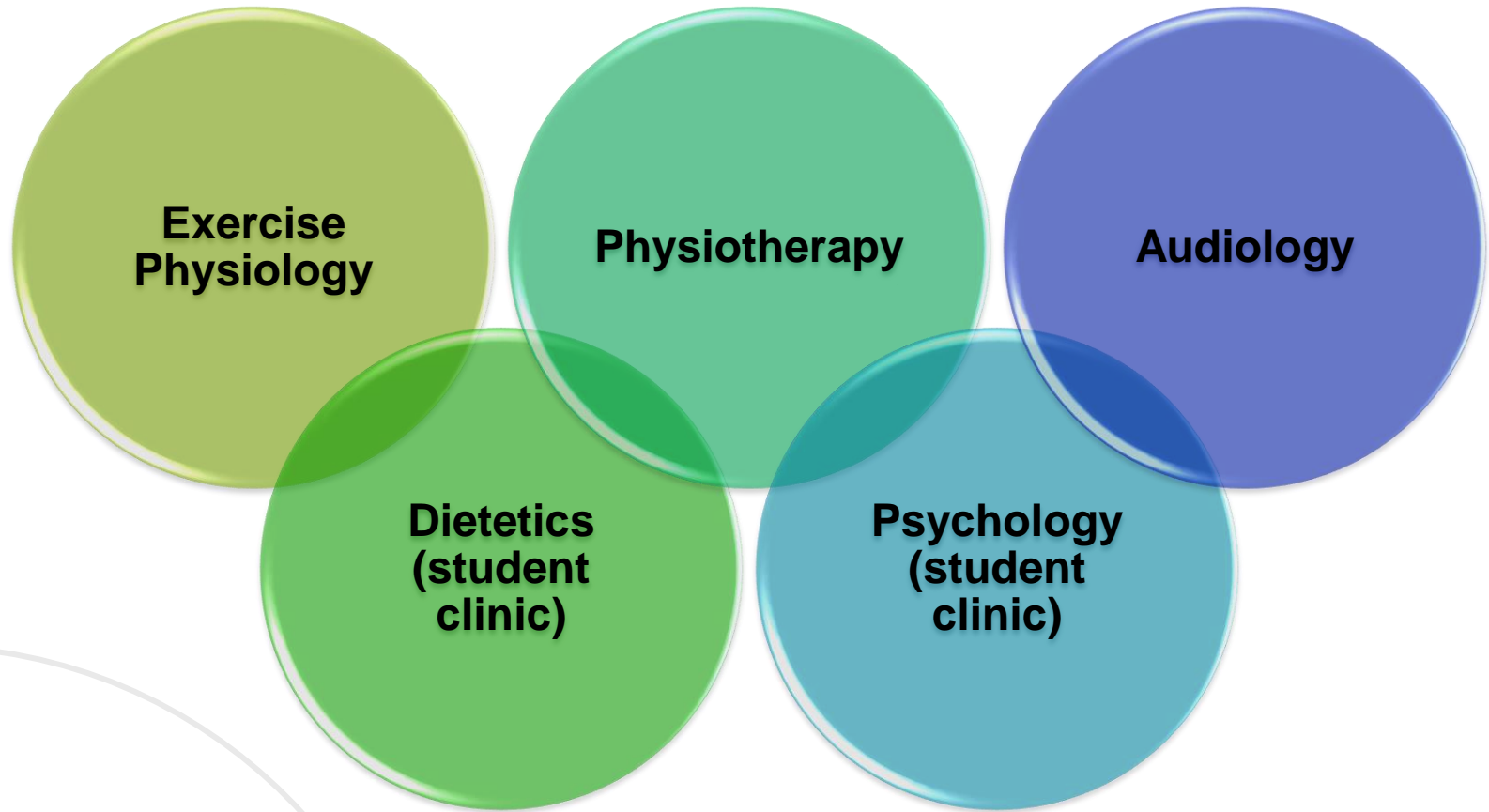
Change lives  
with us



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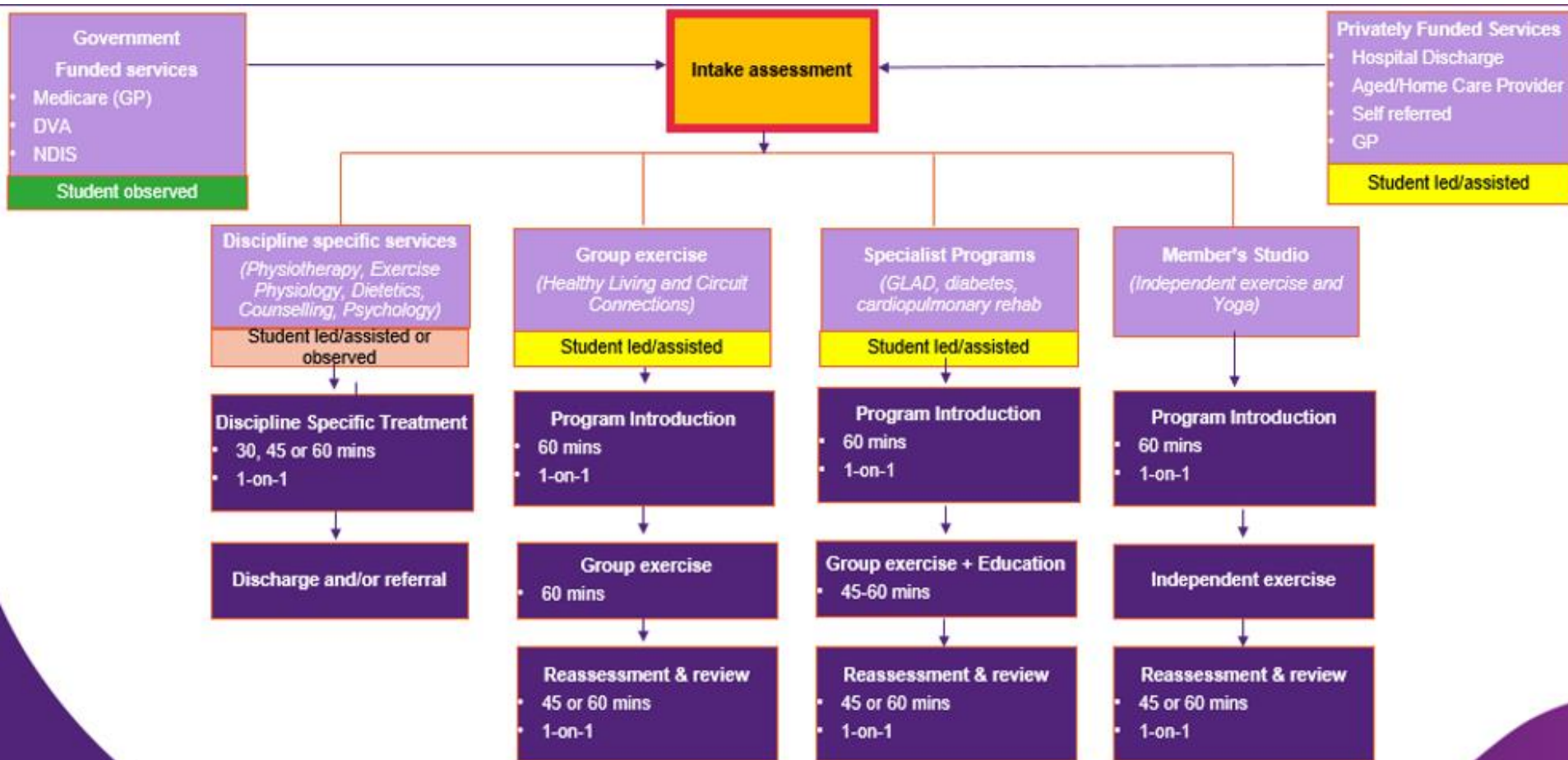
UQ Healthy Living

# Inter-professional client centred care





# Healthy living pathway



# Class schedule

Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
6:00am	Healthy Living Session	6:00am	Healthy Living Session	6:00am	Healthy Living Session	6:00am	Healthy Living Session	6:00am	Healthy Living Session	6:00am	
7:00am	Healthy Living Session	7:00am	Healthy Living Session	7:00am	Healthy Living Session	7:00am	Healthy Living Session	7:00am	Healthy Living Session	7:00am	Healthy Living Session
8:00am	Healthy Living Session	8:00am	Healthy Living Session	8:00am	Circuit Connection Class	8:00am	Healthy Living Session	8:00am	Circuit Connection Class	8:00am	Healthy Living Session
9:00am	Healthy Living Session	9:00am	Healthy Living Session	9:00am	Healthy Living Session	9:00am	Healthy Living Session	9:00am	Healthy Living Session	9:00am	Healthy Living Session
10:00am	Healthy Living Session	10:00am	Supported Exercise	10:00am	Cardiac Pulmonary	10:00am	Healthy Living Session	10:00am	Cardiac Pulmonary	10:00am	
11:00am	Supported Exercise	11:00am	Healthy Living Session	11:00am	Cardiac Pulmonary Maintenance	11:00am	Healthy Living Session	11:00am	Cardiac Pulmonary Maintenance	11:00am	
1:00pm		1:00pm	Balance and Strength Class	1:00pm		1:00pm	Supported Exercise	1:00pm	Balance and Strength Class	1:00pm	
4:00pm	Healthy Living Session	4:00pm	Healthy Living Session	4:00pm	Healthy Living Session	4:00pm	Healthy Living Session	4:00pm		4:00pm	

# Clinical support

All group classes have:

- 1 x clinician (Exercise Physiologist or Physiotherapist)
- 1-3 students.



# IPCP & IPE

## **Interprofessional Collaborative Practice (IPCP)**

*...multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care across settings.*

## **Interprofessional Education (IPE)**

*Occurs when two or more...different professions learn about, from and with each other to enable effective collaboration and improve health outcomes.*



# IPP vs multidisciplinary care

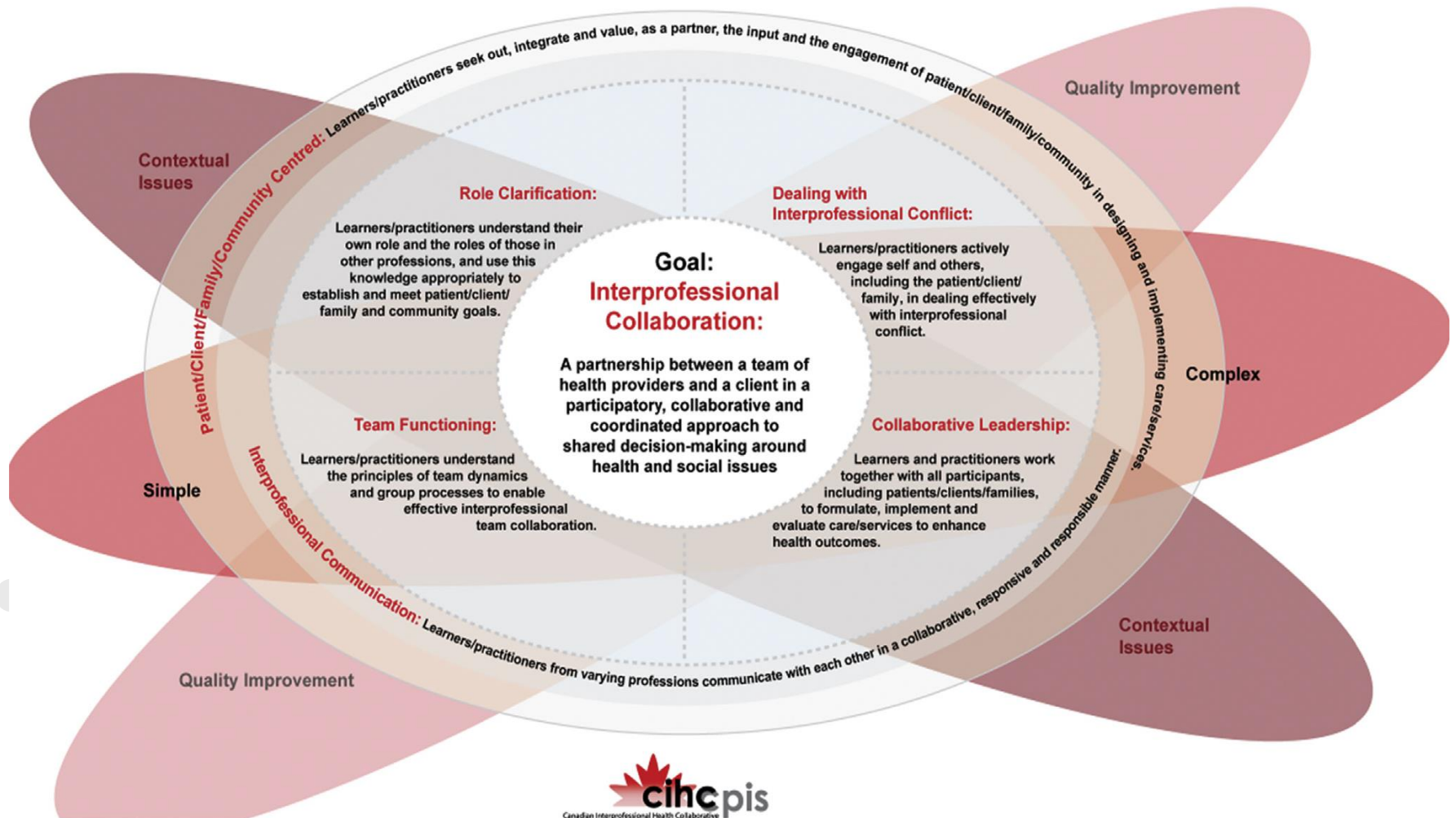
## Terminology (<http://www.aippen.net/what-is-ipe-ipl-ipp>)

Term	Description
Interprofessional Learning (IPL)	Umbrella term encompassing IPE and IPP
Interprofessional Education (IPE)	
Interprofessional Practice (IPP)	results when interprofessional learning is put into practice in the health workplace and in the community
Collaborative Practice (ICP)	a joint intellectual effort of working together in mutually supportive teams
Interdisciplinary	older term used in the 1970s; describes coordinated and coherent service delivery; lacks depth of collaboration
Transdisciplinary	role overlap or taking on aspects of another role in their absence eg rural setting
Multidisciplinary	indicates several professions are involved in delivery of service or education may work closely together
Multiprofessional	professionals with clear roles and distinct tasks work in parallel to provide service but may not interact.





# Canadian Interprofessional Health Collaborative. (2010) A National Interprofessional Competency Framework



World Health Organization. (2010) Framework for action on interprofessional education and collaborative practice. Geneva, Switzerland: WHO

# What makes an activity interprofessional?

1. Are two or more professions involved?
2. Does significant interactivity between participants occur?
3. Are there opportunities to learn about, from and with each other?
4. Are interprofessional teaching/learning moments addressed?

# An IPE model at UQHL



*“The idea is to flatten the hierarchy and create a circle of people, and in the centre of that circle is the patient.”*

— SARITA VERMA

- Curtin University Interprofessional Capability Framework
- The Toronto Model for Interprofessional Education and Practice

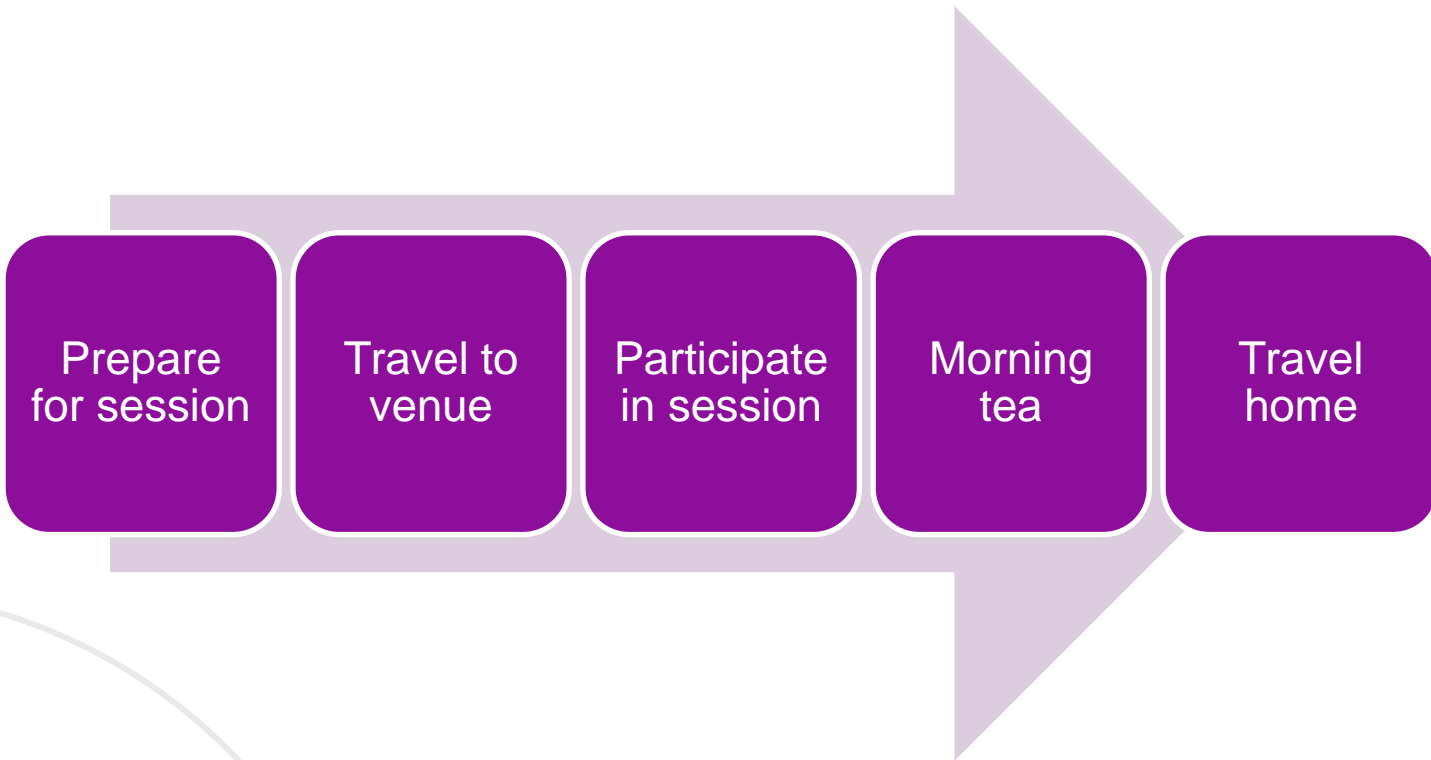
# Group theory

- Increased self-efficacy – “*my tribe*”
  - Shared experiences – “*getting old isn’t for the faint-hearted*”
  - Look out for each other
- Social interaction
- Ownership
  - Focus groups
- Independence
  - More than just the session...





# More than just the session



# Intergenerational relationships

## Clinicians

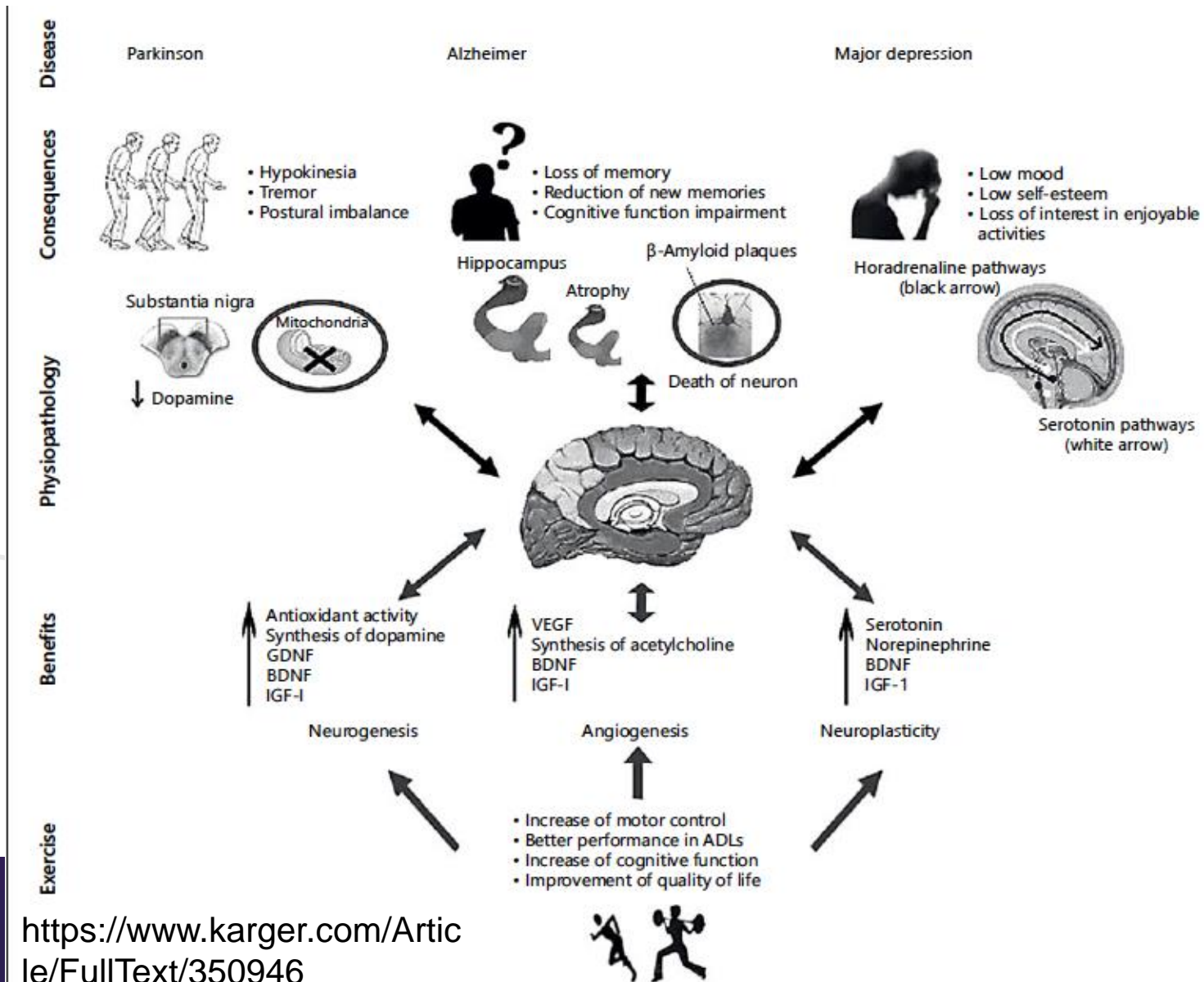
*“keep me safe”*

## Students

- Same age as the grandkids = different relationship
- Mentoring:
  - Life skills
  - Clinical skills
- Sense of purpose

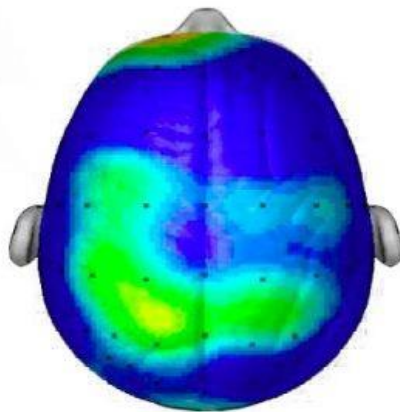


# Neuroscience of exercise: from Neurobiology Mechanisms to Mental Health

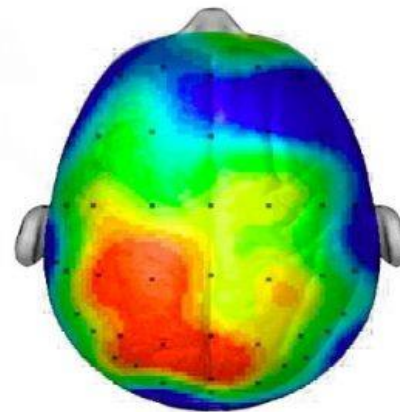


# Exercise is medicine – a neurobiological perspective

Composite of 20 student brains taking the same test



After sitting quietly



After 20 minute walk

Research/Scan compliments of Dr. Chuck Hillman University of Illinois

<https://ted-ielts.com/the-brain-changing-effects-of-exercise/>



W | <https://www.uqhealthyliving.org.au/>

E | [b.mcgregor@uqhealthcare.org.au](mailto:b.mcgregor@uqhealthcare.org.au)