

## Abstract

The dissertation is presented as the result of an ethnography drawing on fieldwork completed within an inter-professional and cross-sectorial project, named “InterTværs”. The empirical analyses investigate how the InterTværs students work together and learn through participation in the patient/citizen centred, inter-professional and cross-sectorial programme, and how the different educations and work-placement sites work together on the development of InterTværs.

The analyses identify how the InterTværs project functions as an inter-educational platform between educational institutions and the healthcare system, as well as how teaching communities are formed across the field. The analyses maintain cardinal points in the students' learning process and show how the conventional educational learning context, focusing on single professions, shifts into an innovative patient/citizen centred inter-professional and cross-sectorial learning context. It is further revealed how this shift is problematized, with the students understanding this new learning context and the InterTværs programme as a utopian workshop. Thus caught in ambivalent tension between engagement in the praxis of their own professional education and the creation of an inter-professional praxis, a tendency is traceable for the actors to escape this tension by engaging themselves in one place at a time – and precisely not in balancing between them.

The dissertation reveals ambiguity in the manner in which the InterTværs actors are at the forefront in the creation of a new patient/citizen centred educational element, with balance between single and inter-professional patient/citizen centred decision making, but at the same time meet opposition and contradictions in so doing.