Collaborative Inter-Professional Learning

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Introduction

What? – Definition

Why? - Implementation – Drivers

How? - Collaborative approach

Challenges!
“Interprofessional Learning occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”
(CAIPE, 2002)
A Collaborative Approach

- Access to a diverse group of students
- Pooling expertise and resources
- Multi professional facilitator
• Victoria Climbie (Laming 2003)
• Bristol Royal Infirmary (Kennedy 2001)
• Regulatory Bodies

  Competent nurses must “understand the roles and responsibilities of other health and social care professions and seek to work with them collaboratively.” (Nursing and Midwifery Council, 2010 p. 14)

• Willis Report (2012)

  Integrative working using clinical scenarios may be a productive way of increasing understanding of other roles, and preparing students for how care is delivered.

• World Health Organisation (2010)
• Quality Assurance Agency (2006)
• Recognition that a strong, flexible and collaborative health workforce is one of the best ways to confront highly complex health challenges (WHO 2010)

• Teamwork, interprofessional practice and learning are being recognised as central to improving client care, outcomes and enhancing client safety (Sargent et al, 2008)

• Interprofessional learning through simulation provides students with the opportunity to practice working with other health professionals and allows participants to explore collaborative ways of improving communication aspects of clinical care (Kenaszchuk, et al., 2011).
‘It is obvious that what I have done, could not have been done had I not worked with the medical authorities and not be in rivalry with them’

(Florence Nightingale in Woodham-Smith 1952)
Principles of IPL

• Enables the professions to learn with, from and about each other to optimise exchange of experience and expertise

• Focuses on the needs of individuals, families and communities to improve their quality of care, health outcomes and wellbeing.

• Involves service users and carers in teaching and learning

• Applies equal opportunities within and between the professions and all with whom they learn and work; acknowledging but setting aside differences in power and status between professions
Simulation Implementation

- IPL Champion’s Group
- Pre-session questionnaire
- Speed dating
- Given scenario
- Introduction to simulated patient or service user
- Assessment
- Planning in smaller groups with facilitator
- Feedback
- Evaluation
Pre questionnaire Feedback

What is your understanding of Inter Professional Learning (IPL)?

What discipline are you from? (E.g. adult nursing mental health nursing, physiotherapy etc)

Have you undertaken IPL before?

What are your expectations of the days session i.e. what do you expect to be covered? What do you expect to learn?
‘Worthwhile! Very convincing performance from Russell! Good to see that medics don’t know everything!’

‘It helped me to realise the benefits of working collaboratively, and the importance of asking other professionals about their knowledge, to inform my own practice. Thank you very much!’

‘The highlight was the importance of communication and teamwork’

‘It makes you consider the roles of other professionals, and think about all the aspects of the patient’s life’
Challenges to implementation

- Timetabling
- Resources
  - Facilitators
  - Simulated patient or Service user
- Outcomes (what does it meet?)
- Equity
- Lack of commitment
How can the challenges be overcome?

• IPL Champion’s Group
• Commitment
• Innovation
• Team work
Future Plans

• Qualified professionals are demonstrating an interest in attending and co-facilitating the sessions

• Development of a local process to establish the impact on patient outcomes
Thank You for Your Attention
Any Questions?
References


• Sargeant, J., Loney, E., & Murphy, G. (2008). Effective interprofessional teams: “Contact is not enough” to build a team. Journal of Continuing Education in the Health Professions, 28(4), 228-234
