

Assessment for the Interprofessional Learning (IPL) Working with Others Module

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Introduction

- This presentation describes & evaluates the teaching & assessment used for the module 'Interprofessional Learning – Working With Others'
- 320 students on the module from nine different courses
- The students were divided into interprofessional groups of eight students

Introduction

- The groups were given a case study of a service user coming into contact with different health and social care professionals
- They worked together to produce a poster, based on the case study
- This provided a 'real' experience of working together and understanding one another's roles (CAIPE, 2008)
- The students had to defend their poster to two assessors

Aim

- The aim of the module is for the student to engage in effective professional relationships with colleagues and service users

Methods

- This study was a prospective, cross sectional study focussing on the assessment of the module
- Following the module assessment, a simple questionnaire was distributed to all students and staff involved in the assessment
- They were asked to provide feedback about the assessment process, simply listing the positive and challenging aspects of the assessment

Methods

- This type of research tool has a number of advantages such as ease of completion, low cost, straight forward data analysis and the ability to collate data effectively (Gilham, 2000)
- The purpose of the questionnaire was to gather the opinions of the students and staff members about the assessment and to collate suggestions and recommendations for the future

Results

Students

- Difficult to meet up with and communicate with group
- Some professional groups had more involvement with the given case study
- Learned about each other's roles
- Able to see patient pathway
- Able to see some of the real issues from practice around communication and the sharing of information
- Found it enjoyable

Staff

- Excellent assessment as it mirrored the real issues that occur in practice with interprofessional working
- Some fantastic posters and presentations which showed a good level of learning from the assessment
- Good to complete the assessment in one day
- Students appeared to have engaged well
- Interprofessional working was evident

General

- Allowed students to learn from and about one another
- The case studies need to be relevant to all students in the group and have something for them all to contribute to and therefore feel included
- Students don't always see the relevance of some of the case studies to their own profession
- The assessment mirrored issues that occur when working in an interprofessional team in practice
- The negotiation of marks went well and was a good learning process for the students about working in a team and negotiation

Interprofessional Working; Kim's Journey

Kim is awaiting gender reassignment surgery but is already living the life of a woman. She was beaten up and x-ray's shows facial fractures, black eyes and facial cuts. Patient is in need of maxillofacial surgery and would like to be placed on a female ward. Kim has been a victim of bullying and also has a history of self harming and there are signs of cutting along her arms. Her ex-wife has refused access to their children, one of which is in hospital. Kim has lost her job and left the marital home and is living in a bedsit on benefits.

Adult Nurse;

- ❖ Ensure paperwork is completed accurately, handover is done efficiently, communication is vital to avoid errors in addressing the patient incorrectly or causing embarrassment to them.
- ❖ Treat Kim as a person not a label, patient centred care ensures that Kim will be treated for her injuries and not for her transgender status, with respect (Evans, 2012.) This includes placing Kim on a female ward possibly offering her a side room if one was available to protect her dignity. (Thom, no date)
- ❖ Complications on admission due to Kim's facial injuries could include difficulty breathing, eating or drinking.
- ❖ Referral could be made to the Speech and language team to assess and assist with the care plan. Because of the marks noticed on Kim's arms a referral to the mental health nurse is advisable but the nurse would need gain approval from Kim. (The Hillingdon Hospitals NHS Foundation Trust, no date).

Adult Nurse;

- ❖ Each hospital has its own discharge policy which all professionals should make themselves aware of (NHS Choices, 2015). Follow-up treatment is an essential part of discharge planning which is often arranged in multidisciplinary meetings. Kim could be classified as a 'complex' case so may need additional support to help her to overcome her sociological and mental health issues as well as the obvious physical problem. Any referrals to other health-care professionals, such as a mental health nurses and social workers, must be communicated in terms that they can understand so that important information is not lost (NMC, 2015).

Social Worker;

- ❖ **Community** - Transgender people have the right to access sensitive mainstream and specialist services. Therefore professionals would work collaboratively alongside Kim to create self-directed support plans to suit all professionals and tailor the service around Kim (Social Care Institute for Excellence, 2011.) This would involve group work by liaising with health services and the mental health team to gain their professional opinion to ensure Kim's needs are met (Maclean and Harrison, 2011.) Kim could also be put in touch with The Suffolk LGBT Network, a charity based in Ipswich, who provides support over phone line, drop-ins or various events from book clubs to concerts which anyone can attend (Suffolk LGB&T Network.)
- ❖ **Personal Budgets** - We could ask Kim what benefits she is currently receiving and assess whether she may be entitled to any additional benefits. Also when Kim has recovered from her surgery we could look into getting her back into employment and provide support through the process.
- ❖ **Children** - Communication with the mother is key and seeing if compromises could be made. If this fails, we would then apply for an Interim Contact Order, this would allow Kim to have contact with the children until a full court hearing has resolved the matter (Equal Rights for Separated Dads, 2015). During this process the assessor should focus on Kim's ability to be a good parent rather than making personal /moral judgements (Social Care Institute for Excellence, 2011.)

Mental Health Nurse;

- ❖ Kim has possible signs of depression as she self-harms, has been attacked and also going through the gender reassignment process which can be a challenging experience. The role of the mental health nurse would be to start off having a brief conversation to see how the patient is feeling and what would benefit them. They can also provide support, listen, help Kim to build relationships and lead a positive life, and help with recovery and to respond to the patients' needs to make sure what you do will benefit them.

Operating Department Practitioner;

- ❖ **Communication** between Anaesthetist and surgeon with the ward staff and the patient is imperative in order to inform theatre staff in the team Huddle of any issues that are relevant to Kim's time in theatre.
- ❖ **Anaesthetic considerations:** Due to Kim's facial fractures, intubation after induction of anaesthesia may be an issue depending on where her fractures are.
- ❖ **Transfer from Recovery to the ward:** Information including any anaesthetic or surgical complications, pain relief management and her time in recovery should be passed over in detail ensuring no information is missed.

Radiographer;

- ❖ **Ionising Radiation (Medical Exposure) Regulations:** require justification of medical exposures; do the benefits of Kim's X-ray outweigh the risks? (IR(ME)R, 2000)
- ❖ **Facial fractures are queried:** two-three skull projections required. Kim immobile? Trolley-based adaptations;
- **Fronto-Occipital 20°:** supine, skull perpendicular to image receptor, median sagittal plane at right angles; coincident with midline. Central ray is angled 20° cranially, collimation includes skull vertex (superiorly) and base of occipital bone (inferiorly) (Sloane *et al*, 2010)
- **Lateral:** supine. Non-opaque skull-pad raises and immobilise head, median sagittal plane perpendicular to trolley. Horizontal central ray parallel to inter-orbital line, cassette axis coincident with axis of skull, superimpose floors of cranial fossae. (Sloane *et al*, 2010)

Conclusion

- The teaching and assessment worked well, both staff and students have found it to be both a good learning experience as well as being a good way to assess IPL
- Students had a 'real' experience of interprofessional working, facing the barriers and challenges to overcome which are similar to practice

Conclusion

- Students were able to work together, learn from and about one another and understand one another's roles
- The assessment mirrored interprofessional practice and highlighted issues that occur with interprofessional team working
- Case studies help students to see the relevance to their own professional practice

Any Questions?



References

- CAIPE (2008) www.caipe.org.uk/about-us/defining-ipe.
- Gillham B (2000). Real world research – developing a questionnaire. London: Continuum