

# Effective inter- professional education; an innovative approach to delivering collaborative working

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# Introduction

- This presentation analyses the effectiveness of an interprofessional learning (IPL) day for 3<sup>rd</sup> year health and social care undergraduates
- 228 students on the module from seven different courses
- The students were divided into interprofessional groups of ten students

# Introduction

- IPL has been in place since 2000 (Leathard, 2003)
- IPL should improve interprofessional collaboration and the quality of care (CAIPE, 2008)
- Many high profile cases have identified the need for IPL (Laming 2003; Laming, 2008; Francis, 2013)

# Aim

- The aim was to create an authentic IPL learning experience mimicking current practice and to generate self-directed independent learners with an awareness of modern interprofessional working

# Outcomes

- To increase third year health and social care student's confidence in communicating in a multi-disciplinary team (MDT) setting
- To enable students to develop a greater understanding of safe-guarding and domestic violence
- To allow students to gain an awareness of the roles of each member of the MDT and what constitutes an appropriate referral to each member of the team

# Preparation

- A family case study was developed that was both inclusive and authentic
- This was written so that there was something relevant to each of the professional groups
- Students were divided into interprofessional groups
- For the afternoon we invited a panel of experts from practice

# Family Case Study

**Cheryl:  
aged 39, Mum**

- History of breast cancer
- Has been in 2 previous abusive relationships
- On anti-depressants
- Cares more for Shaun than her children
- Has had some unexplained bruising

**Shaun:  
28 years old,  
Boyfriend**

- Partner to Cheryl for past 6 months, does not live in the family home but is a frequent visitor
- Invites friends round there for drinking parties
- Is unemployed but always has money
- Left 2 dogs with Cheryl to protect her

**Kim:  
aged 17, Eldest  
daughter**

- 28 weeks pregnant with first baby
- Her partner Liam is working as an apprentice
- Kim still lives in the family home
- Verbally expressed her dislike for Shaun

**Janet:  
aged 62,  
Grandma**

- Mother to Cheryl & Grandma to all the children
- Not liked by Shaun
- Has vascular dementia and is becoming forgetful
- Has insulin dependent diabetes

# Family Case Study

**Daniel:**  
aged 11, twin  
brother to Paul

- Quiet lad, never any trouble
- His school work has deteriorated over the last term and he often appears distracted
- Does not like Shaun

**Paul:**  
aged 11, twin  
brother to  
Daniel

- 'Difficult' boy
- Attended A&E twice in the last 6 months with suspicious injuries
- Behaviour at school is worsening

**Claire:**  
aged 6, and the  
youngest child

- Confidence declined lately
- Been wetting bed for past 4 months
- Recent hospital admission for abdominal pain
- Scared of Shaun & the dogs

**Two male  
aggressive  
dogs**

- Not taken out for walks unless Shaun goes out to "do a bit of business"
- There have been numerous complaints from the neighbours about the noise the dogs make



# The day

- Family case study introduced to groups of students
- Problem based learning in groups based on the family case study
- Questions for the panel formulated
- Panel question and answer session
- Plenary

# Results

## Student feedback:

- “An enjoyable and informative day”
- “Really engaging and helpful”
- “It was very beneficial to work so closely with other professions”
- “We enjoyed the freedom to learn about one another”
- “I really gained an insight into the roles of other professionals”
- “It was a complex and interesting case study, providing opportunities for all professionals to discuss how they would input into this family”.

# Results

The staff members involved in the day also found this to be a positive experience.

There were two main themes which came from the staff feedback:

- Working in an interprofessional teaching team
- Learning from and about one another

# Conclusion

- Student feedback suggests that the IPL problem based learning, case study approach was a success
- The quality of the relationships between staff has become recognised as imperative for successful delivery of IPL
- As a team of IPL educators we were very pleased with the student feedback and the benefits that the students expressed that they had gained in undertaking the session

# Any Questions?



# References

- Leathard A (2003) Interprofessional Collaboration – From Policy to Practice in Health and Social Care. Brunner-Routledge, Hove
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