



PENNINE CARE NHS FOUNDATION TRUST

INTER-PROFESSIONAL LEARNING STUDENT STUDY DAY

SUMMARY

Pennine Care NHS Foundation Trust

(PCNHSFT) is committed to developing inter-professional learning (IPL) opportunities within clinical practice to enable learners to better understand individuals and situations, adapt to changes, maintain and develop the future of client/patient care. A study day was planned for undergraduate health care students who were placed within a community setting across PCNHSFT to promote the concept of IPL.

Government policy has influenced the design of health care programmes; modernisation of the NHS and the need for 'cultural change' in the development of an inter-professional workforce (Department of Health, 2009). The impetus for this event was high profile inquiries, such as The Laming Report (2003). It was recognised within PCNHSFT that as there are over twenty different Allied Health Care professions, and in line with recent reports and initiatives, it is a requirement that all pre-registration healthcare students receive the opportunity, within a clinical setting, to develop skills and attitudes.

This project was developed as an innovative learning experience, with the support of practitioners and managers, where learning can be replicated for all levels of pre-registration healthcare students within the Trust footprint. The overarching theme of the study day was to enhance the quality of service user/patient care delivery by fostering a shared responsibility, effective team working and adopting mutual respect between professional disciplines and commitment to care. The Trust's Practice Education Facilitators (PEFs) delivered the student learning event, enabling students to

meet their learning outcomes by developing transferable skills, and promoting a proactive approach to addressing health needs.

KEY OUTCOMES

- An evaluation of the study day was carried out and this indicated that 92% felt the session met their expectations, 92% stated their learning objectives were achieved, and 96% stated they would recommend the event to a colleague.
- All participants indicated that they had learnt something new from the event, and 75% would actively seek to improve patient care through multi-disciplinary working.

- Several themes emerged, and positive comments by students included:

Awareness of other groups adds to knowledge

"more knowledge of services available"

"working in partnership"

"collaborative working"

"barriers to partnerships in the community"

"The importance of collaboration and partnership working between the MDT"





GOOD PRACTICE CASE STUDY

BACKGROUND

Pennine Care became an NHS Foundation Trust in July 2008 and is responsible for effectively meeting the needs of service users within its geographical footprint. The organisation provides mental health and community services across this sector.

The Trust has a workforce of over 5,500 staff, 561 inpatient beds and delivers a range of community-based services.

The Trust has a strong commitment to the training and development of all staff and has established links to a number of universities and accommodates practice placements for health care students covering the North West.

KEY AIMS

- Promote the concept of IPL in delivering high quality care.
- Enhance the quality of learning for all health professional students.
- Develop effective communication skills within different disciplines of health care professionals.
- Enable students to develop transferable skills in order to successfully address the health needs of patients/clients.
- Ensure that students can successfully integrate knowledge, skills and attitudes with the disciplines of other health care professionals.
- Foster an appreciation of the different healthcare roles, and improve community partnership in health care delivery.
- Promote the concept of the importance of reflection, and how this can benefit practice, the patient/clients experience, and be incorporated in the student's personal portfolio.

HOW IT WORKED

As a response to an action learning research project, it was identified that the promotion of IPL opportunities was required within PCNHSFT.

Guest speakers were invited with the appropriate University Link. The event was advertised across the Trust for students of all disciplines who were on clinical placement. Information was sent out to each clinical area via the PEFs, and Practice Education Leads.

The curriculum was defined by the PEFs, and the topics covered were based on recommendations from a range of influential reports.

The curriculum covered:

- Leadership
- Public Health
- Partnership Working with Families
- Developing Communication Skills
- Record Keeping.

Students from a range of disciplines attended a full day learning event where short sessions were delivered by various health professionals from both the NHS and the Local Authority.

Learners formally evaluated individual sessions, and also the overall event. An evaluation tool was chosen to capture both qualitative and quantitative data.

RESOURCES

The PEF is required to facilitate each event. Part of the PEF role is to ensure that pre registration health care students receive high quality multi professional learning opportunities in both NHS and non NHS environments.

- An easily accessible venue was identified.
- Guest speakers were invited and agreed to attend without payment.
- Delegate/Information packs were devised by the PEFs for distribution.
- No other costs were incurred.

KEY CHALLENGES

- Allied Health Professional Students were not all out in practice placements at the same time and therefore, not all health care disciplines were involved in the learning event. This could be overcome by ensuring all relevant allocation data is available and learning events booked at appropriate dates throughout the year, in different semesters.
- Due to the structure of PCNHSFT the majority of the learners who attended were pre-registration nurses. Getting the appropriate mixture of undergraduate health care students can be a challenge in terms of timing of events in relation to placement dates. During the planning of such events it may be beneficial to limit the number of learners from each profession to achieve proportionate student representation across professional groups.
- It is challenging to deliver full day events on a limited budget but this is overcome by being creative, as outlined under the resources section.





GOOD PRACTICE CASE STUDY



North West

KEY LEARNING

- It is important to ensure the venue has the capacity to facilitate group work such as 'break out rooms' as this will enable learners to learn from each other as well as with each other.
- A framework such as action learning is paramount in enabling the continual evaluation of processes and to ensure that learning is acted upon to improve quality.
- The evaluation tool used was generic. An evaluation tool which measures IPL explicitly may yield more comprehensive information.

SUSTAINABILITY

Inter-professional learning is embedded within the culture of the NHS and Pennine Care's PEFs are supported in promoting and delivering IPL opportunities across the geographical footprint. This enables the PEF team to maintain the ethos of IPL within clinical placements.

NEXT STEPS

- Reformulate evaluation tool including measures/changes of attitudes and values towards other professionals.
- Review differing contents for future IPL learning events, in relation to current and future developments in health care.
- Promote and review placement mapping, to capture all Allied Health Professions, to ensure exclusivity.
- Consider the service user's' story in facilitating IPL as this is valuable learning resource
- Explore other mediums such as live intranet forums to enable all pre-registration students to become engaged in the process.

RELEVANT WEBSITES

- www.dh.gov.uk
- www.qaa.ac.uk
- www.thecochranelibrary.com
- www.caipe.org.uk



REFERENCES

Darzi (2008) High Quality Care For All NHS Next Stage Review Final report.

Department of Health (2007) Creating an inter professional workforce – an education And Training framework for health and social care in England. London, DoH. Available from: <http://www.dh.gov.uk/en?Publications>

Laming, Lord (2003) The Victoria Climbié Inquiry Report. London: Stationery Office.

Department of Health (2008) Our NHS, Our Future. London, Department of Health. Available from: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_084644

Francis.R. (2010) Staffordshire NHS Foundation Trust Enquiry, London, Department of Health.

CONTACT FOR FURTHER INFORMATION

- Christine Clegg, Ann Jewell
Practice Education Facilitators

Email: c.clegg@nhs.net
ann.jewell@nhs.net
Tel: 0161 716 2800

Want to submit your own? Contact christine.stewart7@nhs.net

