

# Glenrothes Hospital Clinical Teaching 2015-2016

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# Multiprofessional experience

- 17 weeks Medical students and Nursing students (second and third year)
- 1 week Medical students and Pharmacy students (fourth year)



# Aims



- Raise awareness of team working in NHS
- Learning to support and respect other professionals
- Learning through shared experience

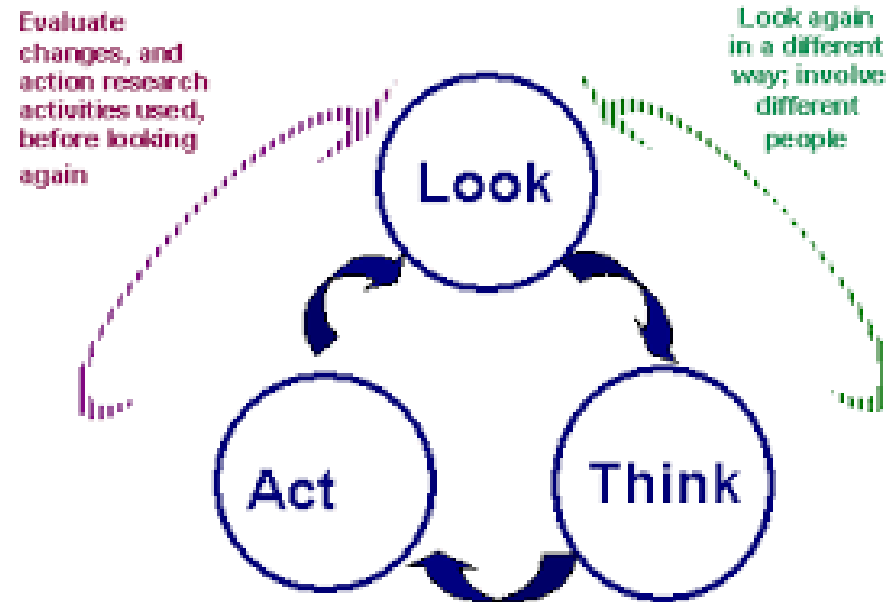
# Background

- Build on work of  
Veronica O'Carroll,  
Mark Ford and Mairi  
McKinley



# Planning

- ?
- Action research!



# World Health Organisation

- Learning together to work together; Report of a WHO study group on Multiprofessional Education of Health Personnel. 1988



# GMC; Outcome 3 Doctor as a professional

## Learn and work effectively within a multi-professional team



- Understand and respect the roles and expertise of health and social care professionals in the context of working and learning as a multi-professional team.
- Understand the contribution that effective interdisciplinary teamwork makes to the delivery of safe and high quality care.
- Work with colleagues in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.
- Demonstrate ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others.

# Concerns

- Repetitive for nurses
- Not relevant to some groups
- Loss of focus on teaching individual groups





# The Team

- Ed Wallace
- Sonia Devereaux
- Tracie Hartmann
- Staff and patients of Glenrothes Hospital
- Volunteer patients



# Partners

- Ian Burns and colleagues University of Dundee
- Alyson Brown Robert Gordon's University



# Feedback

- Observing other student groups history taking helpful
- Medical students need to be encouraged to smile and make eye contact (and look less anxious)

**I WANT YOU**



**FOR FEEDBACK!**

# Feedback

- Nursing student also not used to on the ward teaching but gain in confidence quickly
- Nurse students going to Glenrothes Hospital after medical student teaching expressed disappointment that they missed out on teaching

**I WANT YOU**



**FOR FEEDBACK!**

# Feedback

- Both rewarding and challenging for tutors

**I WANT YOU**



**FOR FEEDBACK!**

# Lessons learned

- Make sure nurse students timetabled for teaching activity
- Let student lead activities more
- Small groups
- Need to emphasise multi professional learning as a positive experience
- Pharmacology a challenge for nursing students (should not be)



# Lessons learned

- May need more variety of teaching experience for nursing students in the afternoon
- Formal tutorials do not work
- Both rewarding and challenging for tutors
- Students will get different experiences



# Things to try out

- Get Hospital to save up things for the students to do together e.g. ECGS, TPR rounds, dressings
- Work with Robert Gordons to set up one week clinical experience for pharmacy students





# Things to try out

- Develop with the wards new activities for the afternoon sessions



# References

1. [http://apps.who.int/iris/bitstream/10665/37411/1/WHO TRS 769.pdf](http://apps.who.int/iris/bitstream/10665/37411/1/WHO_TRS_769.pdf)
2. [http://www.gmc-uk.org/education/undergraduate/undergrad\\_ou\\_tcomes\\_3.asp](http://www.gmc-uk.org/education/undergraduate/undergrad_ou_tcomes_3.asp)



# Questions?

