

Learning together, evaluating together:

An enhanced evaluation of interprofessional postgraduate learning

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Aims for the session

Detail the current investigation taking place

Share practice - Mentimeter

Discuss the implications of interprofessional learning?

Module: *Health Assessment*

The cohort...

47 students (29 MSc Advanced Clinical Practice Pathway)

Experienced clinicians (Majority aged 30-49)

Disciplines

Nurse (33) Pharmacist (6) Optometrist (1) Paramedic (4) Podiatrist (1) Physiotherapist (2)

Level of Education

Level 7 modules, BSc, Diploma only, significant clinical experience, but no HEI education

Interprofessional Base Groups

4-5 students per group

The set up...

Students are instructed briefly on how to join the Mentimeter classroom.

Can use own devices or iPads provided.

Left to complete the evaluation, unsupervised, for twenty minutes.

Staff return for short debrief.

Data is retrieved from Mentimeter.

In-class evaluation using *Mentimeter*

Mentimeter

Go to www.menti.com and use the code **26 47 93**

On a scale of 1-10

Mentimeter



1. What are the main benefits of working with practitioners from other disciplines?

Mentimeter



Mentimeter - Features

What can I get for free?	Unlimited participants but only 2 questions per free quiz
What can I get if I pay?	Unlimited participants and number of questions
How much does an annual license cost?	Approx £50
Do I need hardware?	No
Can students use their own devices?	Mentimeter is browser-based so phones, tablets and laptops will all work.
What types of questions can I ask?	Multiple choice, scaling exercises, matrix formats, open text, word cloud, 100-point allocation
Does it integrate into Powerpoint?	Yes but only Office365
Can I download the data?	Yes

The data: What the students said...

Data gathered at end of
module

Evidence base

Data gathered - common themes

How beneficial have you found working with practitioners from other disciplines?

9.3/10

Would you learn with practitioners from other disciplines in the future? 100% yes

What are the main benefits of working with practitioners from other disciplines?

Shared knowledge; Different experiences; **Support/networking/peer learning**

What are the main disadvantages to working with practitioners from other disciplines?

Too specialised; Different focus; **Scope of work varied/access/agency; None!**

Data gathered - common themes

How has learning together affected your clinical practice?

Mentimeter

Build confidence	Broadened knowledge	Become more confident
It has broadened the way I view other roles and my personal understanding surrounding these roles. New ways of approaching things clinically	Given an insight into other roles within the health economy. More skills to bring into practice	Greater respect for different specialities
Increased knowledge base,	Increased my awareness of the broader patient assessment	Apply different skills and experiences from others to my current clinical practice
Good practice Benchmarking	I have been able to see how practitioners from other disciplines	enhanced

How has learning together affected your academic/study-based practices?

Mentimeter

Build relationships	Stressful	Support from people going through the same learning experience and gathering additional perspectives
It has enhanced the experience through being able to information share and study using different methods.	Able to information share and bring contacts to use in the future	Don't think it has
Shared pain! Learning from each other. Support 🤝	No	Their practice enhanced the way I worked Having a buddy made it more enjoyable
Benefitted from their experience	Apprehensive at studying at level 7 for the first time but able to share info and experiences with eachother	Supportive

Data gathered - common themes

How has learning together affected your clinical practice?

- Understand of other roles;
- **New approaches to clinical things;**
- Increased confidence

How has learning together affected your academic/study-based practices?

Additional perspectives;

Support;

Sharing information

Interprofessional learning: *What the literature says*

Interprofessional 'learning together to promote collaborative practice' rather than multiprofessional 'simply learning together' (Hammick, 1998)

Can give better understanding of the discipline-specific frames of reference other practitioners utilise and consolidate appreciation of own discipline (Hall & Weaver, 2001).

Can help to nurture more respectful forms of cross-discipline collaboration and help to combat power imbalances that regularly occur (Hanson, 2005).

Groups need to be small enough (less than 8) for interaction and diverse enough (more than 4) in order for students to learn from each other (Brickell, et, al, 1997)

Systematic review in 2000 showed the largest effects were on students' knowledge, attitudes, skills and beliefs, in particular an understanding of professional roles and team working (including problem solving and resolution of team conflict (Cooper, et al, 2001)

Future work...

Continued evaluation with new module cohorts and programmes.

Consideration of researching long term outcomes upon students professional practice.

Could you evaluate your modules in-class? Would you?

Does feedback *in situ* change the dynamic?

Thank you!
Any questions?

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