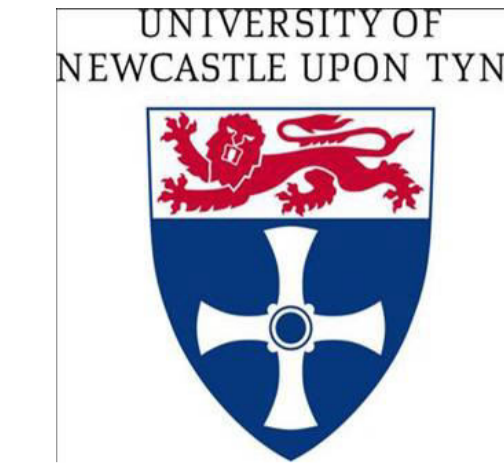


SHIFT :

A CETL4HealthNE collaboration to promote patient safety

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Background

- Patient safety is crucial to healthcare, but undergraduate healthcare curricula for different professional groups vary in their approach and content around this topic
- CETL4HealthNE is a Higher Education Council Funded partnership between all 5 local universities in NE England and NHS partners
- The Safer Healthcare Interprofessional Focused Training (SHIFT) collaboration is a pilot project between several partners (Newcastle, Sunderland and Teesside Universities and University Hospitals of North Tees and Hartlepool) to develop teaching in this area.

Aim

To develop a patient safety teaching module for senior healthcare students which was responsive to local and national priority areas identified from the National Patient Safety Association website, using interprofessional education as the teaching and learning strategy.

Methods

- Multiprofessional academic/clinical planning group
- 5 half day sessions delivered over 6 weeks on 2 hospital sites
- Topics covered included
 - Prescribing errors
 - Infection control
 - Peri-operative care
 - Root cause analysis
- Teaching methods were interprofessional and included small group teaching, facilitated discussions and working with patients
- Written feedback using Likert scales and free text obtained from students
- Readiness for Interprofessional Learning Survey (RIPLS, 1) was used at beginning and end of programme for students
- Informal feedback from tutors and patients
- Programme altered in response for repiloting next academic year

Discussion

Students engaged with sessions and each other positively and appeared to learn relevant information and skills about patient safety.

Content of sessions needed to be appropriate to each profession and their stage and the lack of nursing students was perceived as having a negative impact on learning. This has led to a redesign of the programme to be delivered longitudinally through the curricula and include nursing students. This will be repiloted in the next academic year prior to role out across the region.

Conclusions

IPE is an effective and acceptable learning and teaching strategy for healthcare students, however content must be appropriate to both student stage and profession.

Reference

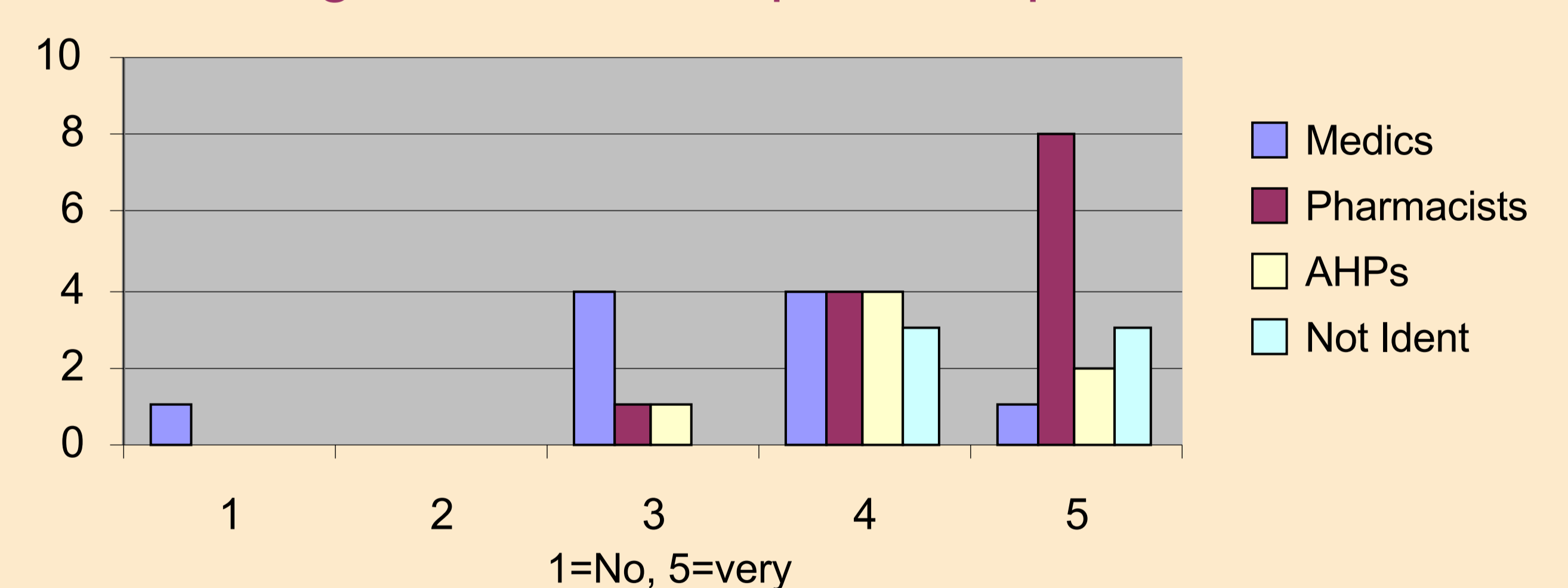
Parsell, G., and Bligh, J. 1999. The development of a questionnaire to assess readiness of health care students for interprofessional learning. Medical Education 33, 95-100

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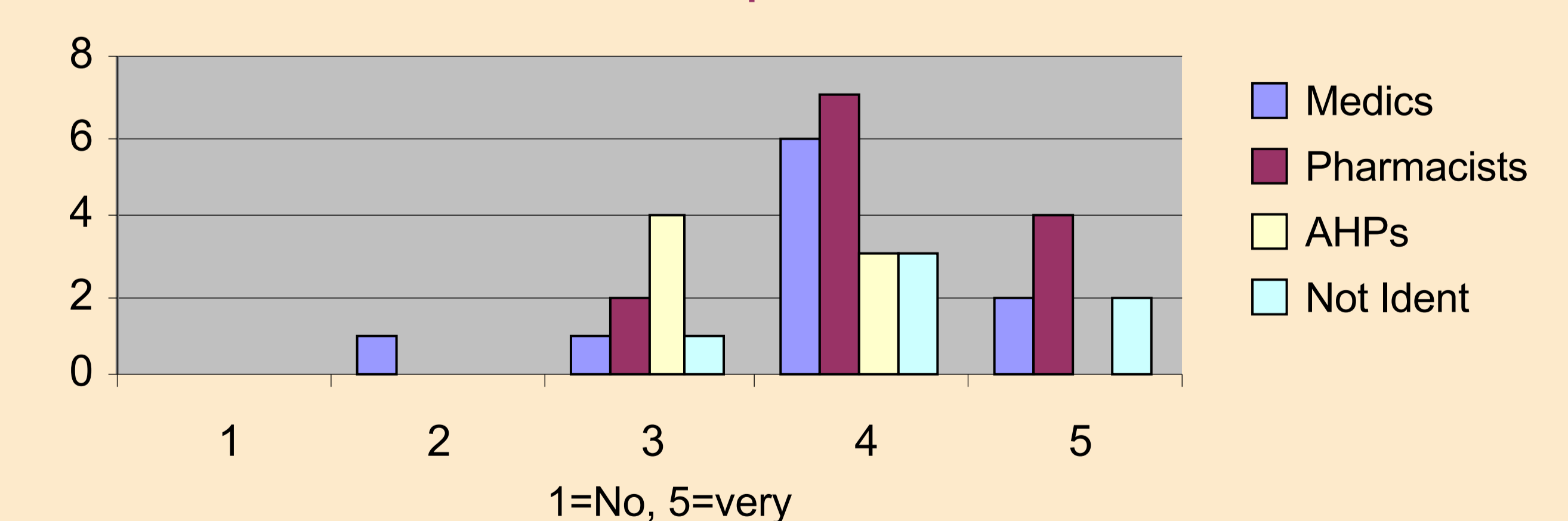
Results

- 73 students attended the sessions (29 final year medicine, 27 final year pharmacy, 17 physio/occupational therapy. Nursing students were not on placement and could not be included)
- Written and verbal feedback from students was generally positive
 - Enjoyed working with other healthcare students
 - Most content relevant
 - Some content inappropriate for specific groups or stage and need for nursing students to be involved
- Tutor feedback similar
- Patients enjoyed involvement
- RIPLS showed mean shift to more positive attitudes to IPE in each domain
- Small number became more negative

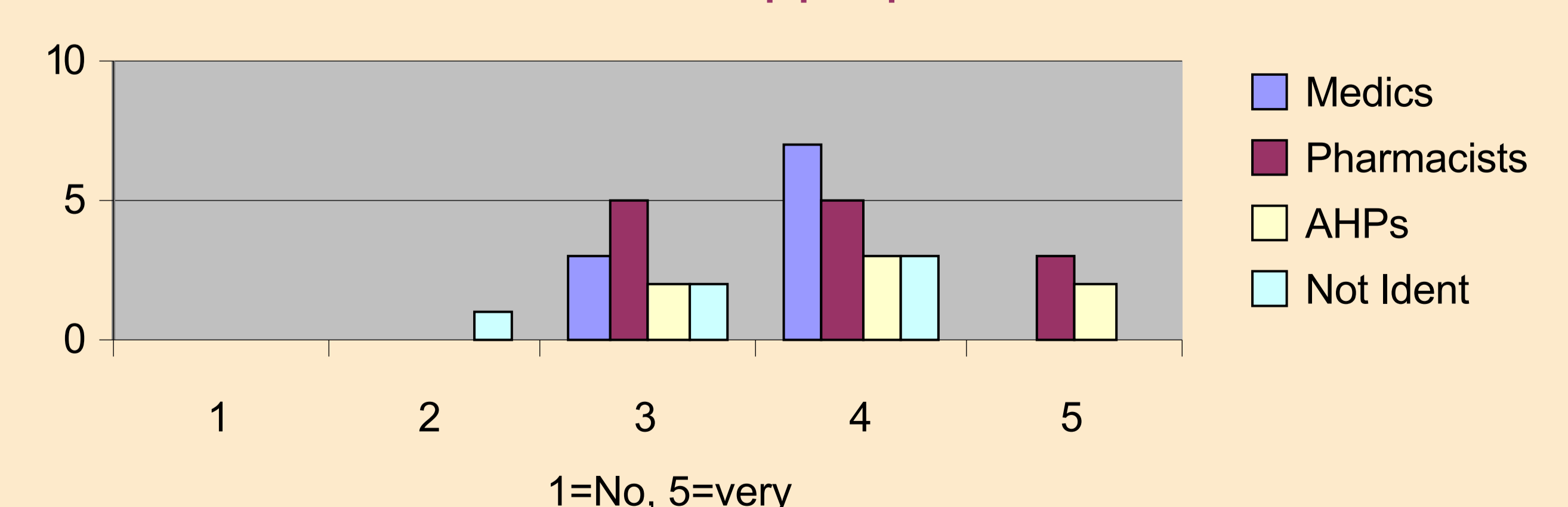
Working with other disciplines helpful



Relevant to Future profession



Activities were appropriate



Something I learnt:

'How much clinical and multidisciplinary teams are needed in the M.Pharm course' (pharmacist)

'A lot about other professions and their roles in the healthcare system' (medic)

Something I will do differently:

'Be more patient orientated as I have seen their side when speaking to them' (physio)

'Get physiotherapists involved earlier' (medic)