Resilient Interprofessional Learning; Safety and Risk a team approach

Dr Leeanne Bodkin¹, Aleksandra Mergo¹, Fradma Vas¹, Kellie McClafferty¹, Andra Stefan²

¹ University of Aberdeen, School of Medicine, Medical Sciences and Nutrition

INTRODUCTION

Interprofessional education (IPE) is a pedagogical approach that fosters collaboration between students from different health and social care professions with the aim of improving patient safety and quality of care. Therefore, IPE can equip students with the appropriate skills to effectively work as members of collaborative practice teams, preparing them for the modern workplace. In Aberdeen, Robert Gordon University (RGU) and the University of Aberdeen have delivered a joint IPE programme since 2003, involving students from health and social care courses. (Joseph, 2012) One interprofessional learning (IPL) opportunity provided by this programme brings together second-year medical students from the University of Aberdeen and RGU students pursuing other health care degrees to discuss complex clinical cases. These cases were carefully constructed to enable opportunities for collaborative discussion on the potential patient safety risks. During the 2020-2021 academic session, the two universities have redesigned this IPL experience for online delivery as a result of the limitations on face-to-face learning.

OUTCOMES OF SESSION

Overall, at the end of this IPL experience the students were expected to:

- identify situations where patient safety may be compromised
- describe how interventions the Multidisciplinary team can manage and mitigate risk
- recognize the importance of good teamwork in maintaining or improving patient safety

Case 1: Jamal Khaled

Situation: GP practices receive a call from a Support Worker concerned about the health of a 5-year-old male, Jamal. He has cerebral palsy (CP) and developed fever, nasty sneezing and cough. He also had a 1-week-old eczema. Background:
- He has no family history of eczema or allergy
- He has not seen a GP/Clinical Professional for 3 weeks

Case 2: Steve McBride

Situation: Late Saturday night. Ryan, Male patient to add to the family. His wife is sweating, pale and throwing up. Background:
- He has no family history of allergy

RECOMMENDATIONS

The event was a success, with many students feeling they met the outcomes. Below are recommendations made by students for future sessions;

1. More communication prior to the session and preparation needed.
2. Facilitator in each breakout room.
3. Less than 10 students per group for easier discussion.
4. Provide less slides or emailing PowerPoints beforehand.
5. Increasing the session duration.
6. Student from each group to scribe and manage discussion.
7. A more even distribution of student professions.
8. Alternative to online whiteboard in breakout room.

REFERENCES