

# Interprofessional learning opportunities on a post-graduate advanced practice MSc: Influence on MDT working and role readiness.

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**AIM:** To explore the value of Interprofessional Teaching and Learning for Advanced Practice students undertaking a post graduate MSc programme

## Introduction:

The Advanced Practice (AP) role is key to the integration and coordination of interprofessional services across healthcare to improve patient care outcomes (Scottish Government, 2021). The benefits of MDT working in healthcare are well established; however, the facilitation of interprofessional leaning (IPL) in education to prepare students for the realities of complexity in clinical practice can be challenging (CAIPE, 2017).

“I was slightly unsure how my role as a podiatrist would fit into the programme, but I soon realised that I had gained core skills which were being utilised in my clinics. The course has given me confidence in using my new skills and is helping me to explore more with history taking and handovers. I am really enjoying the course, and it is very helpful that the lecturers plus my fellow classmates, have an understanding and appreciation of my specialist role in advanced practice as a podiatrist”

Senior Podiatrist

## Methods & Results - Literature Review: Interprofessional Learning and Role Readiness

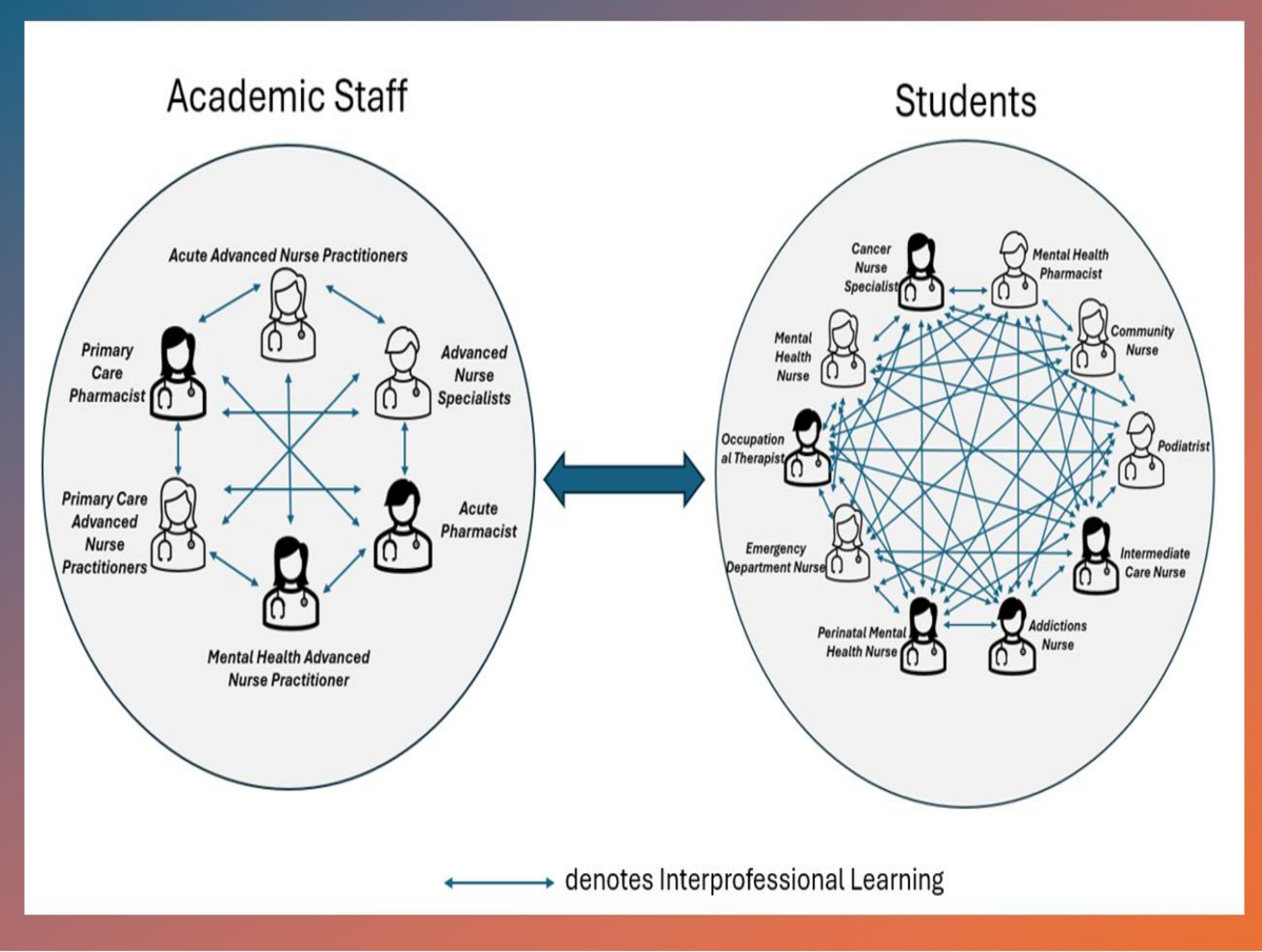
There is limited research into the concepts and practices of multi –disciplinary learning in the field of advanced practice. However, the research conducted identifies key themes that are attributed to interprofessional learning and the impact on the clinical role and experience. professional learning across the UK as well as multi-professional teaching approaches within.

An explorative study by Mundy and Pow (2021) identified that the provision of education from HEI (Higher Education Institution) providers enhanced their confidence and decision-making skills stemmed from interprofessional learning. The study reinforces the reliance of a tripartite framework between clinical practice, HEI and students to facilitate an advanced practice programme of learning. Wider enquiry to the research explored studies across America (Cunningham et al, 2018) and Australia (Robson *et al*, 2023) in recent years have brought attention to the benefits of interprofessional learning within the HEI environment highlighting that students established clarity of their role and that of their peers, it enhanced communication skills between the disciplines, in turn enhancing student confidence in their practice and role. Interprofessional learning experiences provided opportunity to enhance teamwork and communication skills across the professions, learning more of the specialism within the other professions with view to improving patient care delivery (Cunningham, 2018).

Interprofessional educational programmes prepare practitioners for multi professional relationships within the clinical setting (Hulse, 2022), however there remains limited research and guidance to its implementation for practice and preparation of students for role readiness (Sibanda, 2022).

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## Interprofessional Learning is Multi-Directional



“As an OT working within Primary Care, this course has enabled me to become much more embedded in the practice MDT. I’ve had the opportunity to shadow GPs and ANPs within their role in primary care. This led to wider discussions regarding my role within the practice and other clinicians developed a much better understanding of where my skills could benefit patients” Senior Occupational Therapist

## Conclusion

Feedback from a multi-disciplinary programme development project including internal and external stakeholders, revealed a need to ensure MDT working, learning and teaching and a focus on role readiness for newly qualified advanced practitioners. This led to a literature review that found a small amount of research suggesting that this focus may be beneficial. This informed our programme design which may in turn lead to further evidence of the benefits of this approach.

## Students engaged in multi-disciplinary learning



## Actions and outcomes

Actions	Outcomes
Course design consultation with a wide range of stakeholders	Course content suitable for multi-disciplinaries
Multi-disciplinary student recruitment across a variety of sectors/specialities	Diverse perceptions built into participatory learning
Small group learning opportunities incorporated throughout the modules	Interdisciplinary discussions focused on developing MDT working and professional respect.
Teaching delivered by an interprofessional and multi-disciplinary academic team	Course content designed and delivered by a diverse academic team facilitating diverse professional perspectives.  Specialised teaching sessions utilising academic team members individual areas of expertise.