

# Development of an inter-disciplinary clinical module

Interdisciplinary Learning and Teaching Conference

Anglia Ruskin University Chelmsford

20<sup>th</sup> April 2023



**Jo Outteridge** | Director of Interprofessional Learning; Faculty of Health, Education, Medicine and Social Care  
**Harry Stewart** | Senior Lecturer Practitioner & Independent Prescribing Optometrist  
**Dr. Yvonne Norgett** | Associate Professor & Course Leader (Optometry)

# Inter-disciplinary clinical module

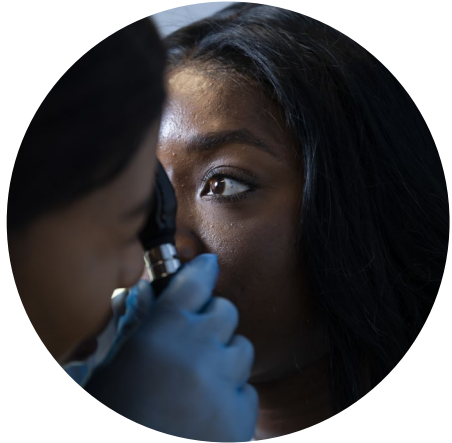


The context

The challenges

The opportunities

The module



Multi-professional education  
-learning in *parallel*



Inter-professional education  
-learning *about, from and with*  
each other

Individual professions  
dealing with a patient  
'their way'



Clinicians able to see a  
clinical problem through  
the lens of another  
discipline

# Aim



# Challenges

- Each profession has its own culture, modes of thinking and practice
- Timetable- cross-faculty, large cohorts
- 'Ruskin modules' constraints

# Professional, statutory and regulatory bodies (PSRBs)



The approved qualification must provide experience of inter-professional learning

[https://optical.org/media/wx0hmr1w/optom\\_do-requirements-revised-march-2022.pdf](https://optical.org/media/wx0hmr1w/optom_do-requirements-revised-march-2022.pdf)



Competence to work together effectively with other actors in the health sector

<https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-competence-for-registered-nurses.pdf>



The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.

<https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/>

# Opportunities

- Co-ordinate person-centred care
- Meet changing PSRB requirements
- Challenge ideas and stereotypes held by professions of each other
- Foster students' understanding about the value and significance of other professions
- Help the student health care practitioners in their approach to resolve complex issues with patients and their ability to utilize other resources
- Increase course/work satisfaction



## The Module

How can  
professionalism  
promote patient safety?

# How can professionalism promote patient safety?

## Content

- Patient centred care
  - Equalities Act, Professional standards, Common practice policies including safeguarding.
- Effective communication
- Legal frameworks for use of drugs in clinical care
  - Medicines act and other relevant statutory regulations
- Application of ethical frameworks
  - Duty of care, duty of candour, whistle-blowing
- Effective management of complaints, incidents and errors
  - Role of NHS and regulatory bodies in the complaints process
- Seeking advice and support for vulnerable patients
  - Safeguarding and disclosures.

# How can professionalism promote patient safety?

## Delivery

- Different courses have different modes of teaching
  - Optometry is taught full time, face to face
  - Ophthalmic dispensing is blended learning with block release
  - Nursing has placements with apprenticeship day release for academic learning
- Need to contend with non-standard entry points
- The answer?
  - Two possible delivery methods:
    - Face to Face (mandated for Optometry students to attend as part of course attendance requirement)
    - Blended learning with non-sequential pre-recorded lectures.
  - Overlap with live online group sessions with inter-disciplinary involvement.

# How can professionalism promote patient safety?

## Assessment

1. 1500 word patchwork assignment
  - Containing elements of problem-based inter-disciplinary group work, peer-reflection, discussion board interaction and literature reviews;
2. Evidence of completion of:
  - A. For Optometry: A professional body required online quiz
  - B. For other students: an equivalent quiz based around medical ethics, health and safety, safeguarding etc.

# Evaluation

- Plan to use a survey or questionnaire to explore students' attitudes to IPL before and after participation on the module.
- Interdisciplinary Education Perception Scale



# Keep in touch

**Jo Outteridge** | [joanne.outteridge@aru.ac.uk](mailto:joanne.outteridge@aru.ac.uk)

**Harry Stewart** | [harrison.stewart@aru.ac.uk](mailto:harrison.stewart@aru.ac.uk)

**Dr. Yvonne Norgett** | [yvonne.norgett@aru.ac.uk](mailto:yvonne.norgett@aru.ac.uk)



# References

Guraya, S.Y, Barr, H. (2018) “The effectiveness of interprofessional education in healthcare: A systematic review and meta-analysis” *The Kaohsiung Journal of Medical Sciences*, Volume 34, Issue 3, Pages 160-165

Williams B, Webb V. (2013) “Examining the measurement properties of the interdisciplinary education perception scale (IEPS) in paramedic education.” *Nurse Educ Today*;33:981e5.

Barr, H. (2002). ”Interprofessional education: Today, yesterday and tomorrow.” Occasional Paper 1. London: the Learning and Teaching Support Network for Health Sciences and Practice. [www.healthheacademy.ac.uk](http://www.healthheacademy.ac.uk)

Zwarenstein, M., Atkins, J., Barr, H., Hammick, M., Koppel, I. and Reeves, S., (1999). “A systematic review of interprofessional education.” *Journal of interprofessional care*, 13(4), pp.417-424.