



Interprofessional Education Research “Peer Teaching of Clinical skills”

Project Team:

Dr. Lesley Diack, Senior Lecturer in E Learning/IPE Research Team
Mrs. Kate Goodhand, Senior Lecturer Clinical Skills Development
Dr. Sundari Joseph, Lecturer in Interprofessional Education
Mr. Jerry Morse, Manager of Clinical Skills
Mr. Neil Johnson, Course Leader BN (Hons) Adult Nursing.





This presentation will focus on:

Why we came to do this project?

How we did it?

What we've learnt from it?

IPE in Aberdeen

Started in 2003

10 professions

2 universities

Evaluated in 2008





**Created an IPE
research team**





Developed a research strategy

Mission Statement

- Evidencing effective IPE teaching and life long learning
- Equipping tomorrow's practitioners
- Promote a critical mindset valuing evidence based IP practice
- Promote the development of research practitioners



**Submitted
funding
applications**

**A successful
outcome- IPE
BLS project**

IPE Basic Life Support Project- Key Features

- Small Grant funding
- Peer Teaching- enhancing students' teaching skills
- Use of Clinical Skills Centre
- Enhancing basic life support skills for 8 undergraduate courses

How we did it?



Calling all final year nursing and medical students with an interest in CPR

Would you like to gain some teaching practice in CPR?

Would you like to enhance your CV?

This is an opportunity to teach CPR skills to 1st and 2nd year health sciences; pharmacy and life sciences and social work students.

All you have to do is respond to this advert, engage in some free training and be willing to facilitate 3-4 sessions between 6-8pm (Feb-Mar 2011) on designated evenings in the clinical skills centre at Robert Gordon University.

Want to know more?

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by 7th Jan 2011*

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**Staff resources
5 members
of project team
plus 4 other staff**



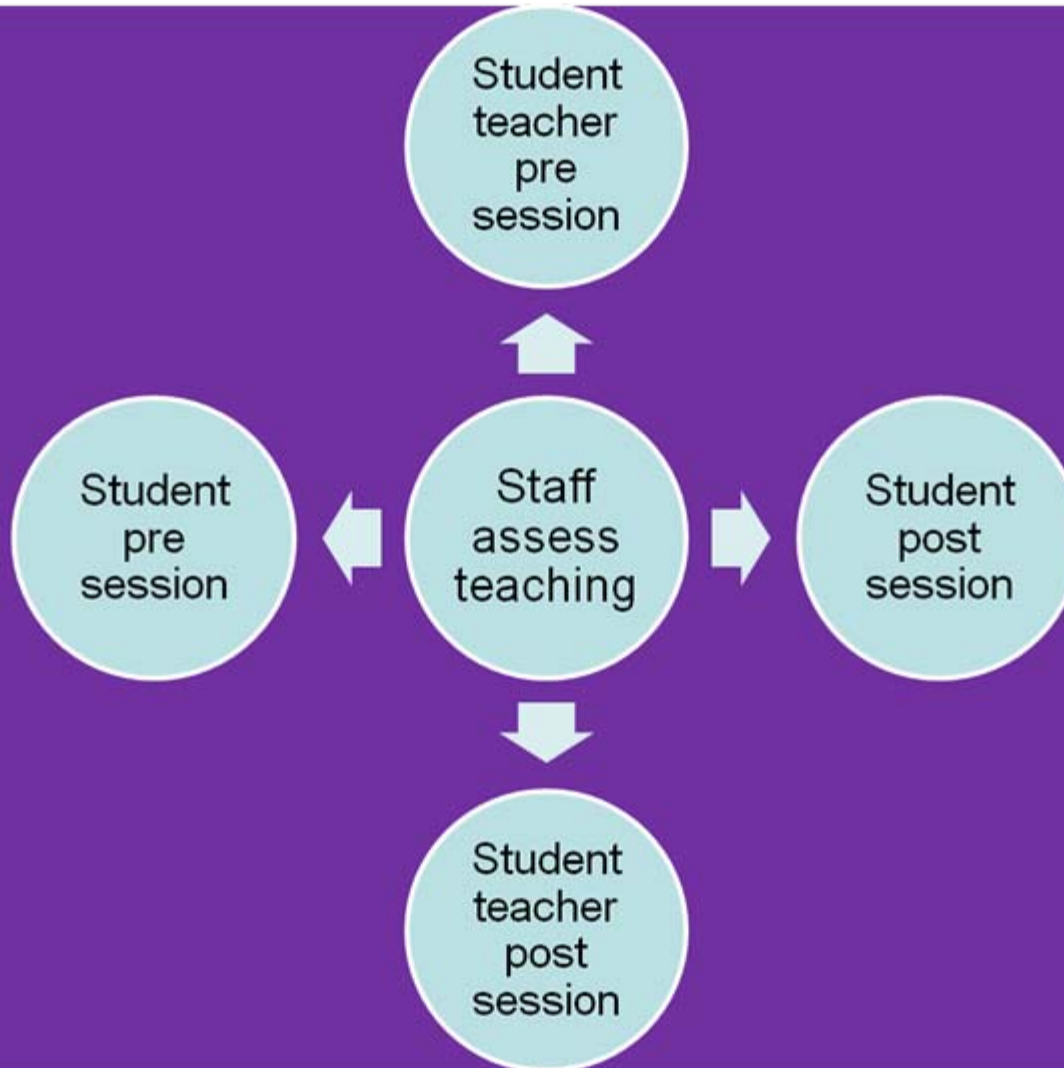
**Student Teachers –
Medical students trained 20 (16 participated)
Nursing students trained 18 (15 participated)
Total student teachers 38 trained (31 participated)
Students taught 136 in 13 sessions
6 Mondays 6 – 8
7 Wednesdays 5 @ 5 – 7 and 2 @ 6 – 8pm**



Course	Expected Numbers	Actual Numbers	Split bet Mon and Wed
MPHARM Yr 1	158	52	22 Mon/30 Wed
BSc OT Yr 2	46	23	11 Mon/12 Wed
BSc Physio Yr 2	45	30	18 Mon/12 Wed
BSc DRAD Yr 2	30	4	1 Mon/ 4 Wed
BSc N&D Yr 1	31	10	8 Mon/2 Wed
BSc Nutrition Yr 1	10	0	
BSc Biomedical Science Yr 1	33	3	1 Mon/2 Wed
BSc Forensic Science Yr 1	43	4	2 Mon/ 2 Wed
BSc Social Work yr 1	69	10	10 Mon/0 Wed



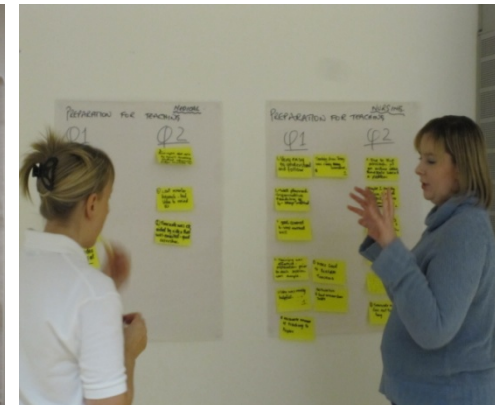
Research





Students teachers – pre sessions

- Enjoyed group work and it's good to interact with new people from different disciplines
- Encourage teamwork from beginning of course will improve teamwork when working





Student Teaching skills

IPE Basic Life Support Facilitator Feedback & Assessment			
Name:	Date:	Assessor:	
		Needs further development	Effective & Competent
Introduction to session			
States the aims and objectives			
Explains the 4 stage teaching method			
Demonstrates the skill – ‘real time’ – stage 1			
Demonstrates the skill – ‘with commentary’ – stage 2			
Demonstrates the skill – ‘with student commentary’ – stage 3			
Allows the students to demonstrate the skill – stage 4			
Facilitates the group of students independent practice			
Answers any questions clearly and accurately			
Provides verbal feedback to students on performance			
Invites and answers questions from the group of students			
Summarise the session			
Terminate the session by thanking for participation			
Global Assessment			
Needs further development <input type="checkbox"/>		Effective and competent <input type="checkbox"/>	
Comments and summary of feedback :			



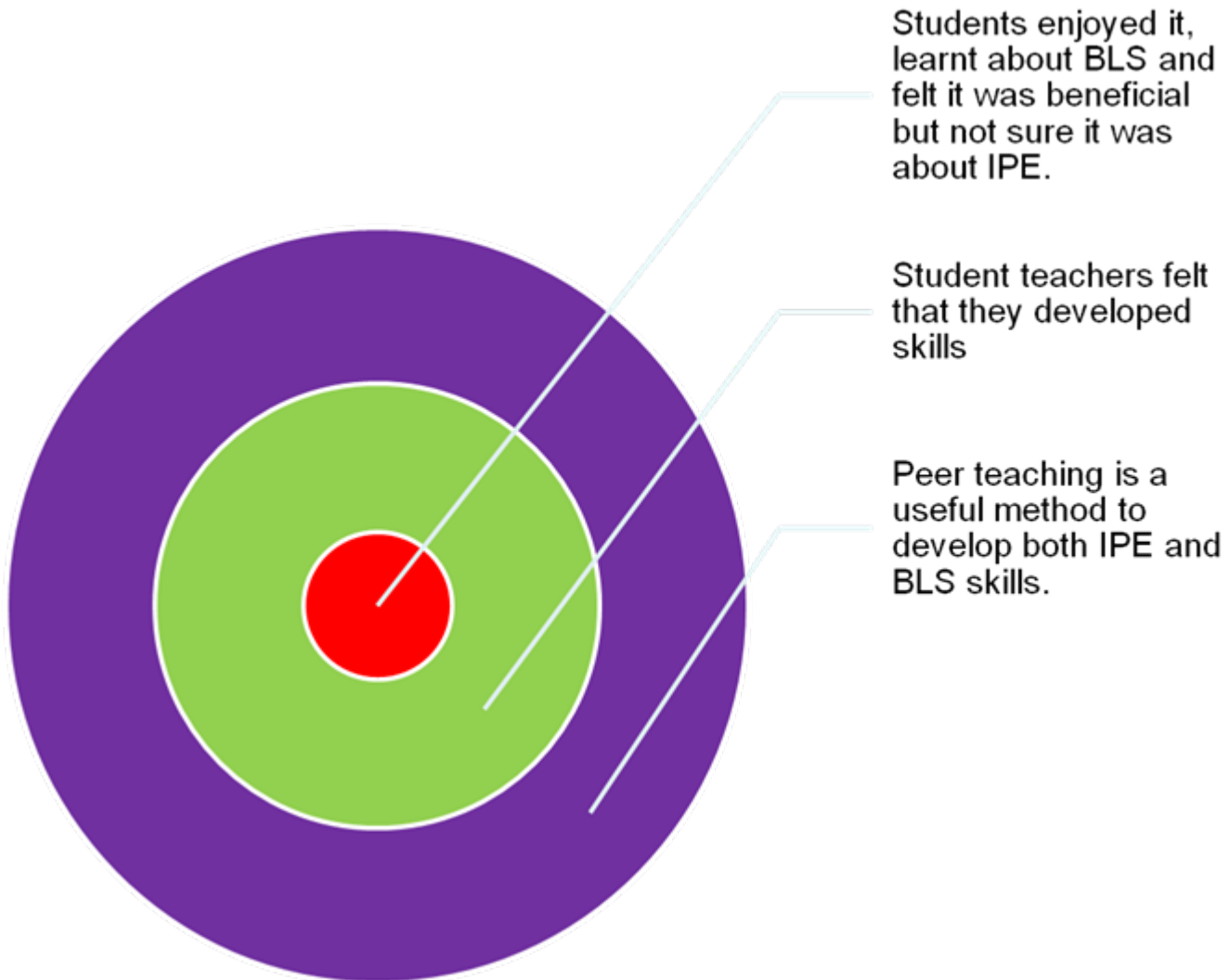


- BLS training in clinical skills in RGU. Was good to work with other professionals as if you had to do CPR in the clinical setting you would not just be with your own profession. Was interesting being taught by other students as they were learning with you.
- The IPE activity I felt was informative and well delivered by the students taking it.
- If all health care students were taught it then I think it would be beneficial to patients but it would be more relevant to some health care professions compared with others.
- The students that took the event I felt were very knowledgeable and taught us well.





What have we learnt?





Summarising the IPE Research challenges

What we have achieved:

A partnership for research between the two universities

A strong IPE steering group

A dedicated IPE research team

An IPE lecturer

A working research strategy with a patient focus

A successful funding bid!



Summarising the IPE Research Challenges

What we still have to achieve:

- A longitudinal study which answers the question-

What difference if any does IPE make to IP working and how does this impact on patient Outcomes?



References

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Thank you for listening

Any Questions?

<http://www.ipe.org.uk/>