Learning together, evaluating together: An enhanced evaluation of interprofessional postgraduate learning

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Aims for the session

Detail the current investigation taking place

Share practice - Mentimeter

Discuss the implications of interprofessional learning?

Module: Health Assessment

The cohort...

47 students (29 MSc Advanced Clinical Practice Pathway)

Experienced clinicians (Majority aged 30-49)

Disciplines

Nurse (33) Pharmacist (6) Optometrist (1) Paramedic (4) Podiatrist (1) Physiotherapist (2)

Level of Education

Level 7 modules, BSc, Diploma only, significant clinical experience, but no HEI education

Interprofessional Base Groups

4-5 students per group

The set up...

Students are instructed briefly on how to join the Mentimeter classroom.

Can use own devices or iPads provided.

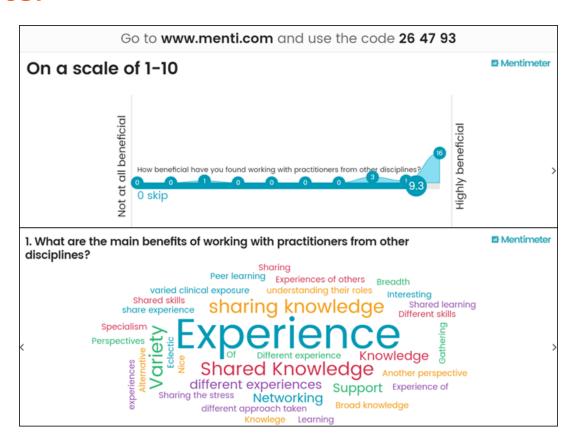
Left to complete the evaluation, unsupervised, for twenty minutes.

Staff return for short debrief.

Data is retrieved from Mentimeter.

In-class evaluation using Mentimeter

Mentimeter



Mentimeter - Features

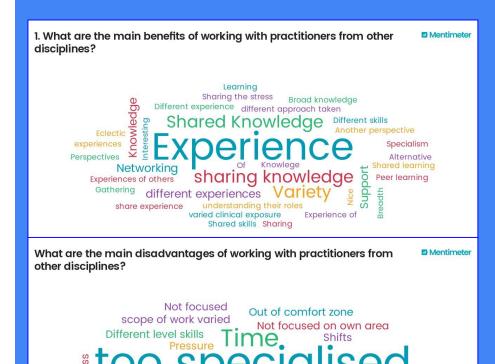
What can I get for free?	Unlimited participants but only 2 questions per free quiz
What can I get if I pay?	Unlimited participants and number of questions
How much does an annual license cost?	Approx £50
Do I need hardware?	No
Can students use their own devices?	Mentimeter is browser-based so phones, tablets and laptops will all work.
What types of questions can I ask?	Multiple choice, scaling exercises, matrix formats, open text, word cloud, 100-point allocation
Does it integrate into Powerpoint?	Yes but only Office365
Can I download the data?	Yes

The data: What the students said...

Data gathered at end of module

Evidence base

The data: What the students said...



Unfamiliar with processes

Different learning goals

Understanding of role

Generic teaching

Time constraints

Non

Confidence

Different focus

Knowledge

Data gathered - common themes

How beneficial have you found working with practitioners from other disciplines? 9.3/10

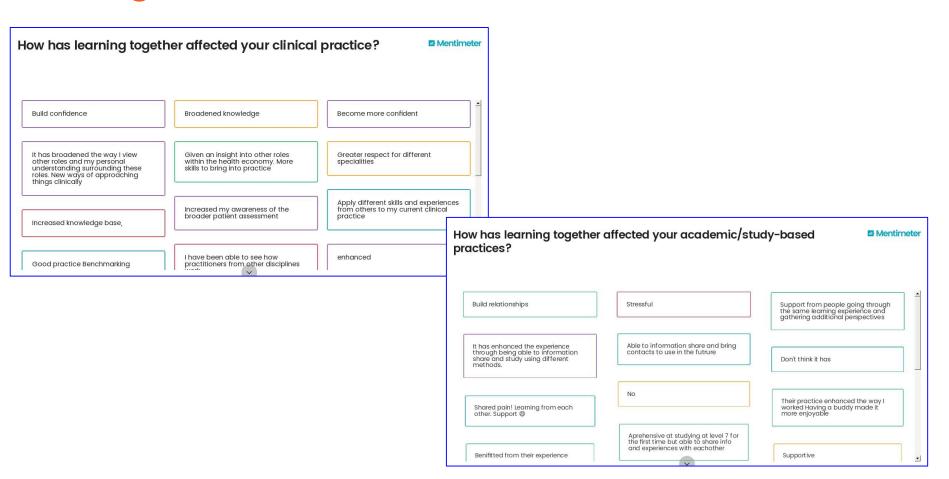
Would you learn with practitioners from other disciplines in the future? 100% yes

What are the main benefits of working with practitioners from other disciplines?

Shared knowledge; Different experiences; Support/networking/peer learning

What are the main disadvantages to working with practitioners from other disciplines? Too specialised; Different focus; **Scope of work varied/access/agency; None!**

Data gathered - common themes



Data gathered - common themes

How has learning together affected your clinical practice?

- Understand of other roles;
- New approaches to clinical things;
- Increased confidence

How has learning together affected your academic/study-based practices?

Additional perspectives;

Support;

Sharing information

Interprofessional learning: What the literature says

Interprofessional 'learning together to promote collaborative practice' rather than multiprofessional 'simply learning together' (Hammick, 1998)

Can give better understanding of the discipline-specific frames of reference other practitioners utilise and consolidate appreciation of own discipline (Hall & Weaver, 2001).

Can help to nurture more respectful forms of cross-discipline collaboration and help to combat power imbalances that regularly occur (Hanson, 2005).

Groups need to be small enough (less than 8) for interaction and diverse enough (more than 4) in order for students to learn from each other (Brickell, et, al, 1997)

Systematic review in 2000 showed the largest effects were on students' knowledge, attitudes, skills and beliefs, in particular an understanding of professional roles and team working (including problem solving and resolution of team conflict (Cooper, et al, 2001)

Future work...

Continued evaluation with new module cohorts and programmes.

Consideration of researching long term outcomes upon students professional practice.

Could you evaluate your modules in-class? Would you?

Does feedback in situ change the dynamic?

Thank you! Any questions?

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