The School Of Nursing And Midwifery.

Pre-Registration Postgraduate Diploma in Nursing (Adult)

INTER-PROFESSIONAL WORKING PRACTICE
INTER-PROFESSIONAL WORKING EXPERIENCES WITHIN YOUR PROGRAMME

THEORETICAL AND CLINICAL COMPONENTS

‘Inter-professional education is informal and formal opportunities for members of two or more professions to learn with and from each other involving patients/users of health and social care where possible with the aims of improving the effectiveness of care delivery and increasing collaborative practice’.

(UKCC 2001. p33)

Considerable interest in inter-professional education can be found at both political and professional level, the overall aim being to kick start more inter-professional learning and teaching in order to ensure the systematic sharing and spreading of good practice.

Inter-professional education is not new; you will find it is an evolving concept that has seen many initiatives aimed at fostering its development flourish. The principle intention is to promote teamwork, partnership and collaboration between professionals, agencies and patients. Within your programme inter-professional working practice is a central thread that runs through each of the units and is addressed both clinically and academically, as outlined below.

THEORETICAL COMPONENT

Throughout your programme you will be introduced to key concepts which will provide you with an understanding of the principles underpinning effective inter-professional working practice. If you look at the attached mapping tool at the end of this document you will be able to see how the key concepts underpinning inter-professional practice are introduced and how the following aims are assessed in theory and in practice. (Please also refer to practice assessment documents and unit specific theoretical summative assessments).

Unit 1
Demonstrates knowledge and critical understanding of the role of nursing and other health care professions and the process of collaboration in order to provide a co-ordinated health care experience for the patient.

Unit 2
Demonstrates a critical understanding of the contribution the nurse makes in optimising patient care as part of the multi-disciplinary team.

Unit 3
Demonstrates a critical understanding of the importance of integration of patients/ families into the team in order to maintain optimal, evolving care.

Unit 4
Demonstrates a critical and evaluative understanding of the benefits of and constraints on inter-professional team working and why improvements are important to patient care.

CLINICAL COMPONENT

Unit 1
In Unit 1 you will be introduced to the members of the multi-disciplinary team in the primary care context through a range of planned experiences. The primary care placement will be your base for the duration of your programme and the relationships and networks that are
established here will inform your development in inter-professional working practice. The planned experiences within this unit will enable you to begin to understand the different relationships which exist within the health care team, the range of agencies that provide links between the primary care and secondary care sector and the contribution nursing makes to the patient experience.

Unit 2
In Unit 2 your understanding of team working, inter-agency co-ordination, communication and referral will be further enhanced by providing you experiences within the acute secondary care services. This placement will be undertaken within the same locality as your primary care base in order to facilitate your development in networking, referral and discharge planning thereby strengthening those links you established in your Unit 1 placement. Your clinical experiences will include opportunities for you to follow four patient care pathways, working with and alongside different professional groups in order to gain an understanding of the nurse’s role in providing quality care experiences for the patient. It will enhance your understanding of the key skills that each of the professional groups hold in contributing to the care requirements of a range of patients and provide you with contrasting insights into the challenges that face a secondary care organisation.

Unit 3
Unit 3 offers a dual placement experience in both primary care and secondary care, the focus being on long term and complex needs. Following on from Units 1 and 2 it is anticipated that you have now established a strong basis upon which to build your co-ordination and care management skills and have a sound knowledge and understanding of the professionals, organisations and agencies which underpin care. A rich experience of practice is offered to enable you to demonstrate your increasing competence and knowledge in working with a range of health care practitioners and across health care agencies.

You will be required to identify four patient cases which, with support from the Case Manager, you will co-ordinate and manage their pathways of care. This will bring to the fore not only your knowledge and understanding of the patient’s health, needs and requirements but also your skills in co-ordinating and implementing a plan of care involving a range of health care practitioners and agencies. Problem solving, communication, education and supporting strategies will be tested.

Unit 4
In Unit 4 the focus is on leadership and management skills and you will be required to demonstrate these attributes during your care delivery, management and co-ordination of care for your patients. You will continue to hold your four patient cases identified in Unit 3 and through collaborative working practices demonstrate your skills in inter-professional/inter-agency working and networking.

The opportunities to follow the patients’ journey and gain insights from the patients’ perspective will lay the foundations for you in working as a member of the multi-disciplinary team.
UNIT 1: THE PATIENT’S JOURNEY

Overall Aims

1. To offer students the opportunity to develop critical insights into the experiences that patients have as they navigate through the range of health care services
2. To enable students to critically examine the role of nursing and nurses within the patient health experience and evaluate the contribution

In Unit 1, where the focus is on gaining an understanding of the primary/secondary care interface you will be provided with many opportunities to ‘follow the patient’s journey’ and witness first hand how these services interrelate and function. Importantly these opportunities will highlight the role of nurses within this journey and the contribution nurses make in supporting, guiding and caring for the patient as they navigate through the services.

In school an inter-professional day event will be held and attended by all students on professional programmes in the faculty of medicine, dentistry and health. In addition to this a series of meetings with students from the school of social work will start with
An examination of the perception of roles and responsibilities

In your portfolio you will be required to document a minimum of 4 ‘patient journeys’ highlighting the key services involved, the nature and involvement of the multi-professional/multi-agency team, and offer critical insights with regards to your participation (Appendix One). These recordings will provide an important focus in your discussions with your mentor on the placement, offer a basis upon which to identify your own learning needs and enable you to begin to establish links with and between the different agencies, organisations and care professionals that are captured within the individual patient journey.

UNIT 2: CARE PATHWAYS

Overall Aims

1. Enable students to critically and reflectively appraise and evaluate the theoretical and practical underpinnings of patient care pathways
2. To provide an environment which develops students problem solving skills in practice
3. To develop a critical and reflective knowledge and understanding of the nursing contribution to inter-professional working within care pathways

Managed care and care pathways are seen as an important tool in co-ordinating and communicating a plan of care that has been developed for the individual patient. They offer patients access to a step by step plan for their condition, providing information about their care, the treatment they should expect and importantly, who will give it. It is well documented that a frequent complaint from patients, relatives and informal carers is the lack of co-ordination and communication between agencies and health professionals and the failure to communicate a coherent message about the total care and treatment they will receive.

In school you will have another meeting with the social work students to look at the issues associated with admission to the acute sector from the primary care environment. You will also attend a session delivered in the school of dentistry to look at issues around oral care. You will then be expected to assist the student in their dental hygiene clinic.
In your portfolio you will be expected to provide evidence of your participation in the assessment, planning, implementation and evaluation of a minimum of 4 patient care pathways. You will be required to demonstrate your understanding of the rationale for each of the patient pathways, the inter-professional relationship in the care processes and the contribution and role nurses have in implementing, managing and co-ordinating the pathway.

**UNIT 3 AND UNIT 4: CASE MANAGEMENT**

**Overall Aims**

1. To enable students to develop critical insights and knowledge of case management principles and frameworks
2. To enable students to synthesise knowledge and understanding of the nursing contribution in co-ordinating care involving multi-agency, multi-professional teams
3. To enable students to critically evaluate the impact of professional, political and local policies on the provision of individualised, sensitive care

Providing high quality care in a financially restricted health service has become a primary challenge facing all health care providers. As a deliberate, collaborative approach to goal directed care, case management is viewed as a way to facilitate the linkage of quality and cost effective care in both the hospital and community settings. The goals of case management capture many of the features within the pre-registration programme – improving the quality of care through emphasising the importance of health restoration and maintenance and increased continuity of care, empowering patients and their families to maximise self care capabilities and prevent unnecessary or lengthy admissions, improving the patient experience through the promotion of multi-disciplinary collaborative practice and co-ordinated care.

In school you will have a further meeting with social work students to look at the issues around discharge for into the primary care environment for patients with long term health conditions. In addition an event will be held with the school of Human communication studies to look at the issues of swallowing and speech that can be associated with long-term health conditions. You will then be encouraged to join up with a speech therapy student and assist them with their clinic.

In your portfolio for unit 3 and 4 you should provide evidence of your involvement of four instances of case management. Case Management requires expert practitioners with a breadth and depth of experience and expertise and within the context of Primary Care these functions are usually undertaken by senior nurses/Community Matrons. You should ensure you make appointments with these senior individuals in order to complete these entries.
## Pre-Registration Postgraduate Diploma in Nursing (Adult)
**Patient Journey/Care Pathway Documentation/Tracer**

### CONTEXT OF CARE
- Primary Care
- Secondary Care
- Tertiary Care

### PATIENT PROFILE

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Assessment Care Plan/Goals</th>
<th>Referral</th>
<th>Intervention/Treatment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Professional</td>
<td>Agency</td>
<td>Department</td>
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**Student:** _____________________________  **Date:** _____________________________

**Clinical Lead:** _____________________________  **Date:** _____________________________
# Theoretical Mapping Inter-Professional Working Practice

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
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| **PROFESSIONAL AND ETHICAL PRACTICE** | Culture, value and belief systems  
Law and regulation for different groups  
Duty of care  
Empowerment, participation, collaboration in partnerships  
Contexts of care | Inter-agency working  
Roles and role relationships  
Organisational interface | User/care participation  
Inter-agency working | Professional and self regulation  
Competence and boundaries for practice |
| **CARE DELIVERY** | Patient focussed care  
Communication strategies  
Partnership working | Multi-disciplinary team working  
Communication strategies  
Negotiation | Interpersonal skills  
Promoting effective interprofessional team working | Evidence based practice |
| **CARE MANAGEMENT** | Team structures  
Role boundaries  
Nature of inter-professional working  
Harassment | Organising nursing teams  
Team structures  
Dynamics and patient pathways | Shared care: inter-agency working  
Risk assessment | Leadership and team working |
| **PERSONAL AND PROFESSIONAL DEVELOPMENT** | Reflective practice  
Self reflection and awareness | Personal functioning in teams | Reflective practice | Reflective practice  
Self reflection  
Mentorship skills |