

Liverpool John Moores University

Title: INTRODUCTION TO MULTI-PROFESSIONAL WORKING
Status: Definitive
Code: **4001BAIPL** (106775)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

| Team | Leader |
|-----------------------|--------|
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Academic Level: FHEQ4 **Credit Value:** 12.00 **Total Delivered Hours:** 24.00
Total Learning Hours: 120 **Private Study:** 96

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 14.000 |
| Workshop | 10.000 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|-----------|-------------------|---------------------------------|---------------|---------------|
| Portfolio | Portfolio | Completion of Online Portfolio. | 100.0 | |

Aims

To understand the value of multi-professional work in facilitating effective delivery of services.

Learning Outcomes

After completing the module the student should be able to:

- 1 Describe the importance of multi-professional working for effective practice.
- 2 Reflect upon how their personal development relates to multi-professional work.
- 3 Recognise the role of multi-professional work in the development of their profession.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Online Portfolio 1 2 3

Outline Syllabus

Introduction to the the module's teaching, learning and assessment strategy.

The nature and value of multi-professional practice.

Key themes in multi-professional practice.

Identification of emerging themes in multi-professional working within and across professional discourses.

Reflection.

Learning Activities

The module will utilise a blend of key note lectures, seminars, workshops, independent learning and technology-enhanced learning. Student will also engage in problem-based learning sessions with students from other professionally accredited programmes. The focus of these will be on areas of concern in health and social care that cross professional boundaries and responsibilities.

References

| | |
|------------------------|---|
| Course Material | Book |
| Author | Barrett, G. et al (eds) |
| Publishing Year | 2005 |
| Title | Interprofessional Working in Health and Social Care |
| Subtitle | |
| Edition | |
| Publisher | Macmillan |
| ISBN | |

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|------------------------|------------------|
| Course Material | Book |
| Author | Leathard, A (ed) |
| Publishing Year | 2003 |

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|------------------|---------------------------------|
| Title | Interprofessional Collaboration |
| Subtitle | |
| Edition | |
| Publisher | Brunner-Routledge |
| ISBN | |

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|------------------------|---|
| Course Material | Book |
| Author | Moon, J. |
| Publishing Year | 1999 |
| Title | Reflection in Learning and Professional Development |
| Subtitle | theory and practice |
| Edition | |
| Publisher | Routledge |
| ISBN | |

Notes

This module introduces students to multi-professional working as a concept and develops their awareness of key issues in relation to the subject. The learning takes place both within the classroom, in inter-disciplinary problem-based learning sets and through web-based resources, to enhance student experience of the module.

He is a social scientist who has been undertaking health professions education and health services research for nearly fifteen years. His main research interests are exploring and evaluating the processes and outcomes related to interprofessional education and practice by use of ethnographic, mixed methods and systematic review. He was recently appointed as Editor-in-Chief, Journal of Interprofessional Care. Merrick Zwarenstein, MB, BCh, MSc is a physician and a health services researcher. He is the Inaugural Chair of the Centre for Health Services Sciences at Sunnybrook Health Sciences Centre...^Â Simon Lewin, MBChB, PhD, MSc trained as a physician and now works as a social scientist and health service researcher. Come to understand the history and context of health professional practice using the lens of your own profession. Look into ethical, legal and professional standards of practice. From. \$2,200 \$2,500.^Â apply in contextually appropriate ways principles of interprofessional practice; demonstrate understanding of and describe the factors that will shape the development of their professional identity; demonstrate reflective practice; and. identify career opportunities within health and social care. Topics covered. Topics will be available to enrolled students in the subjects Learning Management System site approximately one week prior to the commencement of the teaching period. In Norway, interprofessional collaboration between health and social care personnel has been an important health political priority.¹⁰ A number of different means can be used to reach these health political overall goals. The focus in this article is on leadership of interprofessional collaboration in three different health care services, with particular attention on social educators. Social educators work especially in service provision to people with cognitive impairment. They are trained to conduct environmental work and habilitation and rehabilitation with people with physical, mental and/

Background: Poor interprofessional collaboration (IPC) can adversely affect the delivery of health services and patient care. Interventions that address IPC problems have the potential to improve professional practice and healthcare outcomes.^Â Selection criteria: We included randomised trials of practice-based IPC interventions involving health and social care professionals compared to usual care or to an alternative intervention. Data collection and analysis: Two review authors independently assessed the eligibility of each potentially relevant study. We extracted data from the included studies and assessed the risk of bias of each study.

Enabling interprofessional work in the community health environment requires clear processes and structures that enhance collaborative practice. However, these processes and structures were understood and operationalised differently by healthcare workers and team leaders. The processes also differed from the approach reflected in policy documents. INTRODUCTION Undergraduate interprofessional education (IPE) is perceived by many in health and social care education to reduce barriers between the professions, indeed IPE can be a vehicle for promoting positive interprofessional working. 1,2 In 2003 a local IPE programme involving classroom-based activities in years one and two of twelve professional courses within two universities was introduced. Interprofessional Working in Health and Social Care: Professional Perspectives by Judith Thomas Paperback £21.97. In stock. Sent from and sold by Amazon. FREE Delivery in the UK. Details. Understanding Interprofessional Working in Health and Social Care: Theory and Practice by Katherine Pollard Paperback £27.89. Only 12 left in stock (more on the way). Sent from and sold by Amazon. Health and social care professionals' attitudes to interprofessional working and interprofessional education: A literature review. J Interprof Care. 2016;30(1):42-9. doi: 10.3109/13561820.2015.1051614. Epub 2015 Dec 28. The healthcare setting is a rich learning environment for students to experience interprofessional working (IPW) and interprofessional education (IPE). However, opportunities for IPE are limited, and student experiences of effective IPW are varied. This raises the question of how IPW and IPE are valued by health or social care professionals. A search of the literature was carried out to identify studies of health and social care staff attitudes to IPW and IPE.