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Multi-professional education for unscheduled primary care practitioners and its impact on practice

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Aim



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Share the experience of delivering advanced clinical skills modules within a multi-professional context

More specifically:

- Innovative teaching and learning
- Application of theory to practice
- Links to advanced practice

Context: Advancing practice in unscheduled primary care



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- Out-of-hours nurses
- General practice nurses
- District nurses
- NHS24 nurses
- Accident and emergency nurses
- Paramedics

Common challenges of these contexts

- Rapidly developing services
- Multi-disciplinary working
- Multi-service pathways
- Isolation
- Mentoring and Supervision
- Ranges of skills and abilities
- Professional role development
- Competence



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Alternative title



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Education Matters

Innovative teaching, learning and assessment strategies



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- Focus on developing knowledge and clinical skills through peer assessment and learning
- Learn through observation and assessment of peers
- Students develop a positive approach to critical feedback
- Reflecting on practice becomes standard

Theory to practice



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Constructive alignment:

- Clear learning objectives
- Teaching methods
- Assessment

Biggs 2003

Cowan 1998



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‘The purposeful creation of situations from which motivated learners should not be able to escape without learning or developing’

= Deep learning

Cohen 1987

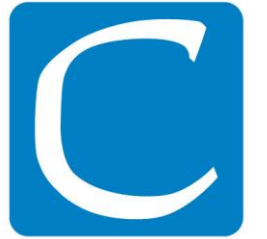


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'magic bullet'

alignment between objectives and assessment
is effective in improving learning

Shared multi-professional learning



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- Sharing of knowledge and skills
- Sharing practice
- Sharing and developing assessment tools
- Gain mutual respect and understanding of roles in unscheduled care
- Peer learning develops partnership approach and responsibility for learning
- Support for practice development

Attributes of advanced practice



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- Leadership / management
- Facilitating learning
- Research
- Advanced clinical / professional practice

(Scottish Government 2008)

Impact on clinical practice

- Multi-professional learning
- Continual professional development
- Peer support
- Constructive criticism
- Confidence
- Collective approach
- Build capacity for support where isolation is a recognised issue
- Cross boundary communications



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