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Teaching, Learning & Student Experience Enhancement Project

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Interprofessional working is when groups of more than one profession work collaboratively to ensure a common goal and better health care outcomes for patients and service users. Interprofessional Education is seen as a critical approach to preparing health and social care students to enter and develop the quality of the future health and social care services. A range of evidence-based research and UK policy emphasise the importance of IPE however there is less evidence and analysis to inform organisations how this should take place. Methods: student representation across a range of health and social care courses were interviewed via focus groups held online. Additionally, student researchers were active research members and gathered data, helped with recruitment and data analysis to ensure authenticity of the data. Student participants were eligible if they were currently studying an integrated curriculum course health or social care degree course. Students were purposively recruited based on obtaining a range of views from different courses/years of study, ages, ethnicities and genders. Findings: Five focus groups took place over a three-month period. Thematic analysis revealed several overarching themes such as seeing the value of interprofessional education, applying university learning into placement and everyday practice, differing expectations of actual content, a need to more consciously mix professions to mimic real life and assessment processes. The evaluation took place in the closing stages and aftermath of the covid pandemic and aspects regarding positive and negative aspects of online learning were also reflected in people's views. Conclusion: Students have a range of integrated experiences during their training to be a health and social care professional. IPE has value for students in campus and in the placement circuit. Design and delivery modifications such as ensuring greater involvement takes place from all professionals and careful planning of group mixes to ensure team profession mix reflects the health and social care workplace, would greatly benefit students. Covid has been a catalyst in the changes to health and social care training. Students see negative and positives of online learning. The online environment if not managed correctly can have a negative influence to IPE experiences.

Biography

Senior Lecturer at Sheffield Hallam University. As a lecturer at the university, I am experienced in designing and delivering learning resources for a range of professional audiences. I have managed teams of lecturers when designing and delivering undergraduate and postgraduate modules. I enjoy teaching and supporting healthcare professionals from the first days of starting their journey into health and social care and during their times of continuing their professional development. I have a passion for research and to help others feel confident in research methods, to bring new knowledge to their specialities and to excel in their careers.

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