

Could multi-professional teaching be the future of patient safety training?

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Objective: Patient safety has been recognised as central in medical education. In the GMC generic professional capabilities framework¹, patient safety forms part of the various domains which encompass the standard workings of a doctor. The Nuffield Department of Women's and Reproductive Health Department, University of Oxford in collaboration with the Oxford School of Nursing and Midwifery, and Paramedic Science at Oxford Brookes University, sought to explore whether the future of teaching patient safety should involve a multi-professional approach of learning together. We hope this would result in healthcare professionals having a better understanding of one another's roles and contributions and better inform professional practice and thus improve patient care.



Method: Students were placed in mixed groups involving midwifery, paramedic, and medical students. We created a patient safety day of interactive lectures delivered by various members of the multi-disciplinary team. The lectures covered themes such as human factors, civility, unconscious bias, maternal mortality, cultural safety, safeguarding vulnerable groups and team-working. This was followed by clinical vignette discussions where each group was asked to consider the individual patient factors, factors relating to the structure of the organisation of care and human factors, all of which may have contributed to poor patient outcomes. Following the lectures, we organised multi-professional obstetric emergency simulations where each student role-played their professional role.

Results: We collected feedback from the students using a QR code and mentimeter at the end of the study day. In response to the questions 'I now have a better understanding of patient safety within the context of a multi-professional team, and the role that each team member plays', 'The obstetric emergency simulation session as part of an MDT was beneficial' and 'Overall it was beneficial to have a multi-professional approach to learning about patient safety' over 93% of the students agreed or strongly agreed. Mentimeter was used to generate word clouds about their experience of the day. More than 90% of students believed that multi-professional learning was a positive thing. It fostered mutual respect and provided a better insight into each other's professional roles.

Conclusion: We hope this way of learning improves multi-professional working and will ultimately improve patient safety and outcomes in clinical practice. Overall, the feedback was very positive. Students repeatedly requested more multi-professional study days in the future



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