Team Objective Skills Clinical Examination (TOSCE)

Interprofessional Learning Events 2010

Evaluation
Two pilots took place and were both formally evaluated.

Student feedback was very positive and particularly the role of the Service User.

The Service User gave unique insight to the students about how they functioned as a team and what was valued in the care provided.

The following academic year a number of workshops were planned to include all 3rd year student midwives, FY1s, ODP students, MCAs and possible Paediatric SHOs.

- 6 workshops were held.
- 55 students in total attended.
- Professional groups attended:
  - Midwifery students (35)
  - Operating Department Practitioner Students (10)
  - FY1 & FY2s (10)

- Three workshops had drama students present who acted as the woman three events used the facilitators as actors.

- 50 evaluations were completed.
Pre-Course
Self Assessment of the Learning Outcomes

1 indicates little knowledge or ability and 5 a great deal.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I appreciate why teams are effective in patient centred health and social care</td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td>I have an awareness of the different professional roles and perspectives of health and social care professionals</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>I am aware of the positive benefits of team working</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>I enjoy and value the reasons for interprofessional education</td>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>I appreciate the components of interprofessional competence</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>21</td>
</tr>
</tbody>
</table>

This work was produced as part of the TIGER project and funded by JISC and the HEA in 2011. For further information see: [http://www.northampton.ac.uk/tiger](http://www.northampton.ac.uk/tiger).

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# Post-Course Self Assessment of the Learning Outcomes

Please score (tick) the following relating to your experience after the course, where 1 indicates little knowledge or ability and 5 a great deal.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I appreciate more fully why teams are effective in patient centred health and social care</td>
<td></td>
<td></td>
<td>1</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>I have developed an awareness of the different professional roles and perspectives in maternity care</td>
<td></td>
<td></td>
<td>2</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>I am more aware of the positive benefits of team working in maternity care</td>
<td></td>
<td></td>
<td>1</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td>I have enjoyed and valued this event and now appreciate the reasons for interprofessional education for maternity care</td>
<td></td>
<td></td>
<td>4</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>I appreciate more fully the components of interprofessional competence for midwifery care</td>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
<td>41</td>
</tr>
</tbody>
</table>
## Free-text responses made by students

### Best aspects of the workshop:

- Role play using actresses, more real life (19 students)
- Practice in a safe environment (1 medic)
- Developing team skills (7)
- Revisiting emergency scenarios (5 students)
- Good support and feedback from facilitators (5 students)
- Working in a multidisciplinary team (8 students)
- Explanation of UHL guidelines (8 students)

### Worst aspects of the workshops:

- Trying to relate to real practice (5 students)
- Absence of full team e.g. MCAs, Registrar (5 students) One FY1 would have liked the Consultant Obstetrician present.

### Key learning and/or benefit gained from the workshops:

- Understanding the roles of others (28 students)
- Working as a team member (9 students)
- Confidence in role play (5 students)
- Importance of delegation (3 students)
- Knowing I can help in an emergency (7 ODP students)
- Communication with the team and the woman (17 students)