

# Learning Together Study Days: Cross specialty education to improve Children and Young People's Health

DR James<sup>1</sup>, H Race<sup>2</sup>, Sen C<sup>3</sup>, KH Fawbert<sup>1</sup>

1. London School of Paediatrics, UK, 2., 3.

## Aims

The UK is lagging behind the majority of Europe in children and young people's health outcomes<sup>1</sup>. One hypothesised reason for this is that UK healthcare is often delivered in a fragmented manner with little integration between primary and secondary care and between secondary care specialties. The World Health Organization supports effective inter-professional education as enabling effective collaborative practice<sup>2</sup>. There is published evidence that inter-professional learning can lead to better patient care and safety, reduced mortality rates and better use of specialist health resources<sup>3-5</sup>.

## Methods

The authors created 3 study days: Child and Adolescent Mental Health; Public Health and Adolescent Sexual Health. These are areas in which good care crosses traditional medical specialties and health care professions. Appropriate Royal College curricula were analysed for learning outcomes. These days were advertised to paediatric, GP trainees subject specific specialty trainees and other health care professionals working in children and young people's health. Each day featured a mix of lecture and workshop based learning.

## Results

The three days were attended by 163 trainees (85 paediatric, 52 GP, 26 other). We received pre and post course online feedback from 85 and 104 trainees respectively.

Question	Pre-course percentage (%)	Post-course percentage (%)	Change in percentage
Proportion self assessing knowledge as good/very good			
Sexual Health	44	91	+47
Mental Health	35	77	+42
Public Health	32	80	+48
Proportion self assessing confidence as confident/very confident			
Sexual Health	44	91	+47
Mental Health	18	80	+62
Public Health	32	77	+45

Table 1. Pre and post-course responses

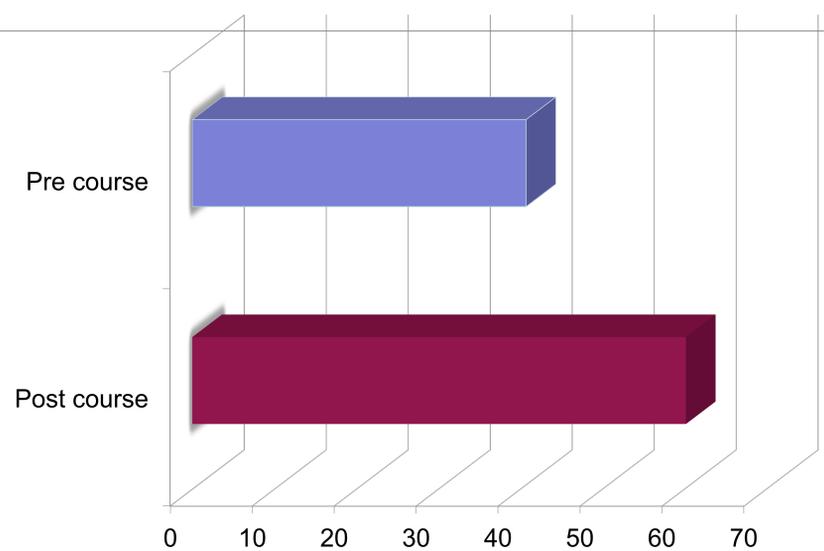


Table 2. Proportion of delegates strongly agreeing with the statement: 'My learning is enhanced when I learn with health care professionals from different specialties'

## References

1. Wolfe I et al. Health services for children in Western Europe. *The Lancet*, Vol. 381 No. 9873 pp 1224-1234
2. WHO Framework for Action on Interprofessional Education & Collaborative Practice 2010
3. Simmonds S et al. Community mental health team management in severe mental illness: a systematic review. *The British Journal of Psychiatry*, 2001, 178:497-502.
4. Naylor CJ, Griffiths RD, Fernandez RS. Does a multidisciplinary total parenteral nutrition team improve outcomes? A systematic review. *Journal of Parenteral and Enteral Nutrition*, 2004, 28:251-258.
5. Holland R et al. Systematic review of multidisciplinary interventions in heart failure. *Heart*, 2005, 91:899-906.

## Conclusions

This series demonstrates that it is both desirable and feasible to offer cross specialty inter-professional education in Children and Young People's health and that it not only increases confidence and learning in the individual subject areas but also increases the delegates' own perceptions of learning in the wider cross specialty team.