

### Introduction

Sharing values, skills and learning together with other professions helps to develop health and social care students early in their education. It cultivates mutual awareness, trust and respect, counters ignorance, prejudice and rivalry in readiness for collaborative practice (CAIPE, 2017).

### Aim

To share good practice in the design and delivery of a large new interprofessional unit.

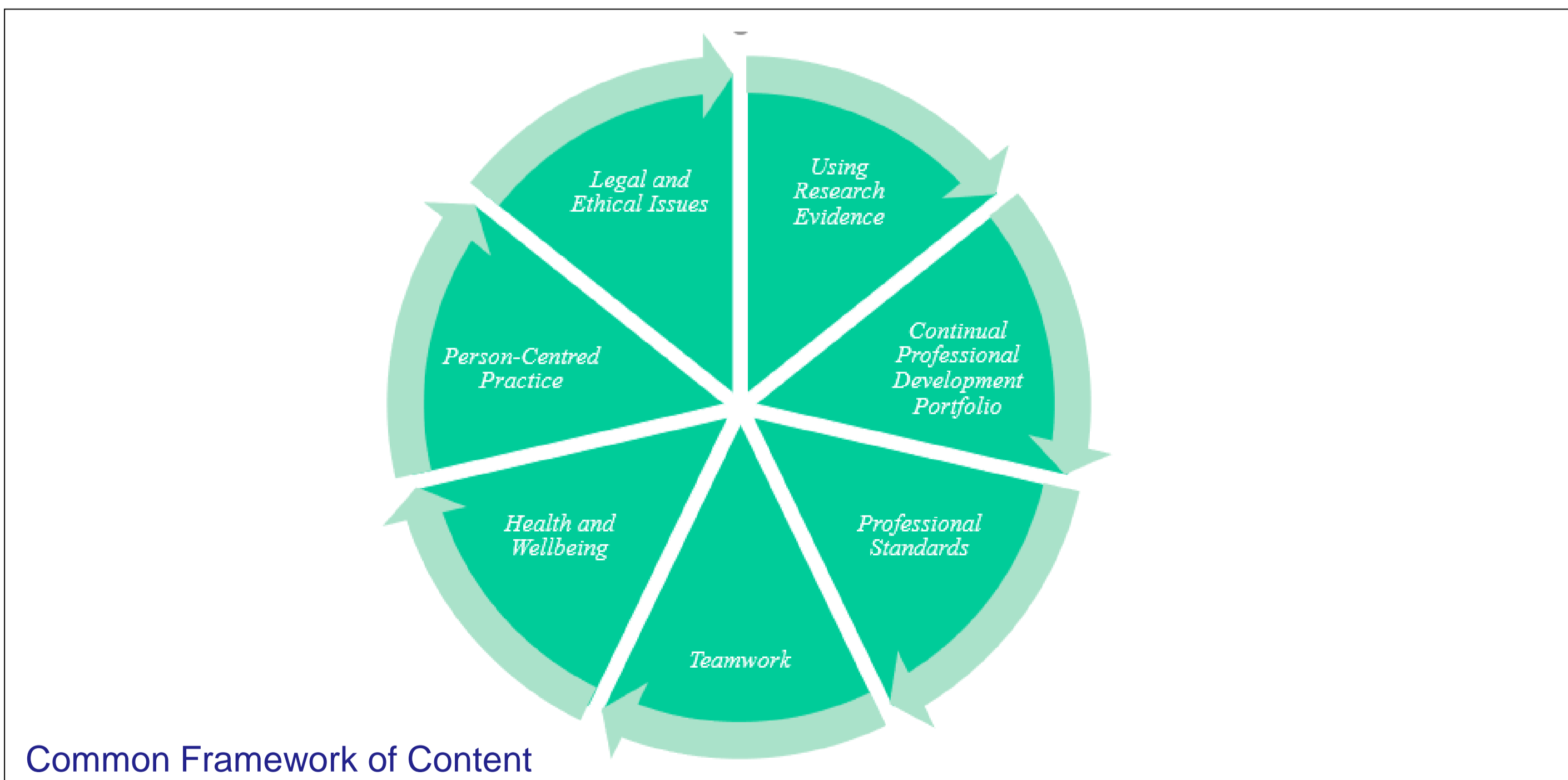
### Building a Sense of Community

We focused our unit design to build a sense of community amongst our students who were new to University life, new to their professional identities and required to minimise social contact due to Covid-19. Live shared online discussions enhanced by interactive technology and small group working achieved a strong community of learning.



### Common Framework

A common framework of content shared across the health professions



### Interprofessional Learning

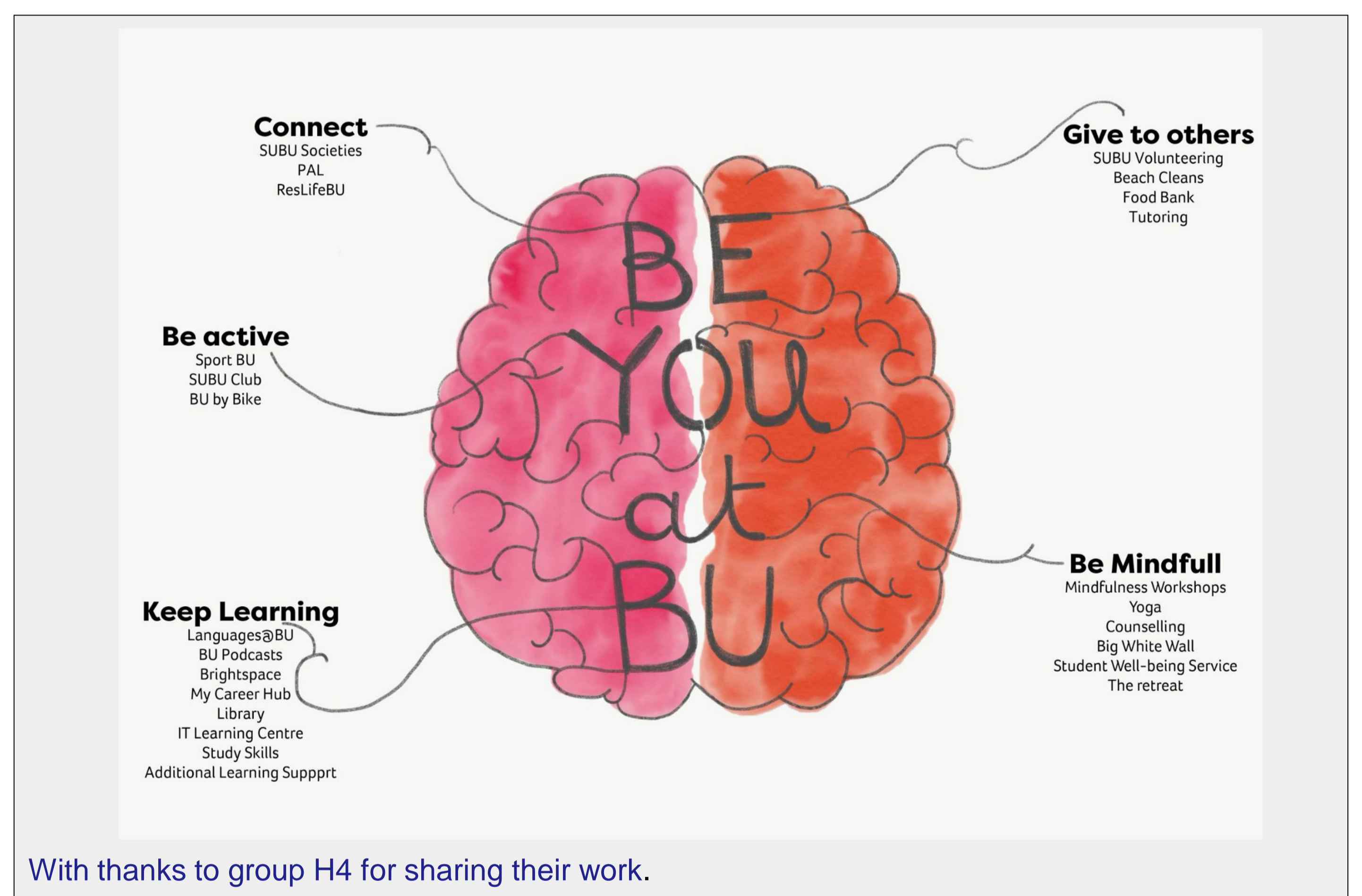
In university life the physical environment underpins our sense of self (Dixon and Durrheim, 2004), and our first-year students needed to build relationships across disciplinary boundaries, time and space as their learning experiences moved online.

Goodenow's (1993) seminal work defines the student belonging as the extent to which students feel personally accepted, respected, included and supported by others in the social educational environment.

Considering that online learning during the pandemic increases anxiety amongst students who struggle to maintain routine and are easily overwhelmed (Finnegan-Kessie et al, 2020), we created a balanced and realistic delivery plan which optimised the value of synchronous teaching opportunities.

### Student Achievement

Shared examples of student achievement



Good assessment design is how we supported engagement in teamworking (Roberts et al, 2018). Students teams were offered the opportunity to select their own topic, resulting in a breadth of health and social care projects being created.

Working together to promote health and Wellbeing	Dehydration in the elderly	Teenage obesity, enhancing health
Male mental health support educational package	Raising awareness of male suicide	Preventing child obesity
Domestic violence in females during lockdown	Importance of exercise in coronary heart disease	Substance misuse prevention
Malnutrition prevention in people with dementia	Nutrition and exercise for the family	Student wellbeing

Examples of student project created through IPE teams

### Student Achievement

*“I am really enjoying this unit. It is very interesting meeting different students and getting to know their role in healthcare, how it will relate and how working as a team will create a positive environment”*

Level 4 student comment, Anon, 2020, Student Evaluation.

### References

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### Acknowledgements

With thanks to the Level 4 Health and Social Science students for their hard work and engagement during this unit.

### Contact details

Helen Ribchester, Faculty of Health and Social Science, Bournemouth Gateway Building, Bournemouth University, BH9 9GP. Email. [hribchester@bournemouth.ac.uk](mailto:hribchester@bournemouth.ac.uk)