

# Universal Precautions

## Early Years IPE Common Learning

### Student Handbook



Themes:

**Infection Control**

**MRSA**

**Teams & Team Working**

28<sup>th</sup> September & 3<sup>rd</sup> October 2006

## Foreword

Welcome to the Early Years Common Learning experience. As you embark on your training as a healthcare professional, you will find yourself working with people from many different backgrounds and disciplines. Whilst you each have your own specific role, you are also a member of a wider team, a multiprofessional team, who must work together as one unit to provide the best quality of patient care.

Interprofessional Education, or IPE, will be present throughout your training here at City and Queen Mary Universities. There is a strong focus on IPE within the NHS and it is designed to help you understand other professions, what they do and how you can work with them to enhance your own practice - and therefore the standard of care you are able to provide. We do hope you enjoy the Universal Precautions Sessions and that you can take some of what you learn into your practice in the future.

If at any point during this IPE experience you feel you need more information or support, please do not hesitate to get in contact with us;

**Dr Danè Goodsmán**, Senior Lecturer supporting Interprofessional Education for City University and Queen Mary -

E: [D.Goodsmán@city.ac.uk](mailto:D.Goodsmán@city.ac.uk)

T: 020 7040 5703

**Ellie Moe**, Academic Administrator for IPE -

E: [E.Moe@city.ac.uk](mailto:E.Moe@city.ac.uk)

T: 020 7040 5481

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# Introduction

**Interprofessional education**, or IPE, is a relatively new concept, having only been around in the UK since the early 1990s; however, teams and teamworking have been an integral part of healthcare activities since their inception. 'Interprofessional education/training describes those occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care'<sup>1</sup> (Freeth *et al*, 2005). Essentially, it aims to advance and enhance the educational practices of healthcare professionals.

**"Universal Precautions"** are the routine precautions that need to be taken by all health care workers to control the spread of infections. During these two half-day sessions you will be looking at the area of Infection Control. One of the precautions you can take to prevent the spread of infection is using the correct hand washing procedure, on which you will see a training video. Incorrect hand washing is one of several ways that infections can be transmitted and can lead to the spread of organisms such as MRSA (Methicillin Resistant Staphylococcus Aureus) that can have a very severe effect on the patient's recovery.

During the two half day sessions that follow you will be working with students from other professions in a team, and taking an "Interprofessional" approach to Universal Precautions.

## Learning outcomes of the sessions

- Gain knowledge of the roles of other health care workers.
- Discuss how different 'team roles' affect team working.
- Use previous knowledge and experience to describe and analyse what makes a team work effectively.
- Create, within a multiprofessional team, a presentation on the subject of MRSA.
- Be part of the delivery team for the presentation (either up front or behind the scenes)
- Gain insights on how to give constructive feedback.
- Witness a presentation from another group and give constructive feedback.

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<sup>1</sup> Freeth, D., Hammick, M., Reeves, S., Koppel, I. and Barr, H. (2005) *Effective Interprofessional Practice: Development, Delivery & Evaluation*. Oxford: Blackwell Publishing Ltd.

## Overview

The Universal Precautions Sessions take place over 2 half-days, the first on September 28<sup>th</sup> and the second on October 3<sup>rd</sup> 2006. During these sessions you will be meeting and working with fellow students from a range of healthcare professions and you will be required to work together to produce a presentation on the subject of MRSA. You will be working in small groups with a facilitator, who will be there to help you get the most from the sessions.

### To start the process you will need to:

- Read the enclosed timetable
- Find out which group you are in from the group list
- Find the venue for your group work sessions (see map in pack)

NB. You MUST stay in the group you have been assigned to

### Your responsibilities:

- To attend all elements of both sessions as shown in the timetable
- To participate in your small group's work as follows:
  - Participate in the small group discussions about team roles
  - Participate in the team task, to create and deliver a presentation
  - Give constructive feedback and reflections on your own and another group's presentation
  - Share information
  - Influence team decision-making
  - Interact with other team members
  - Support others in the team
  - Be constructive at all times
  - Collaborate with others

### The Team Task:

The task is to produce a presentation involving all members of your small group. The titles are given on page 15.

### Assessment:

The hand washing element will be assessed by an OSCE (Objective Structures Clinical Exam) in the practical room for those studying Nursing, Midwifery, Radiography and Medicine. For others it will be assessed during your placement.

Feedback will be given to the group on the presentation you put together.

### What happens after the two sessions?

We encourage you to keep in touch with your group after the sessions have finished using the message board facility on the IPE website ([www.ipecityqm.org.uk](http://www.ipecityqm.org.uk)), as these people you meet now may be your colleagues in future years.

### Finding your group and cohort:

There are approx. 1000 students taking part overall and you will be split into 4 COHORTS; A, B, C & D. Within each cohort there will be 17 groups.

**Refer to the separate list you received on arrival to find your group, and which Seminar Room you will be in for the group work (locations are shown on the maps opposite).**

Cohort	Session	Groups
A	Morning	1-17
B	Morning	18-34
C	Afternoon	35-51
D	Afternoon	52-68

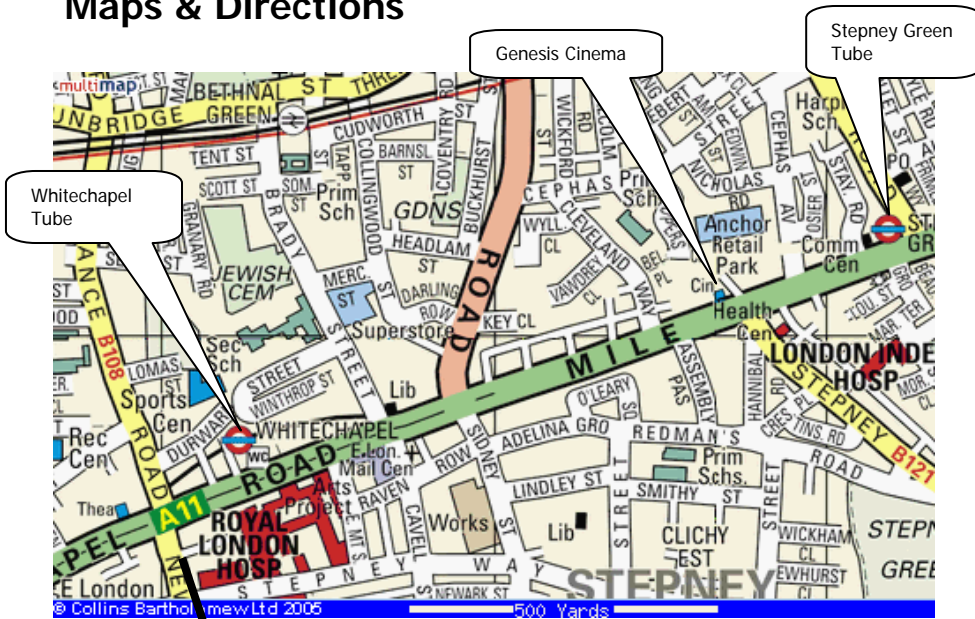
### Timetables:

COHORTS A & B (morning sessions) go to **page 8**

COHORTS C & D (afternoon sessions) go to **page 10**

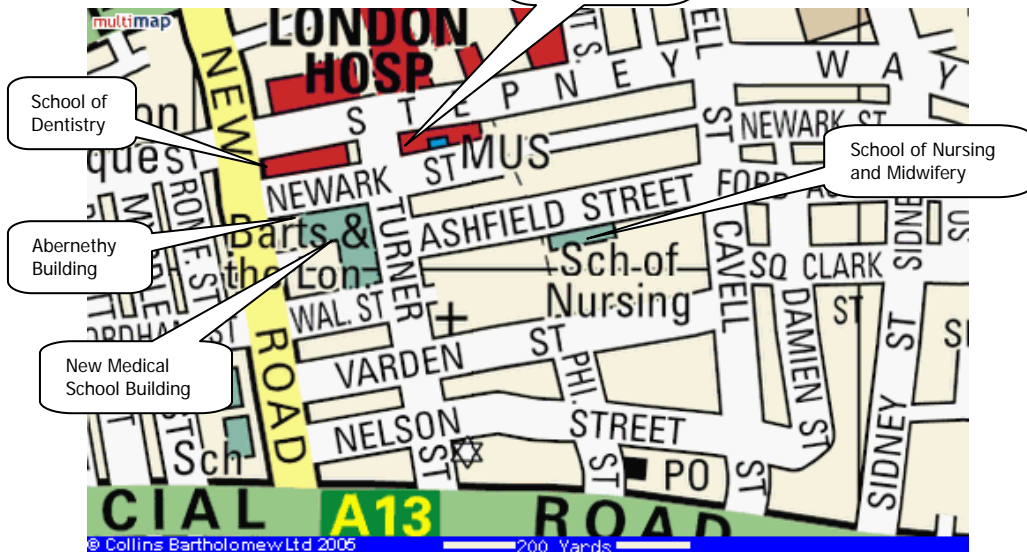
Pages 12 – 15 outline the group work and provide the resources for the two sessions.

## Maps & Directions



To WHITECHAPEL SITE, Medical School and School of Nursing

Old Medical School Building (next to church)



## Session Timetable: MORNING COHORTS A&B

Thursday 28<sup>th</sup> September 2006

### 08:30 Symposium

Genesis Cinema, Mile End Road

08:30 – 09:00	Students arrive at Genesis Cinema
09:00 – 10:00	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Danè Goodsmán – Welcome/housekeeping</li> <li>• Julius Weinberg – Introduction to Interprofessional Education</li> <li>• Jon Fuller, Gay Canning – Why IPE is important for everyone</li> <li>• Speaker from MRSA Association</li> <li>• Infection control and handwashing demonstration video</li> </ul>

**NB** After the symposium you will need to walk down to the Whitechapel Site (7 minutes) and locate the room that you will be working in with the rest of your team.

### 10:15 Facilitated Group Work Sessions/BREAK

Whitechapel site; Medical School and School of Nursing and Midwifery

*Cohorts A & B will do group work sessions back-to-back, with groups 1 - 17 first, groups 18 - 34 second.*

10:15 – 11:30	<b>Cohort A</b> – group work with facilitator Cohort B BREAK
11:45 – 13:00	<b>Cohort B</b> – group work with facilitator Cohort A free to leave

NB. There are several places nearby where you can buy a coffee, for example the Royal London Cafeteria, a café in the Outpatients department, the Nucleus café in the Perrin LT or other local eateries.

Tuesday 3<sup>rd</sup> October 2006

### 08:30 Group Presentations/BREAK

Whitechapel site; Medical School and School of Nursing and Midwifery

*Presentation sessions will run back to back, the first hour with cohort A groups, cohort B groups second.*

**CHECK THE GROUP/ROOM LIST AGAIN TO FIND WHERE YOUR PRESENTATION WILL BE.**

08:30 – 09:15	<b>EVERY</b> group working together <b>without</b> a facilitator, finishing their presentation
09:15 – 10:15	<b>Cohort A</b> – group presentations with facilitator Cohort B BREAK
10:30 – 11:30	<b>Cohort B</b> – group presentations with facilitator Cohort A BREAK

### 11:45 Round-Up and Finale

Genesis Cinema, Mile End Road

11:45 – 12:15	IPE presentation and round-up
12:15 – 12:30	Evaluation

## Session Timetable: AFTERNOON COHORTS C&D

Thursday 28<sup>th</sup> September 2006

### 12:30 Symposium

Genesis Cinema, Mile End Road

12:30 – 13:00	Students arrive at Genesis Cinema
13:00 – 14:00	<p><b>Presentations:</b></p> <ul style="list-style-type: none"> <li>• Danë Goodsmann – Welcome/housekeeping</li> <li>• Julius Weinberg – Introduction to Interprofessional Education</li> <li>• Jon Fuller, Gay Canning – Why IPE is important for everyone</li> <li>• Speaker from MRSA Association</li> <li>• Infection control and handwashing demonstration video</li> </ul>

**NB** After the symposium you will need to walk down to the Whitechapel Site (7 minutes) and locate the room that you will be working in with the rest of your team.

### 14:15 Facilitated Group Work Sessions/BREAK

Whitechapel site; Medical School and School of Nursing and Midwifery

*Cohorts C & D will do group work sessions back-to-back, with groups 35 – 51 first, groups 52 - 68 second.*

14:15 – 15:30	<b>Cohort C</b> – group work with facilitator Cohort D BREAK
15:45 – 17:00	<b>Cohort D</b> – group work with facilitator Cohort C free to leave

NB. There are several places nearby where you can buy a coffee, for example the Royal London Cafeteria, a café in the Outpatients department, the Nucleus café in the Perrin LT or other local eateries.

Tuesday 3<sup>rd</sup> October 2006

## 12:45 Group Presentations/BREAK

Whitechapel site; Medical School and School of Nursing and Midwifery

*Presentation sessions will run back to back, the first hour with cohort C groups, cohort D groups second.*

### CHECK THE GROUP/ROOM LIST AGAIN TO FIND WHERE YOUR PRESENTATION WILL BE.

12:45 – 13:30	<b>EVERY</b> group working together <b>without</b> a facilitator, finishing their presentation
13:30 – 14:30	<b>Cohort C</b> – group presentations with facilitator Cohort D BREAK
14:45 – 15:45	<b>Cohort D</b> – group presentations with facilitator Cohort C BREAK

## 16:00 Round-Up and Finale

Genesis Cinema, Mile End Road

16:00 – 16:30	IPE presentation and round-up
16:30 – 16:45	Evaluation

Small Groups Day 1  
28 September

## Group Work

Welcome to your small group session. We hope that you will enjoy participating in the discussions that follow.

This part of the Universal Precautions programme is to give you an opportunity to explore issues relating to teams and teamworking in an interactive setting; to share your thoughts and listen to the views of others. We hope that this will give you insights not only into your own approach to tasks, but also to consider how others like to work, and how these methods might affect the rest of the team. Through the course of your work together, you will be able to reflect on how you and your team do actually operate, which should give you some useful grounding for your future professional training.

### Registration and naming of your group:






This is the group you will be working closely with over the next few days, and your tutor will be leading you through the activities in the sessions. The first thing you will need to do is to decide on a name for your team.





While discussing your team name, you will need to complete the two sign-in sheets with your own name and contact details. One acts as a register to confirm your attendance, the other will be used for your group to keep in touch during the interval between sessions.

1. All group members to complete their contact details on the sheets provided by your tutor.
2. Elect a secretary for the group. This person will have the responsibility of collating all the e-mail addresses and circulating them to the group.
3. Secretary to send one e-mail to all group members with the names and phone numbers. Please copy in Ellie Moe, the IPE Administrator ([E.Moe@city.ac.uk](mailto:E.Moe@city.ac.uk)).

## The Belbin Team Role Types

The first activity is to look through the descriptions below and decide which one(s) you feel best describes how you work in a team situation. Think back to an example (that you are prepared to share) of when you have used these attributes. It could be something from school, work or home etc. Write some notes on this and then pair up with someone in the group to share your example. (There is space overleaf for your notes). Afterwards your facilitator will lead a discussion on this topic.

Team-Role Type	Contributions	Allowable Weaknesses
<b>PLANT</b>  PL	Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too pre-occupied to communicate effectively.
<b>COORDINATOR</b>  CO	Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can often be seen as manipulative. Off loads personal work.
<b>MONITOR EVALUATOR</b>  ME	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
<b>IMPLEMENTER</b>  IMP	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
<b>COMPLETER FINISHER</b>  CF	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.

<b>RESOURCE INVESTIGATOR</b>  RI	Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over - optimistic. Loses interest once initial enthusiasm has passed.
<b>SHAPER</b>  SH	Challenging, dynamic, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
<b>TEAMWORKER</b>  TW	Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations.
<b>SPECIALIST</b>  SP	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Prone to provocation. Offends people's feelings.

### My notes on Belbin Team Roles:

Brief description of my example:

Belbin Roles that I think this illustrates:

## Group Presentation

The second and remaining section of this group work is for you all to work together in creating and delivering a presentation.

The first step will be to decide amongst yourselves which of the two topics you will prepare your presentation on. The idea is to include your whole group in the work, and you will therefore need to be in contact with each other between now and the session next week, using the contact details circulated by your group secretary.

Secondly, you will need to decide how you are going to work together, so overleaf is a check list for you to record what you have agreed on.

### Topics for Presentation

Groups to discuss and then choose one topic:

a) Explore the effects of MRSA across the UK and/or the rest of Europe.

OR

b) Controlling the spread of micro-organisms that can lead to MRSA: A team approach.

### Notes:

- You will have a maximum of 10 minutes to give your presentation, and we hope that teams will be able to demonstrate how everyone has been involved.
- Flip chart paper/pens/blue-tac will be provided but unfortunately *lap top facilities are not available*.
- You may choose any appropriate method of delivery for your presentation for example, role play, poster or spoken presentation etc - the more creative the better!
- The first part of the session on 3<sup>rd</sup> October (8.30 – 9.15 AM or 12.45 – 1.30 PM) is unfacilitated to allow you to finalise your presentation together.

## Checklist for group presentation:

<b>Topic chosen</b>	
<b>Coordinator</b>	Name: E-mail:
<b>Secretary (who has group contact details)</b>	Name: E-mail:
<b>Method(s) of presenting</b> (role-play, poster, speech, OHP slides, quiz etc)	
<b>Resources needed</b>	
<b>My tasks</b>	
<b>Group meetings (dates/times/venues)</b>	

**Small Groups Day 2  
3 October**

**Presentations**

**Guidelines for feedback on group presentations**

As the final stage, after giving your presentation, you are going to be judging and giving feedback to another group on their presentation. This element of feedback is a critical point for your learning about team working. In the future, as healthcare professionals, you will need to become skilled at giving sensitive and effective feedback on other people's practices, skills, attitudes etc. This section of the work is to give you some insights into how you might handle this appropriately.

To manage the feedback session we wish you, as a group, to decide on some ground rules for giving and receiving feedback. You might like to consider the following points to help you decide on your ground rules:

1. Feedback is not the same as point scoring assessment. Giving feedback means sharing with other individuals the impression their presentation/work has made on you - with the purpose of enabling them to see how you have understood what they have done.
2. For these group sessions (and broader educational principles) it is important that no one feels threatened by your feedback, and it is important that what you say is constructive.
3. To help judge the quality of your feedback, you might like to think about it in terms of 'how would I feel if that was said to me?' For example, would it make you feel defensive or uncomfortable and why might that be? Reflections on such feelings could be used as a measure for what would be appropriate to say to someone else.

**Questions to consider for giving feedback on another group's presentation:**

Give the marks on scale of 1 – 4:

- 1 = Very good
- 2 = Good
- 3 = OK
- 4 = Poor

Question	My Score	Moderated Group Score
1. How well did the group seem to have worked as a team?		
2. Was the presentation well designed?		
3. How clearly did the team communicate their message?		
4. Did you learn something from their presentation?		

The following questions are to guide your reflections and comments on how your group worked together.

It would be helpful if you used examples to illustrate your points. Remember that you may be asked to show this work, so how you present these thoughts must be considered carefully (see point 3 in the Feedback section above for guidance).

1. How well did you feel you worked together as a team?
  
2. Was everyone involved?
  
3. What did you find hard/easy about working in a team?
  
4. How would you improve your teamwork for another time?

## Appendix 1

### Hand washing checklist

Activity	Performance expected
<b>Putting on Apron &amp; Gloves</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoid touching hair when putting apron</li> <li><input type="checkbox"/> Tie apron loosely so that the front is smooth</li> <li><input type="checkbox"/> Choose the correct size gloves so that they are close fitting</li> </ul>
<b>Removal of Apron &amp; Gloves</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Remove gloves before apron</li> <li><input type="checkbox"/> Remove gloves without touching hands or wrists with dirty gloves</li> <li><input type="checkbox"/> Turn gloves inside out to prevent contamination of the hands when disposing of the gloves</li> <li><input type="checkbox"/> Place in clinical waste – use foot pedal to open bin</li> <li><input type="checkbox"/> Remove apron by breaking neckband &amp; waist ties and folding towards the middle</li> <li><input type="checkbox"/> Place in clinical waste – use foot pedal to open bin</li> </ul>
<b>Hand washing</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Get water running at desired temperature</li> <li><input type="checkbox"/> Wet hands and apply sufficient soap to create a good lather</li> <li><input type="checkbox"/> Make sure all the following areas are thoroughly washed: palms; wrists; finger nails; finger tips; backs of hands; around thumbs; between fingers</li> <li><input type="checkbox"/> If wearing wedding ring, move &amp; wash underneath it</li> <li><input type="checkbox"/> Rinse hands thoroughly</li> <li><input type="checkbox"/> Allow excess water to run off while holding the hands upwards</li> <li><input type="checkbox"/> Turn off taps using elbows or arms</li> <li><input type="checkbox"/> Using paper towels, dry hands working from finger tips to wrists</li> <li><input type="checkbox"/> Dispose of paper towels in black waste bin using foot pedal to open</li> </ul>

## References

### MRSA

Cookson, B. (2005) Methicillin-resistant Staphylococcus aureus: a modern epidemic. *Evidence-Based Healthcare and Public Health*. 9 (1): 1-3.

Leifer, D. (2005) MRSA Hotspots. *Nursing Standard*. 19 (52) 7Sep05: 20-21.

*DHQP Issues in Healthcare Settings – Healthcare Associated MRSA:* [http://www.cdc.gov/ncidod/hip/Aresist/ha\\_mrsa.htm](http://www.cdc.gov/ncidod/hip/Aresist/ha_mrsa.htm). [16 Sept 2005]

*MRSA:* <http://www.link.med.ed.ac.uk/RIDU/Mrsa.htm#six>. [16 Sept 2005]

*One thing less to worry about: Hand Disinfection:* <http://www.regentantiseptics.co.uk/regentweb/knowledge.nsf/page/5duham>. [16 Sept 2005]

*Under 'test your knowledge' complete the hand disinfection test and see how much you know! Or go to this site...*

*One thing less to worry about: Educational tools and information for you and your colleagues:* <http://www.regentantiseptics.co.uk/regentweb/knowledge.nsf/page/5lpjyx>. [16 Sept 2005]

... and test your MRSA knowledge.

### Group/team work

West, M. (2004) *Effective Teamwork. Practical Lessons from Organisational Research*. Oxford: BPS Blackwell.

This is a very readable research-based introduction to teams and teamwork it looks at a variety of aspects of teamwork including Do teams work? Creating Teams, Team Building, Being part of a team.

West, M. (1994) *Effective Teamwork*. Leicester: British Psychological Society.

This is an easy to follow guide that explores how to build an effective team as well as how to be an effective team member.

Belbin, M. (1981) *Management Teams: Why they succeed or Fail*. Oxford: Butterworth-Heinemann.

During your teamwork sessions you will find out your three team-working style preferences. This book elaborates on these and gives more detailed information about how you can use your preferred team roles to both the advantage and disadvantage of the team.

Hutchings, S., Hall, J. and Lovelady, B. (2003) *Teamwork: A Guide to Successful Collaboration in Health and Social Care*. Bicester: Speechmark.

This is an easy to read guide written specifically for undergraduate students.

### Universal Precautions

Nicol, M. (2004) *Clinical Nursing Skills DVD with Workbook*. London: Mosby.

This is a workbook and DVD that gives step-by-step demonstrations of many essential skills including handwashing. You can use it for self-directed study. All City nursing students will have a copy of this.

Brooker, C. and Nicol, M. (2003) *Nursing Adults: the practice of caring*. Edinburgh: Mosby.

This is a very large book but it has a very useful chapter on Universal Precautions.

### Other references

*The Bristol Royal Infirmary Inquiry:* <http://www.bristol-inquiry.org.uk/index.htm> [14 Jul 2006]

*The Victoria Climbié Inquiry:* <http://www.victoria-climbie-inquiry.org.uk/> [14 Jul 2006]

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Ellie Moe (IPE Office)  
Dr Nigel Yeatman (Medicine)

### **IPE Steering Group:**

Kathleen Banks (patient rep)  
Jeanette Copperman  
Liz Davenport  
Jennifer Edie  
Della Freeth  
Jon Fuller  
Celia Harding  
Deborah James  
Emma Lightbody (student rep)  
Caroline McBride  
Boba Rangelov (patient rep)  
Enkanah Sooboodoo  
Jenny Spouse  
Philippa Sully  
Mary Tod  
Helen Watson  
Roberta Williams  
Celia Woolf

### **Strategic Alliance Executive:**

Chris Fowler  
Sally Glen  
Deborah James  
Peter Kopelman  
Julius Weinberg

### **Timetabling services at City and Queen Mary**

### **The MRSA Association**

IPE Office  
Room 1016, City University School of Nursing and Midwifery,  
20 Bartholomew Close, London EC1A 7QN.

Dr Danè Goodsman T: 020 7040 5703 E: [D.Goodsman@city.ac.uk](mailto:D.Goodsman@city.ac.uk)  
Ellie Moe T: 020 7040 5481 E: [E.Moe@city.ac.uk](mailto:E.Moe@city.ac.uk)

[www.ipecityqm.org.uk](http://www.ipecityqm.org.uk)