

## Introduction

*Nursing and Multi-professional Practice* is designed to offer nursing students a comprehensive introduction to, and foundation in, multi-professional practice. While the primary market is nursing students, all pre-qualifying professionals will benefit from its central message. The book embraces the swift pace of change and rapid redesign of many services, setting out the new multi-professional partnerships and teams emerging. The intention is to help you understand the reason for the legislative and societal changes that are behind the building of new services and the creation of new contexts of care.

As a student nurse in the twenty-first century, you will be gaining experience in a range of traditional and more innovative practice settings in health and social care. Some of these practice settings will be part of the National Health Service (NHS), for example in acute medicine or in primary care and mental health services, but they may also be in other agencies, like the social care sector, which may provide services to children and families, young people and people with learning disabilities and their families or in the third sector, who currently provide a range of services including foster care, hospice care and drug and alcohol treatment services.

The term third sector describes the range of organisations, independent from government, which occupy the space between the state and the private sector. These include small local community and voluntary groups, registered charities both large and small, foundations, trusts and the growing number of social enterprises and cooperatives (DoH, 2006). The patients and service users you support may access services from a number of agencies and professionals which you are likely to come into contact with during your placements.

This variety of experiences and breadth of services means that you will be working in a range of teams and require knowledge and understanding of the roles of many different professionals, as well as the types of activity, responsibility and accountability they hold.

This book will introduce you to a number of practice settings in health and social care, describing their purpose and exploring the models of practice that are likely to be in place there. Each chapter will begin with an account of the development of such services describing the societal, technological and economic changes that underpin them. This will be followed by an analysis of the changing nature of the pathway that patients or carers may take when using the service and the likely role of professionals who practice within it.

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Central to this exploration will be the multi-professional relationships that take place in the practice setting and the impact on you as a nurse. You will be guided to explore the skills and knowledge you need to work effectively with other professionals and partners to gain the most from the practice experience and achieve successful care for patients, service users and carers.

Throughout the book you will be encouraged to reflect critically on your own knowledge, values, and current and future skill requirements when working with service users and professionals.

The Nursing and Midwifery Council (NMC), the organisation that monitors professional practice of all nurses and midwives, sets out a number of professional skills, knowledge and practice competences required for preparation to practice as a nurse. Programmes that offer pre registration education for nurses in universities are monitored and measured on the quality of this experience by the Quality Assurance Agency (QAA). A number of statements related to the professional outcomes of such programmes have to be met by all these educational institutions. The intention is that this book will support you in developing subject knowledge related to multi-professional practice outcomes.

### Contents

The book is divided into two parts with five chapters in each, Part one is focussed on multi-professional practice in predominantly National Health Service settings. Part two explores broader partnerships beginning with service user and carer perspectives and moving into social care, the third sector and the challenges of leadership in the multi-professional context. Each chapter can be read in sequence or as separate self contained chapters. The order of content is designed to support your developing practice experiences from the initial focus on what is multi-professional practice culminating in leading teams and the knowledge and skills required to lead and manage others at the end of the book.

### Part One

**Chapter 1** will introduce the concept of multi-professional practice, offering definitions of multi-professional working, and description of actions involved. Traditional models of multi-professional practice in health and social care and different and more contemporary forms of team working are presented. You will be encouraged to explore the legislative and policy frameworks and the key government agendas and policy drivers behind multi-professional working. **Chapter 2** looks in the same way at nursing, asking you to consider the nature of nursing and what the nurse contributes to the multi-professional care pathway of the patient or service user. **Chapter 3** enables the reader to examine the shift in role of the nurse and likely multi-professional collaborations in

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primary care. New alliances and challenges for nurse are outlined, providing a foundation to observe further the multi-professional skills of the nurse in the community setting in **Chapter 4**.

Returning to the acute setting, **Chapter 5** highlights the potential new multi-professional and clinical initiatives being established and created by the technological changes in care pathways and for patients with particular health care needs.

## Part Two

The key principle here is the focus on multi-professional relationships in a broader context, with a range of external stakeholders, and where the nurse is a significant lynchpin of the partnership work taking place. **Chapter 6** looks at the needs of the service user and carer within new service design models located in services for people with learning difficulty. The challenge of meeting an individual's complex needs and ensuring rights and wishes are met are central to the discussion. Often when care is provided individuals needs and wishes may be compromised and professional and multi-professional intervention contested. Two areas of practice where this is also significant are mental health care, highlighted in **Chapter 7**, and children's services, which is examined in **Chapter 8**. In these settings the intervention of professionals and multi-professional collaboration may be viewed with ambivalence, created through the necessary but often unwanted concern in term of child protection, and the legal aspects of care for people with severe mental illness. Once again legislation and ideological views on what is viewed as an appropriate service drive multi-professional practice and hence the discussion and analysis here. **Chapter 9** takes into account the growing third sector. The sector is described and likely roles and alliances are offered as examples of new types of partnerships. Finally, recognising the increasingly complex nature of all these new roles and associations, **Chapter 10** sets out the leadership strategies needed for good practice and effective multi-professional activity.

## Helping you learn

Throughout the book you will find a range of helpful learning activities to develop your knowledge further. You will find:

- Guided study activity linked to the practice context being explored with pointers to help you.

The purpose of this is twofold. First, to provide a review of your reading and understanding of the content to that point in the text and, second, to encourage you to bring and apply the new theory being presented to your practice experience.

- Practice setting case studies or examples to give a context for the theory presented.

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These case studies will offer you a further example of multi-professional working as an additional aid, and will help you if you have not worked in the particular setting being described.

The book also includes:

- Websites to link content and topics presented in each chapter.
- A full bibliography of evidenced material.

These will help you to evidence your assessed work in formal assignments.

I hope you enjoy this book and it enables you to think in more depth about working in partnership with other professionals and service users and carers.

Janet McCray