

POCKET GUIDES
FOR NURSING AND HEALTH CARE



MULTIDISCIPLINARY WORKING

EDITED BY

SAM HUMPHREY
PIPPA CHILLMAN

POCKET GUIDES
FOR NURSING AND HEALTH CARE



MULTIDISCIPLINARY WORKING



A unique series of pocket-sized books designed to help healthcare students



"All the information was clear and concise, this book is exactly what I was looking for." ★★★★★



"A great little guide. All the basic information needed to have a quick reference." ★★★★★



"A very useful, well-written and practical pocket book." ★★★★★



"Written by students for students. A must for any student about to head on placement." ★★★★★



POCKET GUIDES
FOR NURSING AND HEALTH CARE



MULTIDISCIPLINARY WORKING

Edited by

Sam Humphrey and Pippa Chillman

De Montfort University

Leicester



Lantern

© Lantern Publishing Ltd, 2025
ISBN 9781914962288

First published 2025

All rights, including for text and data mining (TDM), artificial intelligence (AI) training, and similar technologies, are reserved. No part of this book may be reproduced or transmitted, in any form or by any means, without permission.

A CIP catalogue record for this book is available from the British Library.

Lantern Publishing Limited, The Old Hayloft, Vantage Business Park, Bloxham Road, Banbury OX16 9UX, UK
www.lanternpublishing.com

The authors and publisher have made every attempt to ensure the content of this book is up to date and accurate. However, healthcare knowledge and information is changing all the time so the reader is advised to double-check any information in this text on drug usage, treatment procedures, the use of equipment, etc. to confirm that it complies with the latest safety recommendations, standards of practice and legislation, as well as local Trust policies and procedures. Students are advised to check with their tutor and/or practice supervisor before carrying out any of the procedures in this textbook.

Typeset by Medlar Publishing Solutions Pvt Ltd, India
Printed and bound in the UK

Last digit is the print number: 10 9 8 7 6 5 4 3 2 1

Contents

Preface	ix
Acknowledgements	x
List of contributors	xi
Abbreviations	xiv

Preparing for multidisciplinary team (MDT) working

1.	Introducing multidisciplinary working	2
2.	The MDT and professions 'grab-sheet'	3
3.	Nursing fields and common nursing roles	10
3.1	Adult nursing	11
3.2	Children's nursing	12
3.3	Mental Health nursing	13
3.4	Learning Disability nursing	14
4.	Allied Health Professionals	15
4.1	How AHPs contribute to the MDT	15
4.2	Learning more about AHPs	16
5.	Social care professions	17
5.1	The role of social care and its links with other professions	17
5.2	The biopsychosocial model in social care	19
6.	Common situations requiring MDT input	21
6.1	Example A: Emergency and trauma	21
6.2	Example B: Mental health	22
6.3	Example C: Obstetric emergency	23
6.4	Example D: Disability and rehabilitation	24
7.	Student roles within the MDT	26
7.1	Getting involved	26
7.2	Expectations for students in the MDT	26

7.3	Benefits of involvement	27
7.4	Involvement challenges (and solutions)	28
7.5	Practical tips	29
8.	Building confidence	30
8.1	Speaking up	30
8.2	Reflecting on mistakes	31
8.3	Supporting patients to be confident	31
8.4	Ways to build confidence	32

Collaborative working within the MDT

9.	Integrating into teams	36
9.1	What are the benefits to staff and patient care?	36
9.2	Potential difficulties of integrating when you are 'the student'	38
10.	Communication strategies to support integration. .	39
10.1	SBAR	39
10.2	Demonstrating active listening and assertiveness	40
10.3	Understanding hierarchies and overcoming communication barriers to build relationships	42
11.	Civility	44
11.1	The Civility Saves Lives campaign	45
11.2	Acting on civility	46
12.	Inclusivity and teamwork within care	48
12.1	Key principles of inclusivity and teamwork. .	48
12.2	Benefits of inclusivity and teamwork	49
12.3	Challenges facing inclusivity and teamwork ..	49
12.4	Building an inclusive team environment	50

13.	Managing differing priorities and potential conflict	52
13.1	Balancing urgent and non-urgent needs	52
13.2	Managing differing priorities in an MDT	54
13.3	Potential conflict in MDTs	55
14.	Use of language	57
14.1	Common language barriers in MDTs	57
14.2	Strategies for clear communication and language	58
15.	MDT working: Good practice advice	59

Enhancing the MDT experience

16.	Professional identity	64
16.1	The role of professional identity in MDT working	65
16.2	Strengthening professional identity in MDTs	65
17.	Collaboration with stakeholders	67
17.1	Key principles of collaboration with stakeholders	67
18.	Co-production with patients/service users	70
18.1	Core principles of co-production	70
19.	Patient safety	73
19.1	The role of the MDT in patient safety	74
19.2	Strategies for enhancing patient safety	75
20.	Professional development opportunities	78
20.1	Types of professional development opportunities for MDT members	79
20.2	How to get started with professional development in an MDT	80

21.	Scenarios for guided reflection and action planning	81
21.1	Common scenarios.	82
22.	Further understanding: ethics and integrity in MDT working	86
23.	The importance of self-care for health and social care professionals working within the MDT.	90

Preface

This pocket guide to multidisciplinary working is aimed at nursing, allied health and social care students and is an accessible introductory text for students seeking to develop their teamworking skills.

Offering insight regarding the dynamic landscape of modern health and social care, this book will help you to understand the principles of collaboration and teamwork, essential for providing effective patient-centred care within a multidisciplinary team (MDT).

Within these pages, you will learn:

- the core principles of understanding multidisciplinary working, emphasising person-centred care, student roles within the MDT and why different perspectives are vital to enhance patient experience
- about the importance of civility and inclusivity towards each other
- about the complexity of managing differing priorities, potential conflicts between professionals and communication strategies
- real scenarios: the opportunity to read case studies, showcasing the challenges and benefits of MDT working
- career development: consider how effective MDT working not only benefits patients but also boosts professional growth and development
- practical tools: access valuable tools, strategies and tips to enhance your ability to collaborate effectively with diverse teams of health and social care professionals.

Most importantly, this book has been written primarily *by* students, *for* students. Student volunteers from the Council

of Deans' #150Leaders programme from a wide variety of disciplines have written about the areas of multidisciplinary working that matter to them.

This pocket guide is a compact and helpful guide for student health, allied and social care professionals working within dynamic health and social care teams, equipping you with the knowledge and skills required to be an effective multidisciplinary team member.

Sam Humphrey
Pippa Chillman

Acknowledgements

We would like to thank the Council of Deans for supporting the project and the student volunteers on the #150Leaders programme for all of their hard work and contributions to this pocket guide.



List of contributors

George Bowles

Student Paramedic, Oxford Brookes University

- *Sections contributed to: 17, 19, 21 and 22*

Lily Carline

Healthcare Science (Cardiac Physiology), BSc (Hons),
Swansea University

- *Sections contributed to: 11 and 20*

Lauren Caulfield

Student Midwife, University of Manchester

- *Sections contributed to: 7, 9, 10 and 17*

Pippa Chillman

Senior Lecturer in Mental Health Nursing and Mental Health
Nursing Field Lead, De Montfort University, Leicester

- *Sections contributed to: 5, 14, 16, 22 and 23*

Minne Christensen

Student Learning Disability Nurse, Edinburgh Napier
University

- *Sections contributed to: 1, 7 and 8*

Dean Cox

Student Community Mental Health Occupational Therapy
Apprentice, University of Hertfordshire

- *Sections contributed to: 4, 6, 8 and 12*

Harris Cunningham

Student Paramedic, Queen Margaret University

- *Sections contributed to: 6, 8, 15 and 22*

Francesca Dixon

Student Radiographer, Keele University

- *Sections contributed to: 7, 12 and 18*

Bronwyn Flower-Bond

Student Adult Nurse, University of Winchester

- *Sections contributed to: 3, 15, 18 and 22*

Ella Foster

Student Adult and Mental Health Nurse, University of Leicester

- *Sections contributed to: 2, 3 and 9*

Sarah Louise Hough

Student Learning Disability Nurse, University of the West of England

- *Sections contributed to: 3, 12, 15 and 22*

Sam Humphrey

Senior Lecturer in Learning Disability Nursing and Programme Leader; BSc (Hons) Nursing (with NMC registration), De Montfort University, Leicester

- *Sections contributed to: 5, 14, 16, 22 and 23*

Leanne Milne

Student Midwife, University of the West of Scotland

- *Sections contributed to: 6 and 11*

Divanshi Sharma

Student Adult Nurse, University of Roehampton London

- *Sections contributed to: 7 and 19*

Jake Shaw

Student Mental Health Nurse, University of Worcester

- *Sections contributed to: 1, 6, 10 and 19*

Kit Sinclair

Student Speech and Language Therapist, City University, London

- *Sections contributed to: 4, 6, 11 and 20*

Amelia Surrey

Student Therapeutic Radiographer, Health Sciences University

- *Sections contributed to: 4, 8, 9 and 13*

Thalia Tzing Lam Lau

Student Physiotherapist, Cardiff University

- *Sections contributed to: 2, 9, 21 and 22*

Abbreviations

AHP	Allied Health Professional
CDSS	clinical decision support systems
CEN	Clinical Excellence Network
CPD	continuing professional development
CQC	Care Quality Commission
EHR	electronic health record
GP	general practice/ practitioner
HCPC	Health and Care Professions Council
IPE	Interprofessional education
MDT	multidisciplinary team
MRSA	methicillin-resistant <i>Staphylococcus aureus</i>
NEWS	National Early Warning Score
RCA	root cause analysis
SBAR	Situation, Background, Assessment, Recommendation
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
TAG	Threshold Assessment Grid

Confusion in the use of abbreviations has been cited as the reason for some clinical incidents.

Therefore you should use these abbreviations with caution and only in line with local Trusts' Clinical Governance recommendations which vary between departments!



Add your own abbreviations here:

Preparing for multidisciplinary team (MDT) working

1.	Introducing multidisciplinary working	2
2.	The MDT and professions 'grab-sheet'	3
3.	Nursing fields and common nursing roles	10
4.	Allied Health Professionals	15
5.	Social care professions	17
6.	Common situations requiring MDT input	21
7.	Student roles within the MDT	26
8.	Building confidence	30

The MDT and professions 'grab-sheet'

As a student health and social care worker, you'll work with a range of professionals who are part of a multidisciplinary team (MDT). The MDT describes a group of individuals with unique professions that allow them to work together in planning and providing the best treatment and care to patients.

Here are some examples of professionals you may work alongside, with space to add others you encounter:

Nursing and Midwifery

Nurses and Midwives deliver and coordinate patient-centred care, addressing physical, emotional and social needs that individuals may struggle to manage on their own. Nursing practice includes four main fields, along with the role of Nursing Associate, each contributing to holistic care.

Adult Nurse	Generally provides care for people above the age of 18
Children's / Paediatric Nurse	Generally provides care for people from birth to the age of 18
Mental Health Nurse	Provides support for people of all ages, focusing on psychiatric health
Learning Disability Nurse	Provides support for people of all ages who require specialised provision for a learning disability
Nursing Associate	Provides direct patient care, supporting registered nurses by monitoring patient conditions and carrying out clinical tasks

Nursing and Midwifery

Midwife	Supports and cares for women, their babies and families throughout all stages of pregnancy and childbirth
Dual Registrant	Registered in two parts of the NMC register (e.g. Learning Disability and Mental Health Nursing, or Adult Nursing and Midwifery) and can practise in either field

Medics	
Anaesthesiologist	Administers anaesthesia and monitors patients' vital signs before, during and after surgery; they focus on safety, comfort and pain management
Doctor	Diagnoses, treats and prevents disease and injuries, ensuring physical and mental wellbeing through holistic care
Psychiatrist	A medical doctor who diagnoses, treats and helps manage mental health conditions through therapy, medication and other interventions
Surgeon	Specialising in performing operative procedures, they are trained in diagnosing conditions, and planning and performing surgeries, alongside managing post-operative recovery

Allied Health Professionals (AHPs)

AHPs work with patients in a range of specialities, using their expertise to assess, treat and support individuals across a range of health conditions. Each AHP role contributes to rehabilitation, recovery and overall wellbeing through a holistic, patient-centred approach. Working across various settings, AHPs collaborate within MDTs to improve health outcomes and enhance quality of life.

Art therapist	Art therapists use creative expression to help individuals process and manage confusing or distressing emotions
Dietitian	Uses nutritional research to promote healthy eating and prevent diseases such as obesity and malnutrition, while developing nutrition support plans and dietary interventions to enhance patient care
Drama therapist	Uses role play, voice work, movement and storytelling to help individuals explore and address personal and social challenges
Music therapist	Uses music to help individuals express and process emotions that are difficult to verbalise
Occupational Therapist	Focuses on functional everyday living such as dressing, bathing and cooking Aims to improve patients' quality of life to allow them to live as independently as possible
Operating Department Practitioner	A healthcare professional who supports surgical teams during operations, ensuring patient safety, managing anaesthesia and assisting with recovery
Orthoptist	A field for diagnosing and treating visual disorders related to eye movement and coordination, often using therapies to correct these

Allied Health Professionals (AHPs)	
Osteopath	Specialises in the musculoskeletal system, using movement, stretching and massage to detect, treat and prevent health issues
Paramedic	Provides emergency care to patients, stabilising them in pre-hospital settings such as accident scenes or transportation to a medical facility
Physiotherapist	Works to rehabilitate patients in diagnosis and treatment of illnesses Creates tailored treatment plans for recovery from injuries, surgeries or illnesses limiting movement and physical function
Podiatrist	Provides treatment and care for individuals with foot and lower limb conditions resulting from injury or illness
Prosthetist and orthotist	Prosthetists assess, design and provide prosthetic limbs to enhance the lives of individuals Orthotists prescribe, design and supply orthoses to support and protect the neuromuscular and skeletal systems
Radiographer	Works either <i>diagnostically</i> , using medical imaging (such as X-rays or CT scans) to aid in diagnosing an injury or illness, or <i>therapeutically</i> , delivering radiation treatment for cancer and supporting patients through this treatment pathway
Speech and Language Therapist	Provides treatment and support for patients who have communication, language and swallowing difficulties

Social care roles	
Activities worker	Plans and facilitates social activities, outings and entertainment for individuals needing care and support, encouraging their participation
Advocacy worker	Helps vulnerable individuals express their views and ensures their best interests are considered in decisions affecting their lives
Personal assistant	Assists individuals in maintaining maximum independence, typically within their own home or community
Social worker	Works mostly with vulnerable people to solve problems, meet needs and improve life quality



Notes

Additional roles	
Healthcare Assistant	Assists clinical staff in giving person-centred care to patients; achieved through tasks such as monitoring vitals, maintaining hygiene, ensuring comfort and feeding
Pharmacist	Focuses on drug information and prescribing, whilst also troubleshooting any related pharmaceutical care issues
Psychologist	Uses expertise, risk assessment and management to offer a psychological perspective to mental state; this develops a shared understanding between professionals and patients



Notes
