

Facilitator notes for the 'Introductory Session' of the Middle Years Interprofessional Common Learning Programme

Dear Facilitator

The following notes are to help you run this Introductory Session as easily and confidently as possible. We recognise that many of you are very experienced, however some may be less so – especially with this new discipline of 'Interprofessional Education'. This document endeavours to offer some additional support to your IPE Facilitator training session. We also feel that by giving some standardisation to the format for delivery, students will be more able to share their experiences with peers from different groups in other settings.

For the students, this is their first session for the Middle Years Common Learning Programme. We expect that they will have many questions about IPE in general and the study book in particular. Some students will have been engaged in IPE at a previous time, but we are not counting on it, therefore, we suggest that you read the study book carefully to help equip you in your support of the students. *We anticipate that their key concerns will relate to clarity about exactly what they are required to do, and why.* The session itself should focus on their considerations of interprofessional working and learning, and the full explanation and exploration of the tasks contained in the study book - so that any issues of understanding are sorted out before they start.

Slight modification: We are now asking that students get into pairs in this session (preferably with someone from another discipline) and maintain discussions together as they do the tasks in their placement – by email or phone or direct contact. Each pair would then be expected to come back to the debriefing session together.

Important note for facilitators

From our experience of running these sessions we have learnt that *it is vital that the students go away feeling confident - that they see the purpose of the tasks as well as being able to carry them out.* We suggest, therefore, that you spend some time outlining the specific outcomes for each task during the session and summarise the points at the end (see suggestions below). NB. Our notes are simply to give an idea of what to be thinking about when undertaking the tasks - not a list of questions that must be answered. We suggest that you see if the students can come up with ideas first, and use our material to help if necessary.

Suggested format/process for session:

- 5mins: a) Distribute study book to students and pass around the sign-in sheet.
b) Introductions from everyone, including: Name, course and current practice base.
- 5mins: Pair up and share with a partner, their personal thoughts about what they think multiprofessional working should be about/for? NB pairs should be of different disciplines and should remain partners for the duration of the whole programme.
- 10mins: Each pair to verbally present their thoughts to rest of group. (If the group is very large, then get two pairs to join up and just share with each other.)
- 5mins: Tutor to give a resume of the standard IPE definition/explanations (Full notes included below in aide-memoire). Also, tutor to explain that there is further information about IPE in the study book - which students should read fully in their own time.
- 5mins: Everyone to read through the **tasks** in the study book.
- 30mins: Whole group to discuss the task sections in the study book (facilitator's aide-memoire below), to consider what they need to do and why they are doing it. We suggest that you take these one at a time as they appear in the study book.

Important note to give students

As noted before, *please impress on students that they will need to read the whole study book before they undertake the tasks in their placements* - as it gives full information on everything including, processes, conduct, ethics and the aims of this IPE experience.

Tutor's 'Aide-Memoire'

What is IPE?

'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'¹ (Freeth *et al*, 2005).

This is basically saying that in part, IPE is formalised learning about different healthcare professions, with a view to improving teamwork by understanding more about the roles of other members of the team. The term IPE is relatively new, but the concept of working in teams is not, and has been part of effective healthcare since the different professions were created. We take the view that IPE is to facilitate the fruitful exchange of the varieties of *professional points of view* in any given health or social care setting.

The Three Tasks

In summary, the overall process involves students collecting and considering three perspectives of an interprofessional context (Fig. 1).

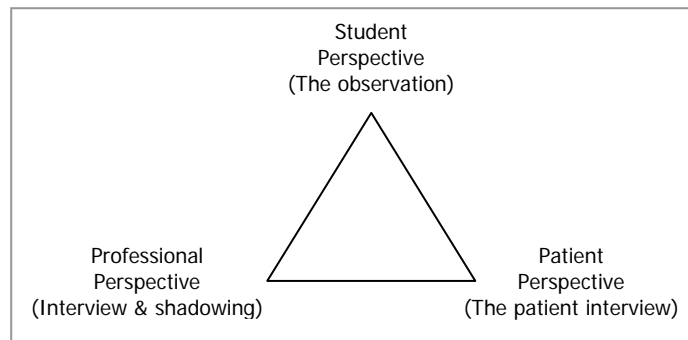


Fig. 1

1. Observation

- The purpose is to encourage students to notice what is *actually* going on around them rather than what they *presume* is going on - to see how H&SCPs communicate in the professional setting and any effects this might have on colleagues and/or patients, clients, families or carers.

The following is a list of thoughts which you can use to help guide students' understanding of the task:

- Who is present (and who could be, but is not)?
- Is it clear which profession they are from?
- Is one person doing all the talking or is it shared – and is that format appropriate?
- If appropriate, is the patient/client included in the conversations?
- Does the patient/client understand what's being said or does someone have to 'translate' for them afterwards?
- Do patients/clients seem happy?
- Are relatives/carers present? Are they involved in the conversation – and is that appropriate?

Reflective questions

How does what they observe make them feel?
Has anything been a surprise to them?

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

2. Patient/Client Interview:

- The purpose is to get an insider's perspective – what is it like to be a patient/client? I.e. what do you see from the other side (receiving care rather than giving it)?

Some guideline questions for approaching the interview:

- Take a brief history e.g.
 - Broad background information and reason for being in this healthcare setting
 - Is this their first visit to hospital? Is it what they expected etc?
 - Have they been in many times? If so, has the experience changed over the years?
- How does the patient/client feel about their experiences?
- Do they know who has been seeing them, i.e. which professions?
- What do they think of the different H&SCPs who have seen them?
- Have they felt well informed of what's going on?
- Do they see teams working well together (or not)?
- Do they have any worries (which might be matters not directly related to their treatment) – and can they share them?
- Could they describe what it is like being a patient or client in this environment?

Reflective questions

How does what the student has heard make them feel?

How does the patient/client's story relate to the student's own experiences within health and social care contexts?

3. Professionals' and Peers' Work and Lives – Interview and shadowing

- The purpose is to get direct insight into the role of another professional, and also for students to share their training pathway with a peer, on a different course, to compare and contrast, and learn together.

Thoughts to guide discussion:

- Why did the person choose this profession?
- How did they get to this point in their career? (Training pathway)
- What are their main roles?
- Who do they spend most of their time with?
- Do they meet with other H&SCPs?
- What do they think of multiprofessional working?

Reflective questions:

- Was the role as you saw it what the student expected? Was it busier? More/less technical? Harder/easier than they thought?
- Did they have perceptions about the person or role that were confirmed or changed by the exercise?
- Did the exercise affect how they might relate to people in this profession in the future?
- Did it increase or decrease the students' confidence to approach them?

Final Points to note

Signatures:

You will need to emphasise the importance of getting the signatures - as they are their key evidence to show the task have been completed and without them the work will not be signed off to be entered into their portfolios.

The Sessions:

Some students may find themselves in a uni-professional group for the introduction and debrief.

Please point out that this **does not matter**, as each person will have a different experience to share, regardless of his or her profession. The key interprofessional aspect is within the tasks themselves.

Last, but not least –

Don't forget to sign their study books at the end of the session!