

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

Dear Facilitator,

The following notes are to help you run a Middle Years 'Debriefing Session'. Whilst some of you will have run the Introductory Session, that might not be the case for all, therefore, as you will see, we have repeated some of the information from the briefing document from the Intro. The format is the same as before - offering a specific teaching framework, backed up with supporting notes. This session will involve using the guidelines for each task given in the study book (and in the Intro session notes) to discuss what the students found, and how their experiences compared with the objectives set out in the introduction.

As we stated in the first document, we recognise that many of you are very experienced facilitators, however some may be less so – especially with this new area of 'Interprofessional Education'. This document is designed to supplement your IPE Facilitator Training. 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.

From the perspective of the students, this is their second facilitated session for the Middle Years programme. They should have now completed the three self-learning tasks whilst in their placement (observations, patient/client interview, and interviewing and shadowing; all detailed fully in their Study Book).

The overall process has involved students collecting and considering three perspectives of an inter-professional context (Fig. 1).

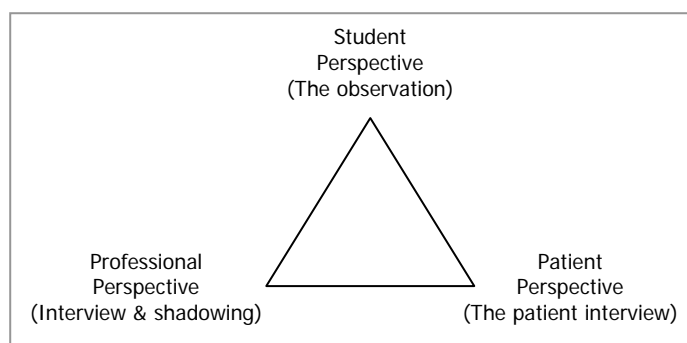


Fig. 1

As part of the process we have asked students to pair up with another member of their introductory session group - to discuss their work, by email, phone or direct contact - as they undertake the tasks in the practice setting. And we are hoping that each pair will come to the debriefing session together.

Important note for facilitators

Through using this process, we have learnt that it is very important that you get the students to focus on the data they have collected in their study books – not just their verbal conclusions of their experience. To support this, we suggest that you ask the students to swap their study books with their 'buddy', and impress on them that the point is to share from what they have found – i.e. to use their study books as part of their evidence base.

It is also very important that all the students are aware that, because of issues of confidentiality, they must not discuss what they have seen or talked about from someone else's work outside the session.

Suggested format/process for session:

- 4mins: Introductions from everyone, including: Name, course, current practice base and who they 'buddied' with. Circulate the sign-in sheet.
- 1min **Remind them of the issues of confidentiality, as stated above.**
- 20mins: **1.** Pair up, swap and read study books with their buddy partner. If this is not possible then preferably pair them with someone from a different discipline. (NB If any student feels that it is inappropriate to share part of their work, they can read the relevant passages to their partner and omit the information they do not want shared).
- 2.** After reading it through, pairs should discuss all three tasks, considering how their experience compared with the objectives set out in the introduction. (NB they will need to manage the timing of this themselves to ensure all tasks are covered).
- 3.** The pair should then agree on what they consider are the key findings from each activity, and note these down for sharing with the group.
- 15mins: To the whole group - each pair to state and explain their key findings and issues.
- 15mins: Whole group discussion: 'What IPE, interprofessional education, means to me now'.
- 5mins: Finally, check the students have collected the necessary signatures, and sign off the work. If you think that the work has not been completed, please take a note of the student's name and forward it to the IPE administrator – Mrs Ellie Moe.

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 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. We also hope that the two facilitated sessions have given the students some insights and strategies for managing themselves effectively outside of the programme.

The Tasks

The following notes are to help you guide the students' discussions of the tasks (please feel free to modify):

1. Observation

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

Guidelines from the study book:

- Who was present in the practice area (and who could have been, but was not)?
- Was it clear which profession they were from?
- Was one person doing all the talking or was it shared – and was that format appropriate?
- Was the patient/client included in the conversations?
- Did the patient/client appear to understand what was being said or did someone have to 'translate' for them?
- Did the patients/clients seem happy?
- Are relatives/carers present? Are they involved in the conversation – and is that appropriate?

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

Reflective questions for discussion:

- Did they feel that their skills developed over the 3 intervals (also was this type of work something they had done before?)
- Did they feel that they could 'tune in' to what was going on?
- How did what they observed make them feel?
- Was anything they observed a surprise?

2. Patient/Client Interview:

The purpose here was to get the 'insider's' perspective - in terms of what it is actually like to be a patient or client.

Guidelines from the study book:

- Take a brief history e.g.
 - Patient/Client broad background information and reason for being in the healthcare setting
 - Was it their first visit to hospital? Was it what they expected etc? Had they been in many times? If so, has the experience changed over the years?
- How did the patient/client feel about their experiences?
- Did they know who had seen them (i.e. which professions)?
- What did they think of the different H&SCPs who they saw?
- Did they feel well informed of what's going on?
- Did they see teams working well together (or not)?
- Did they have any worries and could they share them?
- Could they describe what it was like being a patient or client in that environment?

Reflective questions for discussion:

- Was the patient/client comfortable in talking about their experiences?
- Were there any surprises in the patient's/client's responses?
- How did the student assess what the patient/client said? (For example, did they think the patient/client was telling them everything?)
- Did the student feel that they had gained insights into the patient's/client's life through the interview?
- How did what the student heard make them feel?
- Did the patient/client's story resonate with the student's own experiences within health and social care contexts?

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

The purpose of this element was to get direct insight into the role of another professional. It was also for students to share their training pathway with a peer - to learn together through comparisons of experiences.

Guidelines from the study book:

- What prompted the person's career choice?
- How did they get to this point in their career? (Training pathway)
- Their main roles and contacts?
- Do they meet with other H&SCPs?
- What do they think of multiprofessional working?

Reflective questions for discussion:

- Was the role what the student expected?
- 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 that profession in the future?
- Did it increase or decrease the students' confidence to approach them?

Final Points to note

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 aspects are within the tasks themselves.

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