

Facilitator Notes

Interprofessional Education Middle Years Common Learning Programme

Academic Year 2005/2006

Dear Facilitator

The following are some brief notes on Interprofessional Education generally, and our Middle Years Common Learning Programme specifically. We hope that the information will go some way toward answering some of the questions you might have about both - but if you have any further questions we would be delighted to answer them either via email or telephone (contact details below).

Background to Interprofessional Education (IPE)

Interprofessional working and learning is one of the key new drivers of modern healthcare and is considered by all the professional bodies as being essential to promoting more effective patient/client care. There also is no doubt that some of the motivation for change arose from nationally reported tragedies such as Bristolⁱ and Climbieⁱⁱ. However, teams and teamworking have been an integral part of healthcare activities since its professionalisation. Current considerations for improving our understanding and promotion of effective teams, and teamworking, are merely a reflection of the drive towards making our 'good practices' explicit. We want to utilise such processes to their full benefit and conversely to understand 'poor performance', how it arises and how to remove it wherever it appears. To meet these opportunities and challenges, City University and Queen Mary are collaborating, through a Strategic Alliance, to incorporate IPE into all their healthcare curricula and the Middle Years Common Learning programme is part of a three strand approach to this educational aim.

Terms to note:

Interprofessional Education has been defined as a 'learning process in which different professions learn from and about each other in order to develop collaborative practice'ⁱⁱⁱ.

Multiprofessional education is defined as occasions when two or more professions learn side by side for whatever reason.^{iv}

Common Learning is where interprofessional, multiprofessional or uniprofessional groups all work from the same learning tasks/materials/activities.

The Facilitator:

A facilitator is someone who assists learners in their learning activities (dictionary definition = 'to make easy *or* easier'). The key role is not to 'deliver' information or knowledge, as a teacher or lecturer might, but to help the student draw, from their own experiences, understandings about the subject in hand. As such, facilitators do not need to be subject experts, indeed it is sometimes claimed that this can be a disadvantage. A good facilitator is someone who engages all those present into exploring, preferably collaboratively, the tasks, materials etc.

The Learning Outcomes:

By the end of this middle years experience the student should use their collected information to: -

- Discuss their patient's/clients pathway and the considerations of who has been their key healthcare workers and why.
- Discuss uniprofessional and interprofessional perspectives and roles.
- Analyse and reflect on their experience of interprofessional team working - illustrating any points with information from their findings.
- Discuss examples of good and less good interprofessional practice – giving their personal analysis as to what might have contributed to the good or less good interprofessional performance/activity.
- Demonstrate, through their involvement in the multiprofessional seminars, their ability to work collaboratively, to learn from, and with, students from other professions.

The Workbook:

All the tasks the students need to complete are contained in a workbook. The workbook is the same for all disciplines across the healthcare schools and this complies with our 'common learning' theme. It also highlights that although students may work from the same set of guidelines (i.e. the workbook), the actual experiences that they have within their specific disciplines may not be the same. And it is these differences that we want them to consider, as a way of promoting their understandings of the variety of contexts and practices within the healthcare environment.

The Process:

(NB this is a brief account – full details will be part of the facilitator training process)

As an overarching theme for both sessions, we are looking to promote the 'learning process in which different professions learn from and about each other in order to develop collaborative practice'. By exploring their findings with their contemporaries, we hope that students will gain insights offered not only by the work itself, but also the contributions of their colleagues (and yourself) in these seminars.

Session one

Facilitated seminar based in the workplace. This is the introductory session and focuses on explaining the tasks contained in the handbook, sorting out any issues raised, and generally supporting the students in managing this piece of work. To start the session we suggest that you get students to introduce themselves to each other, then to go into in pairs – preferably with someone from another discipline - to discuss their current perceptions of each others professional duties or those of other healthcare professionals (HCPs) to share how much they know (or think they know) about what each other do. These findings they could then share with the whole group. Use the second part of the session for the discussion of the handbook, giving them time to read through etc.

Important 'housekeeping' points

You must emphasize to the students that they will need to explain to people what they are doing, and why, to gain the appropriate permissions (to be recorded in the 'signatures pages' of the handbook). They will also need to be mindful of how people might react to their observing them and take time to explain to individuals what they are doing - and also be prepared to show them what they have done.

They must also be alerted to the notion that all their work must be anonymised i.e. no names of people, places or wards etc.

NB These points are all raised in the handbook.

Another 'ground rule' that should be mentioned is that the work they do in both the practice areas and the seminars should not be discussed with others outside the sessions.

The Workbook Tasks

The students then spend 2-5 hours completing the three main tasks in their workbooks – please note, the substantive part of this work is workplace-based and aims to enhance the practice experience. The tasks include observing communications on the wards (or what ever placement environment the student is in), interviewing a patient to find out who has seen them and how they perceive their level of care, interviewing and shadowing an HCP and, finally, interviewing a peer. All observations and reflections are recorded in the student's workbook.

Session two

This is the final element of the workbook-based programme and is basically a summarising and reflection session - where the key points are drawn out and discussed by the group. The session will be as before, a seminar in the work place.

We suggest that you firstly get the students to introduce themselves to each other, then to move into pairs to discuss what they have seen i.e. to share their experiences. From this you could then ask them, as a whole group, to explain the key points raised by their work and consider the meanings of their various experiences in relation to interprofessional practices.

Another theme that you can explore is if any of their perceptions have been changed during the course of this activity.

Points to note

Students may share difficulties and problematic issues, which as a facilitator you will need to use your judgement on handling – if you have any concerns please contact the IPE Office for further guidance. Clearly if there are issues relating to poor practice, you must remind the student that they should report this to the person in charge of the professional area they were working in. The key point here is for them to consider issues such as safe practice and governance.

NB these points are raised in the handbook

We really hope that you find the sessions that you run rewarding (and illuminating) and look forward to working with you for some time to come.

With best wishes

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ⁱ Kennedy, I. 2002. Bristol Royal Infirmary Inquiry. London. Stationary Office.

ⁱⁱ Lord Laming 2003 The Victoria Climbié Inquiry. London: The Victoria Climbié Inquiry. www.victoria-climbié-inquiry.org.uk.

ⁱⁱⁱ Freeth, D et al, 2002. A Critical Review of Evaluations of Interprofessional Education. London: LTSN-Centre for Health Sciences and Practice

^{iv} CAIPE 1997 revised Interprofessional Education – A Definition. CAIPE Bulletin No. 13