

Interprofessional learning

A pocket guide for mentors, facilitators and educators of all professions

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Background

Interprofessional working is seen as a positive move to address issues that have been problematic in service delivery in education, health and social care. The recommendations of reports of the inquiries into the death of Victoria Climbié (Laming 2003), and the management of children receiving cardiac care at Bristol Royal Infirmary (Kennedy 2001) for example, mention the importance of joint working between professionals to prevent further tragedies.

In addition to this there is a need for a more holistic approach to healthcare and a drive to blur the boundaries between health and social care that will establish seamless pathways enabling patient centred care.

This need for a change in the way professionals work together has led to the identification of Interprofessional education and Interprofessional learning (IPE and IPL) as a way of establishing Interprofessional working.



What is it all about?

Quality Assurance processes have put a particular emphasis on the development of Interprofessional learning for health related undergraduate and postgraduate programmes in order to prepare health and social care students to work within modern and proactive teams that work collaboratively and respond to the changes in a fast moving healthcare economy.

Interprofessional education occurs when “two or more professions learn with, from and about each other to improve collaboration and the quality of care” (Barr 1997). The World Health Organisation believe that IPE is a significant tool to

navigate the challenges of delivering care within a complex healthcare system (WHO 2009).

With the aim of Interprofessional learning being to enhance Interprofessional working then both clinical staff and learners need opportunities to work through the issues that arise within teams that are working in this way. It is important that as mentors and educators you can identify and utilise cross-professional working ‘teachable moments’ (Unit 5, pp 23-31).

Facilitating Interprofessional Learning in Practice



Start in the middle of the framework with the multidisciplinary team and follow the arrows

References

- Lord Laming (2003) 'The Victoria Climbié Inquiry: a report on the inquiry by Lord Laming'. HMSO London
- Barr, H (1997) 'Interprofessional Education – A definition'. *CAIPE Bulletin no 13* www.caipe.org.uk
- Kennedy I. (2001) 'Learning from Bristol: the report of the public inquiry into children's heart surgery at the Bristol Royal Infirmary 1984 -1995'. HMSO London
- World Health Organisation (2009) Framework for action on Interprofessional education and collaborative practice. WHO
- Open University (2008) *K320 Mentorship and assessment in health and social care settings*. Unit 5 'Finding time to facilitate learning' Milton Keynes. The Open University

K320 Mentorship and assessment in health and social care settings



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Produced in association with East Midlands Strategic Health Authority

SUP 011331

As a mentor and facilitator of practice based learning there will be opportunities for your learner to work with and learn from and about other professions. Here are some tips for making the most of the interprofessional and multiprofessional relationships within your workplace.



Top tips and ideas for Interprofessional mentors, facilitators and educators

Before your learner arrives for their practice learning experience		
<p>Map which professions provide client interventions in your area.</p> <p>Be an 'IPL champion' in practice by encouraging and leading interprofessional working.</p>	<p>Look at opportunities when professions interact and how these can be used and planned. Research shows that contact with other professionals breaks down stereotypes and helps collaborative working.</p>	<p>Collect resources that inform about IPL. Toolkits, information, a list of organisations that support and develop IPL, websites, case studies, major theory papers. Use these as resources for learners, other staff and yourself.</p>
When your learner arrives for their practice learning experience		
<p>Your learner should spend time formally and informally with other professionals. It will help your learner to have identified specific outcomes for these experiences in advance.</p>	<p>Interprofessional capabilities (how students can demonstrate that they are working interprofessionally) – consider what Interprofessional capabilities are being used and build on these. (See list of these on 'cuilu' website address below). These are mapped against NMC/HPC standards. Perhaps choose one or two that are particularly pertinent to your practice learning area.</p> <p>Point learner toward resources for IPL</p>	
Whilst your learner is undertaking their practice learning experience		
<p>Encourage informal and formal dialogue and contact with other professions.</p> <p>Encourage/facilitate students of all professions to meet together to discuss patient journeys; have a case based discussion or action learning discussion.</p>	<p>Explicitly define for students what the outcomes are for the IP team. Help students to see that uniprofessional aims may contribute to interprofessional outcomes for teams and clients.</p>	<p>Be a role model when working with other professions – be honest about what's difficult/easy. Be aware of your own attitudes and values.</p> <p>Learner can be facilitated to formally and informally discuss their own observations of IP working and share good practice.</p>
<p>Active reflection time on teamwork, its challenges, difficulties and benefits.</p>	<p>Realistically acknowledge hierarchies and stereotypes within your workplace.</p>	<p>Consider the patient journey and the various interventions of other professionals. Students can map or follow parts of that journey to learn about the interventions of others.</p>
<p>Signpost theory to students as you go along. Use the resources you've put together to help you do this. Ask students to put together an IPL resource pack for use in your area.</p>	<p>Ensure learners are aware of multiprofessional policies and procedures. Learners don't always realise that these apply across professions – highlight similarities.</p>	<p>Look for 'teachable moments' and situations, both formally and informally.</p>

Useful websites

<http://www.caipe.org.uk> Centre for Advancement of Interprofessional Education

<http://www.cuilu.group.shef.ac.uk> Combined Universities Interprofessional Learning Unit

<http://www.health.heacademy.ac.uk/themes/ipe> The Interprofessional Capability Framework (2010 version)

<http://www.cipel.ac.uk> Centre for Interprofessional e-learning

<http://www.open.ac.uk/study> The Open University