

# Interprofessional Education Toolkit for Practitioners, Educators, Mentors & Students



***Interprofessional learning is when two or more professions learn from and about each other to improve collaboration and quality of care (Barr, 2002).***

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# **Interprofessional Learning**

## **Interprofessional Learning**

### **What is Interprofessional Learning?**

Interprofessional learning (IPL) is when two or more professions learn from and about each other to improve collaboration and quality of care (Barr, 2002).

It is one way of promoting collaboration through professions working together, learning from others, supporting colleagues and ultimately enhancing the quality of care provided. It is not multi-disciplinary working which is about different professions working within one team.

It is more than placing a learner with different teams for a few hours or a day to learn about what they do – it is about enabling links to be made between professions with patients needs placed at the centre of those experiences.

## Benefits of Interprofessional Learning

Positive outcomes of the IPL experience include:

### **For students:**

- reflecting and clarifying the role of the patient within their care pathway.
- understanding the value of good team working and the importance of effective communication across the immediate and wider team.
- linking theory to practice.
- enabling a student to interact with other professions, enhancing their team working skills.
- facilitating their development into a competent, qualified practitioner.

### **For practitioners:**

- the opportunity to share their specialist knowledge and skills with learners.
- To enable reflection on their own practice and development.

### **For patients:**

- the potential for improved planning and coordination of personalised care.
- an increased opportunity to understand and contribute to the care they require.

The Bristol Royal Infirmary Enquiry (Kennedy 2001) and the Victoria Climbié Report (Laming 2003) both identified a need for professionals to understand each other's role, break down professional barriers and work collaboratively to improve the quality of patient care.

**Remember** the biggest learning resource a clinical area has is the person requiring care

## Implementing Interprofessional Learning in practice

IPL needs to be:

1. Patient Centered
2. Learner led
3. Facilitated and followed up

Activity ideas that can be used to promote IPL:

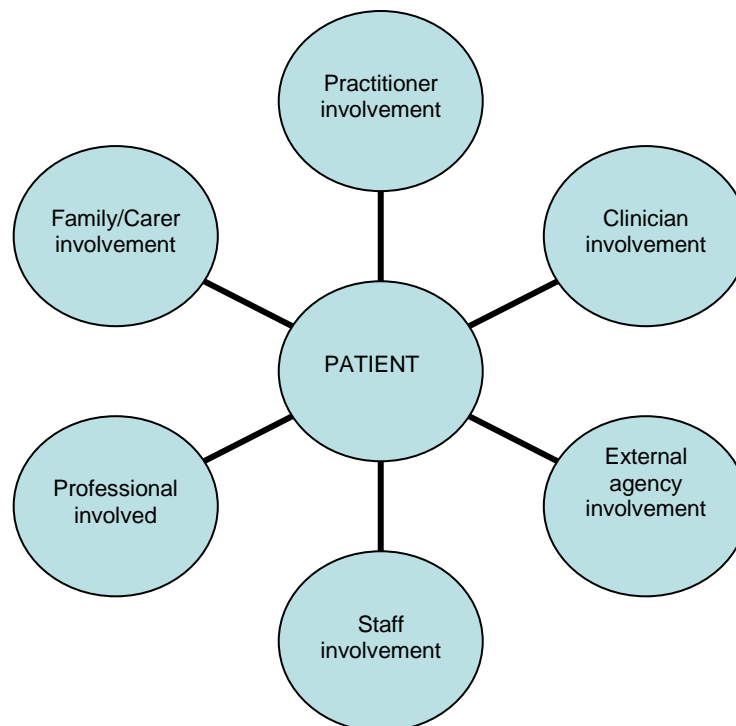
1. Groups of learners from different disciplines meet as a mock multi-disciplinary team either using a simulated case scenario or a real patient. They will work together to discuss the patients care, the priorities and roles each would play in the delivery of the care and treatment. Mentors and/or Educators could facilitate if required.
2. Groups or single learners to use IPL Tool (see appendix) with specific patients in their care. They identify a patient with whom they can discuss their care, who is involved and the nature of that involvement. Trigger questions have been identified to assist them.
3. Learners who spend time with other professionals formally and informally are encouraged to reflect on the knowledge and skills provided by the professional and the impact on their patient. It may help if specific learning outcomes are agreed in advance between Mentor/Educator and Learner to add value to the experience.

## Interprofessional Learning Tool

The process commences with the learner talking to the patient to identify who is involved in their care, how that involvement presents itself and what the patient's perspective is.

Prompt questions for the learner to consider:

- a) What triggered the admission/referral?
- b) What care/treatment has been provided?
- c) What is the future plan of care?
- d) What other professional/organisation may need to be involved?
- e) Is the family/carer involved?
- f) What could happen if communication failed?
- g) What is the patients understanding of the roles involved in their care?

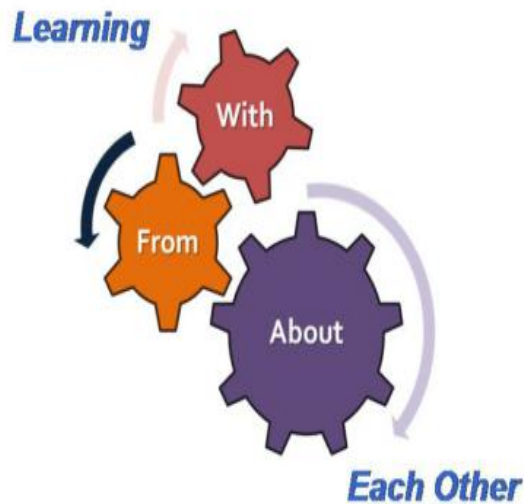


**Numbers of professionals involved can increase depending on complexity of patient care.**

# **Interprofessional Learning Workbook for Learners**



# Interprofessional Learning Workbook for Learners



***Interprofessional learning is when two or more professions learn from and about each other to improve collaboration and quality of care (Barr, 2002).***

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<b>Section 3</b>	Activities to explore and consolidate IPL in practice
<b>Section 4</b>	Reflection and Lifelong learning



## Purpose & Use of Workbook

Interprofessional learning (IPL) is when two or more professions learn from and about each other to improve collaboration and quality of care (Barr, 2002). The literature states that high quality care is dependent on practitioners recognising the importance of collaborating within and between teams.

IPL is one way of promoting collaboration through professions working together, learning from others and supporting colleagues. It is about enabling links to be made between professions with patients needs placed at the centre of those experiences.

Throughout your education/training you will be given opportunities of learning with other people in nursing, health, education, social care and the voluntary sector. These IPL opportunities are designed to prepare you for your future team-working roles and responsibilities. In 1988 the World Health Organisation endorsed IPL, when it stated health care workers need to *“Learn together to work together”*.

It is therefore important that you can recognise and record IPL in practice and share your findings/observations and learning with colleagues across all professions.

This workbook has been designed to facilitate a structured learning process, and enable you to fulfill this part of your practice learning.

It is designed to be used during your practice placement experience and you should discuss the completion of this during your supervision times with your mentor/educator.

## Personal Details

Learner Name.....

Professional Group.....

Entry Intake Date .....

Personal tutor .....





**Section 2a –**  
**What** is IPL and **why** is it important?

One of the many positive outcomes of IPL experiences for learners include enabling you to interact with other professions, enhance your team working skills and facilitate development into a competent, qualified practitioner. This also benefits the practitioners, and patients' care.

**Research** and record all the definitions of IPL and produce a glossary of terms.  
**Research** the benefits of IPL for patients, wards/units and Trust.

**Ask** colleagues, peers, university lecturers, practice educators, mentors how they define IPL and **what** they think are the benefits of IPL for the patient, ward/unit and Trust and record their answers.

**Activity –** Find an opportunity at University or in practice to test out your thoughts and ideas with colleagues on what IPL means to them.

**Activity** – Ask your supervisor/educator/ward manger for some letters/emails of praise about a particular ward or team. Find out from the relevant department what they did and how they worked together for the benefit of the patient. Record your outcomes below

**Reflect** on the discussion and record what you think IPL is, what your role is in IPL and why it is important?  
Record any unanswered questions you may have

## Things to consider

- As you start to build up a picture of what good IPL in practice 'looks' 'sounds' and 'feels' like, are you able to describe it?
- How do you know it is happening, taking place and working?
- You may still need to visit and/or work in a different environment to clarify your ideas.
- Keep asking and discussing your ideas as you experience different practice areas to develop your thought processes and working practice.
- Are there more benefits for students about IPL than for the patient?



**Section 2b – When and where does IPL take place and who gets involved**

One of the aims of IPL is to enhance collaborative working and therefore both clinical staff and learners need opportunities to work through the issues that arise.

**Research** the opportunities available for IPL in your current placement and which professions mention the importance of IPL in their literature.

**Look on the intranet/notice boards**

**Ask** your mentor/educator where they have seen benefits to patients when IPL occurred and ask for the opportunity to participate and record these.

**Ask** your peers who they have liaised with or learnt from in placements.

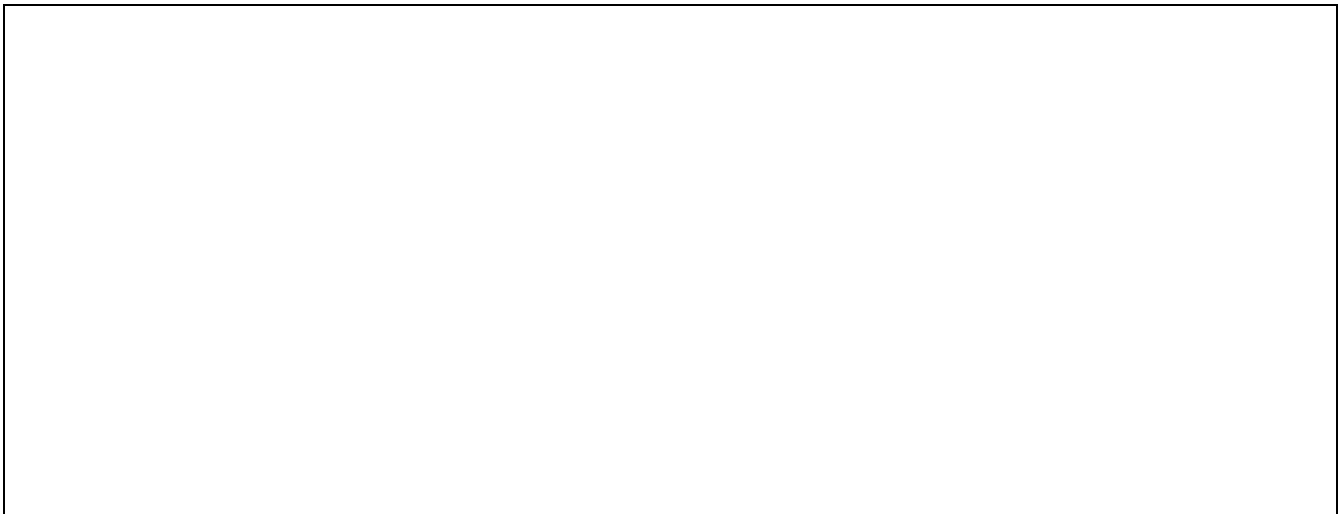


**Activity** Try and attend a teaching session given by another professional – record how this has enhanced your understanding of another professions practice.

**Activity** Create a mind map/spider diagram showing all the IPL opportunities available for you in your placements.

A large, empty rectangular box with a thin black border, intended for creating a mind map or spider diagram.

**Activity -** Record over the space of one week when you felt you participated in IPL, formally or informally. Were there any occasions when you initiated/led IPL?

A large, empty rectangular box with a thin black border, intended for recording participation in IPL over a one-week period.

**Reflect** on where you can benefit from IPL and whether this could enhance your working practice.



## Section 2c

### How to record IPL activities

There will be numerous opportunities for you to work with and learn from other professions on placement. You will need to look for occasions when professions interact and work together. It is important that you record them to maximize your learning opportunities.

**Research** how IPL is recorded and/or documented

Try [www.practicebasedlearning.org/resouces/materials/intr.htm](http://www.practicebasedlearning.org/resouces/materials/intr.htm)

**Ask** your colleagues/peers if they have any reflective tools which you could use to record IPL

**Activity-** Develop a template using a model of reflection which will help you maximize your learning of IPL

**Reflect** on how effective your template was after using it

## Things to consider

- Discuss with other learners models or tools they have used to record IPL and their reflections whilst on placement.



### **Section 3**

#### **Activities to explore & consolidate IPL in Practice**

Whilst out in practice you will be able to recognise and record a number of different types of IPL taking place. Some of these will be on an ad hoc basis, some of them will take place on a more formal basis. Listed below are some ideas that you could explore and put into practice dependent on your placement.

#### **Activity 1**

To explore what is meant by teamworking in healthcare professions to promote person centred collaborative care.

Things you may consider understanding and describing further are:

- Your own professional identity
- Unique roles and responsibilities in modern day care settings
- An awareness of different professional roles and perspectives
- The central role of patients, service users, and clients
- Similarities and differences within and across professions
- The positive aspects of team working

#### **Record and reflect on your findings**

## Activity 2

Become familiar with the theoretical basis of team working and effective collaborative team practice and to consider your future role within teams

Things you may consider:

- The range and roles of team members in your team/ward/community setting/unit
- How teams use skills/roles of different professions to meet identified needs of the patient or service.
- Applying the theory of team working in practice
- Analysing the importance of communication in good team working relationships

**Record and Reflect** your thoughts

### Activity 3

Explore and identify how you can develop as an Interprofessional practitioner during the remainder of your training.

Things you may consider;

- What experience have you had?
- What do you need to learn more about; what team working skills do you need to develop further?
- Is it necessary to work interprofessionally all the time?
- How will you approach this learning need in your next placement(s)

**Record and Reflect** your Thoughts



#### **Activity 4**

Develop your own activity if appropriate

**Record and Reflect** your Thoughts

## Section 4 – Reflection and Lifelong Learning



Reflect on what you have learnt overall – summarise your learning

# **Implementing IPL in Practice**

## **A Presentation for Mentors, Educators & Learners**

## Learners Workshops

Although they take a lot of time preparing, workshops are a very good and practical way of bringing together healthcare learners. The IPL workshops were run for learners from all healthcare professions. The objective was to raise awareness of IPL and how this can be initiated in practice.

### Aims and objectives of the workshop

- Learners will be able to discuss different professional roles that contribute to patient care.
- Learners will be able to recognise the shared knowledge and skill base across the professions.
- Learners will further develop communication skills for collaborative working.

### Example Workshop Agenda

0900:	Introduction by the facilitator
0910:	What Is IPL?
0915:	Benefits of IPL
0930:	<i>Radiology</i>
0950:	Tea Break
1025:	<i>ODP</i>
1055:	<i>Nursing</i>
1125:	<i>Pharmacy</i>
1155:	Break
1150:	<i>Medicine</i>
1225:	<i>Occupational Therapy</i>
1240:	<i>Physiotherapy</i>
1255:	Lunch
1340:	<i>Midwifery</i>
1400:	Group Work Scenarios and feedback
1500:	Evaluation

Different professions would be invited to attend to give an overview of their training, their daily work patterns and interaction with other staff.

## **Example Scenarios for afternoon group work**

The learners are given some patient scenarios to work through and formulate a patient journey, through collaborative discussion and working together in their multi-professional group.

*Mary is a young woman who is brought to A/E by distressed flatmates who found her semi conscious surrounded by pills and drink bottles. She has cuts on her arms and legs.*

*She is very drowsy and reluctant to speak and is critically ill due to the nature of the drugs taken*

- *What information do you think you would need to know to be able to care for this patient?*
- *What healthcare professionals should be involved in her care?*
- *What role would these people take in delivering the care?*
- *Is there anybody else that you think you could ask for advice on how to care for this patient?*
- *What other professions/agencies would need to be involved in her follow-up care?*

In some cases real patients have been brought to the workshop for learners to ask them questions and get a better comprehension of the patient's ordeal.

The mock collaboration (group work and discussions) during these workshops will help the learners to appreciate the benefits of IPL and to implement it in their practice areas. The learners group could be representative of the patient pathway under discussion.

## **Benefits of the workshop:**

- Workshops provide an example of collaborative working.
- Workshops encourage creativity.
- Participants can build on the ideas of others.

Enabling a learner to interact with other professionals enhances their team working skills and facilitates development into a competent, qualified practitioner.

## **Extending IPL facilitation**

### **Mentor/Educator Updates**

Some mentor/educator updates are required annually. These sessions are usually run by the Learning Environment Leads (LELs) and in some instances in collaboration with Higher Education Institute partners.

IPL is not always included in these updates. It has been proposed that a reminder is given to mentors/educators of the vast array of IPL opportunities available in practice and for learners be part of the discussions that take place during these updates.

### **Preceptorship**

IPL can also be part of the Preceptorship programme for newly qualified staff. It would be a continuation of their pre registration learning. Majority of the current programmes in trusts are multi-disciplinary and therefore opportunities are there for IPL.

This can be achieved via an 'action learning group' scenario. Dependant on the needs of the group and trust requirements the number of sessions offered may vary.

Sessions can be further divided into an Educational session, Action learning session and Review of an Article session.

Evaluation of such a programme can be found in the Appendix.

### **Other IPL Group activities.**

Service Improvement and Productive ward Initiatives; both afford excellent opportunity for Interprofessional learning. Service Improvement or Productive Ward projects can be useful experience for students, preceptees, Health Care Teams or Talent Management Groups. The multidisciplinary approach can often lead to 'new perspective' thinking and promotes ownership of change from multiprofessional teams.

## References

BARR. H.(1997) Interprofessional Education- A definition *CAIPE Bulletin* (13) 19

DH (1997) The New NHS: Modern, Dependable

DH (1999) CPD: Quality in the New NHS

DH (2000a) The NHS Plan

DH (2000b) A Health Service of all the Talents: Developing the NHS workforce

NHS Executive (1998) A Review of CPD in General Practice: A Report by the Chief Medical Officer

Rutherford . J. (2005) IPL WHY DO WE BOTHER?

## **Suggestions & Opportunities to Enhance and Identify IPL in Practice**



**Where Multi-professionals work within a team:**

- Rapid Assessment Teams/ Intermediate care
- Stroke Unit

**Teams that provide a service across a Trust:**

- PAL's
- Service User Involvement Groups

**Education and Training Programmes:**

- Mentor Modules
- Mentor Updates & Workshops
- HEI IPL Units
- Major Incident Planning

## Appendix – IPL Tool Leaflet

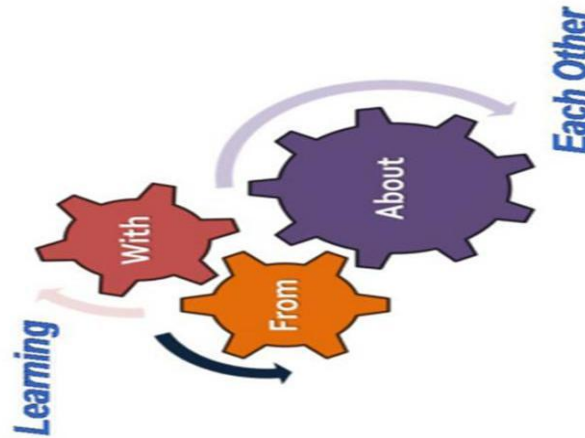
### What is Interprofessional Learning?

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It is more than placing a student with different teams for a few hours or a day to learn about what they do – it is about enabling links to be made between professions with patients needs placed at the centre of those experiences.



### Triggering Interprofessional Learning

Prompt questions for the student to consider:

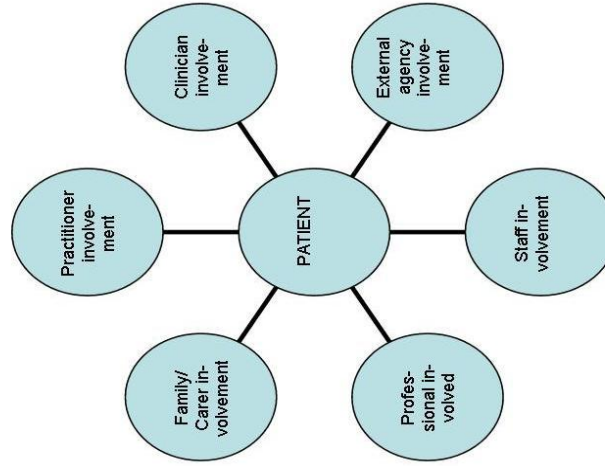
- Why was the patient admitted/referred?
- What care/treatment has been provided?
- What is the future plan of care?
- What other professional may need to be involved?
- Is the family involved?
- What would happen if communication failed?
- What is the patients understanding of the roles involved in their care?

### Benefits of Interprofessional Learning

Positive outcomes of  
Interprofessional learning  
experiences for students include:

- reflecting and clarifying the role of the patient within their care pathway
- understanding the value of good team working and the importance of effective communication across the immediate and wider team.
- linking theory to practice
- enabling a student to interact with other professions, enhance their team working skills and facilitating development into a competent, qualified practitioner.

Positive outcomes for patient include the potential for improved planning, coordination of personalised care and an increased opportunity to understand and contribute to the care they require.



### Implementing Interprofessional Learning

Interprofessional learning needs to be:

1. Patient Centered
2. Student led
3. Facilitated and followed up

Activity ideas that can be used to promote Interprofessional learning:

Groups of learners from different disciplines meet as a mock multi-disciplinary team either using a simulated or real patient.

Groups or single learners to identify a patient with whom they can discuss their care, who is involved and the nature of that involvement.

Learners who spend time with other professionals formally and informally are encouraged to reflect on the knowledge and skills provided by the professional and the impact on their patient.

## **Appendix**

### **Outcome from Preceptee Feedback**

#### **Educational Segment**

The majority of the group felt this was very useful “it supplemented induction” and “allowed question with a group of people who were all new to the NHS so there was no embarrassment.” Information was focused on promoting lifelong learning and assisting with career progression. All the preceptees agree that this had been useful.

#### **Action Learning**

This part of the group was very popular. The first session was slow as people were shy and unsure of the process, but by the second session some insightful discussion occurred. Topics such as ‘working under pressure in a new environment’: ‘managing conflict with colleagues’; ‘when are you asking too many questions and does this undermine your professional image?’

Further information arose from these sessions such as ‘when and how to use the emergency call’ (for professions who were not ward based), as well as ‘How and when to complete incident forms’.

An important discussion of the expectation of other professional colleagues during patient interactions featured. Comments such as “I didn’t know you did that” or “is that why you need that information” were common, suggesting improved understanding of the interprofessional teams.

Some of the ‘off shoots’ fed back into the educational segments or article content with one feeding back directly into the induction programme.

#### **Reviewing an Article**

This was the least popular aspect. It relied on the preceptees reading the article prior to the session (which did not always happen). There was consensus that the articles were interesting, that they were useful for portfolio development.

## Useful Websites

Centre for Advancement of Interprofessional Education: [www.caipe.org.uk](http://www.caipe.org.uk)

Combined Universities Interprofessional Learning Unit: [www.cuilu.group.shef.ac.uk](http://www.cuilu.group.shef.ac.uk)

The Interprofessional Capability Framework:  
[www.cuilu.group.shef.ac.uk/capability\\_framework.pdf](http://www.cuilu.group.shef.ac.uk/capability_framework.pdf)

Centre for Interprofessional e-learning: [www.cipel.ac.uk](http://www.cipel.ac.uk)

The Open University: [www.open.ac.uk/study](http://www.open.ac.uk/study)

## Glossary of Terms

**Collaboration** is an active ongoing partnership based on sharing, cooperation and coordination in order to solve problems and provide a service, often between people from very different backgrounds.

**Continuing professional development** is learning undertaken after initial qualification in order to maintain competence and develop professional capability

**Facilitator** is someone who embraces the notion of dialogue, is self aware, learns with the group but is able to provide the appropriate learning resources and create an environment for effective Interprofessional education.

**Interdisciplinary learning** (IL) involves integrating the perspective of two or more professionals, by organising the education around a specific discipline, where each discipline examines the basis of their knowledge (CAIPE (Centre for Advancement for Interprofessional Education) definition in Vanclay 1997)

**Interprofessional education** (IPE) Occasions when two or more professionals learn with, from and about each other together to improve collaboration and the quality of care (CAIPE 2007)

**Interprofessional learning** (IPL) a process in which different professionals learn from each other through interaction to develop collaborative practice. This may be in a formal education setting or opportunistically in the workplace.

**Multidisciplinary** (MD) involves bringing professionals with different perspectives together in order to provide a wider understanding of a particular problem.

**Multiprofessional education** (MP) describes a process by which a group of health related professions with different educational backgrounds learn side by side for whatever reason

**Reflective learning** is the ability to use reflection to make sense of an experience, to be able to verbalise thoughts, share with others and learn from the experience.

**Shared learning** (SL), a common term used to describe professional groups learning together

**Uniprofessional education** is where members of a single profession learn together.

## Reference

Elizabeth Howkins and Julia Bray, (2008), Preparing for Interprofessional Teaching – Theory and Practice, Radcliffe Publishing Ltd, Oxford (UK)

## References

Barr, H (1997) 'Interprofessional Education – A definition'. *CAIPE Bulletin no 13*  
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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

Lord Laming (2003) 'The Victoria Climbié Inquiry: a report on the inquiry by Lord Laming'. HMSO London