

# Partnered Learning Project

## ***Interprofessional Education (IPE) Placement: Preceptor***

***Welcome to the Sickkids IPE placement program. We are delighted to have you participate in this innovative learning experience as a preceptor and role model! This is an exciting time in Health care as we further advance Interprofessional Practice and Collaboration. Your role as a preceptor is instrumental in facilitating the development of this exciting new program aimed to shape the future of IPE and IPC at Sickkids. This handout is a summary of the key elements of the placement program and expectations.***

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### ***What is IPE?***

Interprofessional Education is when “Members (or students) of two or more professions associated with health or social care, engaged in learning with, from and about each other” (Geissler, 2002). The vision is that students will be able to function collaboratively as part of the health care team upon graduation (Cook, 2004).

The objectives of this interprofessional student placement program include providing students with the opportunity to:

- develop an increased understanding of the unique and shared expertise that each profession brings to child and family care
- reflect on the values, beliefs and attitudes of their chosen professional and how that affects interaction with other team members and the child and family.
- develop an understanding and appreciation for the values, beliefs and attitudes that differentiate the various health professions
- learn and develop clinical expertise together recognizing mutual strengths
- develop an understanding of team dynamics, communication skills within the team, and conflict resolution within the context of a well-functioning team and the delivery of family centred care

As a Preceptor you will have the unique role to influence the achievement of these objectives, not only with the student from your profession but all the students. You will act as a role model for Interprofessional Collaboration and instill a collaborative practice attitude within the students.

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### ***IPE Placements***

#### ***There are 4 key Elements of IPE Placements***

1. Interprofessional students placed together in a shared practice area at the same time
2. Introductory tutorial(s) (one or 2 as needed)
3. Weekly, themed group discussion tutorials
4. Shared preparation and delivery of a formal group presentation

<b>IPE Placement Element</b>	<b>Details</b>
A team of IP students are placed in the same clinical area (ex. a common unit)	Students from as many professions as possible are placed together in a clinical program; students reflect the make up of team. Each student will have a preceptor or supervisor from their own discipline. Preceptors will receive a list of all the students involved in the placement experience.
Orientation Tutorials	Students will have the chance to get to know each other and begin to learn about individual roles and responsibilities. These sessions are facilitated by 2 facilitators from different professions who have had special training in interprofessional facilitation.
Weekly Patient Themed Tutorials	Once per week for ~4 weeks IP students will meet for about 1.5 hours. Discussions include patient themed topics, interprofessional practice concepts and areas of common interest. An expert from the area may be asked to participate to explore clinically relevant topics with the students.
Presentation	Collaboratively, the group will prepare and present a project with an interprofessional focus. A presentation of the project will take place in the final week of the placement and all team members will be invited.

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### ***Your role as a preceptor***

As a preceptor you have the unique role of helping facilitate some components of the Interprofessional education. As you might expect you will fulfill the supervisory obligations for the student placement as per usual academic processes within the profession, and you will orient the student to team members' roles and team processes. Because the students are focusing on team collaboration they may ask specific questions regarding team dynamics and interactions. Allowing time for the student to attend IPE weekly tutorials and supporting him/her in their IPE placement will help facilitate and support IPE learning. Additionally, as a member of the team hosting an IPE placement you may be asked to participate as a "Content Expert". This means that the students in the IPE Placement may want you to present your role on the team during one of their tutorials to help them fully understand the uniqueness and similarities of each discipline.

Benefits of being a Preceptor for an IPE placement are numerous. Previous preceptors have noted that their students have gained confidence in interacting with other disciplines and have been able to integrate themselves more fully into the team benefiting the team and patient care. Others have reported that they have learned from their students about interprofessional collaboration themselves which has positively impacted their role on the team. Many have expressed pride in having helped facilitate the greater learning of their students and students of other disciplines, and excitement in having been involved and instrumental in an innovative approach to health care delivery.

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### ***Background***

“In view of... changing trends, corresponding changes must be made in the way health care providers are educated and trained. If health care providers are expected to work together and share expertise in a team environment, it makes sense that their education and training should prepare them for this type of working arrangement.” (Romanow, 2002)

### **“Catalyzing and Sustaining Communities of Collaboration Around Interprofessional Care”**

- Ministry of Health and Long Term care funded research project under the Interprofessional, Mentoring, Preceptorship, Leadership and Coaching Fund (IMPLC)
- Supports the objective’s of the Ontario government’s Health Human Resources strategy – to encourage health care workers to work collaboratively; leading to better care, greater job satisfaction and greater efficiency for health care system.
- Toronto Rehabilitation Institute (TRI) led the Preceptorship arm: Developed a toolkit and resources based on their IPE experience
- Office of IPE seconded Lynne Sinclair, Faculty Lead, and Mandy Lowe, Associate Faculty Lead, to pilot the TRI model for IP student placements in the TASHN hospitals

### ***Interprofessional Practice and Education at Sickkids***

- Shift in education programming to include an interprofessional focus
- Annual Interprofessional Practice Week
- Pilot site for IPE placements
- Development of the SickKids Learning Institute