

Partnered Learning Project

Interprofessional Education (IPE) Placement Overview - Team

We are excited to introduce to you the SickKids IPE placement program. It is an exciting time in Health care as we further advance Interprofessional Practice and Collaboration. This exciting new program is 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.

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 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

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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

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

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IPE Placement Element	Details
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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Roles

IPE Leader

- Coordinates the planning of IPE placements
- Orients the clinical team to the IPE placement
- Orients clinical faculty (preceptors) to IPE placement philosophy, goals and processes
- Prepares IPE facilitators and students for the IPE placement
- Leads the evaluation and on-going development of the IPE placements
- Facilitate the development of an IPE Preceptorship workshop

IPE Co-Facilitators

- Coordinate the weekly tutorials (time, place)
- Orient the group to the placement and the content, establish group norms and group functioning
- Establish a safe learning environment
- Build confidence and be supportive

Role of the Clinical Team

- Be aware that the Student placement is occurring on your ward
- Discuss your role with the IPE students formally and informally
- Be supportive of interprofessional learning during the placement eg. have an IPE student shadow you

Role of the Preceptor/Clinical Faculty

- Understand IPE placement philosophy, goals and processes
- Fulfill supervisory obligations for student placement as per usual academic processes within the profession. Orient student to team members roles and team processes
- Provide content expertise for group tutorials as appropriate
- Allow time for the student to attend IPE weekly tutorials
- Support the student in their IPE placement