

IPE Toolkit: A Toolkit to Assist in the Planning and Implementation of an Interprofessional Education Program for Healthcare Students

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from the

Partnered Learning Project

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
Children's Hospital of Eastern Ontario (CHEO), Ottawa



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Introduction

The Partnered Learning Project was an 18-month research study with the purpose of enhancing the interprofessional collaboration capacity of both staff and students in healthcare settings. This IPE Toolkit focuses specifically on the adaptation and development of IPE learning activities for healthcare students on placement with interprofessional healthcare teams. This Toolkit reflects the practices and lessons that emerged from PLP placements which took place in paediatric healthcare facilities that had not previously provided student placements with a focused IPE learning program.

The development of the IPE activities reflected in this toolkit was grounded in the well documented IPE curriculum emerging from the University of Toronto – Office of IPE. It is recommended that users of this IPE Toolkit download the original curriculum, *Facilitating Interprofessional Clinical Learning* to use in conjunction with this Toolkit. The link is provided below. To avoid confusion, hereafter we will refer to the original curriculum document as “the manual”. The icon  , along with a page reference, directs the reader to this important foundational material. Two other symbols are also used in this Toolkit to assist the reader.



= PLP developed materials



= processes and insights from the SickKids implementation

Download related resources

- PLP developed materials are available under the Resources tab of www.partneredlearningproject.ca
- Facilitating Interprofessional Clinical Learning <http://ipe.utoronto.ca/initiatives/ipc/implc/preceptorship.html>

This IPE Toolkit focuses on the resources, activities, monitoring and evaluation tools used to support the introduction of IPE placements in a paediatric, teaching hospital setting. The material in this Toolkit is organized under the following four broad headings, as appropriate to the subject: process, adaptation or development of materials, lessons learned, and ongoing challenges.

IPE Toolkit - Table of Contents:

1. Role Descriptions

- a) IPE Leader and Placement Co-ordinator
- b) IPE Facilitator
- c) Faculty Development for IPE Facilitators
- d) Preceptor/Clinical Faculty
- e) Clinical Team
- f) Students

2. IPE Placement Components

- a) Introductory Tutorials
- b) Weekly Patient-themed Tutorials
- c) Student Presentation

3. Monitoring Strategies

- a) Facilitator Meetings

4. Evaluation Instruments

- a) Student Evaluations
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2. IPE PLACEMENT COMPONENTS

a) Introductory Tutorials



- Section 2 (page 5) of the manual shows a sample timeline for the introductory and weekly tutorials.
- Section 3 (page 9-11) provides an outline of introductory tutorials.

Process



- Once the timeframe was identified the tutorials were scheduled according to student, preceptor, clinical and academic commitments.

Adaptation of Materials



The introductory tutorial materials found in the manual were adapted to involve only one introductory tutorial instead of two. The following agenda is an example of a PLP introductory tutorial:

Time	Topic
5-10 minutes	Introductions to group members
15 minutes	Icebreakers (professional and personal)
15 minutes	Intro to the clinical team and the patient population, Hospital culture
30 minutes	IPE – Background, program goals, presentation, and role of the facilitators
45 minutes	Group norms, group processes, development of group learning objective's
15 minutes	Planning for first patient themed tutorial and presentation

Lessons Learned



- With a short series of tutorials (usually 4), it was determined that only one session would be dedicated to introducing IPE material and the balance would be spent using these concepts to examine practice. Opinions of the co-facilitators were mixed as to whether one session provided sufficient time, but both facilitators and students indicated the time to discuss shared practice was shorter (2 or 3 sessions) than the ideal. Therefore, within a 4-session series, a single introductory session seemed to be the best option.
- IPE facilitators should anticipate that students may have varying levels of experience in their practice setting, familiarity with the particular hospital setting, and confidence in dealing with other professionals, and be prepared to facilitate in a way that helps the group overcome these differences. It would be ideal if, at a minimum, students would be introduced to IPE placements, only after having participated in a hospital orientation and gaining some experience with their discipline specific placement expectations.
- Discussions concerning team roles were very important and needed to be explicit. Furthermore these subjects needed to be explored in multiple and varying contexts, such as points of patient transition, post-discharge, pre-admission, etc. The PLP experience suggests that the co-facilitators need to actively include the IPE components in the discussion as the students may not always see the importance or the benefits of collaboration.

Ongoing Challenges

- Integrating IPE learning activities into traditional placements is a balancing act. Preceptors are concerned about the time spent on activities that are not discipline-specific, so scheduling students into IPE activities takes some sensitivity to the discipline learning priorities. Students and co-facilitators have expressed the desire to have more time on the material covered in the introductory tutorial (discussing IPE concepts, language, research and literature, and how these might apply to the current placement situation). This is a large subject in itself but it is also beneficial to have an extra 30 minutes to engage the students in developing group learning objectives.

b) Weekly Patient-themed Tutorials



- Section 3 (page 14) of the manual describes using patient-themed tutorials.

Process



- The preceptors, clinical coordinators and the team are all instrumental in helping determine an appropriate schedule for the IPE placement. Planners should be cognizant of the various stakeholder roles and responsibilities and attempt to ensure that the final schedule and approach balances the interests of all parties.
- The co-facilitators have a primary role in guiding the students to develop and attain objectives within the placement, including identifying content experts who can contribute to the group learning during the tutorial sessions.

Adaptation of Materials

- Materials tend to be specific to each placement group and may be original or pre-existing.

Lessons Learned

- It proved important for the co-facilitators to have an understanding of how the team usually works and to provide explicit instructions about how students can gather the needed patient information in preparation for the next patient-themed tutorial. Simple handouts with notes or recording charts may be of assistance.
 - In one PLP situation, one of the facilitators sought advice from the profession specific preceptors in identifying selected patients that all students could review and/or engage with in preparation for the weekly tutorials. Students were then given advance notice that they should ensure they included this patient contact in their time on the unit.
- Providing specific tips and instructions to content experts invited to present during the tutorials, helped these guests prepare to present to an interprofessional audience.
 - When one content expert failed to address the issues from an interprofessional perspective the student group was confused about how that information related to their own learning.
- Different learning and communication styles become evident in small group activities and discussion. It is part of the facilitator's role to anticipate these differences and create a climate where they are welcomed and incorporated into the learning process. Having facilitators work in teams (as co-facilitators vs. a junior and senior role) models how different styles can contribute to learning.
- At the onset of the IPE placement, it proved useful to arrange a tour of the placement unit and be introduced to the team members to strengthen the student's sense of being welcome to interact with all members of the team.

Ongoing Challenges

- The concepts associated with IPE, and the distinctions between IPC and multi-disciplinary practice, were often obscure to many of the stakeholders and members of the host team. Communications need to be carefully crafted to respect the team's existing knowledge and practices while still being explicit about the learning goals associated with an IPE placement.
- Time management on the part of the students remains an ongoing challenge as placements already challenged students with clinical learning expectations before the addition of IPE into the same time period. Those leading and guiding the IPE placements need to be mindful and supportive of the students as they strive to build time management skills to satisfy these multiple expectations. As preceptors become more knowledgeable and engaged in IPE learning, they may prove to be invaluable in helping incorporate IPE components into all of their placements.

c) Student Presentation

Process



- Refer to Section 2 (page 19) in the manual for student presentations guidelines.
- The IPE Lead and /or the facilitators share the responsibility to ensure that the functions related to the student presentation (at the end of the placement period), such as scheduling, sending out invitations and preparing presentation evaluations are all completed in a timely way. Each site may negotiate who will complete the specific tasks.
- Consider scheduling a limited number of additional sessions where the students meet (without the facilitators) to plan and work on their presentation.

Adaptation of Materials



The student handout distributed at the start of the placement included details about the presentation (see Resources *IPE Plcmt Handout – Student*)

Lessons Learned



- Setting aside some time in each of the weekly tutorials to discuss the final presentation was helpful in keeping the students keep this activity in mind and to consider how the ongoing learning would be reflected in the final presentation. It also helped manage the time students required away from their clinical placement activities in order to prepare for the presentation.
- The facilitators needed to continuously help students make the connections between clinical learning and IPE learning explicit, including being able to describe these connections in the final project presentation to the team members.
- Some disciplines require students to complete academic presentations over the course of their study. In some instances the IPE presentation may qualify towards this. If students are interested in this, some advance planning will be required and communication with the student's faculty. Suggesting this option at the outset will avoid disappointment simply because of lack of planning or communication about this option.
 - In one instance a student arranged for her faculty to attend the presentation in order to secure the credit. Other options may include video-taping or handing in a presentation package. However this may not be an eligible option for all disciplines. IPE leads may wish to investigate this option prior to the placement.
- Since the IPE students don't necessarily come together outside of the IPE placement schedule, scheduling a couple of meeting times for students to gather and concentrate on preparing for their final presentation was very helpful according to the students. At the same time this approach protected the regular tutorial session time for the intended IPE learning activities.

Ongoing Challenges

- It would strengthen the credibility of the IPE placement program if the final presentation could be credited to the students in their academic program, where such activities are already a requirement. However the current discipline specifics vary so widely that this will continue to be an ongoing challenge for some time yet. It will be important to not let the purpose of the final presentation be diverted from the primary learning goals associated with the IPE program in order to comply with academic-crediting criteria for selected students or programs.
- The PLP model of a 4-week placement created a very compressed time frame in which students had to cover the IPE learning material, develop relationships as a learning group, in addition to preparing for and delivering their final IPE presentation. Often, with the student tutorials and presentation planning meetings as their only shared time, the students expressed a wish for a longer time period to allow their relationships to grow in order for them to better learn "from, with and about" each other.