

Interprofessional Learning Resources



Interprofessional Learning Resources for Students and their Educators for use in Placement Settings

- A Sydney Interdisciplinary Clinical Training Network Project
- Guidelines and resources to structure and enhance informal interprofessional learning opportunities for students on placement
- Brought to you in partnership with



Health
South Western Sydney
Local Health District



THE UNIVERSITY OF
SYDNEY



Australian Government
Department of Health

This project was possible due to initial funding through the Australian Department of Health and subsequent funding from The University of Sydney as part of a Strategic Education Grant.

© 2015 Sydney Local Health District

Updated April 2021

Contact: Dr Gillian Nisbet gillian.nisbet@sydney.edu.au

Work Integrated Learning, Faculty of Medicine & Health, University of Sydney

The resources in this package were developed at the request of the Sydney Interdisciplinary Clinical Training Network (ICTN) as Sydney ICTN Small Grants Project to enhance the quality and/or quantity of clinical placements throughout the network region.

This project was made possible by funding received from the Commonwealth Department of Health through the NSW Health Education and Training Institute (HETI) and Sydney ICTN. Further funding was received from The University of Sydney (Strategic Education Grant) to adapt the IPL resource to an online environment.

The project partners are Sydney University, the Mental Health Coordinating Council (MHCC) and South Western Sydney Local Health District (Liverpool Hospital).

Project Partners:



Health
South Western Sydney
Local Health District

Acknowledgements:

The Project Team and Reference Group acknowledge and thank student and educator participants who took part in focus groups and evaluation of the resource package as it was developed.

The Reference Group that guided the work of the project are:

- Aislinn Batstone, Project Officer, University of Sydney*
- Christy Bruce, Simulation Program Manager, Centre for Education and Workforce Development, Liverpool Hospital
- Jane Currie, Lecturer Acute/Critical Care, Sydney Nursing School, University of Sydney
- Janet Ford, Professional Practice Manager, RichmondPRA
- Professor Inam Haq, Co-Director, Sydney Medical Program, University of Sydney
- Matthew Jennings, Director of Allied Health, Liverpool Hospital*
- Fiona Lendon, Manager, Clinical Education and Development, SWSLHD Centre for Education and Workforce Development, Campbelltown Hospital
- Michelle Maw, Clinical Education Academic, Sydney Nursing School, University of Sydney
- Professor Lindy McAllister, Associate Dean, Work Integrated Learning, Faculty of Health Sciences, University of Sydney*
- Madelyn Nicole, Associate Lecturer, Work Integrated Learning, Faculty of Health Sciences, University of Sydney*
- Dr Gillian Nisbet, Lecturer, Work Integrated Learning, Faculty of Health Sciences, University of Sydney (Project Lead)*
- Dr Jacqueline Raymond, Senior Lecturer, Work Integrated Learning, Faculty of Health Sciences, University of Sydney*
- A/Professor Lorraine Smith, Associate Dean, Learning and Teaching, Faculty of Pharmacy, University of Sydney*
- Tina Smith, Senior Policy Adviser – Sector Development, Mental Health Co-ordinating Council*
- Wendy Stuart-Smith, Lecturer, Nutrition and Dietetics, School of Life and Environmental Sciences, University of Sydney*
- Meredith Verge, Education and Training Pharmacist, Pharmacy Department, Royal North Shore Hospital
- Tina Barclay, Educational Development Team, Faculty of Health Sciences, University of Sydney
- Sonya Corcoran, Educational Development Team, Faculty of Health Sciences, University of Sydney
- Terry So, Educational Development Team, Faculty of Health Sciences, University of Sydney

***Project Team members**

GUIDELINES

GENERAL GUIDELINES FOR THE INTERPROFESSIONAL LEARNING RESOURCES IN THIS PACKAGE

Interprofessional learning occurs when two or more professions learn about, from and with each other to improve collaboration and health outcomes (World Health Organisation, 2010).¹

Rationale for resources

Interprofessional learning (IPL) on placement provides students with an experiential basis for developing skills for collaborative care in the professional workplace. Collaborative and patient/client-centred care has been shown to improve health and social care outcomes. The five activities in this resource package provide students and educators the opportunity to capitalize on informal interprofessional learning opportunities that are present in most health, social care and human services workplaces. By structuring these informal experiences the learning becomes more explicit to meet established interprofessional learning outcomes and broad professional competencies.

These resources have been developed to be broadly applicable across health and community sectors. However, specific examples have been included in each resource to assist practitioners to recognize potentially applicable situations from their own area of practice.

How resources might be incorporated

- Placement educators may select individual activities for students to complete on placement
- Students could include activities as part of a University portfolio for clinical placement evidencing interprofessional practice capabilities
- Specific activities could be included as a University Unit of Study requirement
- Educators could implement as an interprofessional tutorial activity

Assessment of learning

These activities are not designed to be formally assessed or graded, but may be used as part of a portfolio or may contribute to overall placement competency in the areas of communication, teamwork, collaborative care, conflict resolution, problem-solving, leadership, life-long learning and patient/client-focused care.

Where completion of the IPL activities is a formally assessed part of curriculum, we suggest a satisfactory/unsatisfactory marking system.

List of resources in the package

1. Interprofessional Observation Experience: In this activity, a student takes part in a structured observation of an area of practice of a student or staff member from a different profession or vocation.
2. Interprofessional Patient/Client Interaction: In this activity, two or more students from different professions interact with a patient/client in providing a component of the person's care. Part 1: physical/mental health assessment or history-taking or home visit assessment or education session. Part 2 (optional): mind map/care plan.
3. Shared Workplace Debrief: In this activity, two or more students from different professions come together to constructively critique the collaborative care elements of an occasion of interprofessional practice in a shared workplace.
4. Patient/Client Experience of Interprofessional Care: In this activity, one or more students from different professions come together to listen to a patient/client's story of their interactions with multiple health, social care or other human service professionals.
5. Interprofessional Structured Communication: In this activity, two students from different professions come together to use workplace standard procedure to communicate about a patient or client's history, status or needs, and give mutual feedback.

Interprofessional learning competencies

The resources in this package have been designed to help students achieve a set of interprofessional learning competencies adapted from O'Keefe 2015.²

- Explain interprofessional practice to patients, clients, families and other professionals
- Describe the areas of practice of other health, social care and human services professions
- Express professional opinions competently, confidently, and respectfully avoiding discipline specific language
- Plan patient/client care goals and priorities with involvement of other health, social care and human services professionals
- Identify opportunities to enhance the care of patients/clients through the involvement of other health, social care and human services professionals
- Recognise and resolve disagreements in relation to patient/client care that arise from different disciplinary perspectives
- Critically evaluate protocols and practices in relation to interprofessional practice
- Give timely, sensitive, instructive feedback to colleagues from other professions, and respond respectfully to feedback from these colleagues

¹ World Health Organization. (2010). Framework for action on interprofessional education and collaborative practice. Retrieved 5th June 2012, from http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf

² O'Keefe, M., Henderson, A., and Chick, R., (2015) Developing sustainable and embedded interprofessional education: threshold learning outcomes as a potential pathway. Australian Government, Office for Learning and Teaching. Extension to Strategic Priority Project 'Harmonising higher education and professional quality assurance processes for the assessment of learning outcomes in health'.

PRACTICAL TIPS

CREATING OPPORTUNITIES FOR INFORMAL IPL IN THE PLACEMENT SETTING

PRACTICAL TIPS FOR SITES, SUPERVISORS AND STUDENTS

Tips for Students

1. Interprofessional learning on placement helps prepare you for the collaborative patient/client centred practice required of you by graduation.
2. Interprofessional learning outcomes map directly to Unit of Study outcomes and placement competencies. They relate to communication, teamwork, collaborative care, conflict resolution, problem-solving, leadership, life-long learning and patient-focused care.
3. Interprofessional learning is therefore NOT an extra activity – interprofessional competencies have to be met by all students.

When on placement:

- Introduce yourself to students from other professions. They also have to develop their IPL networks so would appreciate a friendly “hello”.
- Actively look for IPL opportunities when on placement and discuss them with your supervisor. Seek out IPL experiences that complement your own interests and learning needs.
- Take the lead in coordinating an interprofessional learning opportunity with students from other professions.
- Be aware of informal opportunities to have discussions with students or professionals from other professions about your role and their roles in patient/client care. For example, corridor or tea-room conversations.
- Sometimes the best interprofessional learning occurs through social contact. Share a morning coffee or look for opportunities to have lunch together.

Tips for Supervisors

Students can and do learn from:

- Students from other professions (even if students are at different stages within their course)
- Staff from other professions
- Patients/clients about their experiences of interprofessional care

1. Interprofessional learning opportunities are present in most workplaces as part of routine practice, for example attending or presenting in interprofessional case conferences or team meetings, discussing clients and care plans with other professionals, making referrals.

2. Interprofessional learning is NOT an extra activity – interprofessional competencies have to be met by all students.

Tips for Supervisors continued

3. Students can develop interprofessional competencies by participating in routine workplace practice – learning is enhanced when the interprofessional learning aspect is made explicit and students can debrief and reflect on the experience.

4. Students can be shy – encourage them to interact with students or professionals, especially from other disciplines:

- Find out what interprofessional experience the student has already gained and build on this
- Set interprofessional learning and working as an expectation of placement
- Orientate students to the interprofessional team approach to service delivery
- Provide examples of IPL opportunities that students may encounter on placement.
- Introduce students to staff from other professions and at interprofessional forums – that is, treat the student as a team member
- Be aware of which other professions have students on placement at any one time - check with your supervisor colleagues
- Facilitate introductions of students from different professions
- Allow time for students to make the most of IPL opportunities and the subsequent debriefing and reflection
- Encourage students to seek out interprofessional opportunities and discuss them with you - promote experiences that complement their own interests
- Encourage students to learn from clients/patients about their experiences of interprofessional care

5. Students learn by observing the culture of the workplace – discuss and role model ways to enable interprofessional practice.

6. Assessment drives learning – discuss with your students how IPL is incorporated into the placement assessment.³

visit

health-ipl.sydney.edu.au

for examples


³ Nisbet G, O'Keefe M, Henderson A. (2016). Twelve tips for structuring student placements to achieve interprofessional learning outcomes, MedEdPublish, 5, [3], 23. doi:https://doi.org/10.15694/mep.2016.000109


APPENDIX

APPENDIX: IPL COMPETENCIES (ADAPTED FROM O'KEEFE 2014)²
LINKED TO RESOURCES IN THIS PACKAGE

IPL Competency	Resources that support learning for competency	How?
Explain interprofessional practice to patients, clients, families and other professionals	Patient/client experience of interprofessional care Interprofessional patient/client interaction	Explain interprofessional practice to patient/client Explain interprofessional practice to patient/client
Describe the areas of practice of other health, social care and human services professions	Interprofessional observation experience Interprofessional patient/client interaction	Observe another profession's activity Observe other profession's interaction with the client
Express professional opinions competently, confidently, and respectfully avoiding discipline specific language	Interprofessional structured communication Interprofessional patient/client interaction	Communicate clearly in an interprofessional context Work with a student from another profession on a joint client activity
Plan patient/client care goals and priorities with involvement of other health, social care and human services professionals	Interprofessional structured communication Interprofessional patient/client interaction	Discuss and plan care goals (If part 2) Plan care goals with another profession
Identify opportunities to enhance the care of patients/clients through the involvement of other health, social care and human services professionals	Interprofessional observation experience Interprofessional structured communication Interprofessional patient/client interaction Patient/client experience of interprofessional care	Learn about another professions scope of practice Learn about other profession's scope of practice and contribution to patient care Understand other profession's contribution to care Improve understanding of patient perspective on quality of care
Recognise and resolve disagreements in relation to patient/client care that arise from different disciplinary perspectives	Interprofessional structured communication Shared workplace debrief	Develop a clear understanding of different disciplinary perspective; work in an interdisciplinary team Observe the interactions of different disciplinary perspectives
Critically evaluate protocols and practices in relation to interprofessional practice	Shared workplace debrief Patient/client experience of interprofessional care	Critically evaluate an instance or culture of interprofessional practice Understand protocols and practices from patient perspective
Give timely, sensitive, instructive feedback to colleagues from other professions, and respond respectfully to feedback from these colleagues	Interprofessional structured communication	Give feedback on whether patient status and needs have been communicated between disciplinary perspectives

OBSERVATION

 Part I: Observation
30 mins-3 hours

 Part II: Worksheet
30-60 mins

 1 person

DIFFICULTY



BRIEF DESCRIPTION

In this activity, a student takes part in a structured observation of an area of practice of a student or staff member from a different profession.

LEARNING OUTCOMES

Describe the areas of practice of other health, social care and/or human services professions.

Identify opportunities to enhance the care of patients/clients through the involvement of other health, social care and/or human services professionals

INTERPROFESSIONAL OBSERVATION EXPERIENCE

Interprofessional observations can involve students observing other students from different professions OR students observing other professionals.

Examples of observations:

Initial patient/client assessment or needs identification; treatment/rehabilitation/-support intervention or service delivery in either a hospital or community setting (eg following a patient/client into a referred consultation or new service entry); attending a hospital medication, ward or 'journey board' round; attending a centre or community based activity related to service delivery/review, home visit, surgery or a procedure; care review meeting; client education session.

Guidelines for Students**Prior to the observation:**

Ask the professional or student you will be observing if there is any reading or other preparation you can do before the observation that will enhance the experience.

During the observation:

See Worksheet (Appendix #1) for observational prompts. Students should be able to undertake the observation without their supervisor being present.

After the observation:

Ensure the worksheet is complete, you debrief with your supervisor on the experience, and you complete any necessary administration (e.g. supervisor signature) for your portfolio or placement assessment.

Guidelines for Supervisors**Prior to the observation:**

Read the observation worksheet (Appendix #1) to familiarize yourself with the learning activity expected of the students.

Seek permission from the other professional/student supervisor involved and make introductions between your student(s) and the other student or professional.

During the observation:

Students should be able to undertake the observation without their supervisor being present.

After the observation:

Enable the student to debrief with you on the experience using the worksheet to facilitate discussion.

Additional prompts:

- Describe the area of practice of the profession observed.
- How might you use this observation to enhance patient/ client care through involvement of other professions?

CERTIFICATE OF COMPLETION

Presented to _____ (student name)

for successfully completing the:

INTERPROFESSIONAL OBSERVATION EXPERIENCE

on _____ (date)

**Placement Educator USE ONLY**

Name of Educator: _____

Location (Name of Facility, City, State): _____

Preferred Contact Details: _____



INTERPROFESSIONAL OBSERVATION EXPERIENCE

Student Name: _____ Workplace Setting: _____

Professional Qualification/degree enrolled in: _____ Year of Study: _____

1. What profession and what interaction did you observe?

2. What exactly did the professional do with the patient/client?

3. What was the goal of the interaction for the professional you observed?

4. From your observation of the patient/client experience, what was the impact of the interaction?

INTERPROFESSIONAL OBSERVATION EXPERIENCE

5. What are the patient/client's issues that relate to your profession's area of practice?


6. Compared with your profession's role, were there any overlaps in roles? Similarities in approaches to care? Differences?


7. How can you see yourself, in your professional role working with and learning from the profession observed?


8. How may this observation assist you in providing patient/client care?

9. What else did you learn from this observation that you were not previously aware of?

INTERACTION PG1

 Part I: Observation
30 mins-3 hours

 Part II: Worksheet
30-60 mins

 2+ people

DIFFICULTY



BRIEF DESCRIPTION

Interact with a patient/- client in providing a component of the person's care. Part 1: physical/mental health assessment or history-taking or home visit assessment or education session. Part 2(optional): mind map/- care plan.

LEARNING OUTCOMES

Explain interprofessional practice to patients, clients, families and other professionals

Describe the areas of practice of other health, social care and human services professions
Express professional opinions competently, confidently, and respectfully avoiding discipline specific language

Plan patient/client care goals and priorities with involvement of other health, social care and human services professionals

Identify opportunities to enhance the care of patients/clients through the involvement of other health, social care and human services professionals.

INTERPROFESSIONAL PATIENT/CLIENT INTERACTION

This activity involves students from different professions working together and with the patient/client to provide a component of the patient/client's care.

Examples of interprofessional patient/client interaction:

Physical or mental health assessment, history-taking, home visit, education session, treatment session, discharge planning. The patient/client may be an inpatient or be receiving services within the community.

Guidelines for Students

Prior to the observation:

Review the patient/client records to ensure you have a sound understanding of the reason for your interaction with the patient/- client.

Consider relevant background information, involvement of other professions, care provided to date and future care plans.

Plan with the other student(s) how you will conduct the interprofessional patient/client interaction? (Refer to worksheet overleaf). For example, how will consent be obtained? How will you explain to the patient/client the purpose of the interaction and what the interaction will entail? What questions will be asked and by whom? How will you ensure patient/client does not become overwhelmed?

Arrange a time with the patient/client to conduct the interaction.

Brief your supervisor(s) on your plan for the interaction.

During the observation:

See Worksheet #2 (overleaf) for aspects of care to consider in this learning activity.

CONTINUED OVERLEAF...

Guidelines for Supervisors

Prior to the observation:

Read the student worksheet (overleaf) to familiarize yourself with the learning activity expected of the students.

Liaise with other student supervisors to identify a patient/client that may be suitable for an interprofessional patient/client interaction.

Establish the task(s) required of the students (e.g. is it an initial assessment; is it an education session?). Consider the student level of competency when suggesting a patient/client and task.

Check with the patient/client that he/she consents to the interaction with students. Facilitate introductions between your student(s).


Allow students time for planning the interprofessional patient/client interaction. Ask students to brief you on their plan for the session.


During the observation:


Depending on the task and competency of students, a supervisor may need to be present for the patient/client interaction. In some cases, students will be able to perform the task on their own as long as adequate briefing and debriefing is provided by supervisors.

CONTINUED OVERLEAF...

INTERACTION PG2

 Part I: Observation
30 mins-3 hours

 Part II: Worksheet
30-60 mins

 2+ people

DIFFICULTY



INTERPROFESSIONAL PATIENT/CLIENT INTERACTION

This activity involves students from different professions working together and with the patient/client to provide a component of the patient/client's care.

Examples of interprofessional patient/client interaction:

Physical or mental health assessment, history-taking, home visit, education session, treatment session, discharge planning. The patient/client may be an inpatient or be receiving services within the community.

Guidelines for Students

After the observation:

Ensure the worksheet is complete, you debrief with your fellow student(s) and supervisor on the experience, and you complete any necessary administration (e.g. supervisor signature) for your portfolio or placement assessment.

Guidelines for Supervisors

After the observation:

The debrief should include all students involved and at least one supervisor (all supervisors can be present).

Use the worksheet to facilitate discussion.

Additional prompts:

How did you describe the purpose of the session to the patient/client in terms of interprofessional practice?

Were there any differences of opinion? If so, how were these managed?

How might joint sessions such as this one enhance patient/client care?

CERTIFICATE OF COMPLETION

Presented to _____ (student name)

for successfully completing the:
INTERPROFESSIONAL PATIENT/CLIENT INTERACTION

on _____ (date)

PLACEMENT EDUCATOR USE ONLY

Name of Educator : _____

Location (Name of Facility, City, State): _____

Preferred Contact Details: _____

INTERPROFESSIONAL PATIENT/CLIENT INTERACTION

Student Names: _____ Workplace Setting: _____

Professional Qualifications/ degree enrolled in: _____ Years of Study: _____

1. What other profession(s) are you working with and what is the interaction?

PART ONE:

2. Plan the interaction in your interprofessional pair or group together including reviewing case information if needed. (Refer to task guidelines.)
Add notes here.

PART TWO:

Reflective prompts for during and after the interaction:

3. From the patient or client's perspective, what was the purpose of the interaction? Was it consistent with your purpose?
Did your understanding of this purpose change from before to after the interaction?

INTERPROFESSIONAL PATIENT/CLIENT INTERACTION

4. From your professional perspective, what was the desired outcome of the interaction?

5. What was the desired outcome from the other profession's perspective? (Feel free to ask the other student!)

6. Did the desired outcomes of the two (or more) professions and the patient/client fit together easily or was a compromise needed?

7. What were the patient/client's experience of a team approach to this task? (You will need to ask the patient/client for feedback at the end of the interaction.)

8. What were the benefits, if any, of undertaking this interaction with the other profession(s)?

Blank response area for question 8.

9. Were there any challenges to undertaking this interaction with the other profession, and if so, how did you resolve them?

Blank response area for question 9.


PART THREE: CARE PLAN

10. In your interprofessional pair or group, using the information gathered in Part 1 and Part 2, make a map of the patient or client's needs (e.g. emotional, medical, social, rehabilitation, education, etc) goals and self management plan. Note which profession's scope of practice is best placed to meet each need. What would be that profession's primary role? Where do roles overlap? Lastly, can you agree on an order of priorities for meeting the patient or client's needs?


Does this map match what the patient/client and their carer and/or family thinks are their needs and main priorities?
If possible, check back by discussing your map with the patient/client and their carer and/or family.



DEBRIEF

 Part I: Forum
30mins-3 hours

 Part II: Debrief Meeting
30mins

 2+ people

DIFFICULTY



BRIEF DESCRIPTION

In this activity, two or more students from different professions come together to constructively critique the collaborative care elements of an occasion of interprofessional practice they have observed in a shared workplace. (e.g. team meeting, case conference)

LEARNING OUTCOMES

Critically evaluate protocols and practices in relation to interprofessional practice

Recognise and resolve disagreements in relation to patient/client care that arise from different disciplinary perspectives

SHARED WORKPLACE DEBRIEF

This activity requires students from different professions to attend and observe an interprofessional shared workplace forum where patient/client care is discussed. Immediately after the forum, the students meet together to constructively critique the collaborative care elements of the forum.

Examples of an interprofessional shared workplace forum:

Case conference, interprofessional/multidisciplinary team meeting, "journey board round", clinical handover meeting, handover to other service providers, exit/discharge planning, planning for new integrated/coordinated care arrangements.

Guidelines for Students

Prior to the forum:

Ensure you are aware of the purpose of the interprofessional forum and who usually attends.

During the forum:

Introduce yourself to the forum chair.

Use the worksheet (overleaf) to observe collaborative aspects of the interprofessional forum.

After the forum:

Students meet after observing the forum to constructively critique the collaborative elements of the forum.

This discussion can be student facilitated (i.e. no supervisors present) OR facilitated by a supervisor.

If student facilitated, decide how you will facilitate your discussion. For example, will you appoint a leader? Use the worksheet to facilitate discussion.

After the discussion, ensure the worksheet is complete, you have discussed it with your supervisor, and you have completed any necessary administration (e.g. supervisor signature) for your portfolio or placement assessment.

Guidelines for Supervisors

Prior to the forum:

Read the student worksheet (overleaf) to familiarize yourself with the learning activity expected of the students.

Liaise with other student supervisors to identify an interprofessional forum which students from a range of professions do or could attend. Note: Students do not necessarily have to be based in that work area.

Check with the care team that they will allow students to attend for the purpose of the activity (you will need to explain the activity) and that there is room for them in the meeting space.

Notify students of dates, times and venues for the interprofessional forum and the following critique meeting. Facilitate introductions between student(s) and if possible team members.

Allow students time for attending the interprofessional forum as well as time after to critique the forum observed.

During the forum:

Students should be able to undertake the forum observation without their supervisor being present.


After the forum:

This discussion can be student facilitated (i.e. no supervisors present) OR facilitated by a supervisor.


If supervisor facilitated, use the worksheet to draw out the positive and challenging aspects of this interprofessional forum.



DEBRIEF

 Part I: Forum
30mins-3 hours

 Part II: Debrief Meeting
30mins

 2+ people

DIFFICULTY



SHARED WORKPLACE DEBRIEF


This activity requires students from different professions to attend and observe an interprofessional shared workplace forum where patient/client care is discussed. Immediately after the forum, the students meet together to constructively critique the collaborative care elements of the forum.

Examples of an interprofessional shared workplace forum:

Case conference, interprofessional/multidisciplinary team meeting, "journey board round", clinical handover meeting, handover to other service providers, exit/discharge planning, planning for new integrated/coordinated care arrangements.

CERTIFICATE OF COMPLETION

Presented to _____ (student name)
for successfully completing the:
SHARED WORKPLACE DEBRIEF
on _____ (date)



PLACEMENT EDUCATOR USE ONLY

Name of Educator: _____

Location (Name of Facility, City, State): _____

Preferred Contact Details: _____



SHARED WORKPLACE DEBRIEF

Student Names: _____ Workplace Setting: _____

Professional Qualifications/ degree enrolled in: _____ Years of Study: _____

List the first names and professions of the other students taking part in this IPL Activity:

1. Briefly describe the team event you observed, its purpose and the professions involved.

Discuss and analyse the following aspects of team collaboration observed using the following prompts:

2. Communication:

A. Were any particular communication protocols followed?

B. Was communication respectful?

C. Was communication effective? Why or why not?

D. What about use of profession specific terms/jargon?

E. Were all members heard?

3. Conflict management:

How were differences of opinion managed?

4. Patient/client focused care:

How were the patient/client's goals, preferences, needs or wishes expressed or accounted for within the event?
Were any particular protocols followed?

5. Collaborative leadership:

What leadership behaviours were observed?

6. Power:

Were the team members seated in a way or standing in a way that influenced power dynamics in the team? Were all team members heard?

Considering the above analysis:

7. Do you think that genuine collaborative practice was observed in this interprofessional forum? Why or why not?

Blank response area for question 7.

8. How did this impact on patient/client care?

Blank response area for question 8.

9. What constraints or challenges may be present inhibiting the effectiveness of this interprofessional forum?

Blank response area for question 9.


10. How would you improve this particular interprofessional forum if given the opportunity?


Blank response area for question 10.


11. What behaviours could you build into your practice to improve your interprofessional communication and collaboration in the future?

Blank response area for question 11.

CARE

 Part I: Interview
1 hour

 Part II: Debrief
30mins

 1-2 people

DIFFICULTY



BRIEF DESCRIPTION

In this activity, one or more students from different professions conduct an interview with a patient/client to listen to their story of their interactions with multiple health, social care and/or other human services professionals.

LEARNING OUTCOMES

Explain interprofessional practice to patients, clients, families and other professionals

Identify opportunities to enhance the care of patients/clients through the involvement of other health, social care and/or human services professionals

Critically evaluate protocols and practices in relation to interprofessional practice

PATIENT/CLIENT EXPERIENCE OF INTERPROFESSIONAL CARE

This activity requires one student, or multiple students from different professions to interview a patient/client about his/her journey through the health and/or community sector and how the various professionals involved work together in providing care.

Examples of an interprofessional shared workplace forum:

Select a patient/client whose current condition requires the involvement of at least 3 professionals. For example, consider someone with chronic/complex health and/or social problems who regularly utilises a range of services and professionals for their care. The patient/client may be an inpatient or be receiving services within the community.

Guidelines for Students

Prior to the interview:

Review the patient/client records to gain an understanding of his/her health and social care background.

Make a note of relevant background information, involvement of other professions, care provided to date and future care plans.

Plan with the other student(s) how you will conduct the interview. (Refer to worksheet overleaf).

Arrange a time with the patient/client to conduct the interview.

During the interview:

See Worksheet (overleaf) for interview prompts.

CONTINUED OVERLEAF

Guidelines for Supervisors

Prior to the interview:

Read the student worksheet (overleaf) to familiarize yourself with the learning activity expected of the students.

Liaise with other student supervisors to identify a suitable patient/client that students could interview. Check with the patient/client that he/she consents to the interview with students.

Facilitate introductions between students.

During the interview:

Students should be able to undertake the interview without their supervisor being present.

After the interview:

Ensure your student has an opportunity to discuss the activity with you.

CONTINUED OVERLEAF

CERTIFICATE OF COMPLETION

Presented to _____ (student name)

for successfully completing the:
EXPERIENCE OF INTERPROFESSIONAL CARE

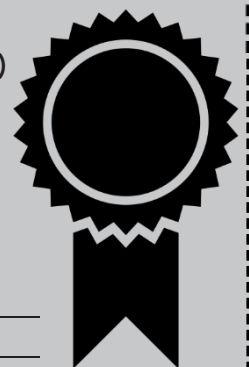
on _____ (date)


PLACEMENT EDUCATOR USE ONLY


Name of Educator: _____


Location (Name of Facility, City, State): _____

Preferred Contact Details: _____



 Part I: Interview
1 hour

 Part II: Debrief
30mins

 1-2 people

DIFFICULTY



PATIENT/CLIENT EXPERIENCE OF INTERPROFESSIONAL CARE

This activity requires one student, or multiple students from different professions to interview a patient/-client about his/her journey through the health and/or community sector and how the various professionals involved work together in providing care.

Examples of an interprofessional shared workplace forum:

Select a patient/client whose current condition requires the involvement of at least 3 professionals. For example, consider someone with chronic/complex health and/or social problems who regularly utilises a range of services and professionals for their care. The patient/client may be an inpatient or be receiving services within the community.

Guidelines for Students

After the interview:

Meet after conducting the interview to reflect on the patient/client's journey within the health and/or community sector and his/her experiences of how the various professionals involved work together in providing care.

Use the worksheet reflection prompts to guide discussion.

This discussion can be student facilitated (i.e. no supervisors present) OR facilitated by a supervisor.

If student facilitated, decide how you will facilitate your discussion. For example, will you appoint a leader?

Students may also undertake this activity alone, completing the worksheet and debriefing with their supervisor.

After the discussion, ensure the worksheet is complete, you have discussed it with your supervisor, and you have completed any necessary administration (e.g. supervisor signature) for your portfolio or placement assessment.

Guidelines for Supervisors

After the interview:

Ensure your student has an opportunity to discuss the activity with you.

PATIENT/CLIENT EXPERIENCE OF INTERPROFESSIONAL CARE

Student Name: _____ Workplace Setting: _____
Professional Qualifications/ degree enrolled in: _____ Years of Study: _____

1. List the names and professions of the other students taking part in this IPL activity

2. Patient or client age, gender and basic health or social information (**de-identified**)

3. First explain to the patient or client the purpose of this activity. Does the patient understand the concept of collaborative care?

Next, ask the patient/client about their experience with different professionals involved in their care over the duration of their most recent health and/or social issue. Encourage the person to tell the story in their own way with general prompts and ask for more information about their perspective on how the various professionals involved worked together in providing care.

Prompts:

- What happened next?
- How did that service/intervention help?
- How did the professionals manage communication with you and with each other? Could this have been managed better?
- Were there any challenges having a number of professionals involved with your care? If so, what were they, and how did you manage this?
- Did you ever feel confused or overwhelmed? Or did everything work together and make sense?
- Did you feel part of the decision-making process? Did you want to be?

Notes:



Draw a freehand mind map of the patient journey, or use an online mindmapping app, e.g. <https://www.text2mindmap.com/>




Reflections:

4. What did the patient/client express is or was important to them when interacting with a range of professionals?

5. What were some of the challenges expressed by the patient/client when interacting with a range of professionals involved in their care? How could these be addressed?

6. Are there other services available that could assist the patient/client? Should other professions be involved?

7. How will this patient/client's story and feelings influence your future professional practice?

 30mins-1 hour

 2 pairs of students

DIFFICULTY



BRIEF DESCRIPTION

In this activity, two students from different professions come together to use workplace standard procedure to communicate some aspect of a patient or client's care, for example, history, status or needs. Students give mutual feedback.

LEARNING OUTCOMES

Express professional opinions competently, confidently, and respectfully avoiding discipline specific language

Plan patient/client care goals and priorities with involvement of other health, social care and/or human services professionals

Identify opportunities to enhance the care of patients/clients through the involvement of other health, social care and/or human services professionals

Recognise and resolve disagreements in relation to patient/client care that arise from different disciplinary perspectives

Give timely, sensitive, instructive feedback to colleagues from other professions, and respond respectfully to feedback from these colleagues

INTERPROFESSIONAL STRUCTURED COMMUNICATION

This activity requires student pairs from different professions to use a structured format to communicate with one another. For example, conducting a handover or making a referral or recommendation. Students then provide constructive feedback to each other.

Examples of an interprofessional shared workplace forum:

Patient/client being discharged to a new facility; recommending a particular intervention/change in services; concern about a patient/client's condition; reporting at a case conference/multidisciplinary team meeting; ensuring an agreed approach for coordinating care with new service provider/s. The ISBAR tool may be used in clinical contexts (ISBAR = Identify, Situation, Background, Assessment and Recommendation), another relevant structured communication tool may be used in non-clinical or community contexts.

Guidelines for Students

Prior to the communication:

Familiarise yourself with workplace structured communication approaches (e.g. ISBAR).

Review the patient/client records of case. Using the workplace set structure, extract what information you require to make your communication to the other profession.

During the communication:

See Worksheet (overleaf) for activity guidelines.

After the communication:

After both students have completed a communication and worked through all questions on the worksheet, reflect on:

1. What worked well in the communication process?
2. What could have been improved?
3. What you would do differently next time?

Refer back to the learning outcomes for this activity for prompts to help answer the above questions.

Ensure the worksheet is complete, you have discussed it with your supervisor, and you complete any necessary administration (e.g. supervisor signature) for your portfolio or placement assessment.

Guidelines for Supervisors

Prior to the communication:

Read the student worksheet (overleaf) to familiarize yourself with the learning activity expected of the students.

Liaise with other student supervisors to identify students available for this activity.

Identify examples of real time authentic case situations requiring communication between student professions involved in this activity.


Facilitate introductions between students and suitable time to conduct the exercise.

During the communication:

Students should be able to undertake the exercise without their supervisor being present.

After the communication:

Ensure your student has an opportunity to discuss the activity with you.

 30mins-1 hour

 2 pairs of students

DIFFICULTY



INTERPROFESSIONAL STRUCTURED COMMUNICATION


This activity requires student pairs from different professions to use a structured format to communicate with one another. For example, conducting a handover or making a referral or recommendation. Students then provide constructive feedback to each other.

Examples of an interprofessional shared workplace forum:

Patient/client being discharged to a new facility; recommending a particular intervention/change in services; concern about a patient/client's condition; reporting at a case conference/multidisciplinary team meeting; ensuring an agreed approach for coordinating care with new service provider/s. The ISBAR tool may be used in clinical contexts (ISBAR = Identify, Situation, Background, Assessment and Recommendation), another relevant structured communication tool may be used in non-clinical or community contexts.

CERTIFICATE OF COMPLETION

Presented to _____ (student name)
for successfully completing the:
INTERPROFESSIONAL STRUCTURED COMMUNICATION
on _____ (date)



PLACEMENT EDUCATOR USE ONLY

Name of Educator: _____

Location (Name of Facility, City, State): _____

Preferred Contact Details: _____

INTERPROFESSIONAL STRUCTURED COMMUNICATION

Student Name: _____ Workplace Setting: _____

Professional Qualifications degree enrolled in: _____ Years of Study: _____

1. List the first names and professions of the other students taking part in this IPL activity

2. What is the standard patient or client handover/ referral/communication tool or procedure in this workplace?

3. Patient/client background (**de-identified**)

4. **First student**, go through the steps of the communication as set by the workplace. Add any prompt notes below.

5. Ask the other student for feedback. Was there anything they didn't understand from your communication? What information is still unclear? What further information is required?

INTERPROFESSIONAL STRUCTURED COMMUNICATION

6. Ask if the other student understands what they are expected to do with the information provided? Ask the other student what they will do with the patient/client now in their care or service?

7. **SWAP ROLES:** Now, listen to the other student make a communication to you from their profession's perspective. Notes:

8. Give feedback. Was there anything you didn't understand from the communication, or any questions you still had to ask about the patient/client in order to perform your professional role?

9. Do you understand what you are expected to do with the information provided? Tell the other student what you will do with the patient/client now in your care.

INTERPROFESSIONAL STRUCTURED COMMUNICATION

10. How did each of your communications differ? Why might this be the case?

11. Can you determine this patient or client's realistic/achievable order of priorities?

12. Formulate a care plan for this patient/client.