

Designing Interprofessional Education

- Key lessons to consider when designing IPE for your own students
 - Based on co-authored journal article
 - Our experiences of designing over past eight years
- Background
 - Designed four IPE sessions
 - For health and social care ethics
 - IPE is across five depts, three faculties, and two universities
 - Not every dept participates in every IPE session
 - Mixture of UG, PG and CPD learners

Key learning points when designing IPE

- Look to practice when deciding the format of IPE
 - Physical space available e.g. moot courts, simulation suites, theatres
 - Skills required for future employment
 - Reflect practice e.g. clinical ethics committees and students gaining awareness of real world workings and purpose of the committees
- Look to practice when deciding the theme of IPE
 - Topic e.g. end of life care and debate motions
 - Concepts e.g. rationing
 - Hold relevance to a wider range of student groups
 - Highlight relevance and applicability of the learning to students

Key learning points when designing IPE

- Take time to evaluate
 - Consider early in design process
 - Be clear about purpose of evaluation e.g. reassurance to educators, positive experience, quality assurance
 - Reflection, consolidate, and continue learning
 - Tailored rather than generic, content rather than delivery, minimal questions, avoid closed questions e.g. IPE aims and objectives
 - Explain purpose of completing feedback to students
- Draw on students' training in the field
 - Work experience or real world projects
 - Effective learning

Key learning points when designing IPE

- Consider the timing of IPE
 - Stage of training, level of experience, skill acquisition, professional identity
 - Openness of students to IPE, equity between student groups brought together e.g. fourth and fifth year Medical students with Masters Social Work and Doctoral Clinical Psychology
- Take time to reflect on students wider learning so far
 - More challenging IPE takes place in later years of students' training e.g. CEFs and higher reasoning communication skills
 - Provide progression within the wider curriculum e.g. suicide seminars and end of life debates apply and critique core concepts from earlier in the training

Key learning points when designing IPE

- Prepare students ahead of IPE taking place
 - Reflect on own professional identity and stereotypes of other professions involved in IPE
 - Feelings of apprehension and vulnerability surrounding sharing knowledge and ignorance around other professions
 - Age and life experience
 - Preparatory reading, slides of purpose and details of sessions, intro
- Involve external stakeholders
 - Co-facilitate
 - Provides a focus on the ‘real-world’ and students learn what is important to stakeholders e.g. end of life debate judges

Key learning points when designing IPE

- Build in flexibility for group preferences
 - Groups should be encouraged to define their own terms when coming together for IPE
 - Encourage students to explore each other's understanding of jargon associated with profession
 - Prepare facilitators to accept groups will respond differently to resources provided, and sessions may differ across groups
- Importance of debriefing opportunities for students
 - Reflective discussions, small and/or large groups
 - Allows students to discuss what they have learned
 - Reinforces the learning points to take away
 - Acknowledge the emotions that can come from learning through IPE

And finally...

- Time available in curriculum
- Staffing...including reserves
- Room availability
- Student cohort size
- Timetabling
- Funding...share between depts
- Share workload and agree co-ordinator
- Involve administrators
- Getting together