

**Portfolio for
Interprofessional Competencies
for Health & Social Care Students**

University of Northampton

2010

Personal Details

Student's Name/ ID Number: _____

Professional group: _____

Entry intake date: _____

Personal Tutor's Name: _____

If this material is found please return to:

Contents

	Page
Personal details	2
Glossary of Terms	4
Purpose of this portfolio	5
Introduction	6
Section One - Portfolio guidance	7-10
Gibbs Reflective Cycle	9
Section Two – Record of Attendance	11-12
Section Three - Reflection of learning	13
Strand One	13-15
Strand Two	16-18
Strand Three	19-21
Section Four - Final overall reflections of learning	22-25

Glossary of Terms

HEI's	Higher Education Institutions
IP	Interprofessional
IPE	Interprofessional Education
IPL	Interprofessional Learning
LIP	Learning Interprofessionally
CAIPE	UK Centre for the Advancement of Interprofessional Education

Purpose of this Portfolio

What is this portfolio for?

This is *your personal record* of all your interprofessional learning throughout your training. You may choose to keep this portfolio within your University Professional Development Portfolio and on completion of your training this portfolio can be transferred into your professional development portfolio where you can continue to record all on-going learning on team working and collaborative practice to support your registration.

Following each event you attend you should complete an account of the learning and a reflection of the skills you have developed towards gaining an interprofessional competence fit for practice in modern health and social care. You should discuss your interprofessional learning both at university and in practice with your personal academic tutor as part of your professional development. Guidance on completing these accounts and reflections can be found in section one.

How does it fit into my curriculum?

It is now a requirement of all health and social care professions to demonstrate an ability to work effectively within a team and to where necessary to collaborate with other teams or statutory bodies and /or the voluntary sector to ensure the well being of the people you care for. In this health care region these learning moments are placed at set points in your training designed to help you build on your professional skills and knowledge towards positive professional attitudes where you value the contributions of others who will work with or alongside you in practice.

Does interprofessional learning count towards my qualification?

Yes and this portfolio is a record of your attendance and development of interprofessional competencies that each discipline will expect you to provide evidence of. This portfolio will not be assessed but your interprofessional competencies will be assessed within your discipline.

Introduction

Interprofessional Education

Throughout your education/training you will be given opportunities to learn with other people training to work in health, education and social care.

These interprofessional learning opportunities are designed to prepare you for your future team-working roles and responsibilities. In 1988 the World Health Organisation endorsed interprofessional learning, "*Learn together to work together*".

Team working is an essential part of professional practice for all health, education and social care employees. Not only does effective team working benefit people we are attempting to help but it has been found to improve working lives (Borrill et al; 2000¹). These learning events are designed to be a stimulus to help you think and learn in different ways throughout your training. All you're learning on team working should be reflected in your uni-professional study.

Regional collaboration between the University of Northampton, University of Leicester and De Montfort University has shaped this interprofessional strategy which aims to prepare you for effective collaborative team working to benefit the people we care for.

Throughout your training we expect you to access at least three interprofessional learning opportunities and some of these will be at university but some may be in your practice experiences. Interprofessional learning should not be seen as something separate it is an integral part of your uni-professional study.

¹ Borrill C, West M, Shapiro D, Rees A. (2000) Team working and effectiveness in health care. British Journal of Health Care Management. 6(8): 364-371

Section One

Portfolio Guidance

Interprofessional competence relates to your ability to become an effective member of a multidisciplinary team. It consists of some of the following elements:

- The ability to place patients/service users/clients centrally in your work
- The appreciation of the roles and responsibilities of multi-disciplinary team members
- Effective communication
- The ability to manage team conflict issues
- The building and sustaining of mature team-working relationships
- The development of mutual respect and value for team members

This portfolio will enable you to demonstrate your progressive learning from the gaining of knowledge to acquiring of skills and the demonstration of appropriate attitudes in team working.

What is an Interprofessional event that I could record?

The criteria of acceptance of any event:

- There must be at least two ideally three different training professions present
- There must be an opportunity to learn about each other's roles and responsibilities and to learn through the exchange of knowledge and ideas. The learning outcomes can only be met through interactive learning and group exchange
- There must be an educator, either academic/clinical, present or available to support your learning
- These education leaders will be facilitating the learning face to face or through e learning with a virtual learning environment

Learning Strand One: Introduction to team working in health, education and social care: university based group event

Learning Strand Two: Interprofessional Care Planning: e-learning event

Learning Strand Three: Practice based Interprofessional Learning
Practice based Service Improvement

Please note: You may also include other interprofessional learning you access in your education/training providing they fit the required criteria of acceptance.

What is a portfolio of learning?

Assessment is an important part of learning, measuring your ability to reach set learning outcomes. A Portfolio is:

“A purposeful collection of student work that exhibits the student’s efforts, progress and achievements in one or more areas.” (Paulson, Paulson, Meyer; 1991²)

This portfolio has been designed to allow you to assemble a collection of learning experiences and to reflect on their relevance to your learning. Sections are provided for you to record your learning in each strand. Simply writing about attendance at an interprofessional learning event is not enough, you are expected to reflect on its meaning for your future professional practice.

How to use this Portfolio

Completing IPE Reflections and alignment with your uni-professional education/training

Post IPE Learning Reflection: After each interprofessional learning event you can reflect on that learning episode and its meaning to your professional progression.

Strand Reflection: You will be expected to reflect on how your interprofessional learning, concerning the importance and relevance of teams in health and social care, influences your thinking and/or observation and/or practice. You should also identify and reflect with respect to your uni-professional learning.

Record of Attendance

You are reminded that this is a core element of your professional training and evidence of attendance and development of these competencies is required.

Tutor Facilitator Roles

Educators who support your learning are able to comment on your abilities observed in the session. They are more likely to do this to help and encourage your progression towards gaining full interprofessional competence.

What is Reflective Learning?

Reflection is a form of mental processing to gain a better understanding of your knowledge, skills and attitudes. Reflection is not just an ‘add-on-extra’ to academic learning, but it is an essential component of good quality learning and the representation of that learning.

² Paulson, F. L., Paulson, P. R., & Meyer, C. (1991). What makes a portfolio a portfolio? *Educational Leadership*, 48(5), 60-63.

Gibbs Reflective Cycle (1988)

You **must** deal with all the **steps** in the reflective process (1 to 7). However, the comments following the title for each step are only suggestions to set you thinking and should not be followed slavishly.

1. Context.

What has happened? Briefly describe the event as objectively, accurately and concisely as you can. Who was involved? Where did it happen? Do you intend to focus on the structure, process or outcomes of care?

2. Thoughts.

What were your thoughts?

- a. At the time
- b. Afterwards

3. Feelings.

What were your feelings or emotions, both positive and negative?

- a. At the time
- b. Afterwards

4. Evaluation.

How well did things go? Were things satisfactorily resolved?

5. Analyse.

What were the factors that affected the outcome? What helped and what hindered? Can you explain the event? Why did it happen? How did it happen?

6. Reframe.

What might have been some alternative actions or approaches? What might you have done differently (even when things went well)? Could negative events be avoided? Could positive events be made even more effective?

7. Future action.

What will you do if you encounter this kind of situation again? What will you do in the future to increase the likelihood of similar positive outcomes and minimise the likelihood of similar negative outcomes? What do you need to learn? How might you learn this?

What Support can I Expect?

Each school will inform you of your mentor/tutor/clinical educator support mechanisms. You are likely to have to demonstrate progression of this work throughout your training. Trained IPE facilitators will be supporting you in each event and can help guide you in the completion of this portfolio. If you are being assessed on the event you will also get written feedback from the marking lecturer/tutor.

Suggested Reading

Barrett, G., Sellman, D. and Thomas, J., (2005) **Interprofessional Working in Health and Social Care**, Hampshire, Palgrave Macmillan.

Hutchings, S., Hall, J. and Lovelady, B.,(2003) **Teamwork**, Bicester, Speechmark.

Meads, G. and Ashcroft, J.,(2005) **The Case for Interprofessional Collaboration**, Oxford, Blackwell.

Barr, H., Koppel, I., Reeves, S., Hammick, M. and Freeth, D.,(2005) **Effective Interprofessional Education: Argument, Assumption and Evidence**, Oxford, Blackwell.

Freeth, D., Hammick, M., Reeves, S., Koppel, I. And Barr, H.,(2005) **Effective Interprofessional Education: Development, Delivery and Evaluation**, Oxford, Blackwell.

Section Two

Record of Attendance

		Student Signature	Authorising Signature
Strand One	Date		
Day 1			
Day 2			
Tutor/Facilitator Comment Box			
Strand Two			
Tutor/Facilitator Comment Box			

Strand Three			
Tutor/Facilitator Comment Box			
Additional	Other events/ evidence you have taken part in e.g. attending a conference on IPE, a workshop etc please record in the box below		

Section Three

Your Record and Reflections of Strand Learning

Strand One

Aims

To explore what is meant by team working in health and social care with respect to your chosen profession and others in relation to promoting person-centred collaborative care.

Learning outcomes

You will be able to:

- Understand and explain your own professional identity
- Describe the history of health and social care professions and their unique roles and responsibilities in modern day care arenas
- Develop an awareness of professional perspectives
- Consider the central role of patients/service users/clients
- Identify similarities and differences within and across professions
- Consider the positive aspects of team working such as self-enjoyment

Interprofessional Learning (IPL) Events

Table of IPL events: **Strand One**

Description of event
What?
When and with whom? <i>(Enter the date and which profession students were working towards)</i>
Where? <i>(State the locality/NHS site)</i>

Reflections.....

.....on your learning from this event. Consider what knowledge skills or attitudes you have gained, strengthened or progressed.

Strand Two

Aims

To become familiar with the theoretical basis of team working and effective collaborative team practice and to consider your future role within teams.

Learning outcomes

You will be able to:

- Describe the range and roles of health and social care team members
- Describe how teams use the skills/roles of different professions to meet identified patient/service/client user needs
- Apply the theory of team working to practice
- Illustrate the central role of the patient/service user/client in team working
- Analyse the importance of communication in good team working relationships

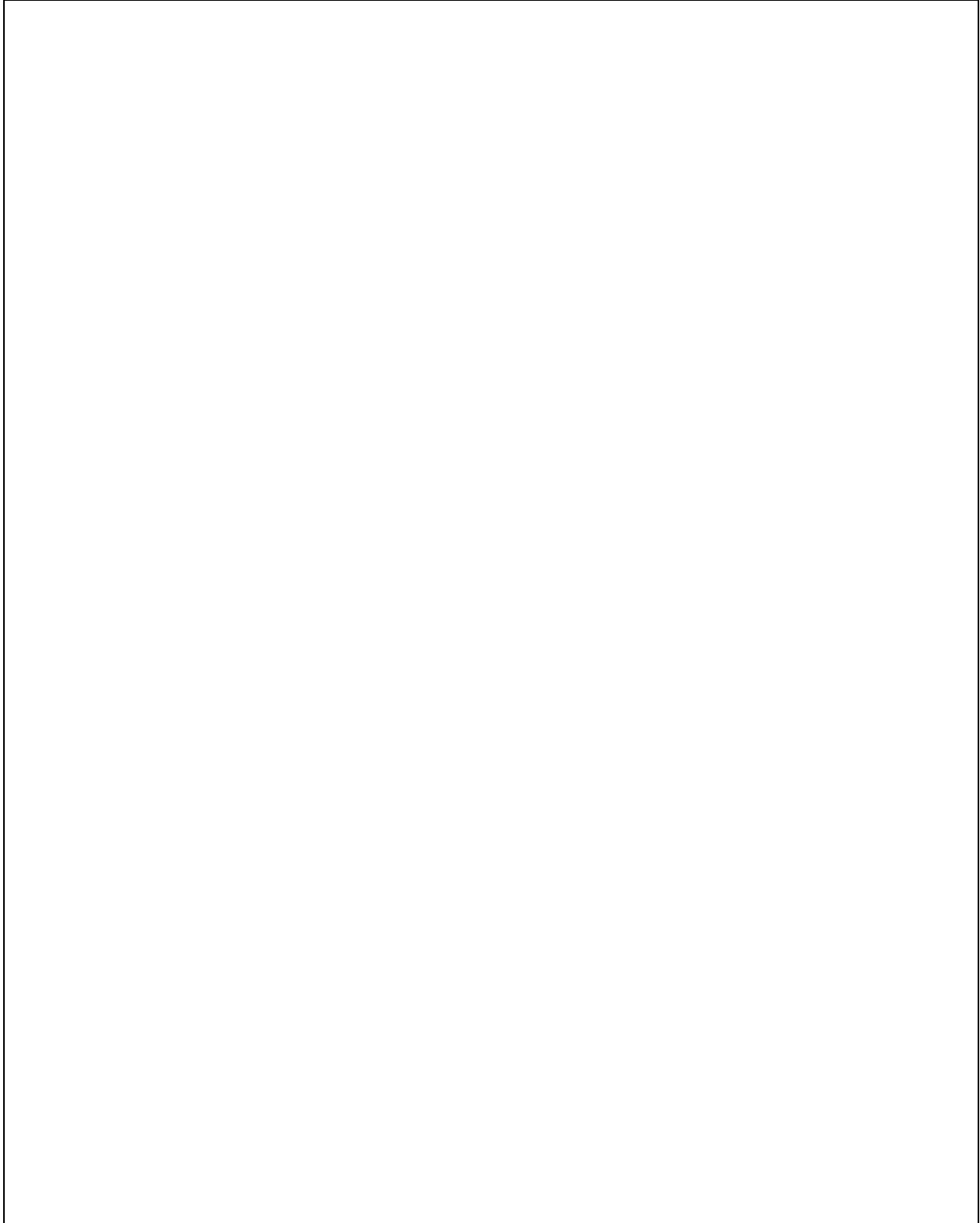
Interprofessional Learning (IPL) Events

Table of IPL events: **Strand Two**

Description of event
What?
When? <i>(Enter the date and which profession students were working towards)</i>
Where? <i>(State the locality/NHS site)</i>

Reflections.....

.....on your learning from the event. Consider what knowledge skills or attitudes you have gained, strengthened or progressed.

A large, empty rectangular box with a thin black border, intended for the student to write their reflections on their learning from the event.

Strand Three

Aims

To further develop your knowledge and team working skills as applied to the modern health and social care services, identifying solutions to effective team working.

Learning outcomes

You will be able to:

- Illustrate how to apply effective team working skills in practice
- Demonstrate how core profession specific skills complement other health and social care team members to enhance multi-professional collaborative working
- Assess the importance of good communication skills to achieve mutual understanding between patients/ service users/clients and health and social care team members
- Analyse the problems and consider solutions to effective team working in practice

Interprofessional Learning (IPL) Events

Table of IPL events: **Strand Three**

Description of event
What?
When? <i>(Enter the date and which profession students were working towards)</i>
Where? <i>(State the locality/NHS site)</i>

Reflections.....

.....on your learning from the event. Consider what knowledge skills or attitudes you have gained, strengthened or progressed.

Section Four
Conclusion

Reflect on what you have learnt overall:
(use the guidance on reflection in Section One)

What knowledge, skills and attitudes will you carry with you into your future career?

What are your Continued Professional Development and Life Long Learning Needs for becoming and remaining a interprofessional worker