

Student Material- Focus health and social care professions

What is Interprofessional Education (IPE)?

IPE is an active learning situation where students from different professions learn together through debate and discussion or through doing or experiencing health and social care delivery together when in practice. IPE has been clearly defined by the UK Centre for the Advancement of Interprofessional Education (CAIPE) in 2002 as;

'Interprofessional education enables two or more professions to learn with, from and about each other to improve collaboration and the quality of care', www.caipe.org.uk.

In interprofessional learning (IPL) events you will focus on some of the following issues:

- Who the professions are, including their roles and responsibilities
- Exploring new specialist roles which continue to develop as the body of knowledge and skills expands
- How we practice our profession by working with other practitioners to help patients or service users to meet their needs
- Exploring how we exchange and share information with our patients and service users and each other and how this works using, for example, referral pathways or new technologies
- How team working is enabled by the hospital and other systems which govern practice and the importance of this for safe practice
- Collaborative working including how today's professions improve the populations health through designing interventions which bring together services from within, for example, health, housing, policing, social care, the voluntary sector and education.
- And so on.....

Interprofessional learning (IPL) is a social process of coming together with students from different courses.

Where will I complete IPL?

IPL can take place in University or college classrooms, while working in practice and in learning centres attached to practice sites. Some learning may be completed using e-technologies at your convenience.

What will I learn?

It has been argued that the first thing you need to do is learn 'about', then 'from' and then 'with' other professionals¹. The following box outlines what this means

1. **ABOUT:** The other professions. Do you know who does what? Why? When? And where? How does your profession talk to others? What is the knowledge base of your profession and others? Can you articulate these professions competencies? Consider each professions skill and attitudes, their value base and their behaviours in practice. IPE should help you to answer these questions with additional reading and preparation for assessments. Theoretical understandings should be consolidated when learning in practice.
2. **FROM:** The other professions and experts in their field by listening, observing, discussing and delivering care together when in practice. Other students and professional leaders and practitioners can help us understand what each profession does and why? In IPE events students or practitioners can help you understand what they really know and how they practice. Normally the events are jointly designed by a range of different experts. Take time to listen to other students and practitioners about what they do and how they may work with you.
3. **WITH:** Many learning events are designed so that you can be in the same learning space. This might be sitting around a table engaging in set learning together which requires debate and discussion, working and learning together in a clinical environment or while learning using an e-learning resource. When in practice your learning maybe organised within a simulated environment, or within a supportive clinical or practice setting. One of the goals of being with others is to develop a collaborative framework and for you to value partnerships. Either during or after these events you are asked to reflect on

¹ Hammick, M., Freeth, D., Copperman, J & Goodsman, D. (2010). *Being Interprofessional*. Polity; Cambridge.

what is happening. As you progress these reflections will advance your understandings towards becoming an interprofessional practitioner.

All of this learning will help prepare you to work alongside others and should highlight how interprofessional working achieves the very best care for our patients and service users. It will clarify why patients need different professionals with different skills. The events will help you appreciate how the bringing together of patient assessments, care and management plans enhances patient outcomes and ensures safe practice.

List different professions who work together to support either individuals or populations/communities to achieve good health and or well being?

In developing your interprofessional competence you will be required to become a **reflective learner**?

What do you understand by this term?

Reflection is a personal process to help you learn. Reflection is much more than simply looking back. It is about making meaning and in so doing will help you enhance your learning.

Reflection is the cornerstone to becoming a professional be that a nurse, social worker, doctor, etc, and it is essential for becoming an effective interprofessional practitioner. It is integral to everything you will do, either in practicing your chosen professional competence or when working with other colleagues and with your patient or service user. Here are some ways that you will practice your ability to be a reflective student learner:

- Situations which trigger questions or concerns
- Critical incidents
- Problem solving
- Times when you do not know the answer
- Situations that went well or those that did not
- When you feel personally or professionally challenged
- Emotional situations.

You will also continue to do this throughout your career. There are many documents that you might like to read about reflection. Consider the following writers:

Moon, J. (1999). Reflection in learning and professional development: theory and practice. Kogan Page, London.

Schön, DA. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books.

Kolb, DA. (1984). Experiential Learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Many of you will be asked to complete reflections throughout your training and these may take the following forms:

- Written
- Incident reports
- Storytelling
- Oral reporting at viva's or in discussion groups or tutorials
- Digital media recordings
- Assessments such as essays, case studies
- Portfolios.

Final Thought

You may be a very good critical reflector but what will matter is that you **apply** these reflections to your future practice and within your working life.