Mental Health Interprofessional (IPE) event

A guide to:
Interprofessional Assessments in Mental Health

Setting Up for the Course: Preparation and Considerations

The course is a two day event and setting up in advance is vital.

Service User Involvement:

- Patients are identified by clinicians several weeks before the course is due to run.
- Patients must have the course explained to them and an opportunity to ask any questions. If they wish to participate they are consented. We use a standard consent form developed specifically for interprofessional courses which involve Service Users.
- In collaboration with the service user, a brief summary of this person's health and social circumstances is summarised, usually by the consenting professional.
- A specific appointment time is negotiated with the service user when the student group will visit them at home – this is usually in the afternoon of day 1.
- The service users are contacted, usually by phone, just before the event to remind them about the date and time.

Tips for selecting service users:

- They must have full capacity and be able to give informed consent; or they must have a nearest relative or carer that would be able to consent on their behalf.
- They need to be currently in receipt of mental health services.
- As well as being under the care of a psychiatrist, they need to have at least one other specialist service e.g. attending a day centre, or contact with specialist professional e.g. an occupational therapist.

- They should be receiving their mental health care in the community. Occasionally, an in-patient can be used, but this should only involve a person who is imminently due to be discharged from hospital.
- The professional preparing and consenting the service user will risk assess the situation and judge that there is obvious risk to the students.
- Contact with a student group is felt to be a beneficial experience for the service user.
- The use of finite resource needs to be considered e.g. professional's time to explain and obtain consent; travelling time/costs (for staff or student groups) when visiting the person at home etc.

Resources and Equipment Required:

- A resource box or cupboard needs to be developed. This will include a broad range of mental health relevant resources, such as, text books; medication guides (e.g. BNF); leaflets; Department of Health documents; summary legislation etc.
- Availability of laptops and the internet is desirable, but not essential. These may need to be booked in advance.
- Ensure a supply of student workbooks. These need to be printed well in advance of teaching and distributed before the course, as they include some useful background reading and activities to reflect on. Any other relevant hand-outs the facilitators wish to distribute must also be printed.

  Our workbook can be found on the TIGER site

- Ensure the availability of general teaching resources for use by facilitators or students e.g. Powerpoint equipment, flip chart and pens, overhead transparencies and pens etc.

Selecting Students to attend the course

- It is decided in advance by the IPE leads (i.e. lecturers responsible for the IPE component of the various students in training) which students best suit this activity. To be interprofessional, two or more professional groups need to be involved – this can be either from health, social work, or both. Attendance is influenced by factors such as, how places are allocated between the various departments, whether timetables permit certain

- groups to participate, and if an interested uni-professional department can provide an appropriately experienced IPE facilitator to cover teaching.
- There are a maximum number of students that can be invited to a workshop such as this. This is largely dictated by how many service users have been recruited. Ideally, the small interprofessional groups should be between 4-5 people. Therefore, an overall group size of 30 students would need 7 service users. It is very important these small sized groups are adhered to, as larger groups would affect the quality of the learning experience; also, it would not be fair to the service users if larger groups of students were sent to their home e.g. there may not be sufficient space, or home visits are less discreet if group sizes are too big.
- For those students who have a professional development portfolio, participation in this event will count as evidence to meet various essential competencies. The facilitators need to sign the portfolio at the end of the course to confirm attendance.
- Example of the professional groups included are:
  - medicine
  - social work (graduate)
  - mental health nursing
  - adult nursing
  - pharmacy
  - midwifery
  - social work (under-graduate)
  - OT's are currently not participating as they are not trained at either university
- Ensure announcements are made informing students of any special arrangements related to the environment in which they are being taught, if this is not their usual university e.g:
  - arrangements for parking
  - arrangements for obtaining refreshments and lunch
  - importance of car drivers bringing their transport
  - details about seeking business insurance for the car if they intend to car share, or give others a lift
  - details about the local regulations around whether students can claim travel expenses etc.

Facilitators

- Staffing for such an event is agreed at the beginning of the academic year. Ideally, the facilitators working together on a course should not be from the same profession to ensure different perspectives are brought to the discussions.

- Staffing is calculated on an annualised basis if the course is being repeated to cover the needs of several cohorts. This needs to be worked out flexibly, as staff cover from a given department has to be broadly commensurate to how many students it intends to send on the course.

- Two facilitators are required during sections of the timetable involving large group teaching, or presentations. One facilitator must always remain at the 'end of a telephone' when students are travelling, or undertaking their community interviews.

- Whilst the facilitators will inevitably be able to share their uni-professional expertise during the workshop, it is also important to emphasise an equally important part of their role is to encourage interprofessional discussion and debate.

- The University of Leicester offers a training course called 'Teaching for Learning' which prepares academics and practitioners for interprofessional facilitation.

Dates and Venues

- A list of dates for the two day event need to be identified well in advance so that venues can be booked and facilitators/speakers sought. Several cohorts may be run throughout an academic year e.g. Cohort 1, Cohort 2, Cohort 3 etc.

- Where there is a choice of venues we always endeavour to book a teaching room that represents something about the services that a person with a mental health diagnosis may experience e.g. a teaching room in an out-patient setting. Whilst this is not essential, it does contribute to the climate setting and delivery of the Leicester Model (Lennox, A. & Anderson, ES 2007)

- Students need to receive the date and full address of the venue: this will appear in their course workbook and a reminder would usually be provided either on Blackboard, or the IPE notice-board, depending on what the usual agreed method of communication is between students and lecturers.

- A flat room is required with furniture that can be moved. The room needs to be arranged so that each student team (of 4-5 people) can work around their own table i.e. a cabaret style table lay-out.

Outside speakers

- Any outside speakers must be booked well in advance to ensure their availability. Clarity over whether or not a payment will be made is vital to avoid any misunderstandings. This can vary depending on whether or not teaching is a legitimate component of the person's full time job.

Agency Visits

- All student groups will additionally interview one professional directly linked to their Service User. This could be a doctor, psychiatric nurse, social worker, occupational therapist, or support worker/manager from a day hospital etc. Appointments with these workers must be confirmed and entered onto the timetable. As mentioned above there must be clarity over whether or not a payment is required.

Service User Payments

- Service Users who participate are currently paid £20.00 for their time. Whilst these payments are dealt with after the course finishes, it is important ensuring a payment mechanism has been set up e.g. the system and paperwork to generate a cheque. The finance department at the organisation will indicate what details they require in order to pay the Service User; this information would usually be collected at the same time as consent is being obtained.

Contingency Plans

- In the event of a Service User not being available on the specified day for an interview several courses of action are possible:
  - To re-organise the interview at some other time during the 2 day course with the same Service User.
  - To arrange a short notice alternative interview. This is usually only possible on an established course when a 'bank' of Service Users has been built up – typically a person who has done the course several times before may agree to see a group with minimal preparation or notice.

- If the proximity of teaching is closely linked to an in-patient ward, on occasions a ward based clinician may identify a stable patient who they believe is suitable and would enjoy the experience. On such occasions an explanation of the course and consent would be sought verbally, given the short notice.
- To use alternative resources to experience the process of interprofessional care planning through simulated activities e.g. use of a 'paper case'; use of a relevant DVD etc. These will need to have been prepared or sourced in advance.