

Mental Health Interprofessional (IPE) event

A guide to: Interprofessional Assessments in Mental Health

On the day

- Ensure you have an up to date register. Allocate the students to the 7 groups, making sure there is a good interprofessional mix in each group.
- Arrive at the venue early to check the tables have been correctly arranged (e.g. 7 satellite tables). Put a number on each table, to assist students to know where to sit on arrival when they sign in.
- Ensure there is one extra table towards the front of the class for the facilitators to sit, to use for storing handouts and for setting up the projector for the Powerpoint presentations.
- As students arrive, it is worthwhile placing the pre course self assessment forms on the table beforehand – this is a useful thing to be doing whilst those who have arrived early wait for colleagues.
- As students arrive try to ensure you have at least one car driver in the group, as this ensures a lack of transport does not disadvantage any of the groups from getting through their visit in a timely manner.
- A list is handed around to all groups, where students are asked to share their mobile telephone numbers with each other, and the facilitators. This is important to ensure we can all communicate in case of last minute changes, cancellations, or any other ‘crisis’ e.g. a group gets lost on the way to a service user’s home.
- Teaching is started using the ‘ice breaker’ exercises in the workbook, this moves them forward to think about ground rules/group goals.
- Throughout the course the workbook continues to be used to structure the teaching as it contains a lot of relevant information e.g. mental health policy; it provides general information e.g. facilitator contact details; it reminds students about core considerations, like confidentiality and personal safety; it offers various aide memoirs to keep student on track; it contains blank pages to make notes during interviews; it prompts reflection



This work was produced as part of the TIGER project and funded by JISC and the HEA in 2011. For further information see: <http://www.northampton.ac.uk/tiger>.



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on practice e.g. after each interview; and it contains some optional activities at the back.

Assessment (IPE Portfolio):

All of the students training in our region have some assessment associated with the IPE events they attend. Depending on the requirements of their uni-professional curriculum all of the students maintain an IPE portfolio, where interprofessional learning is documented and reflected upon. In some instances this is a formative process, but in others the mental health interprofessional reflections constitute part of a summative assessment.

The IPE portfolio also has a section for facilitator comments. Therefore, if an individual student has been especially impressive in their team working, skills, or contributions during the course, it can be documented. Conversely, any areas of concern about a particular student can also be logged.

Discipline

All of the students who attend this IPE event will have had clear guidance from their uni-professional lecturers about the importance of the professionalism, especially whilst in practice. The IPE facilitators continue to expect the highest standards of personal behaviour from the students whilst participating on this mental health experience.

Minor issues can be dealt with there and then e.g. poor punctuality, or inappropriate dress code, with facilitators using their professional judgement in how best to resolve the situation. If a serious incident occurs the facilitators have two courses of action:

- If a facilitator feels they have the knowledge and skills to deal with a critical incident, they are empowered to manage it during the course. Afterwards, they must inform the relevant authority at the university.
- If the facilitators feel unable to deal with an incident, they should immediately inform the student's uni-professional module leader who will take the matter up.



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Evaluation

All students complete a pre-course and post-course questionnaire. These are based on a 5 point Likert scale. The questions are loosely based on the learning outcomes and allow the students to bench-mark any changes in their knowledge, skills and values in relation to working in mental health.

The information collated is used to inform the on-going curriculum development of the course. The findings can contribute to the repository of regional interprofessional data that is used as evidence in research papers.



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