OER COURSE FACILITATOR GUIDE

Introducing service improvement
in health, education and social care, practice and delivery

STRAND ONE
Learning Inter-Professionally-LIP

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Group Activity: Introduction to service improvement – process mapping

Students begin this on day one and carry on into day two. Contact and interaction time is the key outcome of LIP, not in fact any particular poster. There is no specific examination on the completion of this activity however all students will find interprofessional competence is examined in their individual professional courses.

You will need to divide your large group into small groups for working on the scenarios - at least 4 or 5 learners working on each scenario. Ensure that each small group is inter-professional and try to avoid the same professionals working together. Each group requires a large flip-chart size sheet, post-it notes and marker pens.

Allow up to one hour for introducing service improvement and how to process map before taking a break. There is a PowerPoint presentation introducing service improvement which guides you and helps in answering the following questions. During this activity the students will have opportunity to work together to process map the simple activity of making a cup of tea or coffee, then one much more closely related to health and social care.

- What do we mean by service improvement?
- What is process mapping?
- What processes might you be involved in and who else may also be involved in this process?
- Why is this inter-professional?
- How do we process map?
- Introduce a model for improvement

BREAK

Students should remain in the small interprofessional groups they were in before the break. Groups should discuss different processes that they are involved in, which may be work-related, something they've encountered in placements or at university, or something from their personal or family's experience.

The group selects one of the processes, ONE THAT IS INTER-PROFESSIONAL or multi-disciplinary and then works together to map the process thoroughly. Flip-chart paper and Post-it notes are available for this. The students have the remainder of the afternoon and some time the following morning to complete their process map.

Negotiate with your groups, the times when they want to meet with you for guidance through this task. Also negotiate if your students want to meet with you first thing in the morning, and when the groups will feedback to each other (11am-12.30pm on Day 2 is suggested for group feedback).

At the feedback session towards the end of the second day, all groups' process maps will be presented to the facilitator and other students:-

- Why did they choose their particular inter-professional process?

- Highlight and stages in the process where they think there is potential for some improvement (we we are not asking them to recommend or implement any improvement, just to identify where they think improvement can be made).

- How well they work together as a group on their task, and how did being an interprofessional group impact on their task?