

# **Interprofessional Learning**



How to form an  
Interprofessional  
Learning team, IPLT

# Interprofessional Learning Definition

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- Occasions when two or more professionals learn with, from and about one another to facilitate collaboration in practice.

CAIPE, (1997)



# Interprofessional Learning Team (IPLT) Project



- ❑ This was a pilot project to introduce interprofessional learning into the clinical area using Practice Learning teams (PLT's).
- ❑ Four PLT's took part in the project.
- ❑ The project was successful.
- ❑ This booklet follows the process used to introduce Interprofessional learning into these teams.
- ❑ It will also include some of the lessons learned by these teams.

# Formation of the team



- ❑ Within the University of Nottingham, School of Health Sciences the clinical experiences for student nurses has been managed by **Practice Learning Teams**.
- ❑ These teams have been implemented since 2000 for nursing. A team consists of practitioners from similar areas and teachers who have a remit to support those areas. The team works together to develop the placement learning environment for students; it is a partnership approach.
- ❑ The clinical areas consist of numerous health professionals many of which also support their own students in clinical practice. If these students were encouraged to interact with nursing students and learn with each other they would gain an interprofessional experience.
- ❑ If the PLT could therefore extend it's membership to all health professionals working in the team's clinical area it could manage interprofessional learning for all students.
- ❑ This would be an interprofessional practice learning team (IPLT) and again it is a partnership approach.

# Ground Work



- To explore the feasibility of an interprofessional team, the PLT or an innovator need to:
  - Identify the health and social care professionals that work with in the team's clinical area.
  - Identify which health professionals have students and map when they are there.
  - Identify which universities place students in the clinical areas and liaise with other universities as appropriate.
  - Find out how the students are allocated to the PLT areas and who does the allocation.

# Identify the health and social care professionals that work with in the team's clinical area



- These professionals will differ across specialities.
- Make sure they have the support of their managers
- By looking at your patient's overall care you can identify any one who contributes to patients care and management. This may involve:
  - their ward care
  - their treatment
  - their rehabilitation
  - their discharge or transfer of care.

# Identify which health and social care professionals have students



- Look at which professionals have students:
  - when they are in practice
  - how long they are in practice
  - what stage they are in their course
- From this work out the mix i.e. when students from different professions will be in your placement at the same time.
- If a health professional is interested in the project but does not have students include them they can still work with students to ensure their learning covers all aspects of care.

# Identify which universities place students in the clinical areas



- Different health professional students have different types of allocation.
- The students may all be at different stages in their training:
  - O.T's have 12 weeks allocations on the ward as do the more senior dietitians.
  - Physio students all have four weeks and may only come to you at a particular stage of training.
  - Radiographers change their placements weekly.
  - You may also have students who wish to come to the ward for two days or a week to get use to working with patients e.g. physio, dietitian and radiotherapy students.
- When you are able to get the information together, then you need to map this to find out when students will be in the placement at the same time.

# Example of Mapping student placements



	16.04.	23.04.	30.04.	07.05.	14.05.	21.05.	28.05.	04.06.	11.06.
Nursing									
2 <sup>nd</sup> year student					/	/	/	/	/
Management Student	/	/	/	/	/	/			
Dietetic									
Block C Student	.	.	.	.					
Medics									
4 <sup>th</sup> Year Students	.	.	.						
Physio									
2 <sup>nd</sup> Year students			.	.	.	.			

A time to run  
 Interprofessional experiences

# Find out how the students are allocated to the PLT areas and who does the allocation

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- You may find that you have students from different universities. This should not affect the interprofessional experience.
  
- Their documentation may be different e.g. work books etc. It may be worth collecting important contact numbers e.g.
  - Allocations
  
  - Clinical tutors
  
  - Course tutors

# Form a Working Group



- Invite the enthusiastic health professionals including nurses to join the PLT. These will be your champions.
- Have a planning meeting to decide the way forward.
- Ways the PLT's promoted the project:
  - Away days
  - Lunches
  - Meetings away from the clinical areas
  - A special PLT meeting.

# Form a Working Group

## *Mentor and Clinical educators (Clinical Facilitators) comments on away days*

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- ❑ *The Away Day proved very effective in allowing various disciplines to meet together .*
- ❑ *useful to gain an understanding of the roles of the other disciplines.*
- ❑ *It was also an opportunity to share some examples of IPL that had already happened, and to dispel the myth that it would involve a lot of extra effort on the part of the student mentor.*

**Chairman of Cancer services PLT (nurse)**

- ❑ *The away day helped the clinicians, managers, associated professions and users to think 'out of the box' and identify different interprofessional experiences.*

**Chair of Residential IPLT (lecturer) and a Clinical Psychologist**

# Form a working Group (cont)

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- Ensure all participants understand what is meant by:
  - interprofessional learning (IPL)
  - Practice learning Teams
  
- Write
  - The roles and responsibilities of the PLT
  - Over all aims and outcomes of the IPLT, these will be different for each area, they may be competency based or a statement of intent
  
- Decide how the group will continue the meetings of the IPLT:
  - Part of the PLT time dedicated to IPL
  - A meeting for IPLT and a PLT meeting for nursing issues
  - Completely interprofessional.

# Planning Interprofessional Learning Experiences



- For students to get the most out of interprofessional learning the students themselves need to direct the experiences
- The biggest learning resource the clinical area has is the person requiring care To ensure the learning is developed and consolidated the mentor/clinical educator needs to be a facilitator.
- Interprofessional learning should be:
  - Student led
  - Facilitated
  - Patient centred

# Planning Interprofessional Learning Experiences (Clinical Facilitators comments)

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- *I felt our Ward had a lot of what would be needed to also make IPL a reality. We approached Radiotherapy services, as we knew their students visited the wards on an 'ad hoc' basis, so why not make it more structured?*
- *We decided that the 3rd year student nurses on their management placement were ideally suited to work with 1st year radiotherapy students. A week's IPL experience was planned.*
- *To allay fears of the ward staff that there would be extra work in supporting students from all professions I emphasised that these IPL experiences that as well as patient centred needed to be student led and also some preparation on IPL facilitation was provided.*

**Nurse Mentor Cancer services PLT**

- *It makes more time management sense to incorporate as many different types students as possible into meaningful learning opportunities.*

**Clinical Facilitators Lings Bar IPLT**

# Planning Interprofessional Learning Experiences



- Identify the type of interprofessional experiences there are in your ward/practice areas:
  - Meeting other professionals
    - Students meeting together to discuss and reflect
    - Students working and learning from other professionals.
  - Client centred
    - Case conferences, ward rounds
    - Discussion of existing assessments, care plans, discharge plans etc
    - Specific care (e.g. mobilisation, healing pressure sores).
  - Appraisal meetings
    - Reflection
    - Evaluation
    - Often at the end of experience.

# Students comments on the type of activities they focused on during their IPL experience

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- *I got the chance to talk to and compare the placement and course with other students from similar and very different professions. **Radiography Student.***
- *Observing the nurse and OT & assistant house keeper and also the doctor in how they carry out their roles. Also how they all work together as a team to provide care for the patient. **Dietetic Student.***
- *Toileting patients using pivot transfer. Understanding drug charts. Discussing a patients ulcer on the leg. **Physiotherapy student.***
- *Learning about what nurses do in relation to patient and cancer care. **Radiotherapy student.***
- *I worked with a management student who assisted me and taught me more about PEG feeds. I worked with a student physiotherapist who taught me exercises for patients to enhance their mobility and different transfer methods e.g. pivot transfers. I worked with a doctor on their ward round. **Masters Nursing Student.***

# Planning Interprofessional Learning Experiences

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- The interprofessional Learning Experiences used by IPLT in this project :-
  - Student nurses, medics, and dietitians assessing a patient, meeting together to discuss the care of the patient, then feeding their experience into the ward round.
  - Two students caring for a patient under the supervision of a facilitator.
  - Students spending a morning with different health professional to learn about their role.
  - Students involved in clinical supervision run by a clinical psychologist.
  - A student nurse & social work students assessing needs of a person in a day care unit and working through how things could be provided and ordered.
  - Using senior students (nurses on management placements) organising a programme of learning for other junior professional students (dietitian/radiotherapy) on their first orientation week.
  - Students organising visits to each others departments (nurses and radiographers).
  - Student forum, this is a group run by students for all health professional students discussing student issues and their IPL experiences.
  - All experiences included reflective discussion.

# Students comments on the type of activities they focused on during their IPL experience

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- ❑ *I got the opportunity to show a student around the area that I am familiar with, showing as many different examinations and explaining them, as was possible. **Radiography student.***
- ❑ *Teaching patients to pivot transfer with the assistance of the student physio. Teaching the student physio why a patient would find it difficult to transfer due to a large painful leg ulcer. Talking about the patients medication due to the patient being drowsy and lethargic and with low motivation to try and mobilise at times **Nursing student.***
- ❑ *Discussed the case of a patient as in an MDT meeting taking views from nursing student , dietician **Medical student.***

# Structuring Interprofessional Learning Experiences

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- As the clinical areas cannot hand pick their student mix the IPLT's need to look at a flexible structure so it could include:
  - Lots of students so that they could make a team that could shadow the ward team in case management and evaluate team working.
  - Fewer students – these might work together as a team to provide patient care for a specific patient.
  - Only one type of student, these could gain interprofessional experience from working with different Health care professionals.
  
- The Teesside Model is a flexible framework that encompassed this. Our approach has been adapted from their model.
  
- The Teesside Model. A multi- dimensional Framework
  - Shadow team placement
  - Peer interprofessional placement
  - Sole interprofessional placement

**University of Teesside (2004)**

The sole placement may seem appear to be less of an IP experience but it is very valuable if structured properly, and is very important as the interprofessional student mix is often poor.

# Structuring Interprofessional Learning Experiences (Clinical facilitators comments)

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- *In my last 2 years (during the project) of being a clinical educator I have regularly encouraged Peer IPL among my physiotherapy students. I facilitate the process and allow my physio students to get together with a student from a different profession to discuss the integrated team-work within patient care here in our wards.*  
**Senior physiotherapist Lings Bar Hospital**
- *It makes more sense to incorporate as many different types of students into a learning opportunity*  
**Nursing clinical facilitator Lings Bar Hospital**

# Timing Interprofessional Learning Experiences

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- There is a myth that inter professional learning should occur continually. This is not feasible if the health professionals are going to develop their own clinical practice. Times that are easiest for the placement and the health professionals should be chosen e.g.
  - Regularly around a ward round.
  - Random experiences when students, patient learning and a facilitator are available.
  - At a time week when there is a focus point. e.g. when there are students on an orientation week and other students join them in the wards/departments to work and learn.
  - Specific morning organised to ensure that all students can work with a different health professional.

# Prepare the mentors/teachers/educators

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- ▣ Training should include:
  - Understanding of IPL for students.
  - How to identify IPL experiences.
  - Ways of Facilitating learning.
  - Identifying trigger questions.



# Pilot- prepare student

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- ❑ Ideally interprofessional learning should be explored in the school.
- ❑ Encourage students to visit the clinical area prior to experience.
- ❑ Written material (on request see resources).
- ❑ Preparation by the mentor on the first day of the allocation.
- ❑ Identify key contacts for students to ring. Key contacts should include a mixture of professions.

# DO IT



Decide on a suitable time  
when key people are  
available

# Students comments on how IPL experiences helped them understand other health professionals roles

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- *I have been made more aware of the importance of good communication between members of the MDT. I have gained a good insight into the amount of factors, which need to be taken into consideration in ward rounds, case conferences, family meetings and home visits to ensure an appropriate and timely discharge is achieved* **medical student (4<sup>th</sup> Year )**.
- *It helped me to understand how difficulties in pleasing all departments can arise through no ones fault, as all have different needs and priorities, and the difficulty co-ordinating patient movements, tests etc.* **Radiography student**.
- *By discussing the ulcer on a certain patients leg I could appreciate how painful her leg was and therefore why and how she would find transfers and walking painful and difficult* **Physiotherapy student**.

# Students comments on how IPL contributed to their own personal development

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- *Useful to discuss patients care with other healthcare professional students and formulate plans based on a teams input as they will (hopefully) be part of my everyday job **Medical students (4<sup>th</sup> Year )**.*
- *I have also been able to give the other students an understanding of what the role of a dietician means. I feel that I understand the importance of getting information about the patient and writing into the medical notes in order to help all health professionals know how to help the patient **Dietitian student**.*
- *By sitting in case conference and working with the team has also allowed me to voice my opinion as a nurse regarding the care of a patient, which has given me confidence of MDT working **Nursing Student**.*
- *I got to spend a little more time with the patients on the ward, something as radiographers we don't do a lot. It helped me to build a better relationship with people **Radiotherapy student**.*

# Clinical educators comments on how IPL contributed to their students learning and patient care

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- *I strongly believe my students practice following IPL does change considerably and they start to develop a multi- dimensional approach towards their interventions with patients.*
- *One example was when my student corrected me when I issued a wheel chair cushions to a patient and clinically reasoned out why the patient must be given a different cushion with a better pressure reducing capacity . I later realised my student has been discussing tissue viability with a final year nursing student during an IPL experienced.*

**Senior physiotherapist Lings Bar Hospital**

- *It improves the understanding of the Multi disciplinary notes and organisation of care.*

**Practice development Nurse Lings Bar Hospital**

- *It's all about ideas problem solving, to try and make a difference to patients health and well being whilst in hospital and once discharged.*

**Nursing Clinical Facilitator Lings Bar Hospital**

# Remember to begin with

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- ❑ It may not work fantastically - identify any faults and start again.
- ❑ Be flexible it may not run as planned but the students may still gain from the experience.
- ❑ Don't worry if the experiences are few to begin with this is better than no IPL at all.
- ❑ Evaluate (evaluation forms can be found under resources).

# To continue

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- ❑ See what works and plan it into future clinical teaching experiences.
- ❑ Modify the experience if necessary.
- ❑ With the experience in mind plan to look at different experiences that may work.
- ❑ Make sure everyone involved is included in the feedback.
- ❑ It is useful to evaluate the students experience as their views can then be incorporated into future planning.

# How students envisaged IPL will help to enhance patient care

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- *It allows better communication between the different professions and better understanding of each others roles. This can only contribute better quality of care for patients, more effective working and quicker/better discharge* **Nursing Student**
- *Very good – raises awareness of other roles; highlights how other professions can help you in your job role; facilitates good relationship building for the future; holistic patient care I believe that inter-professional learning will greatly improve the quality and effectiveness of patient care in the next few years* **Student Dietitian**
- *It will improve patient flow from one department to another as each department knows what the other needs. It will reduce hostility and increase cooperation, thus increasing the patient confidence in the service as a whole.* **Student radiographer**

# How students envisaged IPL will help to enhance patient care



- *By working as a team effectively and improving a patients care. Patients will respond to all team members better, so we can all help and learn from each other rehab will be better* **Physiotherapy student**
- *I think it is essential for effectiveness/quality of patient care. As it makes the job easier for each professional if they work together with other professionals* **Dietitian Student**
- *It gives a different insight and perspective into how someone works and how they do it in another profession* **Radiotherapy Student**

# Resources to help



Available on request to :-  
[alison.kelley@nottingham.ac.uk](mailto:alison.kelley@nottingham.ac.uk)

- ▣ Resources available
  - IPLT Information letter
  - IPL Educators training pack
  - Examples of IPLT roles and responsibilities
  - Examples of IPL outcomes
  - Examples of IPL experiences
  - Evaluation Forms

# References

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- ❑ CAIPE (2002) UK Centre for the advancement of Interprofessional Education (online) available at <http://caipe.org.uk>
- ❑ University of Teesside (2004) **A Multi-dimensional Framework for Clinical/practice Placements.** Common Learning Programme. Teesside

# **A BIG THANK YOU!**

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**A big thank you to all those who  
made these experiences a  
success.**

**The success of the IPL  
experience depends on the  
commitment of all those who  
took part.**

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