Interprofessional Education (IPE) in Practice

Presenters:
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This presentation will focus on:

- The Aberdeen approach
- The implementation of IPE in Practice for health & social care students
- A working example from the theatre setting
Models for IPE in Practice

- Training ward
- Specific placements
- Study Days

Role Shadowing

Students meet on placement
• All placements are interprofessional/interagency

• Student led/Practice led

• Experiences can be good or bad- all are learning experiences

• Advantages: meaningful and patient/client focussed

• Disadvantages: disparate/logistically more difficult to organise/lack of parity
• Report to Scottish Government

• NHS Education Scotland Quality Strategy

• Scottish Patient Safety Programme (SPSP)
- Collaborative partnership
- Adult Learning
- Student Led
- Person Centred
- Patient Safety
Structure

- Disciplines involved
- Duration
- Timing
- Communication
- Facilitation
Documents used within the perioperative journey.
1. Introductions
   Students and facilitators

2. Format &
   Ground rules

3. Recap
   previous IPE

4. Work through
   points 1-7

5. Reflection
   on learning

6. Reflection
   for portfolio

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1. Students present cases (including discussion of the procedure, and equipment & supplied involved).

2. Discussion of roles & responsibilities of members of each profession with regard to patient safety during the perioperative phase.

3. Explain to each other the meaning & differences between a surgical briefing and a surgical pause – when do/can they happen? What are they trying to achieve? What are the important aspects?

4. Discuss the relevant documentation required for safe perioperative practice.

5. Consider the documentation provided and identify any errors in recording.

6. Consider how each professions’ perspective may differ on assisting a patient through this perioperative journey.

7. What are the complications that may arise and where might the communication processes fail?

8. What measures can be taken to prevent this?
Feedback

“...useful as it highlighted where mistakes can easily be made.”

“Learned the importance of communication.”

“It is always good to meet other disciplines for future relationships.”

“Good to see how everyone’s objective is the safety and well being of the patient.”

“the session is extremely useful in developing our interprofessional skills.”

“Increases awareness of each others roles.”
What now?

- Roll out ongoing
- Study undertaken
- Presenting at meetings and educational forums
To Summarise:

• Interprofessional Education in practice is not an onerous task to fulfil

• Partnership working is required to plan for success

• It does depend on enthusiasts to make it happen

• Sowing seeds for future working practice

• Enables you to portray your profession the way you want it portrayed to others

• Additional benefits to team working

• Does not require large classroom based activity to be successful

• Students are better prepared for practice
Website

www.ipe.co.uk
References


- CENTRE FOR THE ADVANCEMENT OF INTERPROFESSIONAL EDUCATION (CAIPE), 2002.


