

IPE Component in a Clinical Placement - Flexible Activity 1: Participation in Interprofessional Team Education

Description:

In this experience, you (student) will have the opportunity to learn about, from and with colleagues (e.g. staff/students from other professions). Examples of educational sessions that may be appropriate include: interprofessional lunch and learn sessions, journal club discussions, patient/client team-based case discussions, and interprofessional grand rounds. Given the diversity of the sessions possible, the opportunities to address the objectives below may vary accordingly.

An *interprofessional team education session* should include:

- Involvement of 2 or more professions
- Significant interactivity between participants
- Opportunities to learn about, from and with one another
- Interprofessional teaching/learning moments are discussed/addressed

Learning Objectives:

- consider how to contribute to advancing effective interprofessional team function through a variety of strategies including, but not limited to:
 - reflection
 - identification of factors that may contribute to or hinder team collaboration, including power and hierarchy
 - assuming diverse roles in an interprofessional group and support others in their roles
- reflect on how to establish and maintain effective interprofessional working relationship partnerships with others (e.g. team members) to support achievement of common goals

Structure:

A minimum of 1 hour participation in interprofessional (IP) team education is suggested in addition to written reflection and discussion (reflection could be with field instructor, or organization's clinical IPE leader). You may wish to consider completing this activity near the beginning of the student placement to build on learning throughout.

Things to consider before you begin:

- The pre and post-session questions on page 2 are a suggested guide and may be modified.
- This activity does not have to be completed in one day.
- Review the learning objectives (above) interview and reflection questions (page 2) and modify as appropriate. Discuss these with your field instructor, along with any potential challenges you see arising.
- Record your pre-session reflections (questions provided on page 2) and share these with your field instructor.
- Ensure that the session leaders are in agreement with your (student's) participation.

Pre Session Reflections

It is recommended that students record for discussion with field instructor:

1. What is the purpose of the education session?
2. What do you hope to learn through participating in the education session:
 - About the topic?
 - About the team/other team members?

Post Session Reflections:

After completing this activity, consider the questions below in a written reflection (one page suggested).

1. Who was involved? (e.g. patient/client, team members, other health care staff, community members)
2. How was the patient/client's voice/goals addressed?
3. What was the value for you in learning in a group with other professionals? What were the benefits of and challenges to learning together in this experience?
4. How has this experience caused you to reflect on your professional role with patient/clients and on teams?
5. In reflecting on this session, what do you think may enable additional interprofessional education or learning about, from and with each other?
6. What have you learned about this experience? How will you apply what you learned today in the future?

Debrief

Instructions for Field Instructor:

- Ensure that the student discusses their reflections, either with you, another health care provider, and/or the clinical IPE Leader in the organization.
- Consider what surprised you in reviewing the reflections, what resonated with you and how can you continue to guide and support this student's reflections and interprofessional education.

*****Please note that a Field instructor IPE Tip Sheet is available.**