

# Designing Interprofessional Education

---

- Key lessons to consider when designing IPE for your own students
  - Based on co-authored journal article
  - Our experiences of designing over past eight years
- Background
  - Designed four IPE sessions
  - For health and social care ethics
  - IPE is across five depts, three faculties, and two universities
  - Not every dept participates in every IPE session
  - Mixture of UG, PG and CPD learners

# Key learning points when designing IPE

---

- Look to practice when deciding the format of IPE
  - Physical space available e.g. moot courts, simulation suites, theatres
  - Skills required for future employment
  - Reflect practice e.g. clinical ethics committees and students gaining awareness of real world workings and purpose of the committees
- Look to practice when deciding the theme of IPE
  - Topic e.g. end of life care and debate motions
  - Concepts e.g. rationing
  - Hold relevance to a wider range of student groups
  - Highlight relevance and applicability of the learning to students

# Key learning points when designing IPE

---

- Take time to evaluate
  - Consider early in design process
  - Be clear about purpose of evaluation e.g. reassurance to educators, positive experience, quality assurance
  - Reflection, consolidate, and continue learning
  - Tailored rather than generic, content rather than delivery, minimal questions, avoid closed questions e.g. IPE aims and objectives
  - Explain purpose of completing feedback to students
- Draw on students' training in the field
  - Work experience or real world projects
  - Effective learning

# Key learning points when designing IPE

---

- Consider the timing of IPE
  - Stage of training, level of experience, skill acquisition, professional identity
  - Openness of students to IPE, equity between student groups brought together e.g. fourth and fifth year Medical students with Masters Social Work and Doctoral Clinical Psychology
- Take time to reflect on students wider learning so far
  - More challenging IPE takes place in later years of students' training e.g. CEFs and higher reasoning communication skills
  - Provide progression within the wider curriculum e.g. suicide seminars and end of life debates apply and critique core concepts from earlier in the training

# Key learning points when designing IPE

---

- Prepare students ahead of IPE taking place
  - Reflect on own professional identity and stereotypes of other professions involved in IPE
  - Feelings of apprehension and vulnerability surrounding sharing knowledge and ignorance around other professions
  - Age and life experience
  - Preparatory reading, slides of purpose and details of sessions, intro
- Involve external stakeholders
  - Co-facilitate
  - Provides a focus on the 'real-world' and students learn what is important to stakeholders e.g. end of life debate judges

# Key learning points when designing IPE

---

- Build in flexibility for group preferences
  - Groups should be encouraged to define their own terms when coming together for IPE
  - Encourage students to explore each other's understanding of jargon associated with profession
  - Prepare facilitators to accept groups will respond differently to resources provided, and sessions may differ across groups
- Importance of debriefing opportunities for students
  - Reflective discussions, small and/or large groups
  - Allows students to discuss what they have learned
  - Reinforces the learning points to take away
  - Acknowledge the emotions that can come from learning through IPE

# And finally...

---

- Time available in curriculum
- Staffing...including reserves
- Room availability
- Student cohort size
- Timetabling
- Funding...share between depts
- Share workload and agree co-ordinator
- Involve administrators
- Getting together