

Interprofessional Education (IPE) Lesson Plan Example

Date

Lesson Plan

Teaching team:

Students/Interns involved:

Learning Outcomes:

By the end of the intervention, participants will be able to:

1. Describe the importance of interprofessional collaboration in the delivery of health care. (Introduction session)
2. Describe the roles, contributions and expertise of various health professionals in the cancer or palliative care setting. (Introduction session)
3. Discuss the cancer or palliative care experience from the patient's perspective. (Patient interview and presentation)
4. Explain health care collaboration in relation to the patient from the perspective of multiple health care disciplines. (Case study and presentation)
5. Demonstrate Interdisciplinary communication skills. (Develop and give presentation)

Format of the Module*:

1. Introductory session to learn about program's goals and objectives, IPE, the teaching team, their fellow students, end of life care and their assignment. At this session students will be interprofessionally grouped with each group containing 4 students of at least 3 disciplines.
2. Group assessments of appropriate patients (## patients needed) at LOCATION, plus follow-up in groups to prepare for feedback presentation.
3. Feedback session with presentations to the teaching team and invited guests, followed by an evaluation using group discussions

**The total programme will take 1 week to complete.*

Introductory Session: **Date, Time.**
 Location.
 Pizza lunch at 12:30 p.m. for those who are able to attend

Distribute research consent forms, pre-programme survey and talent forms during pizza lunch. Group students at tables to encourage mingling between disciplines.

Introduction

1. Overview of the IPE Module, objectives and evaluation (10 minutes) *Teacher name*
 - Introduction of teaching team and students
 - What is IPE?
 - Role of LMS

2. Icebreaker for students to interact and get to know each other (15 minutes) *Teacher names*
Possible options:
 - Mini- introduction of names and where they are from and their discipline
 - **Icebreaker 1**
HERE's MY CARD
Hand out cue cards and pens – have the students think of 3 or 4 qualities of their discipline or activities of their profession but don't write the name of the discipline on the card. Have them write the 3 or 4 qualities plus a catchy advertising phrase on their business cards. Have the students exchange cards within their small group, and then share what's written on the card one at a time in the large group. Large group guesses which profession it is. (May not have time to share all)
 - **Icebreaker 2**
Create a superhero name for your discipline/profession and a phrase that indicates your profession's superhero ability or quality plus the biggest challenges in your profession. Introduce yourself to the group as your superhero persona.
 - Finish by sharing their most meaningful interprofessional learning experiences to date
3. What is your (the student/intern) understanding of palliative care and what it's like for people and whanau living with a life limiting illness. *Teacher name* (10min)
 - Brain storm in small groups of 5
 - Summary and fill the gaps
4. Meeting the needs of those with a life limiting illness. *Teacher name* (35 min)
 - Introduce the case study
 - Work together in small groups to decide which disciplines are needed and what they will contribute
 - Case study discussion - talking about the need for team-based care and give an example of how this plays out in this case. An example could be of a family conference to talk about end of life care including other disciplines such as spiritual carer, biographer.
5. Tools of the trade (about 10 minutes) -
 - Radiation therapy mask (*Teacher name*)
 - Physiotherapy breathing exercises (*Teacher name*)
 - Nutritional supplements overview and tasting (*Teacher name*)
6. How to talk to people with a life limiting illness. What to say to start the conversation? *Teacher name* (15 min)
 - students could brain storm some suitable starters and enders if time
7. Students break up into their assigned, small groups to meet and discuss the following (20 minutes).
 - Read one page summary/clinical letter
 - Talk about the patient they will be seeing and the questions they are going to ask (see questions below under "Session Two" for questions to consider.
 - Make a plan for the interview (who is doing what and when).
8. Students are given an overview of expectations for the patient interview in Session 2 and feedback in Session 3 *Teacher name* (5 minutes)

Session Two: Group patient assessments between Date and Date at Location

(approximately 1 hour + group meeting time afterwards to prepare for presentation – this can be done directly after the interview or at a later time determined by the group)

1. Conduct an interview of your assigned patient at the designated time. Consider following:
 - Who is this person? What matters to them most?
 - Ask about the patient's journey in the health system.
 - Who is supporting them now? (this may identify health and non-health professionals)
 - Are the people supporting the patient working together? Does care appear to be coordinated? Is there a way this could be improved?
 - Do they currently have any barriers to health care?

For discussion afterwards:

- What are your main concerns, as a health professional, for the patient?
- What are the main concerns of the other health care professionals on your team?
- What are the other health professionals, if any, that need to be involved in the patient's care?

2. After the consult discuss collectively and create a presentation based on your summary of the interview.
3. Create a plan for presenting your findings to the group.

Guidelines for the group presentations:

- Plan for a 10 to 12-minute presentation per group equally shared amongst members.
- In the development of your presentation address the following:
 - Provide a 4 sentence description of who this person is, first and foremost.
 - Provide a person centred snap shot of the patient and whanau and what is relevant about their journey
 - Explore possibilities for collaboration
 - What is current level of interaction/collaboration between the different professionals involved in the patient's care and the patient's perception of this?
 - What are the varying contributions each discipline is making?
 - Are there duplications or gaps in care?
 - Consider communication, team function and resolving differences or conflict
 - Ease/difficulty of gathering information in a team environment
 - Strategies to help achieve teamwork between the disciplines

**Session Three: Date, Time
 Location**

1. Welcome of guests and visitors from the IPE Team, plus an overview of the module's goals and objectives. (5 minutes)
2. Student group presentations (10- 12 minutes per group- equally shared). In the development of the presentations address the following:
3. Summary of the IPE student findings and thank you to visitors and participants. (5 minutes)
4. Students complete post programme survey.

5. Give certificate of participation.

Participant Focus Group: Date, Time, Location

Afternoon tea provided during the focus groups - Location for session.

Teaching Team Focus Group: Date, Time, Location