FACULTY OF HEALTH SCIENCES

INTERPROFESSIONAL PRACTICE PLACEMENT PROGRAM

STUDENT HANDBOOK

2014

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<tr>
<th>Designed</th>
<th>Margo Brewer</th>
<th>January 2012</th>
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<tbody>
<tr>
<td>Endorsed</td>
<td>Fieldwork Education Committee</td>
<td>February 2012</td>
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<tr>
<td>Updated</td>
<td>Margo Brewer &amp; IPP Facilitators</td>
<td>February 2013</td>
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Introduction

This Handbook is for students undertaking a fieldwork/clinical placement with the Interprofessional Practice Placement (IPP) at Curtin University. It provides background to the placement, aims and learning outcomes, assessment procedures and contact details.

Background

The World Health Organization, along with other key health bodies, recognises interprofessional education as an essential step in preparing collaborative, practice-ready graduates who are ready to meet the health demands of the community (“Framework for Action on Interprofessional Education and Collaborative Practice”, 2010). This links very closely to Curtin University’s triple-i curriculum which emphasizes our graduates being industry ready, having an Indigenous, intercultural and international perspective, along with interdisciplinary educational experiences.

The Faculty of Health Sciences has a vision of being International leaders in interprofessional education building new health workforce models for the future. Interprofessional Education is a key strategy which forms the foundation of many Faculty initiatives enabling health and social care professionals to learn with, from and about each other.

The Interprofessional Practice Placements Program provides health science students from a wide range of disciplines with an authentic learning experience where students work in interprofessional teams to deliver health care and services. The overall objective of these placements is to prepare graduates who have the knowledge, skills and attitudes required to work collaboratively in interprofessional teams to deliver safe, high quality, client-centred health and social services.

The first placements were piloted in 2009 with 35 students from physiotherapy, occupational therapy, speech pathology, pharmacy, nursing, dietetics, social work and psychology in a diverse range of practice settings including: a paediatric disability service, a residential care facility, a community chronic disease service, and an on-campus obesity program. A scholarly approach was taken from the outset with all initiatives evaluated by the key stakeholders: students, staff and clients. The responses from all were overwhelmingly positive but challenges were recognised, and where possible, overcome.

The success of these pilots lead to an exponential increase in interprofessional placements from 2010 to 2012 much of which was made possible by the program receiving funding from the Department of Health and Ageing and more recently Health Workforce Australia.

The Interprofessional Practice Placements Program won a Faculty of Health Sciences Teaching and Learning Excellence Award in 2010, two Curtin University Excellence and Innovation in Teaching Awards in 2011, a national Office of Learning and Teaching award in 2012 and also the 1st International Business Best Practice Award in 2012.

More information on interprofessional education, practice and research can be obtained by visiting our website at (http://healthsciences.curtin.edu.au/faculty/ipe_practice.cfm).

General information on fieldwork at Curtin can be found at the website: http://fieldworkeducation.curtin.edu.au/
Key Definitions

Interprofessional education "occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" Centre for the Advancement of IPE UK (2002).

What is IPE NOT
It is NOT a merging of or dilution of roles (Nisbet, 2004)
It is NOT the substitution or blurring of roles (Glen & Reeves, 2004).

Multiprofessional education occurs "when members (students) of two or more professions learn alongside one another: in other words parallel rather than interactive learning" (Barr et al., 2005).

Collaborative practice occurs "when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver high quality care" World Health Organisation (2010).

Placement Overview

Specific information on your placement including start and finish times, etc. will be provided by the staff at the placement site. Most sites will have adapted this handbook to fit their specific requirements. You should request a copy of this when you first make contact with the staff or on the first day of the placement.

The placement provides an authentic practice-based learning experience where undergraduate and postgraduate students, under the supervision of clinical educators, focus on developing the knowledge, skills and attitudes required for effective interprofessional client-centred collaborative practice. The learning environment is safe and supportive for all involved and encourages students to increase their level of independence and self-responsibility. Peer to peer learning is actively encouraged and it would be hoped students would be teaching almost as much as they learning.

Attendance

Punctuality is ESSENTIAL. You are expected to allow sufficient time to travel, park and arrive in the facility 10 minutes prior to the specified start time. You must attend all placement sessions during the course. In the event of illness or injury you need to notify the IPE Coordinator/Facilitator at the earliest possible time (by phone call NOT by text message or by informing other students to ‘pass on a message’), but no later than the start time on that specific day. A medical certificate must be provided to the site staff on the next placement day. For more information on this please refer to your course specific requirements.

Staff and Student Conduct

Staff and students must be aware of the university’s conduct requirements. The handbook can be found at https://oasis.curtin.edu.au/ConductAtCurtin.

Occasionally situations arise where a student or staff member fails to meet professional standards of behaviour. For more information on requirements and how to address any issues or concerns that arise please visit our website http://complaints.curtin.edu.au/

Dress Code

Students’ attire must present a professional image of the health service while maintaining a safe work environment. An identification badge must be worn and be easily visible. Articles worn around the neck, e.g. scarves, chains and ties are a potential hazard and should be avoided. Footwear must afford adequate protection and be comfortable. Full foot cover is recommended, and long hair tied back for clinical duties.

Hand hygiene is considered the most important basic practice for preventing and controlling healthcare-associated infections. The hand hygiene process will be covered in the orientation. Students who have clinical contact must keep nails short and clean, and hands to elbows bare.
Student Clearances

All students are required to undergo several security checks prior to commencing any fieldwork placements depending on the organisations with which they are placed. These include:

- The Department of Health and Ageing police certificate
- The Department of Education and Training criminal record check
- The Working with Children Check.

Students are required to carry proof of both security checks with them at all times during their placements. It is the student’s responsibility to maintain these throughout their course i.e. they must notify the relevant unit of any change in their circumstances as relates to these security checks. If the university is notified of any change in a student’s status the relevant IPE Facilitators will be notified.

Your duties and responsibilities

- Adhere to professional codes of conduct
- Ensure you have the appropriate Police Clearance PRIOR to commencing your placement
- Access the IPE learning package and modules via Blackboard (or the IPE website for non-Curtin students)
- Coordinate and collaborate in the care duties of all professions
- Jointly assess the needs of new clients according to the assessment procedures used in the placement
- Use appropriate enquiry processes to identify the client’s main problems, set goals and review treatment plans, taking into account the client and family's lifestyle and preferences
- Develop care plans in partnership with the client, carers and other members of the health team that promote integrated care and encourage client self management
- Ensure all client information is accurately documented following local procedures
- Explain care plans to clients, relatives, the IPP team and relevant staff
- Apply evidence based treatments effectively and accurately in collaboration with members of the IPP team, identifying shared responsibilities
- Actively take part in handovers of client management and any project work to the incoming students and share responsibility for leading these
- Engage in peer to peer learning wherever possible and appropriate, there may be opportunities for students to provide and facilitate staff training and project work that will directly benefit the site or facility
- Maintaining the dignity, privacy and rights of all people they come into contact with
- Jointly monitor client progress when helping with daily living activities and offer discipline-specific advice about effective care to clients and the IPP team
- Ensure that care is delivered in line with agreed upon care plans
- Evaluate care and modify care plan in collaboration with clients, their family, the IPP team and staff
- Coordinate the discharge of clients involving all relevant parties
- Identify and discuss own limitations and professional boundaries
- Critically evaluate own and IPP team performance
- Provide effective professional feedback to members of the IPP team and facilitators
- Discuss implications of the placement experience for future practice

The following action MUST NOT be undertaken without profession specific agreement or direct supervision

- Authorisation of client discharge
- Significant changes to planned rehabilitation programmes
- Ordering of investigations / acting upon results of investigations
**First contact (phone or email)**
This first contact is your opportunity to begin establishing a **good working alliance** with the staff and the other student(s) and to exchange some important information. You should contact your IPP Facilitator **one-two weeks prior to the start date** of the placement. This will allow you to get the information you need from the site and for you to convey any required information so that the placement runs smoothly.

If you would like to provide a more formal CV please see a sample in Appendix 1.

**Initial orientation session**
Orientation to the placement should inform you of:
- Your responsibilities while in the clinic regarding diagnosis, treatment, administrative duties, message taking, phoning, contact with other staff, etc.
- The timetable of experiences during the placement including the time allocated for feedback, report writing, planning, project work, case studies to be delivered, staff facilitation and discussion with other professionals or team work, etc.
- The expectations of the frequency and type of observation opportunities both for you to observe staff and other students working and also for staff to observe you working.
- The personnel and organisation of the clinic/service

The first meeting sets the stage for the expectations and learning environment that will take place over the course of the placement. The goal is to start the student group working together as a team. It should be an opportunity for the team to get to know each other and to develop an initial understanding of each other’s professional roles. It is also important to identify common goals, interests, knowledge, previous experiences and what you would all like to gain from the IPP placement. This meeting also allows staff to gauge your current level of knowledge and experience.

**Client consent and confidentiality**
Clients and their carers must be provided with information about the IPP program. If at any time a client (or someone on their behalf) indicates to you that they do not wish to be managed by a student(s) you must inform the IPP Facilitator immediately. Consent must be obtained and confidentiality maintained as per your usual course requirements. **All students undertaking a Curtin led placement will be required** to complete a client confidentially form on the first day of the placement.

**Interprofessional Capability Framework**
All activities undertaken within the Interprofessional Practice Program are underpinned by the Faculty’s Interprofessional Capability Framework (Brewer & Jones, 2013). This was designed to provide a model for teaching and assessing the capabilities required to be a collaborative practice-ready health professional who can work effectively and efficiently in an interprofessional team, providing safe, high quality service/care.

Note: A copy of the framework can be found on our website: [http://healthsciences.curtin.edu.au/faculty/lpe.cfm](http://healthsciences.curtin.edu.au/faculty/lpe.cfm)

**Program Outcomes**
All students have both discipline specific and interprofessional learning outcomes. There is significant overlap between these as many outcomes are shared and are aligned with Curtin University’s graduate attributes.
Discipline Learning Outcomes
Please ensure that you are familiar with your discipline/profession specific learning outcomes and that these are communicated to the relevant staff within the placement.

Interprofessional Learning Outcomes
You are expected to achieve the following outcomes during your interprofessional placement.

1. Describe your own professional knowledge, skills, attitudes and values and limitations relevant to these.
2. Describe the contribution of other professions to health service/care.
3. Demonstrate effective communication with clients, relatives, students, health professionals and relevant staff to ensure safe, high quality service/care.
4. Work in partnership with the client and other professionals to plan, implement and evaluate evidence-based service/care including referring on as appropriate.
5. Facilitate effective team interactions, manage conflict and provide leadership when appropriate.
6. Evaluate the outcomes of interprofessional team collaborations, your own contribution to these, and suggest improvements.

As you will see in the Interprofessional Capability Framework document you are expected to progress in the development of these capabilities from first year through to their final year passing through the three levels described below.

The levels described equate approximately with the following:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>The novice student at the completion of the first year of an undergraduate degree.</td>
</tr>
<tr>
<td>2</td>
<td>The intermediate student at the end of the second or third year of an undergraduate degree or at the completion of the first year of a graduate entry masters degree.</td>
</tr>
<tr>
<td>3</td>
<td>The entry level student at the end of the final year of an undergraduate or entry level masters degree.</td>
</tr>
</tbody>
</table>

This progression links to Miller’s (1990) model of assessment in medical education.

Facilitation/supervision
During the placement most students will be supported by two types of facilitation: interprofessional and discipline-specific. Both your IPP Facilitator and your discipline supervisor will have a role in providing you with feedback and also in the assessment of your competencies. They may also seek feedback from the other staff in the organisation, from clients and their carers, etc.

Assessment
The key assessment tool for the program is the Interprofessional Capability Assessment Tool (ICAT), which provides a measure of your knowledge, skills, attitudes and values, is suitable for use in a diverse range of practice settings. The current version of this tool is available in hard copy via the IPP Blackboard and our website: [http://healthsciences.curtin.edu.au/faculty/so-module.cfm](http://healthsciences.curtin.edu.au/faculty/so-module.cfm)
Your performance as an individual and also as a team member will be assessed. Feedback and reflection will focus on your functioning within the team (as per the ICAT) throughout the placement. In addition to providing client care, key times for observing your individual and team working will be:

- During handover of clients to other students
- At team meetings
- During project work and presentations
- In written documentation

The ICAT assessment is conducted at the middle and at the end of placement. The inclusion of the mid-point assessment is designed to allow you and the IPP Coordinator/Facilitator to plan more thoroughly for your learning for the second half of the placement. The final evaluation should be a brief summary of where your capabilities are at that point in time. **NOTE: For placements that are 2 weeks or less ONLY the end of placement evaluation is required.**

You and the IPP Facilitator complete the evaluation separately. You should provide examples of your achievements to demonstrate the capability level you have rated yourself. Comments on specific areas of strength and areas you wish to focus on developing are also to be recorded. You then meet face-to-face to discuss your assessment, focusing particularly on points of difference.

The ratings are along a continuum from **novice to intermediate to entry level. Behavioural descriptors** are provided in the rubric to guide the rating of the student’s performance on the scale.

If you are performing below the level expected for your stage in the course then an action plan to address the most significant areas of concern must be developed. For further information on this see Appendix 2.

**Evaluation**

In accordance with good educational practice and to further improve the Interprofessional Practice Placement Program you will be asked to complete a written evaluation of your placement experience in the final week of your placement.

**In closing we trust that you will find your IPP placement a valuable learning experience.**

**Regards**

The IPP Team
Appendix 1

Student Curriculum Vitae

Student name:
IPE Coordinator’s name:
Placement:

**Overview of my previous clinical/fieldwork experience**

**Competencies/capabilities I most want to develop:**

Profession specific

Interprofessional
STUDENT ICAT ACTION PLAN

What is an action plan?
An action plan is a negotiated agreement between a student and their IPE coordinator/facilitator that enables the student to take control of their own learning through a process of:-

- Determining their most significant needs
- Creating strategies and resources necessary to achieve their learning needs
- Implementing the strategies and using the learning resources
- Evaluating the achievement or otherwise of the learning goals and the process by which they were achieved

Why use an action plan?
Adult learning research has shown that when adults go about taking responsibility for their own learning and learn naturally, rather than being taught they are more self-directed, learn more deeply and retain what they learned. The action plan enables the student to take responsibility for their own learning and is therefore more committed to this process. The structure and direction provided by the plan can help to alleviate some of the student’s anxiety about what seems to be overwhelming. The plan also allows the facilitator and the student to agree on the goals of the placement, therefore formalising the verbal negotiations that have taken place.

How do you use an action plan?
Following either or both the mid and end of placement assessment the student should select 3-5 learning goals which they discuss with the facilitator. Once the goals are finalised the student writes them up in an action plan using any format they find useful (a template is attached)

To assist the students in this process the following checklist may be useful:

<table>
<thead>
<tr>
<th>Learning goals/objectives</th>
<th>What do you want to achieve?</th>
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<tbody>
<tr>
<td>Proposed action plan (learning strategies)</td>
<td>How will you get there?</td>
</tr>
<tr>
<td>Proposed timeframe</td>
<td>When will you achieve it by</td>
</tr>
<tr>
<td>Resource implications</td>
<td>What and who will you need to help you?</td>
</tr>
<tr>
<td>Measurement</td>
<td>How will you demonstrate that you have reached your goals?</td>
</tr>
</tbody>
</table>

Assessing the plan:

**Learning goals:** Are the goals
- [ ] clearly stated
- [ ] appropriate for both the placement i.e. opportunities can be provided to develop these
- [ ] realistic for the student’s experience and stage of professional development
- [ ] achievable in the timeframe
- [ ] comprehensive i.e. including knowledge, skills and personal qualities

**Learning strategies:** Will the
- [ ] Action plan support and be consistent with the learning goals
- [ ] Student have adequate opportunities to practice and demonstrate these

**Facilitator monitoring of student’s progress:** Does the facilitator have a plan for:
- [ ] Gathering information about the student’s relevant capabilities
- [ ] Routinely observing the student’s performance (face-to-face, video recording, etc)
- [ ] Gathering information from others who are in a position to provide helpful feedback e.g. clients, caregivers, other staff and student team members.
- [ ] Provide sufficient opportunities for the student to self-evaluate his/her own performance and progress
- [ ] Provide feedback to the student

**ACTION PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>Learning Goals <em>WHAT</em></th>
<th>Action Plan <em>HOW</em></th>
<th>Timeframe <em>WHEN</em></th>
<th>Criteria for success</th>
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References


