

# The role of the Multi Professional Practice Education Facilitator in increasing Interprofessional Education opportunities in practice.

Charlotte Thomas, Multi Professional Practice Education Facilitator (MPPEF), Cwm Taf Morgannwg University Health Board  
A massive thank you Megan Evans, for the help and support since recently joining the MPPEF team.

## Introduction

Whilst practice education facilitators have been long established in nursing and midwifery professions (NES, 2020), the role of the Multi Professional Practice Education Facilitator (MPPEF) was introduced as a new role to Cwm Taf Morgannwg University Health Board (and Wales) in January 2021, with a vision of driving the pre-registration Interprofessional Education agenda forward across the health board. Whilst over the years interprofessional education (IPE) has evolved naturally in clinical areas, a more focussed approach to ensure all students had access to IPE opportunities came from the Welsh governments (2021) "A Healthier Wales" strategy, promoting that professions should work closer together to improve patient outcomes and pathways. In response to this, Health Education Improvement Wales (2022) mandated that students evidence IPE activity in practice as part of their course structure. A large part of the MPPEF role is to develop, facilitate, and evaluate different opportunities to enable students to achieve this.

## Engagement and promotion of IPE

Engagement and promotion of IPE has been an ongoing process utilising transformational and collective leadership styles, focusing on being a motivator, fair, transparent (Xu, 2017), and empowering people, establishing trust, and developing a positive culture for change (Lv and Zhang, 2017).

- Engagement with key stake holders.
- IPE requirement added to Practice Supervisor/ Assessor / Educator training packages.
- Information dissemination across all professions at regular intervals.
- Chair of internal interprofessional education working group.
- CTMUHB engagement events for staff and students.
- Advise and collaborate with Welsh health boards.
- IPE student and education celebration events.
- PADLET page created for students to access.
- CTMUHB IPE "X" page on social media.
- Toolkit for students (in development).
- Website (in development).
- Involvement with national IPE working groups, providing feedback.

## Structured IPE placement opportunities

The focus of the structured placement opportunities is to ensure that the IPE placement is a valuable learning opportunity. Whilst many students will meet some IPE hours with "ad hoc" experiences, below are the placements that have been facilitated for different professions, which are arranged in collaboration with university leads to ensure valuable learning occurs. If there are other students on placement at the time, it is encouraged that they spend some time together to have shared learning experiences. (RW – rotational week).

Profession of students	IPE placement organised	No. of days per student
Audiology and neurophysiology (1 <sup>st</sup> year)	Ophthalmology with nursing and medical illustration teams.	2
Audiology (2 <sup>nd</sup> year students)	RW in ENT clinics, ENT ward, Max fac, SLT teams.	5
Cardiac physiology students	RW in cardiology shadowing nurses, and MDT.	5
Respiratory Physiology students	RW in respiratory shadowing nurses, and MDT	5
Neuro Physiology (2 <sup>nd</sup> year)	RW with MRI, X-ray, Parkinson's, stroke therapy, and nursing teams.	5
Paediatric nurses	RW in midwifery; antenatal clinic, pre and, post labour ward.	5
Speech and language students (1 <sup>st</sup> year)	A day with health visitors	1
Dietetic students (1 <sup>st</sup> year students)	Care of the elderly ward, to gain insight of ward routines, and MDT roles.	2
Dietetic students (2 <sup>nd</sup> year students)	Acute wards, to gain insight of ward routines, and MDT roles.	2
Adult nurses	Placements with Welsh Ambulance Service Trust	1 week
All fields of nursing	Pharmacy	0.5
All fields of nursing, physiotherapy, occupational therapy	Podiatry placement days with podiatry students at Cardiff Met University clinical hub. Collaborative work with university.	1
Pharmacy	IPE time within different settings; i.e. diabetes clinic, out patients department, smoking cessation team, cardiac rehab.	0.5 – 1.5
Paramedics	A week of placement in the following: cardiology, A and E, women's health, palliative care, theatres, and mental health crisis teams.	30 (6 weeks)
Medical life science students	Undertake a week "in the life of a nurse" placement.	5 (1 week)
Chiropractor students	Trauma and orthopaedics; theatre with surgeon, pre assessment clinic with consultant, and wards shadowing nurses.	1.5 days
Midwifery	Critical care rotation – ITU, outreach, and resus in the emergency department, and spend a week in theatres	10
Mental health and adult nurses	Undertake Collaborative Learning In Practice Placement project together in practice for 4 weeks.	20

Over the course of this academic year (Sept 23 – Aug 2024), there have been the equivalent of **1983 IPE placement days** arranged and facilitated.

## Additional IPE opportunities

### Student Learning Sessions (SLS's) (available to all professions)

- Over **10,000 hours** of additional training is available in practice through SLS's this academic year. Common themes of training pertinent to all professions. leadership, MCA, healthcare equality)
- Profession specific training- i.e. SLT with dietetics, nursing with radiology.

### IPE with medics

- ISCHEs (std's as patients), clinical skills,
- trauma days (simulation based).
- Case base discussion (all students can attend)
- Grand rounds (all students can attend)

### Simulation

- Students as educators, teaching other professionals via simulation (nurses and dietetics).
  - Study day for diagnostic radiology students.
- Nurses and medics – deteriorating patient simulation day



A short questionnaire was sent to all heads of service/ programme leads at university's to gain some feedback on the impact of the MPPEF role. It was sent to 30 people, and the response rate was 17.

**100% of people stated that having the MPPEF role in place was beneficial.**

This will be repeated at the end of this academic year for quality assurance purposes.



"I would be lost without out one. With the implementation of IPE its been increasingly difficult to arrange placements and the MPPEF has been amazing!! Made things really straight forward for me and super helpful. Nothing is too much as she was super knowledgeable."

"Having an approachable and knowledgeable MPPEF as the main point of contact for the health board has been invaluable. We have had numerous positive comments verbally from students who have been to CTM, especially praising the MPPEF and grateful for the guidance given. Having an MPPEF undoubtedly improves communication lines among the various wards and hospital areas."

"The MPPEF role has provided me with many insights into the work/scope of other education teams within the health board which has enabled me to consider realistic IPE opportunities for the medical students. The Clinical Education team has transformed over the past couple of years, into a more cohesive, collaborative entity and I feel that the MPPEF role has played a part in this."

## In development / Next steps

- Cross university simulation experiences.
- Simulation for health care science students and nurses
- Clinical psychology days for Mental Health students
- OT and physio structured IPE placements.
- Lunch and learn sessions – Bite sized learning looking at case studies where MDT working could be improved to enhance patient experience and outcomes (for all professions).
- Maintenance and monitoring of ongoing work / projects between the two MPPEFS (1.0 WTE) roles.