

# Interprofessional Learning



Goal:

Collaboration-ready Health  
Professionals

# Definitions

**Interprofessional Education** occurs when two or more professions learn about, from and with each other to improve collaboration and the quality of care.

CAIPE

**Collaborative Clinical Education** promotes the active participation of students, educators, and workers in teaching relevant cross-disciplinary person-centered care.

# IPE Educational Theory

Freeth and Reeves's 3 P model (2004) plus One:

- Presage: unique characteristics, circumstances and culture brought to the educational experience
- Preparation: institutional/faculty readiness for interprofessional engagement and learning\*
- Process: determination of intentional teaching and learning methods
- Products: range of collaborative learning outcomes achieved



Freeth, D., & Reeves, S. (2004). Learning to work together: Using the presage, process, product (3P) model to highlight decisions and possibilities. *Journal of Interprofessional Care*, 18(1), 43-56.

# IP Campus to Community

Critical theory (Salas, Sen, & Sengal, 2010):

- Recognizes the benefits of students learning about and with each other and from community stakeholders
- Investment in promoting sustainable change within their communities of interest
- Connects interprofessional learning with health transformation and social responsibility; shared vision for interprofessional work that can be actualized at the local level.



# Pedagogical Rationale



Demonstration/Dissemination

Application/Experience

Faculty Development

Institutional Support

Exposure

# IP Teaching Methods

Shared Didactics

Shared  
Assignments

Shadowing

IP Case  
Conferences

Integrated  
Curriculum

Reflective  
Journals w/IP  
Prompts

Intentional IP  
Shared  
Placements

IP Service  
Learning

Mini-grants  
Research  
Scholarship

# Interprofessional Facilitation

Interprofessional learning is interactive and takes place when individuals from two or more professions learn about, from and with each other to enhance practice and improve the quality of patient care.

<http://lilac.une.edu/search/?searchtype=t&searcharg=facilitating%20interprofessional%20collaboration>

## To Do List

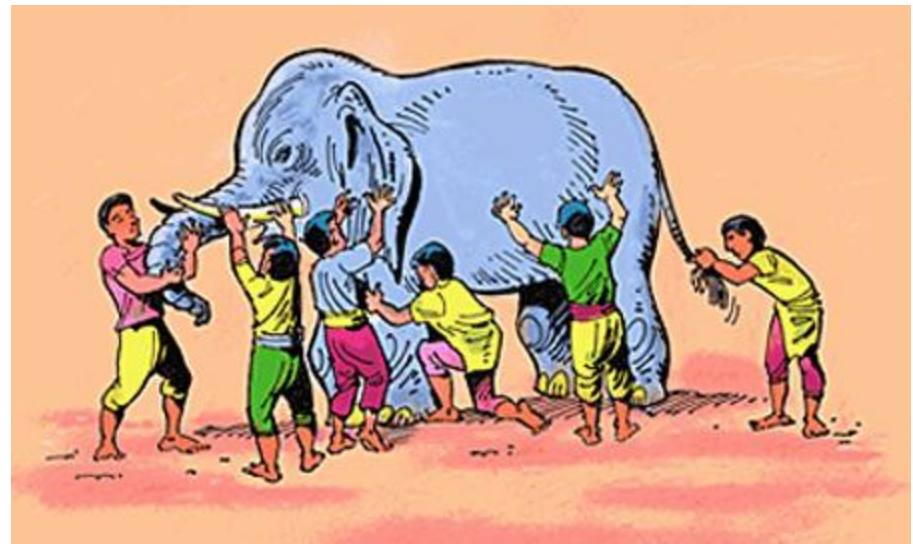
Check When Completed	Task	Deadline
<input type="checkbox"/>	Are two or more professions involved?	
<input type="checkbox"/>		
<input type="checkbox"/>	Are you capitalizing on learning moments?	
<input type="checkbox"/>		
<input type="checkbox"/>	Is the session interactive?	
<input type="checkbox"/>		
<input type="checkbox"/>	Are contributions of different team members acknowledged?	
<input type="checkbox"/>		
<input type="checkbox"/>	Are IP communication strategies discussed?	
<input type="checkbox"/>		
<input type="checkbox"/>	Who's doing most of the talking, you or the learners?	
<input type="checkbox"/>		

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- Value multiple perspectives and ideas
- Think quickly and logically
- Comfortable communicators; process & product
- Groupwork skills: patience, comfort with silence, focus, redirection, conflict management

Our ability to solve problems greatly increases when we seek out all perspectives to gain a larger view of reality.



- Role model collaborative competencies in everyday practice
- Share your own proc misperceptions of ot
- Orient learners to int and values
- Facilitate introductio
- Clarify your role and theirs

<https://www.youtube.com/watch?v=tBg>

### *Savage Chickens*

by Doug Savage



www.savagechickens.com