

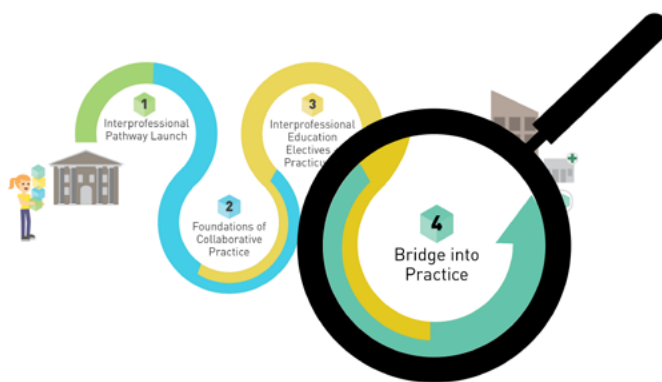
# BRIDGE INTO PRACTICE

Student Engagement with Interprofessional Curriculum Development

The [Interprofessional Education Student Collaborative Group](#) (IPESCG) is a group of student representatives from different health sciences faculties at the University of Alberta. **The group identified workplace readiness as a priority and engaged in curriculum design for Bridge into Practice, the capstone experience for the Interprofessional Learning Pathway.** This document contains a brief overview of the work done by the 2019/2020 IPESCG members.

For the [Bridge into Practice](#) project students engaged in a [backwards curriculum design](#) process.

- The group broadly explored competencies needed for an 'Effective Interprofessional Collaborator at Graduation'. The group then:
  1. Determined specific knowledge, skills, and attitudes (KSAs) to reach the effective collaborator goal.
  2. Explored potential assessment strategies to provide evidence of the learning outcomes.
  3. Brainstormed specific learning activities which could be used to develop the knowledge, skills, and attitudes needed to achieve the desired competencies.



*Interprofessional Learning Pathway*

## Characteristics of Effective Interprofessional Collaborators

Have clear knowledge of scopes and roles within a given context.

Recognize when your role is not the top priority.

Patient-centred care is consistently maintained as the focus.

Recognize holistic health.

Is comfortable with an interprofessional environment.

Recognize the need for collaborative practice and how to do it.

Communicate and work toward the same team goals.

Show respect to interprofessional peers.



*Student comments from a discussion about becoming effective interprofessional collaborators.*

The table below includes more details about all three stages of the backwards design process that students used to explore the competencies needed for workplace-ready, effective collaboration.

### Stage 1 - Identify the Desired Learning Results

Over multiple meetings, discussions revolved around collaborative practice skills graduating students would need for workplace readiness. The students identified outcomes including specific KSAs:

IP Competency	Example KSAs
Role Clarification	Able to identify and clearly explain your scope of practice and role in a given context
Humility	Seek and receive feedback
Attitudes	Is willing to learn
Navigation	Demonstrate referral process and collaboration skills
Conflict Management	Apply conflict management in hierarchical/management structures
Communication (Interprofessional)	Demonstrate patient-centred care and holistic communication
Case Management	Promotes patient safety, quality of care, and cost effective outcomes
Practical vs. Theoretical	Uses empowerment towards cultural change in the workplace

### Stage 2 - Determine the Acceptable Evidence

After determining the learning outcomes and KSAs, the next step was determining how to assess the achievement of the learning outcomes. In a brainstorming session the students determined relevant assessment methods:

• Reflection	• Debriefing
• Interprofessional role playing/simulation	• Being assessed by a member of another profession
• Formal and informal feedback from instructors, peers, and other professionals	• Incorporating patient input into assessment

### Stage 3 - Plan Learning Experiences and Instruction

Students brainstormed learning activities that could be implemented to support the collaborative practice KSAs listed in stage one.

- Interprofessional shadowing
- Connecting with other professionals, including from professions not trained at UAlberta, and building relationships for projects
- Message board including forum/discussions to share experiences and perspectives
- Peer teaching
- Interprofessional student-led clinic

### Next steps - linking the learning outcomes to assessments and activities

This work may be done through ongoing involvement with current IPESCG members and continued with next year's IPESCG Group.



### Interprofessional Education Student Collaborative Group

The IPESCG is a partnership between Health Sciences Student Association leadership, health sciences programs, and Health Sciences Education and Research Commons (HSERC) committed to supporting the development and implementation of interdisciplinary education and practice opportunities at the University of Alberta.