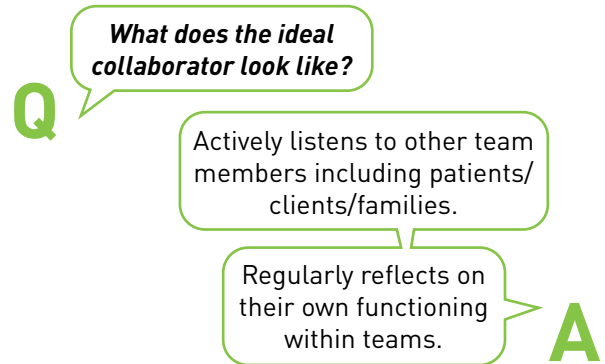# DEVELOPING INTENTIONAL INTERPROFESSIONAL EDUCATION

A Backward Design Approach

STEP 1

Identifying the desired learning results

- What is worthy and requiring of understanding?
- Take the time to establish meaningful and intentional learning goals

STEP 2
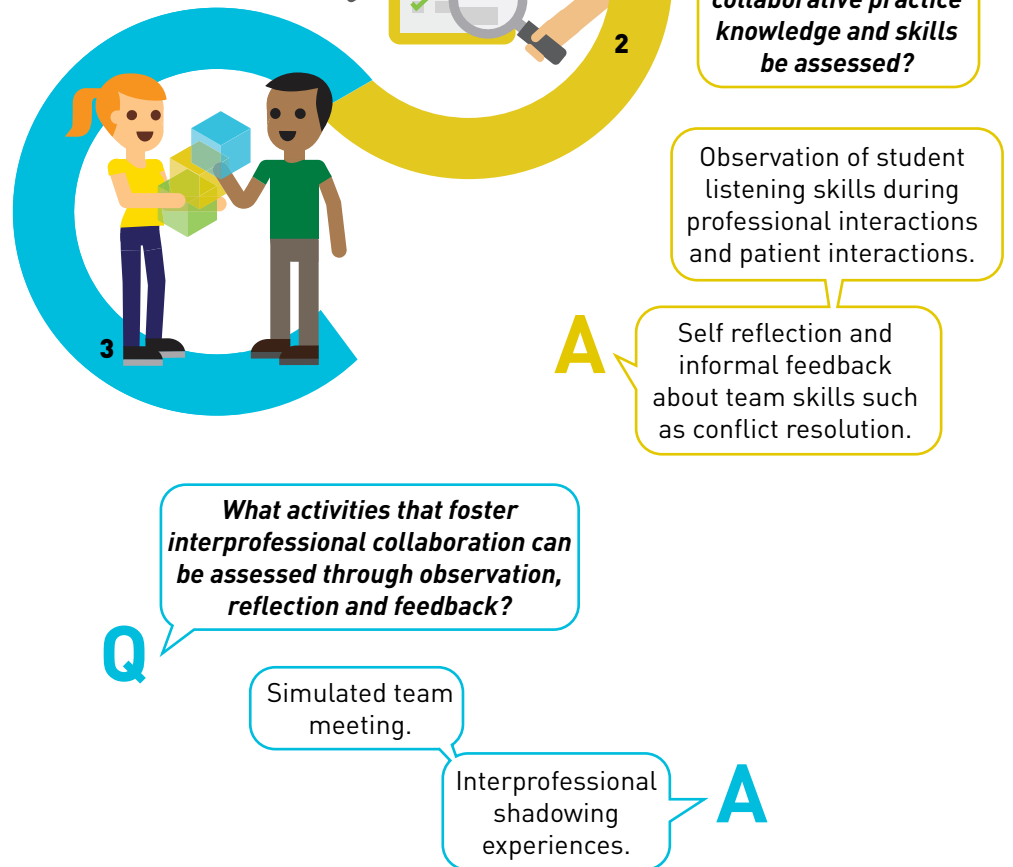
Determine the acceptable evidence of learning

- How will you know the student/team reached the learning outcomes?
- What formal and informal assessment strategies could be used to measure desired results?
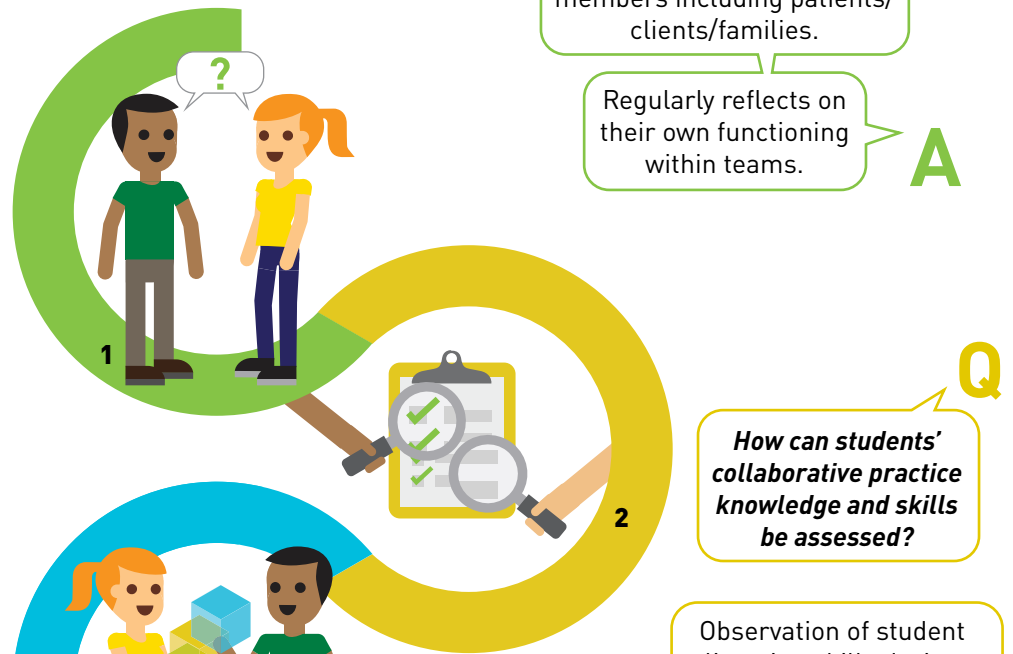
STEP 3

Plan the learning experiences and instructions

- What activities will align with assessments and support learning outcomes?
- Create authentic and relevant instructional activities for purposeful assessment and learning.

Q *What does the ideal collaborator look like?*

Actively listens to other team members including patients/clients/families.

Regularly reflects on their own functioning within teams. **A**

Q *How can students' collaborative practice knowledge and skills be assessed?*

Observation of student listening skills during professional interactions and patient interactions.

A Self reflection and informal feedback about team skills such as conflict resolution.

What activities that foster interprofessional collaboration can be assessed through observation, reflection and feedback? **Q**

Simulated team meeting.

Interprofessional shadowing experiences. **A**

BENEFITS AND OUTCOMES OF BACKWARD DESIGN

Benefits and Outcomes for Educators	Benefits and Outcomes for Students
Learning goals are more clear	Students perform better knowing their goals
Time management in and out of the classroom is improved	Students are more engaged in instructional content
Student learning includes frequent and relevant feedback and assessment	Students receive prioritized content
Activities are meaningful in achieving desired outcomes	Students receive transparent and explicit instruction
The interprofessional **learning goals** (e.g. actively listening to other team members and reflection on team functioning), **strategies for assessing** achievement of the goals (e.g. observation of interprofessional communication skills and self reflection) and **activities** to support interprofessional learning (e.g. simulated team meetings and interprofessional shadowing) are explicit and clearly linked.	

Resources

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design: Vol. expanded 2nd ed.* ASCD.

Bowen, R. S. (2017). *Understanding by design.* Vanderbilt University Center for Teaching. https://cft.vanderbilt.edu/understanding-by-design/

Reynolds, H. L., & Kearns, K. D. (2017). A planning tool for incorporating backward design, active learning, and authentic assessment in the college classroom. *College Teaching, 65*(1), 17–27. https://doi.org/10.1080/87567555.2016.1222575

Real-life examples

- **The University of Calgary's Institute for Teaching and Learning uses backward design in course development**
  https://taylorinstitute.ucalgary.ca/learning-and-instructional-design/course-design

- **Using the Backward Design Process to Integrate Interprofessional Education Utilizing Simulation in OT and PT Educational Curricula**
  https://soar.usa.edu/cgi/viewcontent.cgi?article=1060&context=pt

- **HSERC Office**
  Various projects completed and underway through the HSERC office have been implemented using a backwards design approach.

Other Curriculum Design Approaches

We recognize that there are other educational curriculum designs out there such as, forward or central design. With forward design, instructors start with the activities and then determine the educational outcomes or goals. As Richards (2013) states, forward design often "starts with syllabus planning, moves to methodology, and is followed by assessment of learning outcomes" (p. 5). A central design approach to curriculum planning begins with classroom processes and methodology, followed by the creation of the syllabus and learning objectives (Richards, 2019, p. 5). With that being said, backward design is an approach that is strongly encouraged by HSERC and has been used to develop some of our IPE projects. A reference to the article on each of these educational designs is provided below.

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal, 44*(1), 5–33.

Questions & Contact

If you have any questions on the backwards design, please feel free to contact us:
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