



UniSA

Interprofessional Learning as a Student Engagement Strategy

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The following presentation will include:

- Interprofessional Education (IPE) and student engagement
- Background and drivers for implementing IPE
- IPE implementation at UniSA
- UniSA IPE and student engagement.

Defining IPE and Student Engagement

Interprofessional Education

‘Interprofessional education occurs when two or more professionals learn with, from and about each other to improve collaboration and the quality of care’

(UK Centre for Interprofessional Education – CAIPE 2002)

Student Engagement

The term student engagement is understood in many ways but generally relates to the level of student involvement in activities likely to generate effective learning outcomes

(ACER, 2008)

Drivers for IPE in Australia

Productivity Commission 2005 Health Workforce Review

Australian Commission on Safety and Quality 2006 Measurements for Improvements Toolkit

Universities and industry

Complexities of health care and the health workplace (Devonshire and Wozniak 2006 ,Hall and Weaver 2001)

Health Outcomes and IPE

Interprofessional Education = Interprofessional Practice = Improved Health Outcomes

(Hall and Weaver 2001, Stone 2006)

Uni SA and IPE

Engaging with Students - Making it Real (CIPeL 2007)

UniSA T&L Conference November 2006

- IPL focus and national invitations

UniSA Teaching and Learning Grant 2007

- 3 IPE Leads
- Explore literature and visited UK Universities
- Proposed plan for IPE implementation

UniSA support for initiative 2008 and beyond

- Three phase model
 - Phase 1 implemented early 2009
 - Phase 2 & 3 subsequent years

Module Expectations

All students will undertake the IPE module in year 1 of their studies.

IPE will be imbedded into common courses across the Division of health Sciences

Focus is on teamwork and collaboration

Students will be allocated into mixed tutorial groups.

Students will participate in an online IPE module over two weeks

Assessment will be identical across all programs

Each school to provide online facilitators

Module will account for 10% of student effort in a 4.5 unit course and 5% of student effort in a 9 unit course.

Health Sciences

Health Science

Human Movement (Edu/Sc)

Medical Radiation

Occupational Therapy

Physiotherapy

Podiatry

Nursing & Midwifery

Midwifery

Nursing

Pharmacy & Medical Sciences

Laboratory Medicine

Nutrition and Food Sciences

Pharmaceutical Science

Pharmacy

Why is IPE online Engaging?

- Large percentage of students already engaged in web communication (Facebook, MySpace etc)
- Enables flexible engagement opportunity for students/staff regardless of their schedules
- Enables equal access - All external students have internet prior to enrolment. Internal students have computers on campus
- Motivation to engage in online interaction through assessment focused on participation
- Student will have choice regarding the scenario (learning object) they work on
- Online is safe place for many students to interact

Online teaching materials include: online text, hyperlinks, readings, assessments, visual/pictorial learning objects and discussion boards.

Focus of student selected learning objects

- Discrimination
- Duty of care, supervision and mentoring
- Teamwork and collaboration
- Social determinants of health

Week 1

Evidence of introduction and response

Evidence of working group regarding learning object choice

Evidence of access to student survey (1)

Week 2

Evidence of students detailing their responses to key questions for the scenario.

Evidence of access to student survey (2)

Strategies for Engaging Students Online

- Topic relevant to student and their discipline
- Online materials provided in a range of formats
- Online information provides a framework to determine boundaries and ensure safety
- Information provided in a manner that enables time and space for reflection
- Guided reflective process to meet 1st Yr student needs
- Online discussions and interaction are asynchronous providing flexibility
- The lecturer takes on the role of facilitator supporting the group process

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