

Structuring student placements to achieve interprofessional learning outcomes

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Introduction/background:

Placements provide ideal opportunities for health profession students to gain practical experience in working with practitioners from other professions. It can be challenging though for universities to ensure student learning during these placements is adequately supported and scaffolded, and to gather evidence that interprofessional learning has occurred. The authors have developed a set of practical tips for structuring student placements to achieve specific interprofessional learning outcomes. Development of these tips has been underpinned by the principle that interprofessional learning should be a core component of all healthcare placements, and that student learning occurs through participation in routine work activity in addition to structured learning activities.

Purpose and outcomes:

This workshop will provide practical advice and specific information to participants on how to prepare, plan and coordinate placements that support student achievement of specific interprofessional learning outcomes.

Issues for exploration or questions for discussion:

Participants will be invited to consider the commonly cited barriers to achieving high quality and effective interprofessional learning outcomes together with identifying the underlying assumptions. Issues for discussion will include: What are the core interprofessional skills all health profession graduates require? What supervision models are appropriate in the placement setting? What are realistic expectations for interprofessional learning in terms of achieving core graduate competencies?

Outline of workshop activities:

Through a series of guided activities, workshop participants will engage with a model for achieving interprofessional learning outcomes with reference to their own work and placement contexts. These activities will include group discussions, case study analysis and individual reflection.