

Creating a curriculum for IPE; Strategic development of undergraduate programs in medicine and health.

Johanna Dahlberg, senior lecturer
Mattias Ekstedt, senior lecturer, director IPE
Madeleine Abrandt Dahlgren, professor Medical Education



Faculty of Medicine and Health Sciences, Linköping University, Sweden

6th Medical School of Sweden, started in 1986

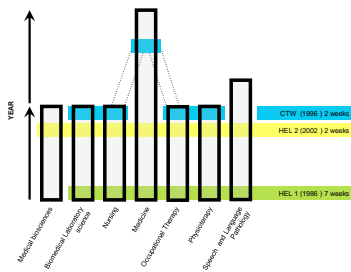
- Problem-based learning
- Interprofessional learning
- Community oriented learning
- Early patient contact
- Quality improvement knowledge



Today 7 programs, 350-450 new students each semester

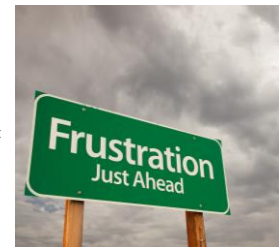


Med Teach, 2008
Innovation in medical education: how Linköping created a Blue Ocean for medical education in Sweden.
Savage C, Brommels M.

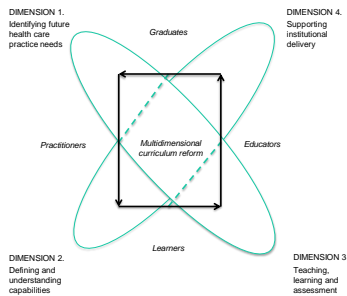


Need of change

- Changing world
- Local changes
- Less time
- Higher degree of integration with the program specific content
- Not first in semester 1



Model for interprofessional curriculum development



Lee, A. A., Siskovic, C. C., Rogers, G. C., & Moran, M. M. (2013). Towards a theoretical framework for curriculum development in health professional education. *Focus On Health Professional Education*, 14(1)

Interprofessional collaborative practice competency domains

Core Competencies for Interprofessional Collaborative Practice
Report of an Expert Panel

Interprofessional Collaborative Practice Competency Domains

- Competency Domain 1: Values/Ethics for Interprofessional Practice
- Competency Domain 2: Roles/Responsibilities
- Competency Domain 3: Interprofessional Communication
- Competency Domain 4: Teams and Teamwork

Interprofessional Education Collaborative Expert Panel. (2011). Washington Expert Panel



Report

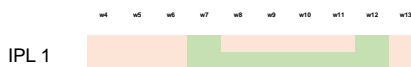
Competency domain 5: Learning and pedagogical processes

- IPL 1: Professionalism in health care and social services, 4 weeks
- IPL 2: Quality improvement and learning in health care, 2 weeks
- IPL 3: Professional perspectives in co-operation, 2 weeks

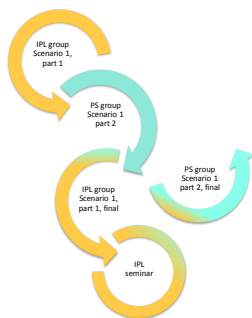
"I takt med framtiden"

<http://www.diva-portal.org/smash/get/diva2:808040/FULLTEXT01.pdf>

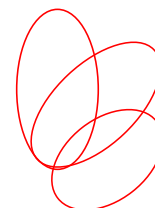
Creating spaces for interprofessional learning:
Strategic revision of a common IPL curriculum in undergraduate programmes.
Lindh Falk et al (2015) 48-56
In A.Vij and T.Teravskanto-Maentausta (eds.) Interprofessional education in Europe: Policy and practice. Garant



PBL



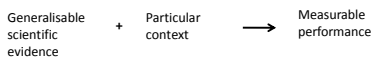
PBL scenarios – paper dolls



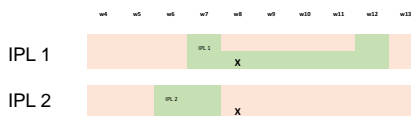
IPL 2 - Quality improvement and learning in health care Semester 4/5



Five knowledge systems:

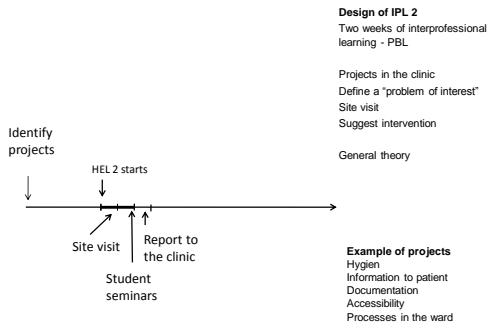


Berlin and Dowdall, qualitykey.bjlm.com 2011



X students in IPL 1 and IPL 2 together





IPL 3: Professional perspectives in cooperation

IPTW interprofessional clinical training ward

Learning objectives

- to achieve best value for the patient by making the team work effectively
- distinguish between different professionals' knowledge and skills, and realize the significance of this knowledge
- to evaluate and develop your own choices and actions for the best of the team



Faculty development

Didacticum

- PBL-tutors, basic
- IPL - tutors, 2 years as tutor
- (QI-tutors), for IPL 2