

# Interprofessional Education

at the Faculty of Medicine and Health Sciences of  
Linköping University, Sweden



# Interprofessional Education as strategic area

At the Faculty of Medicine and Health Sciences, Linköping University, Sweden, interprofessional education, learning, and practice (IPE/PC) is a strategic focus for research and development. The strategic area of IPE/PC will support sustainability and quality, both in education and healthcare practices. The commitment is an important statement of national and international leadership and recognition in the development of interprofessional education and practice.

## Vision

Our vision is to promote health and prevent illness and disease through high quality education of healthcare professionals.

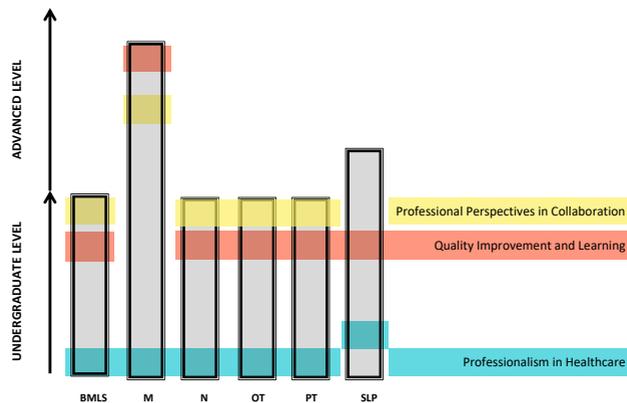
## Mission

Our mission is to support the development of students' interprofessional competences, enabling increased value, quality and safety for the patient.

# Curriculum for interprofessional education

The involvement of all healthcare students in systematic and recurrent interprofessional learning activities throughout their undergraduate studies provide a firm foundation for student development of professional and interprofessional competencies.

The curriculum involves interprofessional learning activities on the initial, intermediate and final stages of all programs. These programs include Biomedical Laboratory Science (BMLS), Medicine (M), Nursing (N), Occupational Therapy (OT), Physiotherapy (PT), and Speech and Language Pathology (SLP).



Overall, the IPE curriculum encompasses eight weeks of full-time studies, and consists of three periods of thematic and interprofessional learning modules.

- Professionalism in healthcare, 4 weeks
- Quality Improvement and Learning in Practice, 2 weeks
- Professional Perspectives in Collaboration, 2 weeks

# Professionalism in healthcare

The first interprofessional module aim to establish a common set of knowledge and values for all students, appropriate for healthcare practice, rather than discerning a specific professional body of knowledge at this stage. The idea is that a holistic biopsychosocial perspective on health will be established.

To support the integration of IPE into the program-specific learning, the module is scheduled as half-time study, weaving the interprofessional content into the program-specific activities running in parallel.

To further enhance integration between interprofessional and professional learning activities, the same tutors supervise students across their different professional and interprofessional tutorial groups.

# Quality improvement and learning in practice

The second module of IPE activities focuses on quality improvement knowledge. In this module, students work with an authentic case, generated from clinical practice. The students learn general quality improvement knowledge while identifying and developing a quality improvement project together with staff. The specific aim of the clinical case is developed based on general theory and methods from quality improvement knowledge. Through these clinical improvement cases, mutual learning between students and staff will benefit the patient, improving healthcare processes, and staff working environment and processes.

# Professional Perspectives in Collaboration

The design of an interprofessional clinical training ward aims to fulfil the learning objectives, i.e. make a team work for the benefit of the patient, which requires uncommon arrangements. Therefore, all students are stationary in the ward throughout the placement, which increases the opportunities to see and learn with, from and about each other, instead of following personal professional activities.

Team supervision put special demands on teachers. Therefore, we have developed a specially designed program to support the competence development of team supervisors.

The overall design of the IPE curriculum create progress in professional knowledge and competencies through the study program.



## Teaching, learning and assessment

Portfolio will be used for the assessment of the learning objectives within the IPE curriculum. Students will collect evidence of their learning, which will be summarized and comprise the program-specific assessment. The portfolio will also serve as an indicator of one's knowledge and competencies in a final capstone statement that could be included in a CV and presented to a future employer.

## Interprofessional simulation

Alongside with the activities in the three different IPE modules, there are also other interprofessional activities involving students from two or more different programs. One important arena for these activities is the FHMS simulation centre, Clinicum, where student practice interprofessional collaboration in manikin-based full-scale simulations.

## Masters program

Interprofessional education is also available on the advanced level through the Interprofessional Masters program, where program-specific studies are undertaken in an interprofessional learning context.

## Faculty development

It is paramount that all teachers are competent in supervision of all levels of IPE. Continuous development and changes in the IPE curriculum over the years have led to new responsibilities for faculty, as well as highlighted the need for faculty development. Therefore, new programs for faculty development have been developed.

Since more than three decades, the Faculty of Medicine and Health Sciences, Linköping University, Sweden has been running a curriculum for interprofessional education across all study programs. In this brochure, we provide a brief overview of the IPE-activities.

For more information, go to  
<https://liu.se/artikel/interprofessionellt-larande>