

Theoretical Perspectives on Interprofessional Education, Learning and Collaboration within Practices of Health Care and Social Services

Single subject course

7.5 credits

Teoretiska perspektiv på interprofessionell
utbildning, lärande och samverkan inom hälso- och
sjukvårdens praktik samt socialtjänsten

8FA294

Valid from: 2020 Autumn semester

Determined by
Chairman of The Board for First and
Second Cycle Programmes

Date determined
2019-09-18

Main field of study

Medical Education

Course level

Second cycle

Advancement level

A1X

Specific information

Students from the following programme and courses study the course at the same time: Master's Programme in Medical Science; Research Perspectives on Interprofessional Education, Learning and Collaboration within Practices of Health Care and Social Services and Understanding interprofessional education, learning and practice in health care and welfare/social care. The course language is English, and the course is web-based.

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen in Medical Education including an in-depth academic paper of 15 ECTS, or other subject area relevant to Medical Education
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6).
Exemption from Swedish

Intended learning outcomes

Knowledge and understanding

On completion of the course, the student will be able to :

- Critically analyse the global discourse in health and social care aiming at promoting interprofessional education and collaboration
- Identify how global policy and recommendations have an impact on local interprofessional practices of health and social care
- Contrast theoretical perspectives on interprofessional learning and collaboration and compare their implications for supervision and learning in different national contexts.

Competence and skills

On completion of the course, the student will be able to :

- Motivate and apply relevant theories of learning to the design of an empirical study on interprofessional learning and collaboration in practice
- Analyse and reflect on the research evidence on facilitation of interprofessional learning
- Design an interprofessional education activity

Judgement and approach

On completion of the course, the student will be able to :

- Review the empirical research evidence as a knowledge base for communication in interprofessional practices.
- Acknowledge the group dynamics and collaborative processes in interprofessional learning.

Course content

The course is designed to allow the students to critically study theory and empirical evidence as a starting point for research in interprofessional collaboration, both in education for professionals in healthcare and social care as well as the professional practice.

The content reflects how policies on different levels interplay, and how interprofessional education and practice are designed and performed in a local context. The course gives an overview over how theory and research methods are applied in different national contexts.

Teaching and working methods

At the Faculty of Medicine and health Sciences, student centered and problem based learning make up the foundation of the learning. The student takes responsibility for, studies, and researches current content of the course. The methods of the course work challenge the students to independently formulate questions for learning, to seek knowledge and in dialogue with others judge and evaluate achieved knowledge. The role of the teacher is to guide and support the students.

Specific in this course: Educational methods applied in this course are web based; the entire course is delivered in a digital learning environment. There are individual assignments and group activities, both within the course and in cooperation with students registered for other courses learning together. The students interact in tutorial groups online and in webinars.

Examination

The examination is an individual written assignment based on the individual personal portfolio, where the students during the course have saved documents as evidence for the learning process.

Compulsory parts in this course are web-based seminars.

If there are special reasons, and if it is possible with regard to the nature of the compulsory parts of this course, the examiner may decide to replace the compulsory part with another equivalent task.

Students who fail are offered one re-examination occasion in close connection to the course. After that participation in a coming course examination is offered. The reexamination should be equally comprehensive as the ordinary examination.

Students who have not obtained approved results may write an individual assignment and individual portfolios an unlimited number of times.

Registration for examination/written exam

Instructions on registration for the examination should be stated prior to the beginning of each course.

Scope of re-examination

Point of time for retake examination must normally be announced no later than the time of the regular examination. The extent of the retake examination must be the same as the regular examination.

Examination for students with disabilities

A student with approval from the LiU Coordinator for students with disabilities has the right to an adapted examination of a written examination in an examination hall. If the coordinator has instead recommended the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

Change of examiner

A student who has obtained a failing grade twice for a course or a part of a course is, after request, entitled to be appointed another examiner, unless there are special reasons to the contrary.

Grades

Two-grade scale, U, G

Other information

As prerequisites, students must have a personal computer, access to internet connection of good quality, and video-conference capacity. The course is in English.

Planning and implementation of the course is to be based on the wordings in the course syllabus. A course evaluation is compulsory for each course and should include how the course is in agreement with the course syllabus.

The course is carried out in such a way that knowledge of gender, gender identity/expression, ethnicity, religion or other belief system, disability, sexual orientation and age is addresses, highlighted and communicated as part of the course.

If the course is cancelled or undergoes major changes, examination is normally offered under this course syllabus, at a total of three occasions, within/in connection to the two following semesters, of which one in close proximity to the first examination.

Department

Institutionen för hälsa, medicin och vård