

Interprofessional Learning as a means of
enhancing professional competence

GQMG/ESQH

Hamburg, Germany, May 29 – 30, 2008

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“The variation is the clue to
change”

Charles Darwin, 1859

Core characteristics of IPL

- ◆ Learning *from* others - additional and transformative learning. Extending and deepening knowledge
- ◆ Learning *about* others - transformative learning. Decentering from one's own perspective
- ◆ Learning *together with* others - learning as social construction. Integrating cultures. Negotiating meanings, perspectives, priorities

The Linköping model of health care education

- ◆ Problem-based learning design
- ◆ Emphasis on prevention *and* care
- ◆ Integration of disciplines
- ◆ Integration of basic and applied elements
- ◆ Integration of professional role and scientific content

IPL at the Faculty of Health Sciences, Linköping university

- ◆ Health, ethics and learning 8 weeks
Start
- ◆ Sexology 2 weeks. About halfway
- ◆ Students' ward 2 weeks Final

Students' ward. The first in the world 1996.
Aims.

- ◆ Training teamwork by taking on tasks in care, nursing and rehabilitation
- ◆ To give students insight into other professions
- ◆ Learning to identify patients' needs
- ◆ Support students' development of their professional role

Students' ward cont.

- ◆ Orthopaedic clinic
- ◆ Medicine, nursing, biomedical analysis, physiotherapy, and occupational therapy
- ◆ Medical care, nursing, administration, medication, planning, training and rehabilitation

Organisation of students' ward

- ◆ 8 beds: Hip fractures, hip- and knee joint replacement, amputations
- ◆ One house man, one nurse during day time
- ◆ 1-2 med, 2-3 nurses, one biomed, ot, pt
- ◆ Student groups work in shift that overlap to permit reporting between shifts

Students' tasks

- ◆ General tasks: Meals, bed making, hygiene
- ◆ Profession-specific tasks

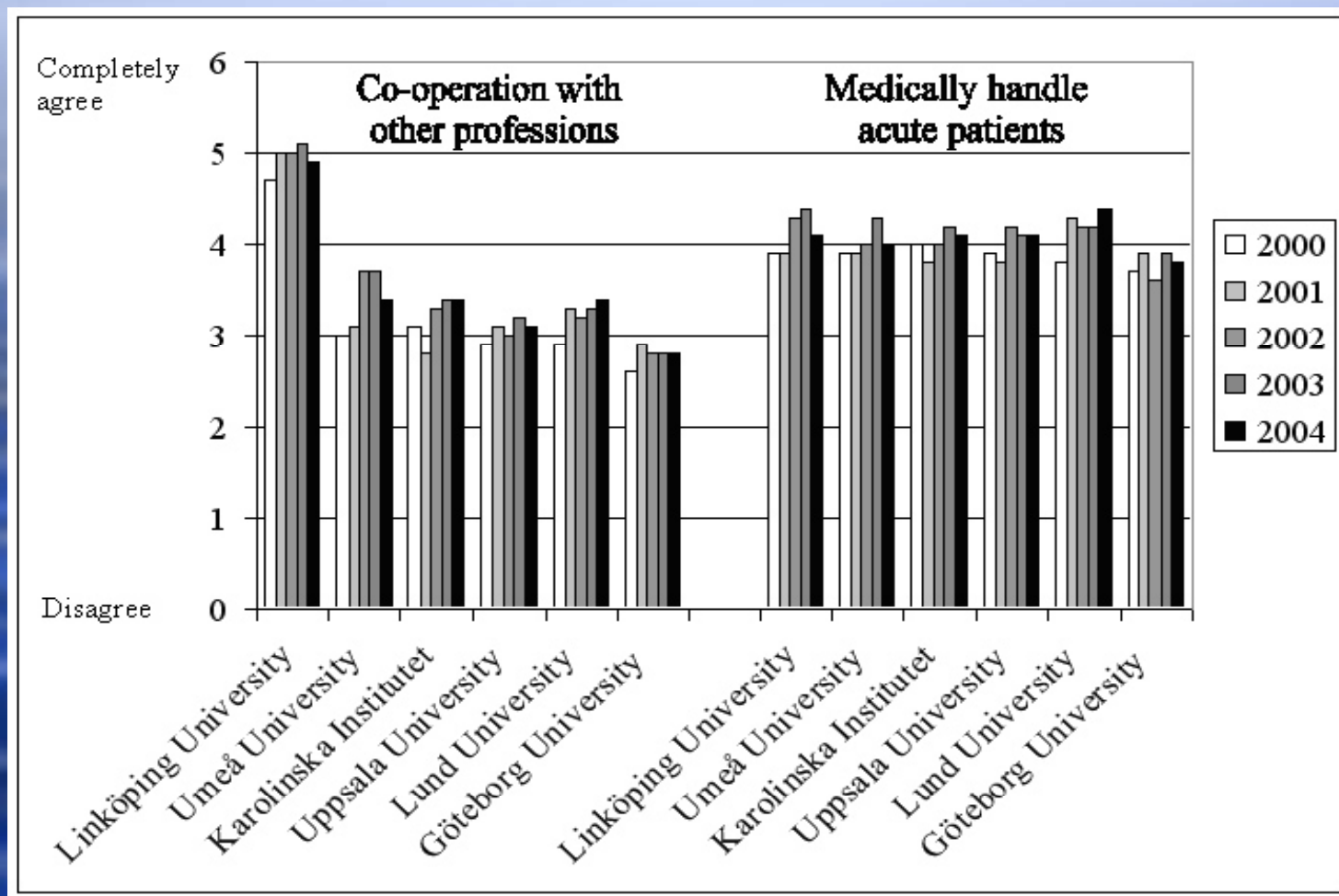
Evaluation results

- ◆ Delegation - hierarchy
- ◆ Differentiation - division of labour
- ◆ Discussion - inventory of competence

General viewpoints

- ◆ Difficulties demonstrating one's competence
- ◆ Curiosity about biomedicalals
- ◆ Nurses often leaders
- ◆ Fun, stimulating and surprising
- ◆ Some students frustrated, "cheap labour force", "irrelevant work tasks"

during a 5 year period, data from the Swedish Medical Association.



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