Interprofessional learning at a Clinical Training Ward

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6th medical school of Sweden started in 1986

- problembased learning
- interprofessional learning
- community oriented learning and early patient contact

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.
**HEL 1, Health – Ethics – Learning Semester 1**

**Learning goals**
- PBL
- concepts of health, ethics and learning
- holistic view of man
- scientific and critical thinking
- ethics and develop a common ground of values

In what context will I work as a professional?

**HEL 2, Health – Ethics – Learning Semester 4/5**

**Learning goals**
- theory and methods in quality improvement
- complexity in change processes
- evaluate professional role in relation to others’
- how professionals’ knowledge and attitudes influences the result of the practice

Setting: projects in clinical settings
Interprofessional Clinical Training Ward

Learning goals

• 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 actions for the best of the team
Set up

- 2 weeks placement
- orthopedic/geriatric ward
- 6-8 patients
- 2(-3) teams of students
  - 2-3 nurse students, 1-2 medical students, 1 OT, 1 PT, 1 BMLS, (1 social care)
- day/evening shift

- Supervisors
  - Team (nurse)
  - Professional

- Design
  - Introduction day – create team
  - Team round day shift
  - Reflection on team function
  - Final seminar
Evaluation after CTW

- Questionnaire, 10-point Likert scale
- 2004 - 2008
- 919 students (92% response rate)

Questions:
- Effects on own professional role
- Insight into other students’ professional role
- Insight into the value of team work
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- Effects on own professional role
- Insight into other students’ professional role
- Insight into the value of teamwork

Student ratings

<table>
<thead>
<tr>
<th>Question</th>
<th>OT</th>
<th>Medicine</th>
<th>Nursing</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Own role</td>
<td>7.3***</td>
<td>7.2***</td>
<td>8.2</td>
<td>6.2***</td>
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<tr>
<td>Others role</td>
<td>7.7</td>
<td>7.6</td>
<td>7.9</td>
<td>7.9</td>
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<tr>
<td>Teamwork</td>
<td>8.4**</td>
<td>7.6***</td>
<td>8.5</td>
<td>7.8**</td>
</tr>
</tbody>
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N=90, N=187, N=465, N=99

Pelling et al, J Interprof Care 2011;328-332
Students’ self evaluation
The Swedish medical association
2000 -2006
Faculty of Health Sciences
Linköping Sweden