

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

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

Single subject course

8FA294

Valid from: 2022 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
Chairman of The Board for First and Second Cycle Programmes	Medical Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2019-09-18	Second cycle	A1X
<b>Revised by</b>	<b>Disciplinary domain</b>	
Chairman of The Board for First and Second Cycle Programmes	Health care	
<b>Revision date</b>	<b>Subject group</b>	
2021-08-16	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2020		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för hälsa, medicin och vård		

## 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.

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.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

### **Application for examination**

Instructions on how to apply for examinations are given prior to the beginning of each course.

### **Re-examination**

The date for re-examination should normally be announced by the date of the regular examination at latest; in which case the scope must be the same as at the regular examination.

### **Examination for students with disabilities**

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for 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.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

### **Nomination of another examiner**

A student who has taken two examinations in a course or a part of a course without obtaining a pass grade is entitled to the nomination of another examiner, unless there are special reasons to the contrary.

## **Grades**

Two-grade scale, U, G

## **Other information**

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 coordinator will analyse the course evaluation and propose appropriate development of the course. The analysis and proposal will be returned to the students, the Director of Studies, and as needed to the Education Board, if related to general development and improvement.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

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.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.