

LiU Summer Academy: To team or not to team: interprofessional collaboration and learning in health care

LiU Sommaruniversitet: Att arbeta i team: interprofessionell
samverkan och lärande i hälso- och sjukvården
7.5 credits

Single subject course

8SAG07

Valid from: 2024 Spring semester

Determined by	Main field of study	
	Medicine	
Date determined	Course level	Progressive specialisation
2023-06-22	First cycle	G2F
Revised by	Disciplinary domain	
	Health care	
Revision date	Subject group	
	Health and Society	
Offered first time	Offered for the last time	
Summer semester 2024		
Department	Replaced by	
Institutionen för hälsa, medicin och vård		

Specific information

The course is given within the framework of the Linköping University International Summer Academy and is only open to students from Linköping University's partner universities.

The course is in English and at the bachelor level.

Entry requirements

To meet the general entry requirements, students must have completed 1 year full-time studies (passed 60 ECTS credits or equivalent) from one of Linköping University's partner universities.

Intended learning outcomes

Knowledge and understanding

For 7,5 credits the student shall

- Describe theoretical and practical aspects of significance for interprofessional collaboration and learning in health care.
- Describe basic principles for interprofessional collaboration and learning in health care from a global and local perspective.

Competence and skills

For 7,5 credits the student shall

- Suggest how interprofessional team collaboration can be arranged in health care
- Demonstrate methods for interprofessional collaboration and learning in health care.

Judgment and approach

For 7,5 credits the student shall

- Contribute to development of own and others knowledge of communication in interprofessional teams.
- Evaluate group dynamics and collaboration processes in interprofessional teamwork.

Course content

Content

- Theories and models for interprofessional collaboration and learning in health care.
- Roles and role distribution in interprofessional collaboration and learning in health care.
- Communication models in interprofessional collaboration and learning in health care
- Evidence and evidence-based team practice
- Strategies in team collaboration
- Ethical approach in interprofessional collaboration and learning in health care.

Teaching and working methods

Educational methods

The pedagogical approach applied at the Faculty of Medical and Health Sciences is student centered: problem based learning (PBL). The student takes responsibility for his/her own learning by an active and reflective approach to assignments and sessions. This course uses lectures, seminars, workshops, and base group work.

The learning procedures prompt students to independently phrase questions for their learning, to seek knowledge, and assess and evaluate knowledge achieved in dialogue(s). The students work in groups with realistic scenarios to develop their own learning, contribute to other students learning and, to exercise collaboration. The role of the teacher is to guide and facilitate the students in this pedagogy.

Interprofessional learning signifies that students from across disciplines learn together with, about and from each other. The format stimulates and supports the student's development of professional competence, and prepares the student for interprofessional teamwork and collaboration in their future professional life.

Examination

The course is examined in a written, individual assignment and corresponding oral presentation. Participation in at least 80% of the lectures, seminars, workshops, and base group work, respectively, are required.

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.

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

Course literature

A list of recommended literature will be provided by the course coordinator before the start of the course.

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.