Enhancing Interprofessional Learning IN Practice

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Learning Objectives

• Define the key concepts of interprofessional learning in practice.

• Demonstrate interprofessional debriefing skills to use with learners in practice.
The Preceptors in the Nexus: Interprofessional Learning IN Practice Institute was developed by the National Center for Interprofessional Practice and Education through a collaboration with Sarah Shrader, PharmD, & Jana Zaudke, MD, & Stephen Jernigan, PhD, PT and the University of Kansas Medical Center. Workshop attendees may use this workshop resource for non-commercial, professional development.


Interprofessional Learning IN Practice

Make the implicit explicit in authentic practice settings

Interprofessional Learning IN Practice
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Key Concept #1: Co-Location is NOT Interprofessional Learning IN Practice...You Must be Intentional and Explicit

What Do the Learners Say?

- Series of longitudinal studies regarding student attitudes about IPECP1,2
  - Initial: favorable
  - Middle: skepticism (while on rotations)
  - 1-year practice: beginning to be favorable again
- Qualitative study of recent grads on IPE experiences3
  - Unanimous value of IPE (best experiences “authentic” and “practice-based”)
  - Want more in clinical environment (many “missed opportunities”)
- Qualitative assessment of learners on longitudinal IPE in practice4
  - Preceptors need development
- Qualitative assessment of the hidden curriculum influence on clinical placements5
  - Students saw many demonstrations of poor interprofessional collaboration among clinicians and learned inappropriate behaviors
What Do the Learners Say?

Series of longitudinal studies regarding student attitudes about IPECP1,2
- Initial: favorable
- Middle: skepticism (while on rotations)

Key Concept #2: Hidden Curriculum has a Powerful Influence on Interprofessional Learning IN Practice

Qualitative assessment of the hidden curriculum influence on clinical placements3
- Students saw many demonstrations of poor interprofessional collaboration among clinicians and learned inappropriate behaviors

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Key Concept #3: The Learners are Not Only Students in Interprofessional Learning IN Practice


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Kolb’s Cycle of Experiential Learning

- Active Experimentation – testing new ideas; honing skills in a new experience
- Concrete Experience – engaging directly in authentic situation
- Reflective Observation – noticing what happened and relating to past experience and conceptual understandings
- Abstract Conceptualization – distilling perceptions into abstract concepts

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Key Concept #4: Reflection and Debriefing on Action is Critical for Interprofessional Learning IN Practice

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Key Concept #5: Learners are Value-Added and Can Create Practice Transformation for Interprofessional Learning IN Practice


Moving from Concepts to Practical Approaches...How can you enhance it?

- 1 minute alone - jot down ideas
- 2 minutes pair up - jot down ideas
- 7 minutes table conversation – jot down ideas

- Concept #1: **Intentional** Interprofessional Learning IN Practice
- Concept #2: Addressing **hidden curriculum** that undermines Interprofessional Learning IN Practice
- Concept #3: Including the **learning continuum** in Interprofessional Learning IN Practice
- Concept #4: **Reflection, Assessment, and Debriefing** about Interprofessional Learning IN Practice
- Concept #5: **Learners are Value-Added** for Interprofessional Learning IN Practice
Interprofessional Learning IN Practice: Debriefing Skills

Interprofessional Debriefing: Plus/Delta Approach

- What worked well in regards to IP collaboration/teamwork?
- What would you change in regards to IP collaboration/teamwork?
- Major “take-away” (golden nuggets) in regards to IP collaboration/teamwork?

When and How Do You See Yourself Doing This?
Video Trigger Debriefing Activity

1) Identify opportunities for debriefing
2) Consider how you might debrief the learner(s) around this opportunity
3) Practice debriefing with the person next to you

Additional References Cited

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Make the implicit explicit!