



**Karolinska
Institutet**

Action plan for interprofessional learning

In first and second-cycle education, 2018-2022

Ref: 3-4732/2017

Established by the Board of Higher Education 20/06/2018

Introduction

Interprofessional competence is included in the generic competence, which is necessary for employees, not only in present day and in future healthcare but also in other areas of working life relevant to KI:s courses and study programmes. KI:s vision for 2018 is for its courses and programmes to provide the best possible conditions to work in, lead and continuously develop operations in close collaboration with other professions. Learning outcomes and studyrelated activities intended to lead to interprofessional knowledge, skills and approaches shall therefore be included in KI:s first and second-cycle study programmes and constitute examination criteria.

Learning outcomes for interprofessional competence and progression over time in the courses and programmes are controlled by the national goals for both professional and academic examinations. Learning outcomes can be formulated in accordance with the Bologna model, based on the domains of competence: ethical values for international practice, roles and areas of responsibility, interprofessional communication, team and teamwork, and learning and pedagogical processes. In order to coordinate and develop the interprofessional work on KI:s first and second-cycle courses and study programmes, the Board of Higher Education has appointed a coordinator for interprofessional learning (IPL) affiliated with the boards drafting committees. The development of IPL is also conducted in close collaboration with programme boards and programme coordinating departments, pedagogical units and various groups within Stockholm County Council (SLL/Region Stockholm).

Definition

In 2010, WHO described interprofessional education (IPE) as an “occasion when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes”. Interprofessional learning takes place when students from different professions interact. IPL can be the result of planned IPL or may take place spontaneously in the workplace or in educational situations.

Goals for IPL at first and second-cycle level

Overall goals

Following completion of their first and second-cycle studies, all students at Karolinska Institutet should have the best possible conditions to work in, lead and continuously develop operations in close collaboration with other professions. The students must also have reached the three learning outcomes common to all study programmes, established by the Board of Higher Education on 07/02/2018:

The student must be able to:

- identify and describe the competency of the professions collaborating in their future field
- communicate and collaborate with other professions in their future field
- analyse and reflect on how collaboration between different professions contributes to evidence-based care and rehabilitation, improved health and high-quality research

Goal 1. *All study programmes have an appointed IPL promoter as a pedagogical resource and contact person for the programme's teachers and supervisors*

Activity

- The programme coordinators appoint at least one IPL promoter who will act as a pedagogical resource and contact person for the teachers and supervisors on their specific study programme. It is recommended that promoters have time allocated specifically for the task, which entails:
 - initiating and supporting the establishment and follow-up of goals and activities for developing and implementing IPL within the programme
 - reporting IPL activities and suggestions for improvement to programme management
 - acting to promote IPL goals and activities in theoretical and work-integrated learning (WIL)
 - acting as a resource and contact person in IPL-related matters for the teachers and supervisors on their specific programme
 - collaborating with other IPL promoters in a network with the purpose of sharing experiences and initiating common IPL activities
 - following knowledge development and research in the field of IPL
 - contributing in study visits related to IPL

Responsibility: Programme Director

Follow-up

The annual feedback for the programmes and departments shall specify, for each study programme, at least one IPL promoter with the role of pedagogical resource and contact person for the programme's teachers.

Responsibility: Board of Higher Education/equivalent

Goal 2: *Early on in their studies, the students have been introduced to the significance of interprofessional teamwork in their future field.*

Activities

- During the new students' KI introduction, the significance of interprofessional communication and teamwork in order to improve health outcomes is introduced.
- An information brochure about IPL at KI is distributed to all students at the start of the programme.
- A compulsory program-common IPL day with a specific theme is arranged each semester for beginner students. The theme for this day should be of interest to students on all study programmes.

Responsibility: IPL coordinators in collaboration with the programmes

Follow-up

Follow-up of the IPL-common day is done via LMS by means of registering student attendance, activities carried out and evaluations. IPL coordinators report annually to the Board of Higher Education/equivalent.

Goal 3. *The portfolio should constitute the basis for reflection and assessment of the student's development of interprofessional competence*

Activity

- Based on KI:s general IPL learning outcomes, develop a portfolio structure for documents which can provide a basis for reflection and for assessment of progress in interprofessional competence.

Responsibility: IPL coordinators in collaboration with IPL promoters are responsible for the development of a portfolio structure. Programme management is responsible for implementation in an IPL-specific portfolio or other portfolio specific to their programme, and for follow-up.

Follow-up

In the programmes and departments' annual feedback, the programmes should specify if and how they have implemented the portfolio support and to what extent it is used, and describe students' experiences of using the portfolio as a pedagogical tool in the development of interprofessional competence.

Responsibility: Board of Higher Education/equivalent

Goal 4. *The students' development of interprofessional competences shall be assessed via a validated assessment instrument based on learning outcomes in the respective course, which IPL is a part of.*

In order to develop IPL, recurring assessments of interprofessional competences are required. Strongly linked to the portfolio is the student's opportunity to follow their own development within IPL. One prerequisite is access to validated assessment instruments which measure interprofessional learning and/or interprofessional competences. Through research and continuous development work, various instruments for student-safe assessment of team competence and interprofessional learning have been developed. One example is the Interprofessional Collaborator Assessment Rubric (ICAR), which measures competences for interprofessional collaboration and has been developed for use by various professions in different educational contexts. Competence areas, which the instrument measures using clearly formulated criteria on different levels are: communication, collaboration, roles and responsibility, collaborative patient/client-family centred approach, team functioning and conflict management/resolution. The instrument has systematic and scientific foundations and has been tested in various educational contexts.

Activity

- Implement a validated assessment instrument for continuous assessment of the students' interprofessional competences in all study programmes.

Responsibility: Respective programme management, with the support of IPL coordinators.

Follow-up

In the programmes and departments' feedback, each study programme should specify whether and which assessment instrument is used.

Responsibility: Board of Higher Education/equivalent

Goal 5: Concepts, goals and approaches for implementing IPL are communicated with employees of KI who have contact with students

Communicating concepts, goals and approaches for implementing IPL requires information and education initiatives on different levels.

Activities

For all employees who have contact with students

- Formulate easily accessible, downloadable information on KI:s website with an introduction to IPL and how it is organised at KI.
- KI:s action plan for IPL is published on KI:s website.

For teachers and persons in supervisor roles in WIL

- Formulate a pedagogical, online tool as a means of support for introducing, planning, carrying out and evaluating IPL activities on different levels.
- Develop KI:s courses in teaching and learning in higher education, which correspond to 5 weeks studies with an IPL module corresponding to one week's studies.
- Create optional courses in teaching and learning in higher education with a focus on IPL, corresponding to 2-5 weeks studies.

For KI employees specifically tasked with promoting IPL (IPL promoters, Educational Administrators, Programme Directors)

- Implement an IPL course corresponding to one week's studies, designed especially for promoters and other roles with general responsibility for IPL. The course includes concepts and strategies for developing IPL within courses and programmes.

Responsibility: Unit for Teaching and Learning in collaboration with IPL coordinators

Follow-up

In feedback on the education assignment, the unit shall describe which IPL-related information/education initiatives have been implemented and to what extent.

Responsibility: Board of Higher Education/equivalent

Goal 6: *KI:s website for IPL shall be a window to the outside world and contain information and support for employees and students alike*

KI:s website for IPL shall contain information and support for the implementation of interprofessional learning activities. The site must be easily accessible and updated continuously with news and the range of courses, current seminars, conferences, etc. The website's target group is primarily KI:s students and teachers, but it will also provide a window to the outside world in order to launch KI:s investments in IPL. This means that the website must also exist in an English version.

Activities

- Continuously update KI:s website for IPL with current information concerning the action plan, range of courses, seminars, conferences and pedagogical tools

Responsibility: Unit for Teaching and Learning in collaboration with IPL coordinators.