

What are 10 tips to help students get the most from interprofessional learning?

- Consider how you might describe your role and scope of practice to students
- Be prepared to talk about who is on your team, e.g. think about how your team builds and maintains relationships with each other, consider examples of collaboration you could discuss, etc.
- Reflect on your own actions as a collaborative team member - what might be inferred only from what is seen? How do your role model collaboration?
- Share your own reflections regarding collaboration with students (e.g. What questions do you have about other team members? How did you learn about collaboration?)
- Discuss students' interprofessional learning priorities (e.g. What are the student's interprofessional, collaborative strengths and areas for development?)
- Treat the student as team member (e.g. introduce team members by name; orient students to team roles, processes and structures)
- Share the range of interprofessional learning opportunities that exist in your day to day work (e.g. speaking one on one with another team member, working on team projects)
- Raise issues related to collaboration with students (e.g. What is the impact of collaboration on patient/client outcomes?)
- Discuss and role model ways to enable interprofessional communication (e.g. clarify jargon and acronyms used)
- Support the student to learn from other team members (e.g. learning about others' roles)

What supports and resources are available for me?

- Tracy Paulenko, Interprofessional Education/Care & Professional Development Leader, x 3075 or tracy.paulenkol@uhn.ca
- Your profession's Coordinator of Clinical Education at the University of Toronto
- Centre for IPE, University of Toronto, www.ipe.utoronto.ca

IPE Component in a Clinical Placement: Flexible IPE Activities

TIPS for Enabling Reflection

Role model your own reflection.

- Share your reflections about interprofessional issues
e.g. consider how your expectations about/ misperceptions about other professions was challenged in the past
- Ask students to discuss how their expectations re: interprofessionalism compares to reality
e.g. what surprised them most, what they are most curious about, what do they want to learn more about, etc.

Prompt students' analysis of interprofessional issues and opportunities.

- Help the student to reflect using questions that enables **analytical thinking**. For example:
 - How is this similar to what you know about other roles?
 - What enabled interprofessional communication in both of these situations? (e.g. reduced use of jargon, etc)
 - Reflect on factors that enable collaboration related to personal, roles, team, organization, etc.

Provide opportunities for self-assessment related to interprofessionalism.

- Self-assessment of collaborative competencies, for example:
 - Ask the student about own collaborative strengths
 - Share your own collaborative competencies (such as role understanding, IP communication, reflection, understanding of team function, shared values and goals, coordination, etc.)
 - Help the student to identify learning priorities and plan how to address (including use of resources that exist within the team broadly – who else can the student learn from?)

Make interprofessional learning explicit.

- Many IP teachable moments may not be appreciated
- Consider what IP learning opportunities exist in your own day to day work
- Consider how to raise issues specifically re: roles and collaboration:
 - What is the impact of collaboration on patients?
 - What is a team? What can I learn from that team member and the team as a whole?