

Title: **Developing Online Interprofessional Student Collaboration.**

Presenter: **Lucy Myers and Julie Attenborough**
School of Health Sciences, City, University of London

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Describe the benefits of interprofessional collaboration for healthcare students
- Consider how online collaboration could benefit students from a wider range of disciplines
- Identify when online activities could be beneficial in promoting student collaboration
- Plan effective online activities to promote student collaboration

Session Outline

Interprofessional Learning (IPL) for health professionals at a pre-registration stage is widely acknowledged to provide a solid foundation on which to build collaboration in practice (Judge et al, 2015). Over the last 5 years opportunities to 'learn with and from' other professional groups has become a regulatory requirement for the majority of pre-registration health and social care professional training courses. In response to this, the School of Health Sciences, City University of London, is working with Barts and The London School of Medicine and Dentistry, Queen Mary University of London to re-establish opportunities for interprofessional learning between City's health students and QMUL's medical students.

In order to plan the IPL activity a working group was formed including staff from all disciplines across City's School of Health Sciences and QMUL's medical training. The group decided that an online approach would be adopted. This is a common approach to IPL which has been found to be effective (Freeth, Savin-Baden, and Thistlethwaite, 2019).

In September 2018 a pilot activity was carried out with 36 students from 8 different professional groups across the two institutions. The project was evaluated using semi-structured interviews and the 'Interprofessional Socialization and Valuing Scale' (King et al, 2016). The evaluation was focussed on the following three questions:

- 1) Is it feasible to deliver this virtual case-based Interprofessional Learning activity through an online forum? Are there technological hurdles to overcome?
- 2) What are the experiences of student learners, and how do students perceive the value of the IPL activity?

3) Are there changes to students' self-reported knowledge, skills and attitudes towards interprofessional collaboration following the IPL activity?

The outcomes of the evaluation will be discussed with a particular focus on feasibility and student experience. Discussion will focus on application of learning from this project to a range of contexts.

Session Activities and Approximate Timings

Timeline	Activities
0-5 mins	Welcome and Introductions including poll of participants' disciplinary background and interest in topic.
5-10 mins	Present <ul style="list-style-type: none"> • Interprofessional collaboration for preregistration health and social care students: regulatory context, purpose, value. • Student collaboration in other disciplines: Context purpose and value
10-20 mins	Discussion (paired/small group with verbal or poll feedback): <ul style="list-style-type: none"> • What are participant's experiences of fostering student collaboration? (what do they do, why and how?)
20-30 mins	Present <ul style="list-style-type: none"> • Methods of collaboration used in current project • Results of evaluation • Next steps
30-35 mins	Reflection activity individual or paired <ul style="list-style-type: none"> • Reflections of opportunities and challenges in own contexts for student collaboration
35-45 mins	Discussion (whole group) <ul style="list-style-type: none"> • What are the lessons for us all from this project? • What could/should we all do differently?

References

Freeth, D., Savin-Baden, M. and Thistlethwaite, J., (2019). Interprofessional Education, in Swanwick, T., Forrest, K. O'Brian, B. (eds.) *Understanding medical education: Evidence, Theory and Practice*. Hoboken NJ: Wiley-Blackwell, pp 191-206.

Judge, M.P., Polifroni, E.C., Maruca, A.T., Hobson, M.E., Leschak, A. and Zakewicz, H., (2015) 'Evaluation of students' receptiveness and response to an interprofessional learning activity across health care disciplines: An approach toward team development in healthcare', *International Journal of Nursing Sciences*, 2(1), pp.93-98.

King, G., Orchard, C., Khalili, H. and Avery, L., (2016) 'Refinement of the interprofessional socialization and valuing scale (ISVS-21) and development of 9-item equivalent versions' *Journal of Continuing Education in the Health Professions*, 36(3), pp.171-177.

