

**Research Perspectives on Interprof. Education, Learning and
Collaboration in Health Care and Social Service Practices, 5.0
credits**

Fo-perspektiv på interprof. utbildning, lärande och samverkan
inom hälso- och sjukvårdens praktik samt socialtjänsten, 5.0 hp

Third-cycle education course

8FO0098

Department of Health, Medicine and Caring Sciences

Valid from: Second half-year 2024

Approved by
The Research and PhD studies
Committee

Approved
2017-10-23

Registration number
LiU-2017-01448

Entry requirements

Entry requirement for studies on third-cycle education courses

- second-cycle degree
- 240 credits in required courses, including at least 60 second-cycle credits,
- or acquisition of equivalent knowledge in some other manner

Learning outcomes

Learning outcomes By the end of the course the students will be able to:

*Knowledge and understanding *

- Critically analyse the global discourse in health and social care aiming at promoting interprofessional education and collaboration
- Identify how global policy and recommendations have an impact on local interprofessional practices of health and social care
- Contrast theoretical perspectives on interprofessional learning and collaboration and compare their implications for supervision, learning, and practice-oriented research in different national contexts.

*Competence and skills *

- Motivate and apply relevant theories of learning to the design of an empirical study on interprofessional learning and collaboration in practice.
- Analyse and reflect on the research evidence on facilitation of interprofessional learning

Judgement and approach

- Review the empirical research evidence as a knowledge base for communication in interprofessional practices
- Acknowledge the group dynamics and collaborative processes in interprofessional learning

Contents

The course is designed to allow the students to critically study theory and empirical evidence as a starting point for research in interprofessional collaboration, both in education for professionals in healthcare and social care as well as the professional practice. The content reflects how policies on different levels interplay, and how interprofessional education and practice are designed and performed in a local context. The course gives an overview over how theory and research methods are applied in different national contexts.

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, and seeks and evaluates information and knowledge based on own queries and formulated problems. The role of the teacher is to guide and support the students.

Educational methods applied in this course are web based; the whole course is delivered in a digital learning environment. There are individual assignments and group activities, both within the course and in cooperation with students registered at another university. The students interact in tutorial groups online and in webinars.

Examination

The examination is an individual written assignment based on the individual personal portfolio, where the students during the course have saved documents as evidence for the learning process.

Students who fail are offered one re-examination occasion in close connection to the course. After that participation in a coming course examination is offered. The reexamination should be equally comprehensive as the ordinary examination.

Change of examiner

Students who have failed the course or part of the course twice are entitled to request another examiner for the following examination occasion.

Grading

One-grade scale

Course literature

The course coordinator provides a list of relevant literature before the start of the course.

General information

The course is planned and carried out according to what is stated in this syllabus. Course evaluation, analysis and suggestions for improvement should be fed back to the Research and PhD studies Committee (FUN) by the course coordinator. If the course is withdrawn or is subject to major changes, examination according to this syllabus is normally offered at three occasions within/in close connection to the two following semesters. As prerequisite, students require a personal computer, access to internet connection of good quality, and video-conference capacity. The course is in English.