

Experiences with interprofessional learning as an integral part of practice placements

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Interprofessional learning

- Teach students to collaborate across professional boundaries

[Framework for Action on Interprofessional Education & Collaborative Practice \(who.int\)](#)

- Sustainable, effective and coordinated healthcare services

[NOU 2023: 4 Tid for handling: Personellet i en bærekraftig helse- og omsorgstjeneste](#)

- Interprofessional learning objectives

[Stortingsmelding 13 \(2011–2012\) Utdanning for velferd](#)

[Forskrift om felles rammeplan for helse- og sosialfagutdanninger - Lovdata](#)

[Nasjonale retningslinjer for helse- og sosialfagutdanningene \(RETHOS\)](#)



Our future colleague

- Skilled in own professional field
- Good interaction skills and competencies related to interprofessional teamwork



Practice placements

- Three periods (8-10 weeks) of potential real-life interprofessional learning environments
 - Students' involvement in interprofessional teamwork vary
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- Interprofessional learning integrated as part of ordinary practice placements for occupational (OT) and physical therapy (PT) students

Interprofessional practice model

Learning objectives

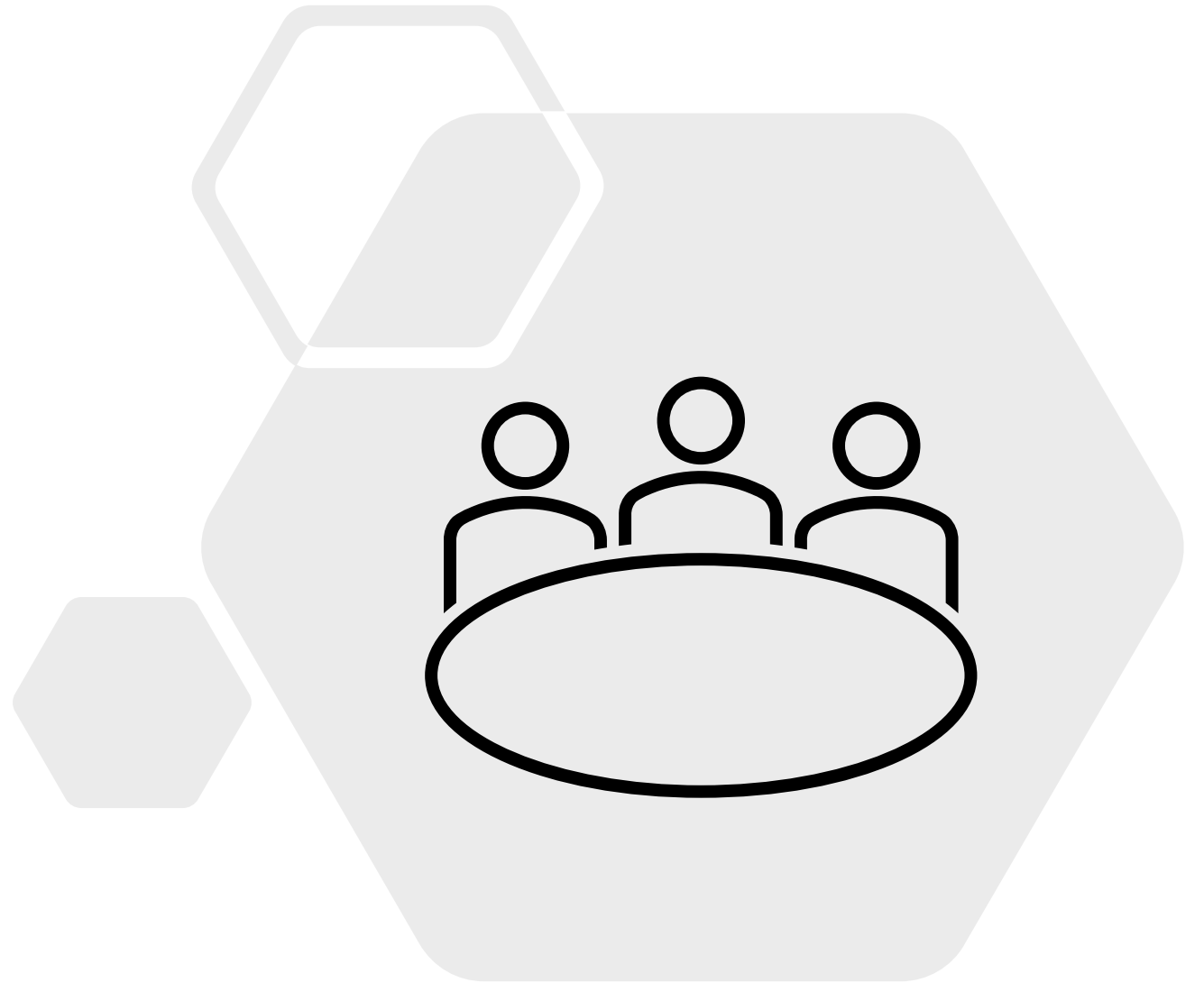
- Reflect on own and others' role, competencies and areas of responsibility
- Collaborate towards common goals in a knowledge-based therapeutic process
- Learn to interact and communicate respectfully



Learning activities and framework



Focus group
interviews (n=38)



Preliminary results



➤ Increased role understanding

What were really the differences between us – PT and OTs? And it was sort of like that, it wasn't quite clear. But then it in a way became clearer when we were assessing patients together

... we gain not only twice as much, but much more than that, because we get to interact and discuss the information....

I have learned more how to promote to others what I can contribute with as an OT, so then I become a bit more aware of what my contributions can be



Student experiences

- Increased role understanding
- Complex patient follow-up promotes interprofessional learning

I am very pleased that we were challenged so much and got some difficult cases we had to discuss together and it was like "wow" this is so hard, but that you could also feel mastery by being able to solve it

Being able to take part in the whole process and work independently and interprofessional in it... it's been a lot of fun... and it makes you more confident



Student experiences

- Increased role understanding
- Complex patient follow-up promotes interprofessional collaboration
- Interprofessional collaborative skills

I have learned how important it is to support each other... that we were an interprofessional team... we got to know each other well so that we could speak up for each other and stand together



Student experiences

- Increased role understanding
- Complex patient follow-up promotes interprofessional learning
- Interprofessional collaborative skills
- The value of good and generous role models

They trusted us and we were allowed to work independently... and then you to a larger degree feel that you are a PT too... you were given the trust to be one... they trusted that what you did was good

Discussion

- Students learned about, from and with each other
- Some success criteria
 - Information and clarification of expectations
 - Confidence and trust in each other
 - Available meeting spaces and time for collaboration and joint reflections
 - Patient follow-up requiring input from the involved students
 - Supervisors as role models
 - Group discussions and reflections

Thank You!



From student to competent
professional in municipal health
services

[Hjemmeside: STYRK -NTNU](#)

