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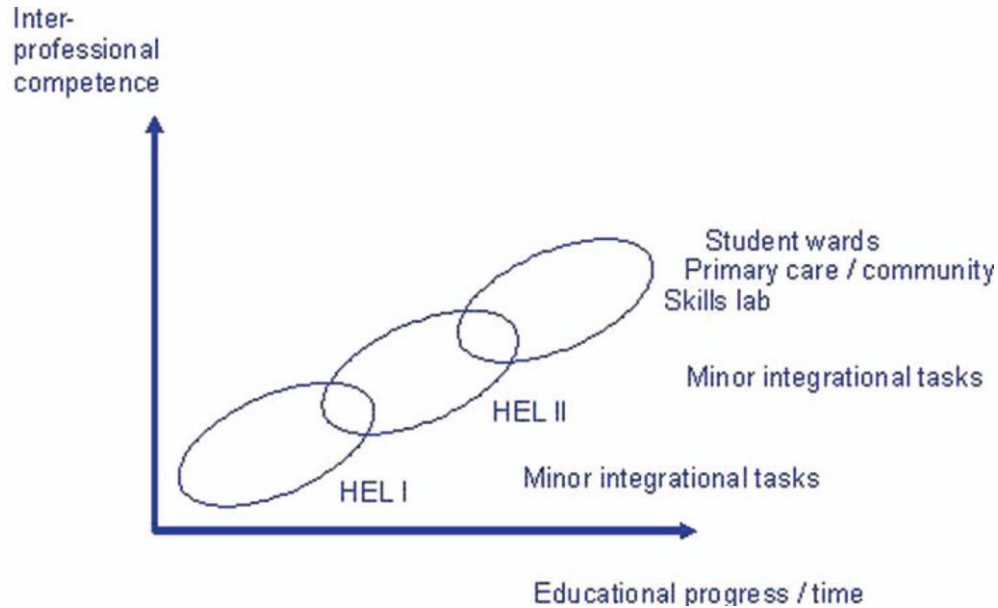
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”The Linköping Modell”

IPE learning process



Comprehensive interprofessional learning in the “Linköping IPE model”.
Three steps could be identified, early, middle and final IPE, closely linked to one another.

The winner must be the patient!



FIVE IMPORTANT DOMAINS OF IP COMPETENCE FROM THE UK, US AND CANADA

Summarizing five important IP Competence
Domains;

- teamwork and group processes
- reflection and documentation
- communication
- a general common knowledge base
- ethics

The winner must be the patient!



REFERENCES

- *The Interprofessional Capability Framework, United Kingdom (2008)*
- Combined Universities Interprofessional Learning Unit (2010) *Interprofessional Capability Framework 2010 Mini-Guide*- London: Higher Education Academy Subject Centre for Health Sciences and Practice
- *The British Columbia Competency Framework for Interprofessional Collaboration, Canada (2009)*
- Canadian Interprofessional Health Collaborative. A national competency framework for interprofessional collaboration.
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- Interprofessional Education Collaborative Expert panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington. D.C.



THEORETICAL CONTRIBUTIONS TO IP COMPETENCE

- Reflection, **J. Dewey, 1933** and, Reflection in, on, (at (evaluating)) acting, **D. Schön, 1983**
- ***Metacognition*** refers to higher order of thinking, which involves active control over the cognitive processes engaged in learning, **Flavell, 1987**
- Professional metacognitive model, such as **B. Neuman, K. Eriksson** (nurse); **Kilhofer** (o.t)
- Interprofessional work needs metacognitive models such as, problem solving, **J, Dewey**, models for teamwork and acting professional
- ***The winner must be the patient!***

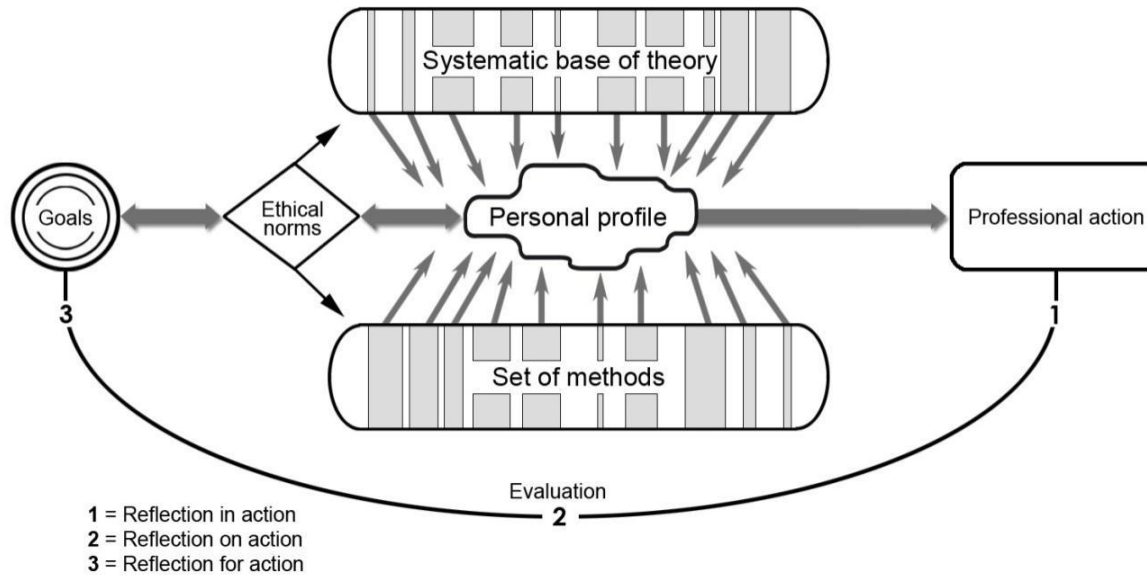


SOME THEORETICAL CONTRIBUTIONS TO IP COMPETENCE

- ***Cognition***, the need of taking more than one professions perspective. DECENTERING from own profession, **J. Piaget, 1953**
- What "glasses" have you got on? Shifting perspective? **J.H Mead, 1934**
- ***The winner must be the patient!***



Professional acting a Metacognitive model



The winner must be the patient!



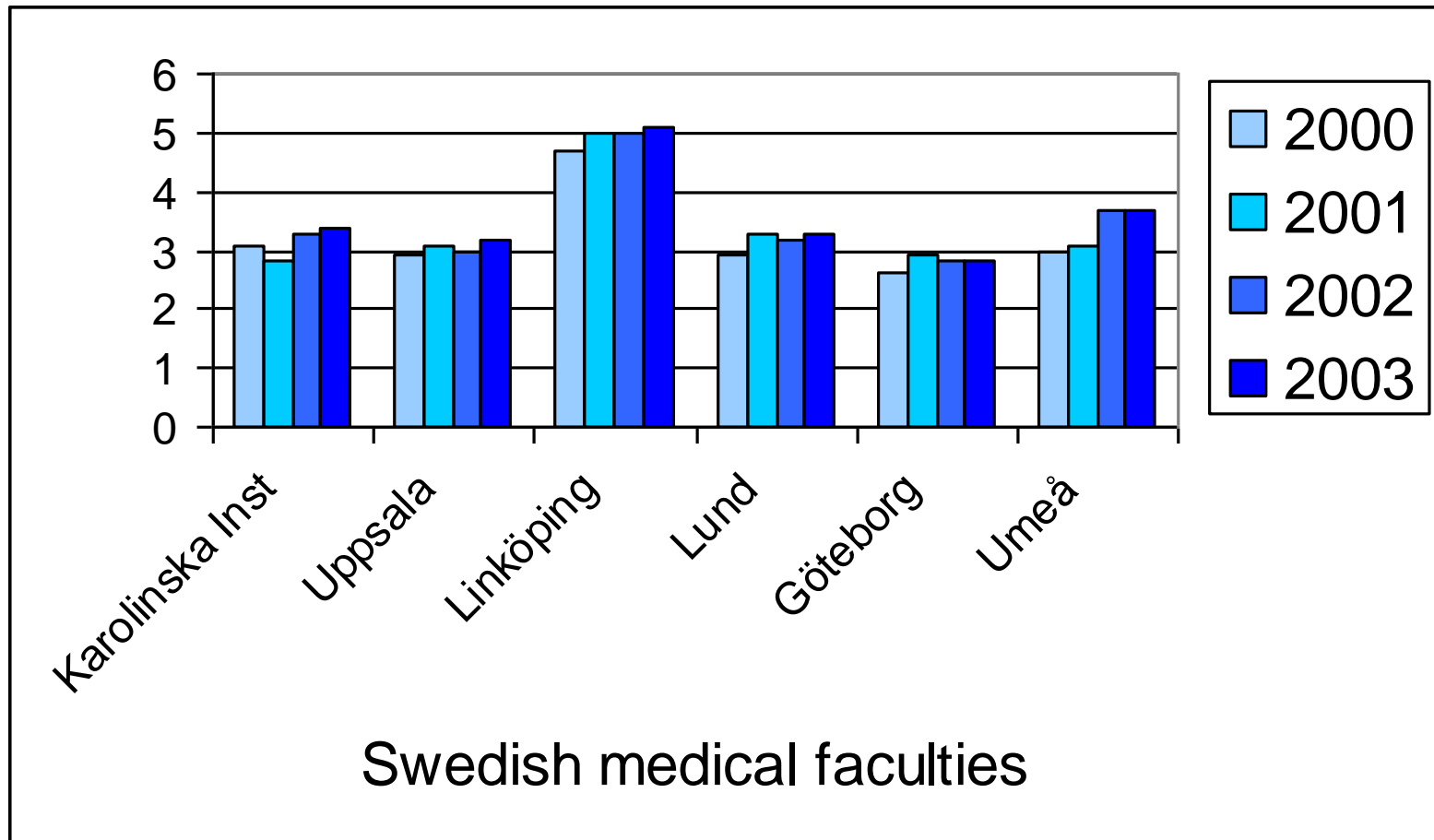
COULD IP COMPETENCE BE TAUGHT?

- Eight questions about how education have prepared doctors/nurses for....;
- and if it is an important goal.....;
 - **collaborate with other professions/colleagues in health care**
 - leadership
 - communication with patients
 - readiness for a life-long learning process
 - interest in research
 - medical handling of acutely ill patients
 - practicing preventive care
 - your profession
- *The winner must be the patient!*



YEARLY NATIONAL QUESTIONNAIRE TO ALL NEWLY GRADUATED DOCTORS IN SWEDEN 2000-2003. (1=No I COMPLETELY DISAGREE TO 6=YES I ABSOLUTELY AGREE)

"HAS YOUR UNDERGRADUATE STUDIES DEVELOPED YOUR ABILITY TO CO-OPERATE?"



PARTICIPANTS AND METHODS

- 670 students from the medical- and nurseprograms HU and KI.
- Using the RIPELS instrument
- *The winner must be the patient!*



SUMMARIZING

- Being a **WOMAN**
- Study at the **NURSE** program
- Having some **IPE EARLY**

- MAIN FACTORS FOR, READINESS FOR INTERPROFESSIONAL LEARNING scale

being a **TEAM PLAYER**



THE TEAM PLAYER

- Acts co-operatively with other professionals in a dynamic process of teamwork and also sharing common goal with the team (Xyrichis, 2008)
 - Discuss ideas, help the team as a whole, being diplomatic
 - Motivated, has a good/positive attitude and a friendly personality
 - Not being selfish
-
- ***The winner must be the patient!***



THANK YOU!

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