



University of California  
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# Interprofessional Collaboration: Meaningful Workplace Learning for Diverse Learners

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<https://meded21.ucsf.edu>

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- None

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# Learning Objectives

At the end of this workshop, you will be able to

- Define Workplace Learning in an academic clinical environment
- Identify components of your own curriculum that provide potential opportunities for transformation into an interprofessional, workplace learning format
- Develop a teaching plan for one component of your own curriculum for interprofessional learners using workplace learning strategy

# Group Check-in

- Standup if you are involved in training
  - Undergraduate medical trainees
  - Graduate medical trainees
  - Interprofessional trainees
- What kind of interprofessional learners are you training?
  - Nurse Practitioners, Pharmacists, Psychologists, Social Workers, Others?
- How do you identify in terms of your skills/experience developing interprofessional workplace learning curricula?
  - Novice  Expert

# The Opportunity

- Design an innovative, clinically-based educational program that will foster the transformation of clinical education by preparing graduates of health professional schools and programs to work in and lead patient-centered interprofessional teams.

# What is Workplace Learning? A Framework

**Workplace  
Affordances**

**Work Practices**  
Activities, language,  
tools, resources,  
culture, interactions

**Educational Practices**  
Learning objectives  
Required content  
Designed curriculum

**Personal  
Engagement**

**Individual &  
Group Qualities**  
values, knowledge,  
experience, agency,  
interests,  
motivation



# High-Yield IP Workplace Learning is...

**Reflective**

**Relationship-Centered**

**Relevant**

**Purposeful**

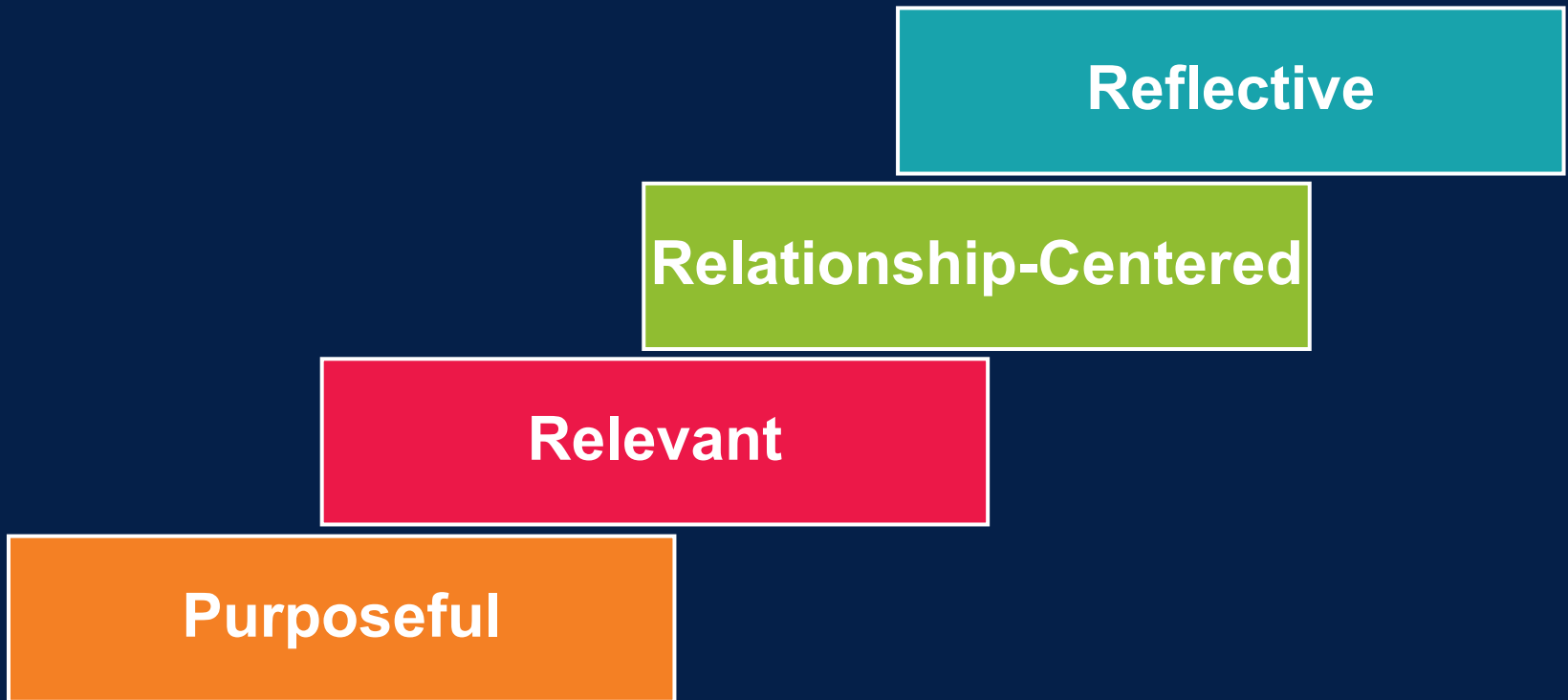
*“Purposefully harnesses the knowledge, learning needs, and dynamics of an interprofessional group.”* (Freeth 2010)



# What will we teach and to whom?

- Learner satisfaction of interprofessional educational sessions differed widely between professions
- Medical and nursing learners consistently desired increased clinical didactics and case-based learning
- This posed challenges for:
  - Inclusion of other professional learners (i.e. psychology, social work, pharmacy, dietetics)
  - Delivering content on key tenets of patient-centered, team-based care

- Challenge is to develop a high value primary care curriculum that meets the individual needs of all learners from different professions and levels of training





**Purposeful**

**Relationship-Centered**

**Reflective**

**Relevant**

- IP learners and experts with targeted discussion questions and roles in conference
- Clinical pearls
  - Content experts coached for inclusive, time-efficient teaching
- Faculty and trainee presenter coaching on IP facilitation
- Showcase interprofessional faculty
- *Results*
  - Evaluations now praise case conference for high value clinical teaching
  - Learners rate comfort level participating and collaborative nature of discussions highly

# Small Group Breakouts

## Huddles

Rebecca Shunk, Ivette Jimenez

## Quality Improvement

Maya Dulay, Abbi Phillips

## Team Retreats

Anna Strewler

## Population Health/Panel Management

Sara Rumrill, Andrew Lau

## Motivational Interviewing

Erin Watson