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Improve a future interprofessional collaboration starting from an Interprofessional Education project between a University of Applied Sciences and Arts and a University in Southern Switzerland

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Background: In 2019, a new Interprofessional Education collaboration between educational institutions was consolidated in Italian-speaking Switzerland. For the first time, it included a learning unit on IPC open to Bachelor's students in Nursing, Occupational Therapy, and Physiotherapy as well as to Master's students in Medicine. Initially, didactical planning, modalities and tools were defined which required the active involvement of students and teachers. Five months before the course begin, the pandemic forced a rethink of the framework in order to achieve the planned objectives and enable the students to acquire the defined skills.

Methods: The didactical choices were based on the competence approach, teaching methods for adults, learning culture, training intentionality and a flexible learning environment. After a phase of individual preparation by means of learning material uploaded on an ad hoc moodle platform, the lecturers led small groups of students in the discussion of clinical cases on acute and chronic pathologies and ethical dilemmas. At the end of the course, a moment of confrontation/restitution in three macro-groups was held: lecturers and students were asked to evaluate the learning unit.

Results: 182 students and 18 lecturers divided into 17 groups did participate. The students' evaluations showed: interest and satisfaction, linked with professional practice and the need for more in-depth analysis. From the lecturers' feedback, the following positive themes emerged: consistency between skills, objectives and content as well as between content and professional practice; numerous links with other learning units in the training pathway; didactical choices; student interest and participation.

Discussion: Although the pandemic influenced the preliminary choices the students' evaluations were most positive. A high coherence between competencies, objectives and contents and their link to professional practice as well as an adequate choice of didactic methods were highlighted by the lecturers as fundamental to the achievement of the defined objectives. All these elements will be taken into account when updating the course for the future edition.

Conclusion: The adapted learning unit allowed an excellent interaction between students, enhancing mutual understanding and appreciation of different professional perspectives.

References:

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