## Student name: \_ Program/Organization: \_

Preceptor(s)' Names: Dates of placement:

**Executive Summary:**

There is a need and opportunity for interprofessional education and collaborative practice development to be fostered and facilitated for students coming to SHHC.

During [mm/dd/yy], the BC's Practice Education Toolkit and structured interview guide was utilized by students [names, yr., program], (with support from CPL and Academic Fieldwork Coordinator), to conduct focus groups and/or one-on-one interviews with program team members to gain an understanding of collaborative practice activities/procedures used to improve the quality of care and to clarify team members' perceptions of the same.

Students have prepared this report to share findings and suggestions with program/team involved and/or their preceptor.

Findings:

Conclusions:

Suggestions:

# Background:

lnterprofessional collaboration is an operational and professional practice strategy both nationally and internationally. The World Health Organization, for example, acknowledges that interprofessional collaboration is a health human resource strategy and it strengthens health systems and outcomes.

Organizational and professional strategic objectives articulate interprofessional collaboration and education as essential components to creating a responsive, patient and family-centered health care environment.

lnterprofessional education continues to be integrated into everyday practice for professionals and includes in the moment teaching opportunities as well as planned learning sessions.

Student education continues to be delivered via specific disciplines with interprofessional education happening on an ad hoc basis as opportunities arise and dependent upon the level of knowledge and interest of the preceptor and of the clinical care team. There is a need and opportunity for interprofessional education and collaborative practice development to be fostered and facilitated for students coming to SHHC.

A novel, student-led appreciative inquiry approach to assessing and enhancing capacity for interprofessional education (IPE) and collaborative practice (CP) in clinical placement sites was proposed as a student placement site pilot. During [mm/dd/yy], the BC's Practice Education Toolkit and structured interview guide was utilized by students [names, yr., program], (with support from CPL and Academic Fieldwork Coordinator), to conduct focus groups and/or one-on-one interviews with program team members to gain an understanding of collaborative practice activities/procedures used to improve the quality of care and to clarify team members' perceptions of the same.

The information summarized within the report is meant to be a resource for the program/organization to reflect on the level of interprofessional [IP] activity, systems and supports currently in place in their setting; identify strengths for collaborative practice and interprofessional education; and identify areas for improvement.

The activity has also served as a quality learning opportunity for students and as a result students are able to:

* Describe collaborative practice activities
* Reflect on their functioning with team learners/practitioners and patients/clients families
* Consider the roles of others in determining their own professional and interprofessional
* Listen respectfully to the expressed needs of all parties in shaping and delivering care or services; and,
* Link practice [real life experience] to IP learning outcomes.

# Methods

Information related to collaborative practice activities and interprofessional education was collected through a semi-structured interview process. Focus groups and/or one-on-one interviews questions were designed using BC's Practice Education Toolkit and a strengths-based *appreciative inquiry* approach.

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Student interviewers/moderators and interviewees were involved in recording ideas, validating ideas shared , and taking notes. The focus of note-taking efforts varied across recorders (e.g., nonverbal behavior, group dynamics, emergent themes, verbatim quotes).

Data was organized into single ideas and sorted under category and sub-category themes [Using Excel for Open-ended Question Data Analysis

htt ps:/ / [www.youtube.com/ watch?v=yWBXV651yd4](http://www.youtube.com/watch?v=yWBXV651yd4)] . Narratives summarize the findings for each sub-category while noting similarities and differences across groups.

**Suggestions:**

**Major Findings Next Steps/Actions Plan:**

**Sustainment Plan:**

**Conclusions**