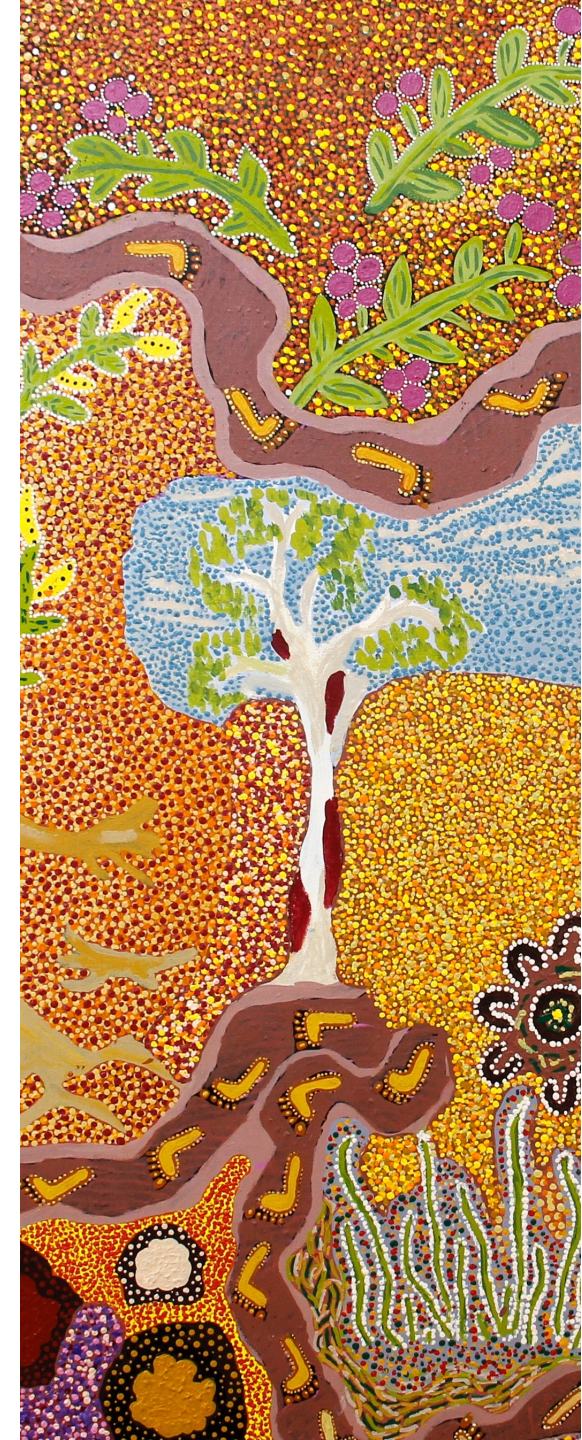




# Collaborating for a Collaborative Practice Curriculum

**COLLABORATE +  
INNOVATE +  
NURTURE =  
IMPACT**

Elizabeth Molloy  
Learning and Teaching Conference MDHS  
Wed October 2022



# Bush medicine: A collaborative work by women from Wirrimanu (Balgo)



THE UNIVERSITY OF  
MELBOURNE



Miriam Baadjo (b. 1957), Tossie Baadjo (b. 1958), Jane Gimme (b. 1958), Gracie Mosquito (b. 1955), Helen Nagomara (b. 1953), Ann Frances Nowee (b. 1964), Imelda Yukenbarri (b. 1954) language: Kukatja artist location: Wirrimanu (Balgo), Western Australia Bush medicine: a collaborative work by women from Wirrimanu (Balgo), 2018 acrylic on linen, 120.0 × 180.0 cm MHM2018.32, Medical History Museum © Warlayirti Artists



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# Interprofessional education and practice committee

*The IPEP Committee is comprised of staff and student representatives:*

*Core IPEP team (3); Discipline Rep (11), First Nations Health Rep (1), Rural Health 1), Student Rep (3)*

**Committee Chair**  
- *Dr Elizabeth Molloy*

**IPEP Fellow**  
- Joanne Bolton

**IPEP Project Officer**  
- Carolyn Cracknell

**Melbourne Medical School** - Dr Vinita Rane

**Melbourne School of Population and Global Health** - Sue Durham

**Melbourne School of Psychological Sciences** - Dr Christina Bryant

**Melbourne Dental School** - Dr George Alexander

**School of Biomedical Sciences** - A/Prof Quentin Fogg

**Department of Physiotherapy** - Dr Deb Virtue

**Department of Nursing** - Dr Charne Miller

**Department of Social Work** - Dr Nicole Hill

**Department of Audiology and Speech Pathology (Audiology)** -Dr Peter Carew

**Department of Audiology and Speech Pathology (Speech Pathology)** - Dr Elaina Kefalianos

**Department of Optometry and Vision Sciences** - A/Prof Anthea Cochrane

**IPEP Health Student Network** - Vivienne Chan

**TBH Student committee** - Jenny Lee / Melissa Yixin Tien

**First Nations Health representative** - Dr Josh Cubillo

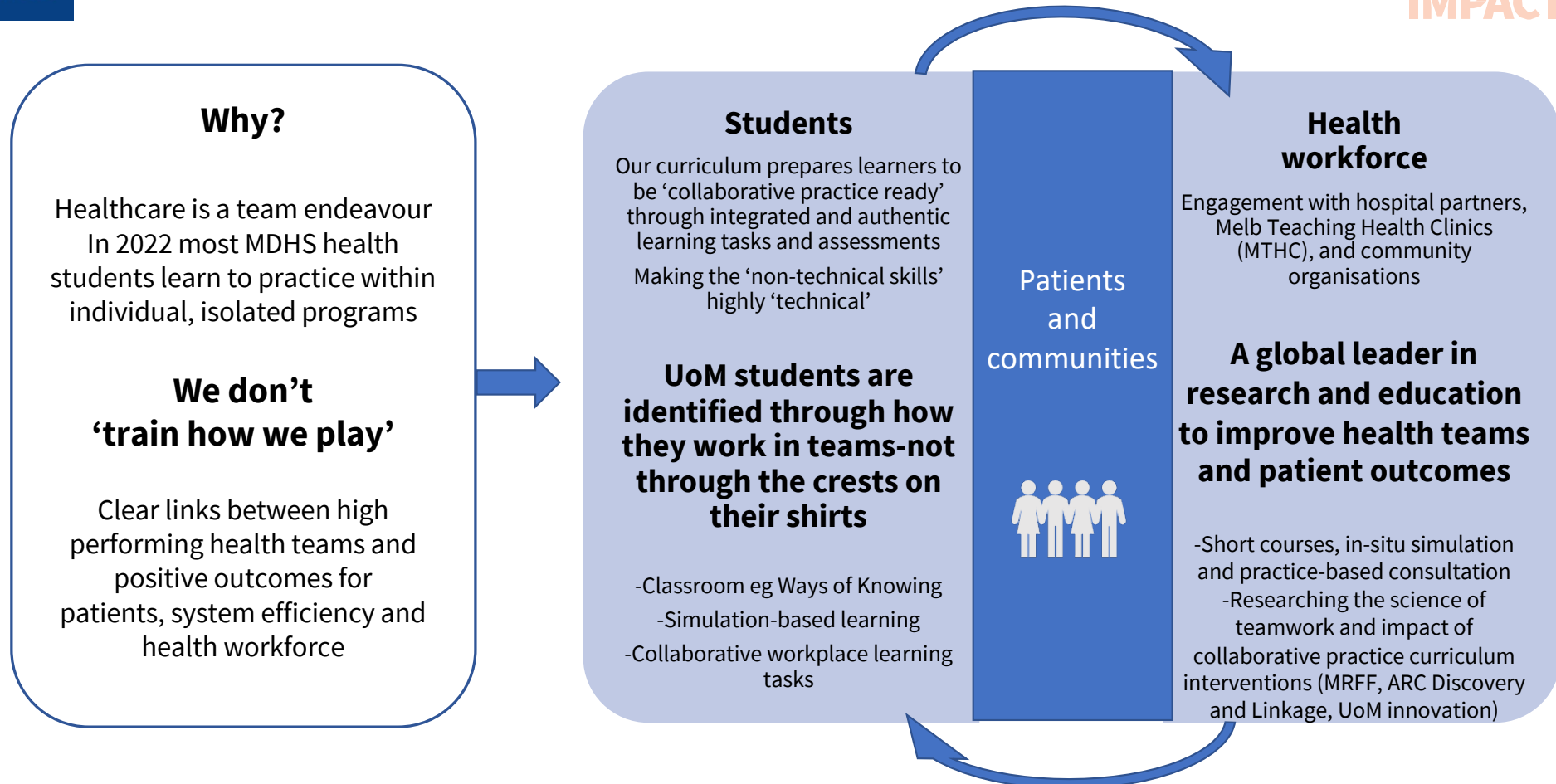
**Rural Health representative** - Keryn Bolte



## Centre for Collaborative Practice

Preparing students and workforce for excellence in team-based practice

**COLLABORATE +  
INNOVATE +  
NURTURE =  
IMPACT**





**Centre for Team-Based Practice & Learning in Health Care**

**COLLABORATE +  
INNOVATE +  
NURTURE =  
IMPACT**



 **Centre for Advancing Collaborative Healthcare & Education (CACHE)**  
*Learning together for a healthier world*

 **CAIPE** | *Centre for the Advancement of Interprofessional Education*

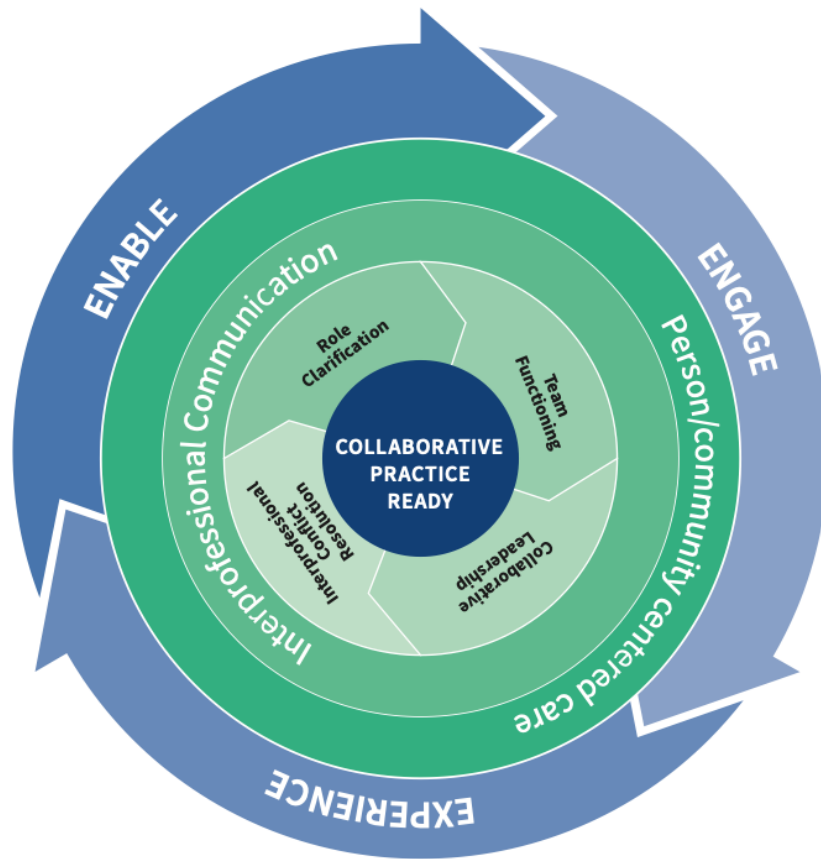
 **NATIONAL CENTER for INTERPROFESSIONAL PRACTICE and EDUCATION**

No current Centre for Collaborative or Team-based or IPE within Australia



## Why our collaborative practice curriculum will work Consultation period 2019 and 2022

**COLLABORATE +  
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1. Accreditation requirements for IPE and Collaborative Practice.
2. Capitalise on existing networks, and diverse disciplinary perspectives to improve how teams work, and how students learn in teams
3. Evidence-based design of initiatives
4. Make it hard! (Turn the 'soft' or 'non-technical' into highly technical)
5. Integration throughout life of programs- from classroom to sim-lab to workplace
6. Well considered assessment design – assessment creates the learners we deserve
7. Embrace continuum of expertise rather than artificially divide training of students and clinicians
8. Program of research (accountability re outcomes for learners, patients, clinicians and systems)
9. **People are ready for the change**
10. **Involve stakeholder groups at all points of design and implementation**

## IPEP represented as an accreditation standard in most entry-to-practice health professions programs

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### **Audiology**

Collaboration with clients, colleagues and other professionals (incl. ability to engage / conflict resolution / recognition of role of others / values of respect, trust, shared decision making)

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### **Dentistry**

IPEP principles embedded in curriculum

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### **Medicine**

Working with / learning from other health professionals (incl. experience in interprofessional teams)

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### **Nursing**

IPEP principles embedded in curriculum  
Registered health practitioners support collaborative teaching and learning opportunities in interprofessional settings

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### **Optometry**

IPEP principles embedded in curriculum

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### **Physiotherapy**

IPEP principles embedded in curriculum

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### **Psychology**

IPEP principles embedded in curriculum

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### **Social Work**

Includes working collaboratively / respectful relationships / conflict resolution / collaborative learning

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### **Speech Pathology**

IPEP principles embedded in curriculum

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# COLLABORATIVE PRACTICE READY

ENABLE

*Enabling collaborative practice through advocacy and interprofessional education*

*Collaboration, advocacy and leadership: An interprofessional curriculum*

EXPERIENCE

*Enabling noticing for collaborative practice*

*Experiencing workplace interprofessional learning tasks*

*Paediatric hearing and vision interprofessional screening activity*

*Teddy Talk: Developing a new interprofessional curriculum focusing on communication skills with children*

*Experiencing Simulation Based Team Practice*

*"Designing a critical pedagogy to challenge stigma among health professionals" UoM UoT Research Grant 2022*

ENGAGE

*Engaging in Feedback know-how in the health workplace*

*Engaging in "Ways of Knowing"*

Why IPE?

Person/  
community  
centered care

Interprofessional  
Communication

Role  
Clarification

Team  
Functioning

Collaborative  
Leadership

Interprofessional  
Conflict  
Resolution

# Example 1: 'Ways of Knowing' IPE Program in 2022: 1400 students, 50 staff, 10 professions



*A journey of learning from, with and about each other that flows like a river "ebbing at times, then gathering strength and flowing together in a dynamic confluence much like the process of life-long learning"*

(Glatthorn and Jallall 2000 cited in Many Ways Learning, Andrews, 2017, page 7).

Coloured lines = students start their journey's within different disciplines  
Coloured lines running parallel = Shared Learning  
Coloured lines interweaving = Interprofessional Education

Blue circles = Shared Learning  
Yellow Circles = Interprofessional Education  
Green Circles = Independent self-reflective activities that link the learning  
Green Arrow = Ongoing learning journey in cultural safety & collaborative practice competencies

A close-up, high-resolution photograph of a human eye, focusing on the iris and eyelashes. The eye is looking slightly to the left. The background is a soft, out-of-focus light brown color.

## Example 2 'Noticing for Collaborative Practice'

1. Interactive online Module for MDHS students

2. Active observation (intentional noticing) of a team-based interaction in healthcare

3. Feedback conversation with a member of the team just observed (from a different profession)

4. Critical reflection (written account)- on what was learned in terms of their noticing capacities, as well as what they noticed about interprofessional team-based care

Funded by LTI Grant 2021

<https://mdhs.unimelb.edu.au/interprofessionaleducation>

# Feedback Know-How in the Health Workplace



**Synchronous learning: Building feedback know-how in the health workplace**

# Funded Projects Collaborative Practice and Learning MDHS

- McAllister A, Griffiths L, Bolton J, Cracknell C, Molloy E, Vawser T, Ng, S, Brydges R et al (2022) Designing a critical pedagogy to challenge stigma among health professionals UoT/UoM Collaborative Grant, \$10 000.
- Noble C, Mandrusiak A, Sibbald M, Molloy E (2022) Developing feedback literacy to navigate interprofessional placement learning: a design-based research study. U21 Health Sciences Group Research Development Fund. \$10, 000 pounds.
- Johnson C, Kent F, Keating J, Molloy E (2021). Department of Health Boosting our healthcare workforce initiative: Project funded 'Feedback Booster Program' \$138, 199.
- Bolton J, Blow N, Molloy E (2021): "A logic model evaluation of 'ways of knowing' in healthcare: A program designed to build cultural safety and collaborative practice". MDHS Diversity and Inclusion Grant. \$25,000.00
- Bolton J, Blow N, Molloy E (2021): Exploring Pedagogies of Discomfort: A case study of Ways of Knowing in building understanding in First Nations Health and interprofessional education. ANZAHPE Education Research Grant. \$5000.00
- Molloy E, Clement T, Griffiths L, Bolte K, Denniston C, Wright J, Shea R (2021) Interprofessional Learning Communities for clinical placement supervisors as a means of building capability, capacity, and sustainability into rurally-based healthcare. Rural Health Multidisciplinary Training (RHMT) \$10, 000.
- Molloy E, Paxino J, Story D, Szabo B, Marshall S, Murphy J (2021) Building capacity for interprofessional teamwork and feedback literacy in a crisis setting: A simulation-based education program for a deteriorating patient on the ward (SVHM) MMS Team-based care partnership seed fund \$23,600
- Cracknell C, Molloy E, Murphy J, Tse J Zordan R (2021) Student-Patient Partner in the Emergency Department as a mechanism to bolster comprehensive care (SVHM). MMS Team-based care partnership seed fund \$22, 500
- Molloy E, Gray A, Tse J, Trumble S, Clement T, Vaughan B, Murphy J (2021): Boosting clinical supervision capacity across the health professions: A three-tiered professional development package for supervisors at St Vincent's Hospital Melbourne. Department of Health Funding successful for \$106, 915 (100 CSO places, 40 clinicians through 5 PLCs, 5 full scholarships for Grad Cert Health Professions Education).
- Molloy E, Bolton J, Denniston C, Bridge N, Virtue D, Donald K, Tey C (2021). A Pedagogy for Professional Noticing for Collaborative Practice. Learning and Teaching Innovation Grant. The University of Melbourne. \$30, 000.00

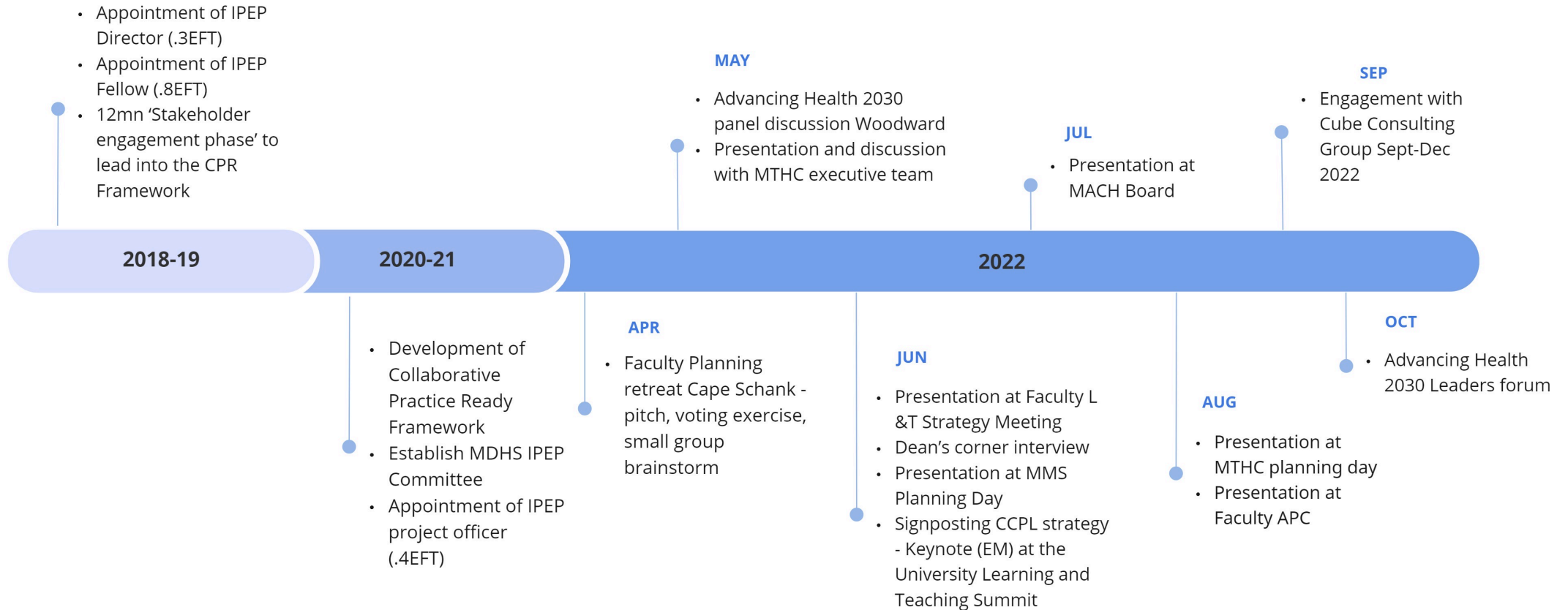
# Funded Projects Collaborative Practice and Learning MDHS

- Molloy E, Bolton J, Hill N (2021) 'Developing feedback know-how' Faculty MDHS Seed Funding. The University of Melbourne \$5000.00
- Bolton J, Andrews S, Remedios L & Blow, N (2020) Teaching and learning together: Co-developing online interprofessional cultural safety training for MDHS staff and students \$24,000. Learning and Teaching Innovation Grant (LTI) The University of Melbourne
- Leung C, Molloy E, Gray A (2019) Developing an interprofessional education intervention in a Hospital Outpatient Clinic (telehealth), MACH Education and Workforce Training Grant. \$80, 000.00
- Noble C, Molloy E, Brazil V et al (2019) "Enhancing feedback literacy in the workplace: a learner-centred approach" ANZHAPE Research Grant in 2019. \$3,194.00
- Cheshire L, Donald K, Molloy E et al (2019) The e-portfolio: encouraging flexible and self-regulated learning. Learning and Teaching Innovation Grant (LTI) The University of Melbourne \$80, 000.00
- Bearman M, Denniston C, Ajjawi R, Molloy E, Castanelli D, Woodward-Kron R, Watling C, Ward N (2020) Investigating feedback cultures in postgraduate medicine. CICM and RACS Seed Research Funding: \$ 20 000.00
- Denniston C, Molloy E, Griffith L (2018): Good WIL Hunting: Generating a framework to optimize student learning across the professions. University of Melbourne FMDHS Seeding Grants for learning and teaching innovation. \$5000.00
- Henderson M, Molloy E, Bearman M, Phillips M (2018). Comparing and contrasting workplace training in aviation and medical education. QANTAS innovation funding scheme \$18, 000.00
- Howard D, Clement T, Silverman J, Molloy E, Lyon E (2018-2019) "Video-clubs as a professional development activity for GP-supervisors: how do they support supervisors' teaching practice?" The Royal Australian College of General Practitioners (RACGP) Education Research Grant \$149,924.00.
- Tarrant B, Remedios L, Molloy E, Hill N (2018-2019) The development of interprofessional online learning materials on professionalism (professionalism plus). Learning and Teaching Innovation Scheme, The University of Melbourne \$10, 000.00
- Dr Kwang Cham, Professor Elizabeth Molloy, Ms Tamara Clements, Mr Thomas Mathew, Dr Elaina Kefalianos & Dr Charlotte Denniston (2018) *Building Towards a Collaborative Interprofessional Curriculum: Identifying Professionalism Dilemmas and Lapses in Medicine, Nursing and Allied Health Professional Education* Faculty University of Melbourne, MDHS Learning and Teaching Grant \$5000.00



## Engagement so far and next steps

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2023

