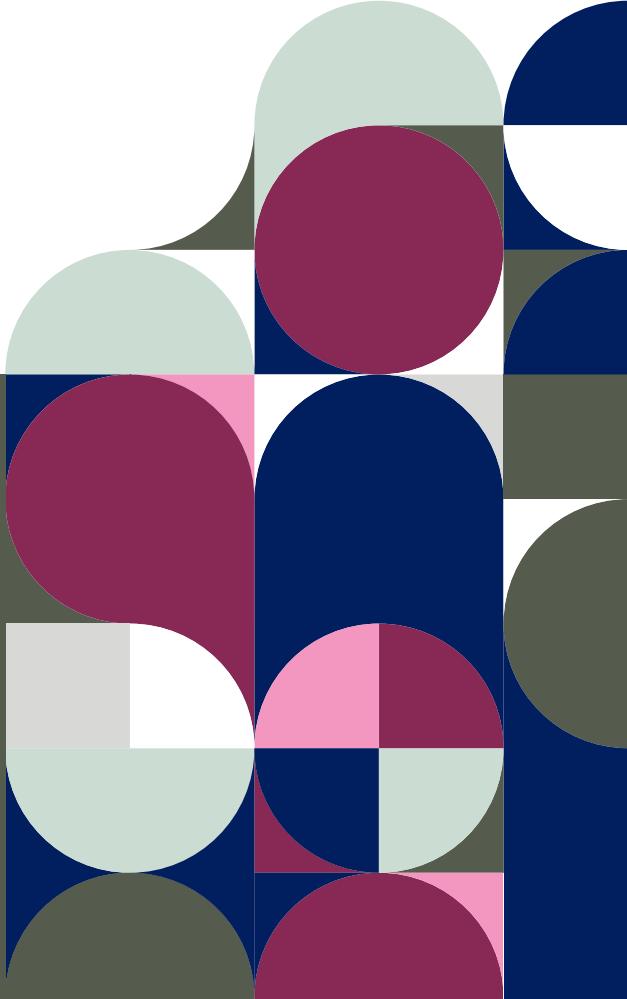




# Strategy for Research and Scholarship 2025-2028

## Collaborative Practice Centre

Transforming Health  
through Collaboration





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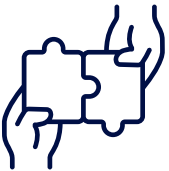
## Our Vision

Leading global engagement about collaborative practice and extending the science of teaming



## Our Mission

To catalyse collaborative practice in our healthcare system, equipping current and future teams for person-centred care and improved health outcomes



## Our Work

The Collaborative Practice Centre (CPC) is as a faculty-wide initiative in Medicine, Dentistry and Health Sciences (MDHS) that prepares students and future health professionals to deliver person-centred care and improve health outcomes.

**Our focus is on building excellence in team-based practice**

### **This is delivered through:**

- Curriculum design and implementation: co-design of interprofessional collaborative learning and practice opportunities in line with accreditation requirements. Our work supports existing teaching by enhancing team-based learning alongside technical training
- Health workforce education: We support continuing professional development (CPD) programs for clinical educators and healthcare teams, with an aim to strengthen collaborative practice in all health settings, including primary care
- Research and Scholarship: Our research programme examines knowledge and behavioural skills at various levels of effective interprofessional teamworking: individual team capabilities, team level collaboration, and workplace culture and systems that impact effective collaboration

### **We strive to:**

- **Understand** how interprofessional education and teamwork work,
- **Create** evidence-based standards for curriculum and workforce development, and
- **Evaluate** our programs' impact on students, clinicians, patients, and health systems

Our research advances evidence-based interprofessional education and the science of teaming. Using applied, inquiry-driven methodologies to examine healthcare team dynamics, we implement this knowledge into practice through co-design, user engagement, and simulation.

# Our Aspirations

- **Build** an inclusive, collaborative team culture
- **Focus** on fostering a culture of inquiry to develop internationally recognised and high-quality research and scholarship programs
- **Create** and maintain productive partnerships and collaborations at local, national, and international levels to generate evidence on the impact of enhanced collaborative practice in health settings

# Our Primary Research Streams

Collaborative practice across different professions is a social and relational process - it's about how people work and communicate together in teams. This communication, or "Team Talk," includes:



**Reflecting as a group**



**Giving and receiving feedback**



**Managing conflict and repairing relationships**



**Navigating challenges together**

These processes are important in both teaching teams and clinical teams working with patients or clients.

Our research examines team conversations, their influences, and ways to enhance them. The study of "learning conversations" such as feedback, debriefing, and coaching, fosters growth and improved performance over time.

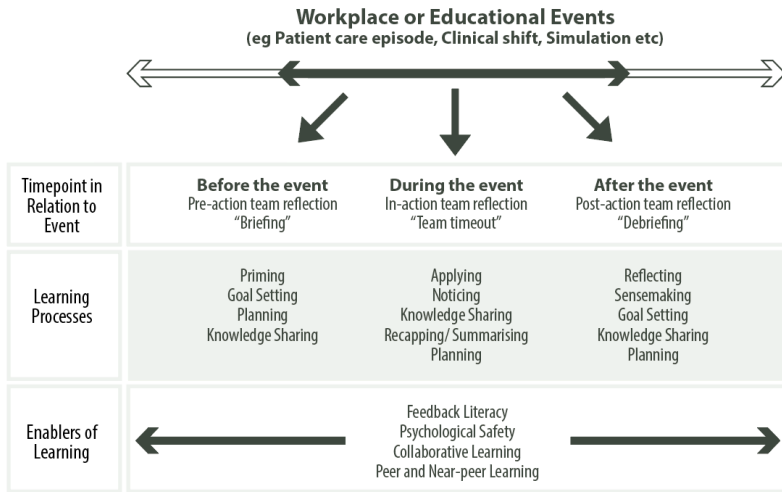
The **Team Reflection conceptual model** guides our work, identifying how team behaviours connect with learning and performance. This focus allows our work to inform both interprofessional education (IPE) curriculum design and real-world research.

Figure 1 shows the key areas we study and how they are connected.

These collaborative team interactions are embedded through the CPC Ways curriculum (Ways of Knowing, Ways of Learning, Ways of Leading) as are the key attributes of interprofessional learning:

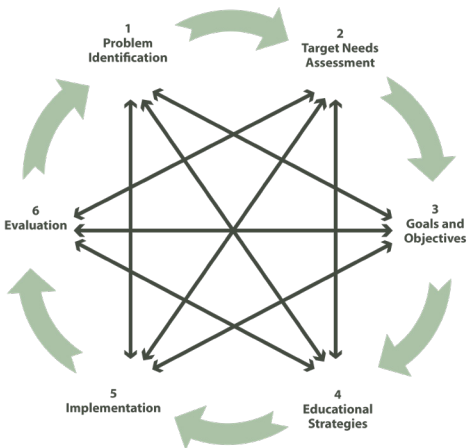
- **Relational reflexivity**
- **Interprofessional communication**
- **Collaborative leadership**
- **Systems improvement**

**Figure 1. Relationships between team reflexivity behaviours and timepoint**

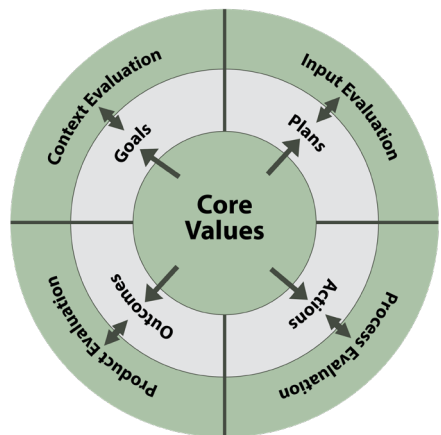


To understand our novel curriculum's mechanisms and impacts, we incorporate strong curriculum development and program evaluation from the start. We will use existing tools and frameworks when available, such as the PEARLS debriefing framework, Thomas and Kern's 6-Step Curriculum Development Framework, and Stufflebeam's CIPP evaluation framework.

**Figure 2. Thomas and Kern 6-Step Curriculum Development Framework**



**Figure 3. Key components of the CIPP Model and Associated Relationships**



## Methodological Expertise

- Participatory approaches (co-design, design-based research, consumer engagement)
- Knowledge synthesis (i.e. scoping reviews)
- Qualitative methodologies
- Mixed methods approaches
- Collective reflective practice (autoethnography)
- Simulation as an educational strategy
- Simulation as a research strategy

## Research Strategic Enablers

- Build research capacity for collaborative practice
- Staff development through mentoring and skill development
- Supervise research projects aligned with our program focus
- Alignment of research with institutional and national priorities
- Development of strategic partnerships
- Secure competitive funding



# Measuring Success

- Staff with fellowship or higher in Advance Higher Education
- Internal and external grants, total grant funding
- Graduate researchers supervised/completions
- Conference presentations/poster/published abstracts
- Peer-reviewed journal articles
- Awards for conference presentations, Faculty, university, and professional society awards, research or scholarly contributions



# Collaborative Practice Centre

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Email: [CPC-4Health@unimelb.edu.au](mailto:CPC-4Health@unimelb.edu.au)

Website: [mdhs.unimelb.edu.au/CPC4Health](http://mdhs.unimelb.edu.au/CPC4Health)

LinkedIn: Collaborative Practice Centre

Instagram: @CPC4Health



Faculty of  
Medicine, Dentistry  
and Health Sciences