

**APPENDIX 2**

**SUMMARY - SELECTED MODELS OF TEACHING & LEARNING (COMPARE & CONTRAST)**

Features	Uni-Professional Education	Multi-Professional Education	Inter-Professional Education	
<b>Student Interaction</b>  <b>Degree of Interaction between students from other Schools</b> (lowest =0, highest=3)	Students learn with students from the <b>same</b> School  <b>0</b>	Students learn together but in parallel <b>with</b> students from at least one other School  <b>1</b>	Students learn <b>with, from and about</b> students from at least one other School to improve collaboration  <b>2</b>	Students learn <b>with, from and about</b> students from at least one other School to improve collaboration and patient care  <b>3</b>
<b>Models of Learning &amp; Teaching</b>	<b>Individual learning</b> In a range of settings from didactic lectures to clinical placements	<b>Shared learning</b> Mixed groups in lectures, tutorials, pracs, workshops, assessment etc in a classroom or on-line includes <ul style="list-style-type: none"> <li>• Shared simulation pracs/ tasks</li> <li>• Shared staff &amp;/or learning resources</li> </ul>	<b>Co-operative learning</b> Mixed group operating as a team to achieve a common goal: <ul style="list-style-type: none"> <li>• CBL/PBL, debates, workshops, seminars etc in a classroom etc or online</li> <li>• Rural camp – community group projects/activities</li> </ul>	<b>Experiential learning</b> Mixed team focused on patient care either in a: <ul style="list-style-type: none"> <li>• Simulation centre</li> <li>• Community environment eg RIPPER</li> <li>• Clinical setting</li> </ul>
<b>Size of Group</b> (Small, Large or Both )	Both	Both	Small	Small
<b>Learning Context</b> (Theoretical, Practical or Both)	Both	Both	Theoretical	Practical
<b>Curriculum Model &amp; Areas of Learning</b> (actual & potential)  <b>Modules</b>	Traditional Curriculum (mostly unit based) <ul style="list-style-type: none"> <li>• Discipline specific content and outcomes determined within one School</li> </ul> All excluding those covered in Multi & Inter-Disciplinary Learning	Shared Curriculum e.g. <ul style="list-style-type: none"> <li>• Perspectives on Ageing</li> <li>• Mental Illness</li> <li>• Child &amp; Adolescent Health</li> <li>• Indigenous Health</li> <li>• Domestic Violence</li> <li>• Community Health</li> <li>• Complementary &amp; Alternative Medicine</li> <li>• E -Health/Informatics</li> <li>• Health Promotion</li> <li>• Society, Culture &amp; Health</li> <li>• Anatomy?</li> </ul>	Collaborative Curriculum e.g. <ul style="list-style-type: none"> <li>• Communications including team work, negotiations &amp; leadership skills</li> <li>• Ethics &amp; Legal Issues</li> <li>• Primary Health Care</li> <li>• Preparation for Practice</li> <li>• Rural Health</li> <li>• Chronic Care</li> </ul>	Integrated Curriculum <ul style="list-style-type: none"> <li>• Patient Care</li> </ul>
<b>Relative Cost</b>	Low-High	Low- Medium	High	Highest
<b>Focus of IPE</b>		Contact	Knowledge & Skills	Attitudes & Patient Care
<b>Share of Total Learning</b>	Most – across all years	Some - throughout course (commencing first year)	Limited – middle/later years	Restricted - final year/s
<b>Model for Regionally Based Collaboration</b>		Clusters based around the mix of undergraduate students located in Hobart, Launceston, Burnie or Sydney. Pilot - Launceston 2009?		