**UQ Summer or Winter Research Project Description**

Please use this template to create a description of each research project, eligibility requirements and expected deliverables. Project details can then be uploaded to each faculty, school, institute, and centre webpage prior to the launch of the program.

|  |  |
| --- | --- |
| **Project title:** | **Evaluation of Interprofessional Practice Simulation within health professional training.** |
| **Hours of engagement & delivery mode** | * *30 hours per week (minimum 20, max 36)* * *4 weeks duration* * *The project will be offered on-site, remotely or through a hybrid arrangement.* |
| **Description:** | Background  Interprofessional practice encompasses collaboration between healthcare professionals to deliver quality healthcare. This collaboration is fundamental to ensuring the efficiency and success of the healthcare provided. Pre-professional training in interprofessional practice is fundamental to successful IP in the clinical setting. In 2012, an interprofessional practice student training ward was established in Perth which demonstrated an improvement in students’ attitudes towards interprofessional collaboration and increased interprofessional practice capabilities (Brewer and Stewart-Wynne, 2012). Through a similar interprofessional practice course, students reported that they learnt about their roles, the roles of other professionals and the impact that effective teamwork has on patient care (Fedor, Heighton and Freniere, 2020).  The University of Queensland has responded to this, by implemented the Interprofessional Practice Simulation (IPS) within health professional training. As summarised by Professor Geoff Masters AO in his 2018 conference presentation titled ‘The role of evidence in teaching and learning’, effective teachers must use evidence to monitor the efficacy and usability of their programs (Masters, 2018). One method to achieve this is via structured evaluation of the curriculum. The novel IPS has combined a multitude of learning approaches, and how this curriculum has been experienced is critical to the evidence based approach to the study of teaching and learning.  This study seeks to:  1. Evaluate the Interprofessional Practice Simulation (IPS) undertaken at UQ  2. Understand the perceived needs, preferences and experiences of students' who undertook the IPS.  Data will be collected via focus groups with students and qualitative data (focus group transcripts) analysed to identify key categories and themes.  The research will provide insight into students’ experiences and perceptions of the course which may be used to inform future iterations of the curriculum.  Masters, G. N. (2018). The role of evidence in teaching and learning [Paper presentation]. Research Conference 2018 - Teaching practices that make a difference: Insights from research. https://research.acer.edu.au/research\_conference/RC2018/13august/2  Margo L. Brewer & Edward G. Stewart-Wynne (2013) An Australian hospital-based student training ward delivering safe, client-centred care while developing students’ interprofessional practice capabilities, Journal of Interprofessional Care, 27:6, 482-488, DOI: 10.3109/13561820.2013.811639  Fedor E, Heighton ME, Freniere V. (2020). Collaboration of Healthcare Professions to Provide Interprofessional Experiences through the Eyes of Learners. Health, Interprofessional Practice & Education; 4(1):e2121. |
| **Expected learning outcomes and deliverables:** | Students may gain skills in conducting a literature review summarising and collation of research data and possible collaboration with external stakeholders and support of data collection.  Students will be involved in data analysis and have an opportunity to develop their knowledge and skills in qualitative data analysis.  Students may also have an opportunity to generate publications from their research. Students may be asked to produce a report or oral presentation at the end of their project. |
| **Suitable for:** | This project is open to applications from students currently studying occupational therapy, speech pathology or physiotherapy, and a UQ enrolled student only |
| **Primary Supervisor:** | Dr Freyr Patterson  Professor Jodie Copley  Dr Adriana Penman |
| **Further info:** | If you would like further information, please contact  Dr Freyr Patterson [f.patterson@uq.edu.au](mailto:f.patterson@uq.edu.au) |