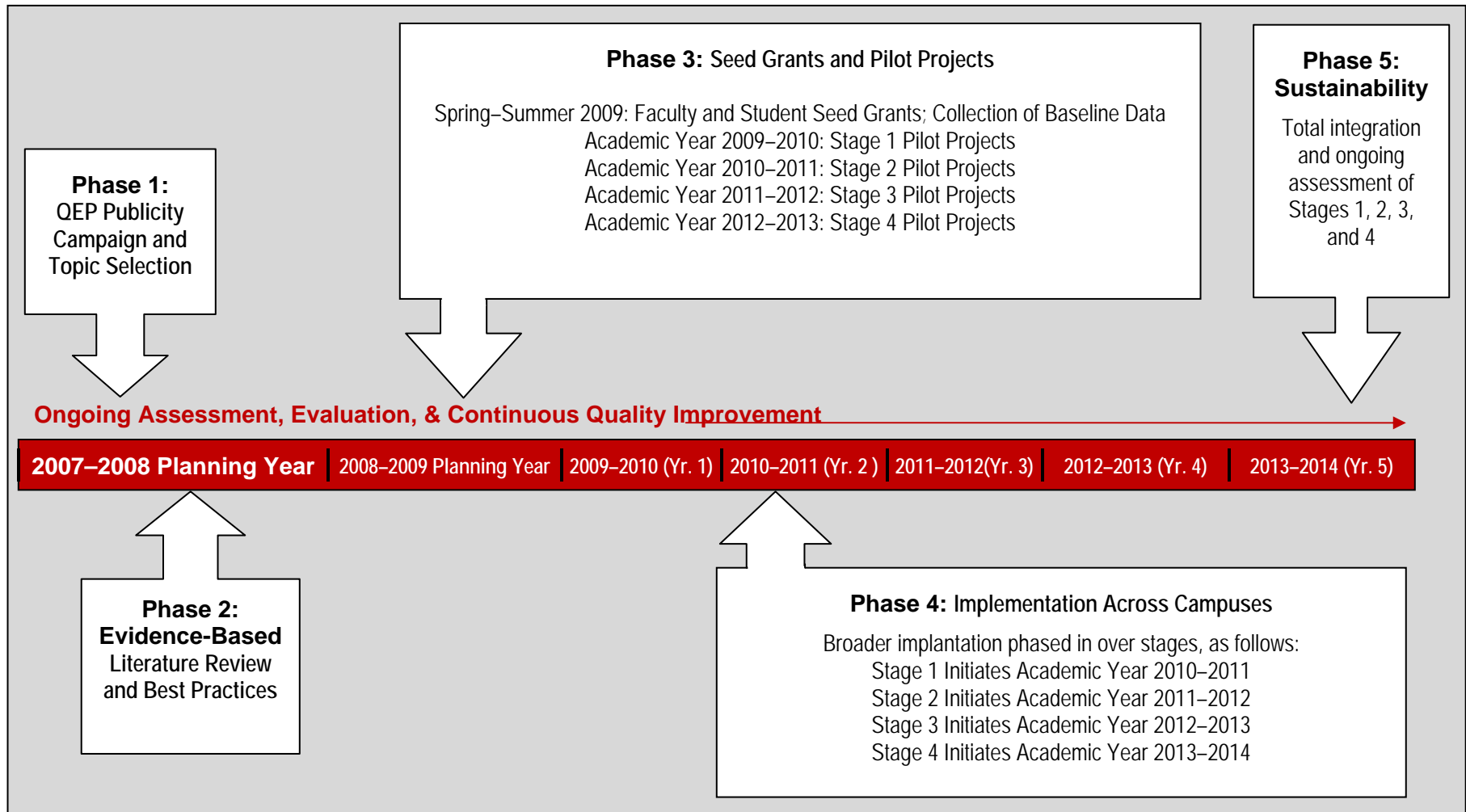


Figure 5.1. Overview of Five-Year Timeline



Stage 1: IT skills for the novice and advanced beginner using strategies combining problem-based learning with low-fidelity web-based technology.

Stage 2: IT skills for the competent learner combining case-based and team-based learning with high-fidelity technology, such as advanced patient simulators and standardized patients.

Stage 3: IT skills for the competent and possibly proficient learner using strategies combining team-based learning with high-fidelity immersive online 3D technology.

Table 4.1. Staging Process to Implement Interprofessional Teamwork (IT) Educational Programming

STAGE 1		
Student learning outcomes:		
<ol style="list-style-type: none"> 1. Describe the knowledge, skills, behaviors and attitudes required for an individual to function as an effective member of an interprofessional team. 2. Identify the roles and diverse perspectives of IT, including responsibilities, expertise, background, knowledge, and values of IT members. 3. Demonstrate heightened awareness and appreciation of the potential benefits of IT. 		
Educational Pedagogy	Type of Team	Delivery Method
Problem Based Learning	-----> Single-discipline training ^a	Electronic learning (web based, web communications, TechLink videoconferencing)
Problem Based Learning ↳ Case Based Learning	-----> Combined-team training ^b	
STAGES 2 AND 3		
Student learning outcomes:		
<ol style="list-style-type: none"> 4. Demonstrate evidence-based decision making while participating collaboratively as a member of an interprofessional team. 5. Demonstrate basic group skills, including communication, negotiation, conflict resolution, delegation, time management, and assessment of group dynamics. 		
Educational Pedagogy	Team Environment	Delivery Method
Case-Based Learning ↳ Simulation-based Learning	- -> Single-discipline training and combined-team training	Simulation (advanced patient simulators, standardized patients, immersive online technologies)
STAGE 4		
Student learning outcome:		
<ol style="list-style-type: none"> 6. Participate as a collegial member of an interprofessional team to coordinate and individualize patient care to ensure excellence, continuity, and reliability, even when team members are in different physical locations. 		
Educational Pedagogy	Team Environment	Delivery Method
Simulation-Based Learning ↳ Work-Based Learning	-----> Combined-team training	Actual patient-care settings

^a Student work groups composed of 4 to 5 students from the same discipline.

^b Collaborative student work groups composed of students from more than one discipline.