

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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TUFH 2021 ABSTRACTS

Title	EVALUATING A TEAMWORK LEARNING TOOL FOR UNDERGRADUATE HEALTH PROFESSIONAL STUDENTS IN A TRANSFORMING CURRICULUM: AN ACTION RESEARCH PROJECT AT A SOUTH AFRICAN UNIVERSITY.
Type	Oral Presentation <i>High-Quality Learning and Collaborations in the Health Workforce</i>
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Abstract N ^o	TUFH701
Content	<p>Background: Interprofessional teamwork learning forms part of a first-year interprofessional course at the University of Cape Town (UCT), Faculty of Health Sciences (FHS). While students are required to work in teams and are assessed in their teamwork competence, there is scope to implement a concrete teamwork learning tool to assist students as they learn to work in teams. The project is part of a PhD study and is an extension of a MPhil study by the same student. The project is currently in conceptualisation phase for proposal development (February 2021). Methods: An action research methodology is currently envisioned consisting of focus group discussions and semi-structured interviews. One of the research aims is to evaluate the utility value of a teamwork learning tool developed in the earlier MPhil study, the ‘Students’ Teamwork Heuristic’. Students and educators will be invited to engage with and evaluate the heuristic during and in relation to team-based learning activities. Reflexive thematic analysis within a critical psychology theoretical framework is planned. Conclusion: An important goal of the study is to incorporate student perspectives into the transforming curriculum for undergraduate students at UCT FHS. The study also seeks to engage with interprofessional education (IPE), scarce within the study context, as a framework for teamwork learning. Since IPE is not formally adopted as a framework for teamwork learning at UCT FHS, it is anticipated that obtaining buy-in from faculty and educators may be a challenge.</p>