

Abstract text: Sub-headings e.g. Background, Method, Finding and Conclusion should be included. Abstract text should not exceed 300 words

## **Abstract til workshop\_NJF 2019**

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**Title:** Neither clinic nor lectures – but a powerful hybrid learning environment

Facilitating students' interprofessional and didactic competencies in a student-led clinic offering antenatal classes.

### **Background:**

When identifying the future challenges in the health professions, there has been a great emphasis in supporting health professions to work interprofessional and innovative. In Denmark, it has resulted in a voluminous change in the curriculum for all midwifery students and all other health professions. This curriculum define goals and provide the educational frame, but doesn't prescribe the means.

As an answer to this call, the midwifery education at Copenhagen University College developed a hybrid learning setting that cross borders between clinic and theory, and prescribe an effective way to teach interprofessional and didactic competencies.

The Midwifery students cowork with students from nutrition and health and physiotherapy. They plan and teach antenatal classes supervised by senior lecturers.

### **Method:**

We have thoroughly evaluated the students learning outcomes in a mixed methods design, including a survey in 2014 (70% response rate) and seven focus groups in the period 2011-2017.

### **Findings:**

The survey show that the hybrid learning setting is a highly effective way to facilitate interprofessional, innovative and reflective competencies. The focus groups provide explanations on why and how it encourages the students towards becoming reflective and confident collaborative health professionals.

Being a student in a safe setting, where learning is the primary focus, allow them to be more innovative and creative which enables them to teach antenatal classes in new ways.

When working as a team, in a constructed but realistic setting, the students learn about, from and with each other, both in the planning and teaching process hereby supporting the student's opportunity to develop their interprofessional competences.

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Conclusions:

A teacher facilitated but student-led health clinic offering antenatal classes has proved to be a powerful learning setting for students to develop interprofessional and didactic competencies. Student-led clinics is common in other parts of the world, but is yet to be developed in the Nordic countries.