

Integrated Health Care Leadership 1st Year

MODULE: IHL 120

Course description

IHL 120 is an interprofessional module on **integrated health care leadership** that is shared between departments of the School of Health Care Sciences and the Department of Speech-Language Pathology and Audiology of the University of Pretoria. The purpose is to contribute to the development of health care leadership in the community health care context amongst first-year students in the School of Health Care Sciences. Students who are currently enrolled are from the departments of Human Nutrition, Occupational Therapy, Physiotherapy and Speech-Language Pathology and Audiology.

Integrated health care leadership refers to development of students in health care to understand their respective roles in interprofessional teams, to take responsibility for it, to work together as team members and to develop leadership skills to the benefit of the health of communities and contributing to reaching Sustainable Development Goal (SDG) 3: “Ensure healthy lives and promote well-being for all at all ages” (WHO 2019).

Community challenge and opportunity description

The interprofessional student groups are taken to identified communities

twice, where a health care worker or someone familiar with the community talks to the students about the respective community, how it functions and what the common health issues are. The students are then taken on a guided tour where they can ask the person questions. After the community visit (referred to as “a windshield drive-through”), the student groups are expected to identify a health need in a community, which they can address as an interprofessional team, to make recommendations on how to address the identified need and to indicate an appropriate leadership model that might be usable to guide the intervention/s. The focus is especially on the team members to get to know each other and understand the roles of the respective disciplines, and not to actually implement any interventions in the communities.

Impact

There is no direct benefit for the community from the first-year groups’ learning experience, but an indirect benefit in the long term will be the value of interprofessional collaborative health care practice. The benefit for the students is the introduction to interprofessional collaboration and understanding of each other’s roles. This is used as a foundation for the second- and third-

year modules where there is more direct interprofessional interaction and involvement in communities.

Community partners:

The communities that are visited twice in the first year include Zama-Zama squatter camp, Plastic View squatter camp, the Pop-Up Clinic of Salvokop and Viva Village in Mamelodi.

