

INTERPROFESSIONAL EDUCATION (IPE)

2019-2020 REPORT

This report highlights the initiatives and activities that have been undertaken during the year 2019-2020 to advance Interprofessional Education across the three Schools in the Faculty of Health Sciences (Medicine, Nursing, and Rehabilitation). Critical to this work was the creation of a Faculty of Health Sciences Interprofessional Education (IPE) Committee. The Committee is chaired by Dr. Leslie Flynn, Vice-Dean, Education, for the Faculty of Health Sciences, with Dr. Klodiana Kolomitro providing leadership for the activities of the Committee.

IPE COMMITTEE

In October 2019, we established the Faculty of Health Sciences Interprofessional Education (IPE) Committee. The committee has representation from all three Schools, including students as corresponding members. The IPE committee has held biweekly working meetings since October 2019.

IPE curriculum committee members:

Leslie Flynn (chair)
Klodiana Kolomitro (IPE lead)
Cheryl Pulling
Rosemary Wilson
Theresa Suart
Andrea Winthrop (for 2019-2020)
Wiley Chung (2020-onwards)
Lucie Pelland
Melanie Law (for 2019-2020)
Rosemary Lysaght

The major responsibilities of the Committee are to:

- 1** Lead the development of innovation models of IPE and contribute to knowledge creation and translation;
- 2** Establish curricular and co-curricular content and design, including the development of collaborative competencies and assessment strategies in both the academic and clinical practice settings;
- 3** Develop and recommend policies regarding content and curricular design to Schools and Programs;
- 4** Review and evaluate the quality of a joint IPE curriculum and establish processes for continuous curriculum enhancement;
- 5** Recommend adoption of IPE curricular content to curriculum committees of relevant undergraduate and graduate programs in FHS.





This interactive lecture series was developed to enhance curriculum around emergent topics that are shaping healthcare practice locally and provincially, while encouraging students to “learn with” different health professions.

The learning objectives for the IPE series were to:



Utilize principles of effective team building and shared leadership to cultivate and sustain healthy team relationships



Apply collaborative decision-making principles



Co-create an inclusive environment for shared leadership and collaboration

In January and February, the Interprofessional Education Committee hosted two interprofessional education events at the Faculty of Health Sciences on Substance Use Disorder, and Moral Distress & Ethics, respectively. The first event was delivered by an interprofessional team including a physician, nurse, and social worker. Students had the opportunity to provide input into the selection of topics for this inaugural IP lecture series. Each event drew a crowd of over 50 students from Nursing, Medicine and Rehabilitation Therapy. The remote participation was also remarkable. The feedback was overwhelmingly positive as many participants indicated that working with their colleagues from other disciplines was an invaluable experience. Facilitators were engaging and ensured their presentations included elements of interactivity such as case studies and critical reflections. The collaboration and partnership among the students were critical in demonstrating the value and importance of all healthcare professional roles.

January 27, 2020

Substance Use Disorder IPE Event

Speakers: Adam Newman, Shannon Fraser, Meghanne Hicks

SESSION ATTENDEES



92%
AGREE OR
STRONGLY AGREE

Based on my experience with this session, I would participate in future sessions in the IPE series.

February 28, 2020

Moral Distress & Ethics IPE Event

Speaker: Tracy Trothen

77%
AGREE OR
STRONGLY AGREE

This session helped me understand the benefits that an interprofessional team could bring to cases that involve moral distress and ethics.

SUBCOMMITTEE FOR THE HEALTH LEADERSHIP SYMPOSIUM

A subcommittee was established to actively plan a Health Leadership Symposium for second year students in physical therapy, fourth year students in nursing and second year students in medicine. Although the event initially scheduled for April 3, 2020 was cancelled due to the pandemic we have developed case studies centered around leadership in healthcare, to be used in upcoming IPE events.

IPE CURRICULUM MAPPING

In addition to creating opportunities for students to “learn with, from, and about” other health professions, another area of focus was mapping the existing curricular and co-curricular learning opportunities across the three schools, with the goal of leveraging existing IPE opportunities across the Faculty of Health Sciences, as well as to conduct a gap analysis for the purpose of collaborating in developing new IPE activities that are aligned with each School’s program framework for IPE.

Through this process, we identified areas for continued program improvement in IPE.

Curriculum mapping addressed four fundamental questions:

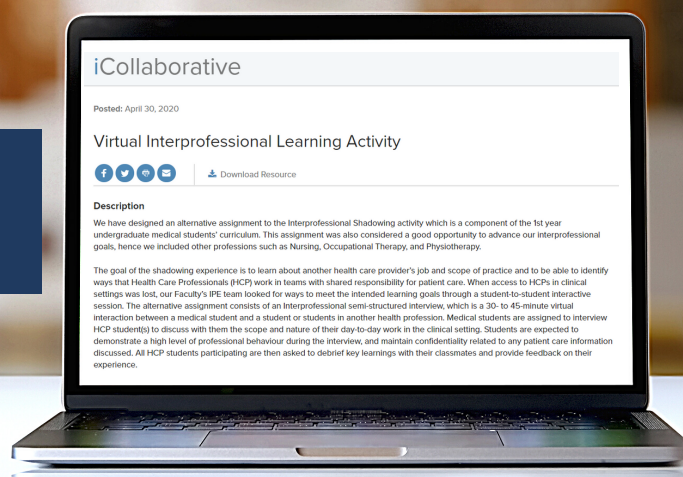
- 1 What interprofessional competencies do we want our students to demonstrate?
- 2 How will we teach these competencies to students?
- 3 How will we know that students have achieved these competencies?
- 4 Where in the curriculum will this learning be embedded?

For the Physiotherapy program which had to respond to the Physiotherapy Education Accreditation Canada and demonstrate that they were meeting their IPE standards, we also completed the following:

- We developed program-level outcomes for interprofessional education (IPE) that are aligned with the Canadian Interprofessional Health Collaborative (CIHC) framework, the Competency Profile for Physiotherapists in Canada (2017), and the Mission of the School.
- We developed an assessment framework to evaluate the progression of students’ competence on the six IPE competencies for collaborative practice, from Introduction, through to Integration and Influence.
- We aligned current IPE activities with the program level goals.
- We held a faculty development retreat on January 24, 2020, to build capacity for assessing IPE.

The Physiotherapy program received full accreditation status this year.

VIRTUAL INTERPROFESSIONAL LEARNING EXPERIENCE



When access to Health Care Professionals in clinical settings was lost due to the pandemic, the IPE team looked for ways to meet the intended learning goals through a student-to-student interactive session. We designed an alternative virtual learning activity to replace the Interprofessional Shadowing activity that is a component of the 1st year undergraduate medical students' curriculum. The goal of the IPE shadowing experience was to learn about another health care provider's job and scope of practice and to be able to identify ways that Health Care Professionals work in teams with shared responsibility for patient care.

172

students participated in
semi-structured interviews

48 medical students
42 nursing students
70 physical therapy students
12 occupational therapy students

All students participating were asked to debrief key learnings with their classmates and provide feedback on their experience. The feedback was very positive.

"This was arguably my favourite activity/assignment that I have done in university. It was a fantastic opportunity being able to communicate with different disciplines. I think activities like this would lead to better collaboration in the hospital later and would lessen the hierarchical power imbalances that are sometimes experienced in the hospital between nurses and residents/physicians"

"Regardless of the health care profession, we all want what is best for the patient and want to deliver patient-centered care"

"thought it was very valuable. I got a more "holistic" view of how IP teams communicate and intermingle"

"The interview not only allowed me to learn about other healthcare professions but also reflect on my own. I also realize how important other professions are and how we can work better in a healthcare setting."

Our virtual IP learning experience has been shared online by the Association of American Medical Colleges <https://icollaborative.aamc.org/resource/5109/> as part of their resource collection built in response to the pandemic's impact on clinical teaching and learning.