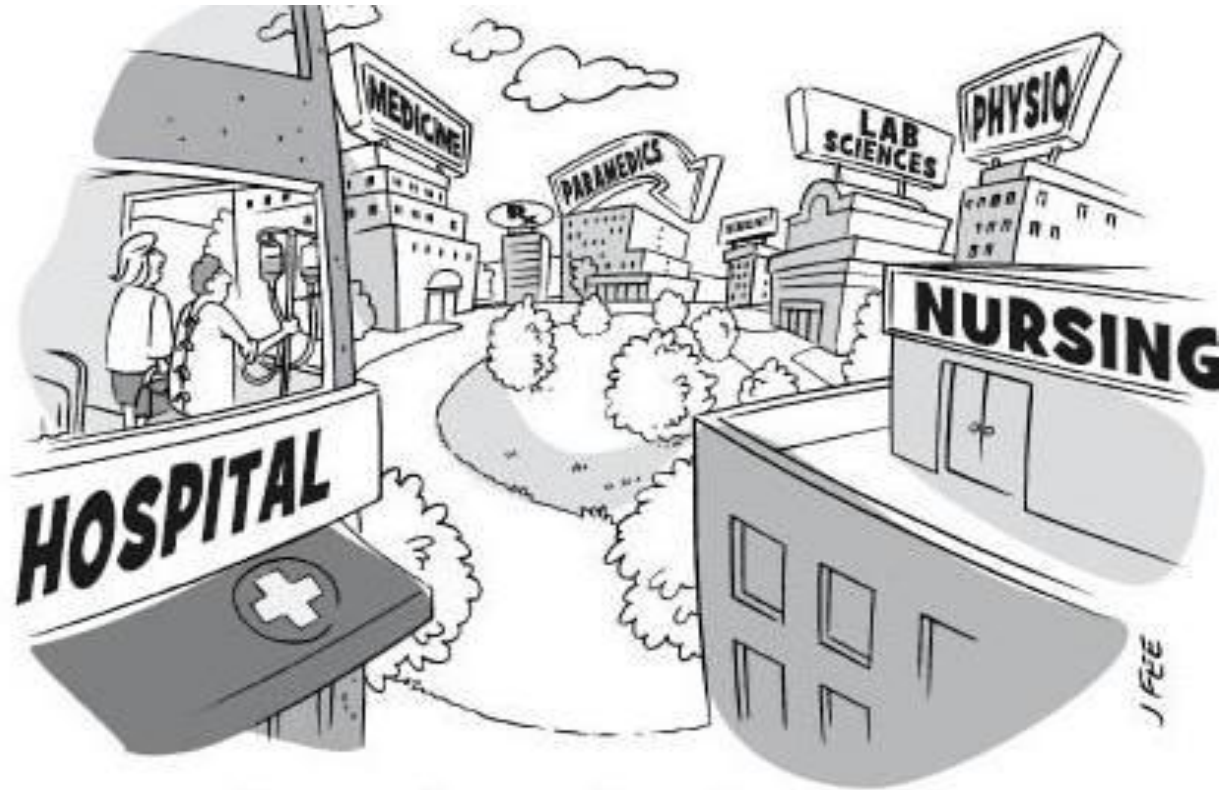


The Challenge of Planning an Interprofessional Health Team Development course

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Interprofessional Education



How can they work together
if they don't learn together?

Collaborative Program

- ▶ 4 partners – University of Alberta, Red Deer College, Keyano College and Grande Prairie Regional College



New Curriculum Year 1

▶ Fall Term

- Anatomy
- Physiology
- Medical Microbiology
- Statistics
- Psychology

▶ Winter Term

- Pathophysiology
- **NS 1035** Intro to Nursing Theory
- **NS 1055** Health Assessment
- **NS 1410**
Interprofessional Health Team Development



Course Planning NS 1410

- ▶ Team of 5 instructors



- ▶ Fall term –met to “share the vision”
 - Designated topics and design activities
 - Looked at the strengths of the team
- ▶ Winter term – met weekly as a group
 - Review activities
 - To be on “same page” and refine details

Course Planning NS 1410

- ▶ Modelled after INTD 410 offered at U of A
- ▶ Resources from Health Sciences Education Resource Commons (HSERC) website
 - <http://www.hserc.ualberta.ca/>
- ▶ Planned to include “Job shadowing” experience
- ▶ Focus on learning team roles & skills



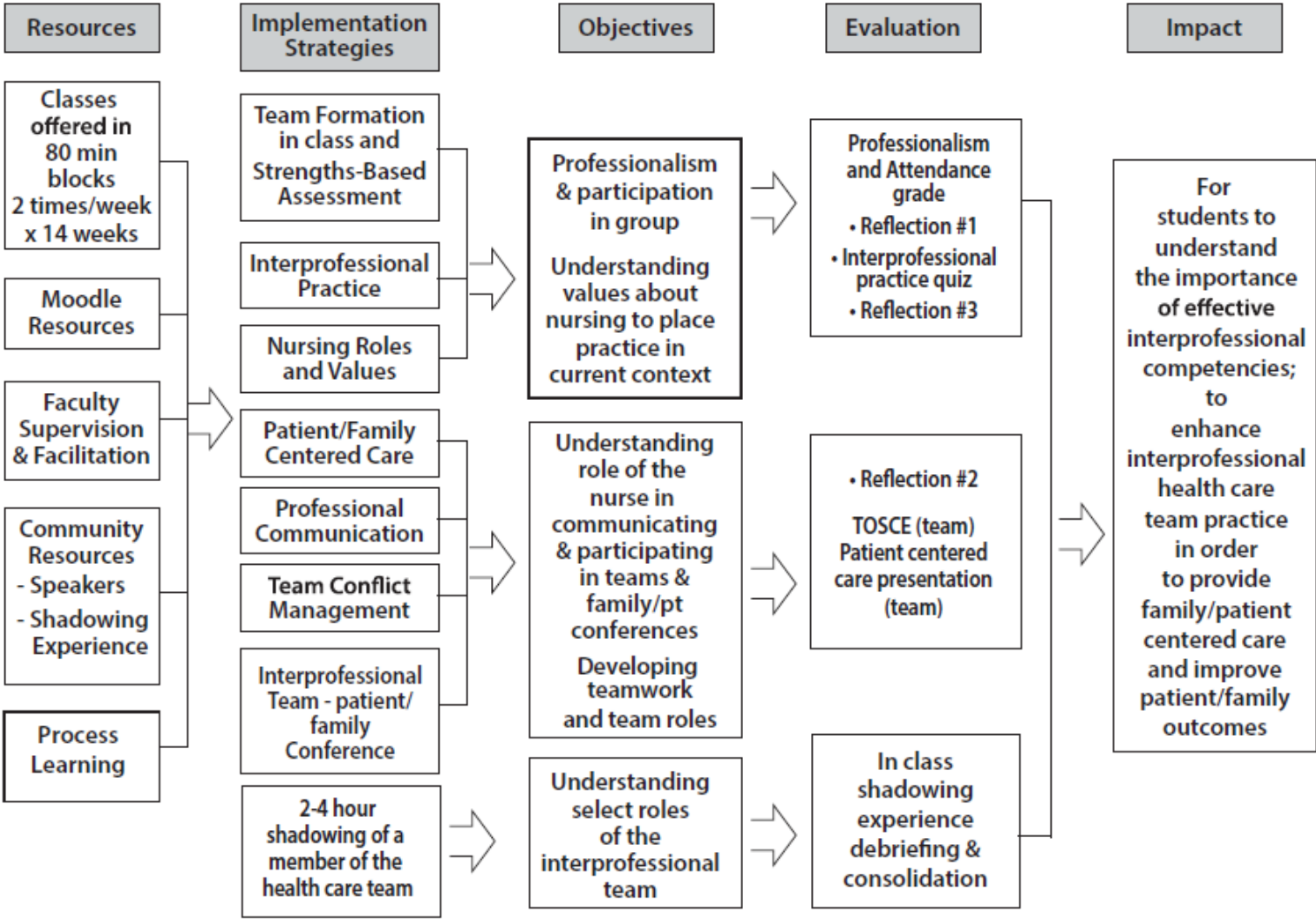
IP Competency Domains

- ▶ Interprofessional Communication
- ▶ Patient/family centered care
- ▶ Role clarification
- ▶ Team functioning
 - Interprofessional conflict management
 - Collaborative leadership



(CIHC, 2010)

NS 1410 - Logic Model



Shadowing Experience

- ▶ PT, OT
- ▶ Social work
- ▶ Pharmacy
- ▶ Dietitian
- ▶ SLP
- ▶ Resp. therapist
- ▶ Diagnostic Imaging
- ▶ RN in discharge planning role, IBD clinic
- ▶ Professional role, scope
- ▶ Education required
- ▶ Daily activities
- ▶ How is pt. contact initiated?
- ▶ How they work with patients to achieve goals
- ▶ How they work with nurses, other disciplines

Health Disciplines

Guiding Questions

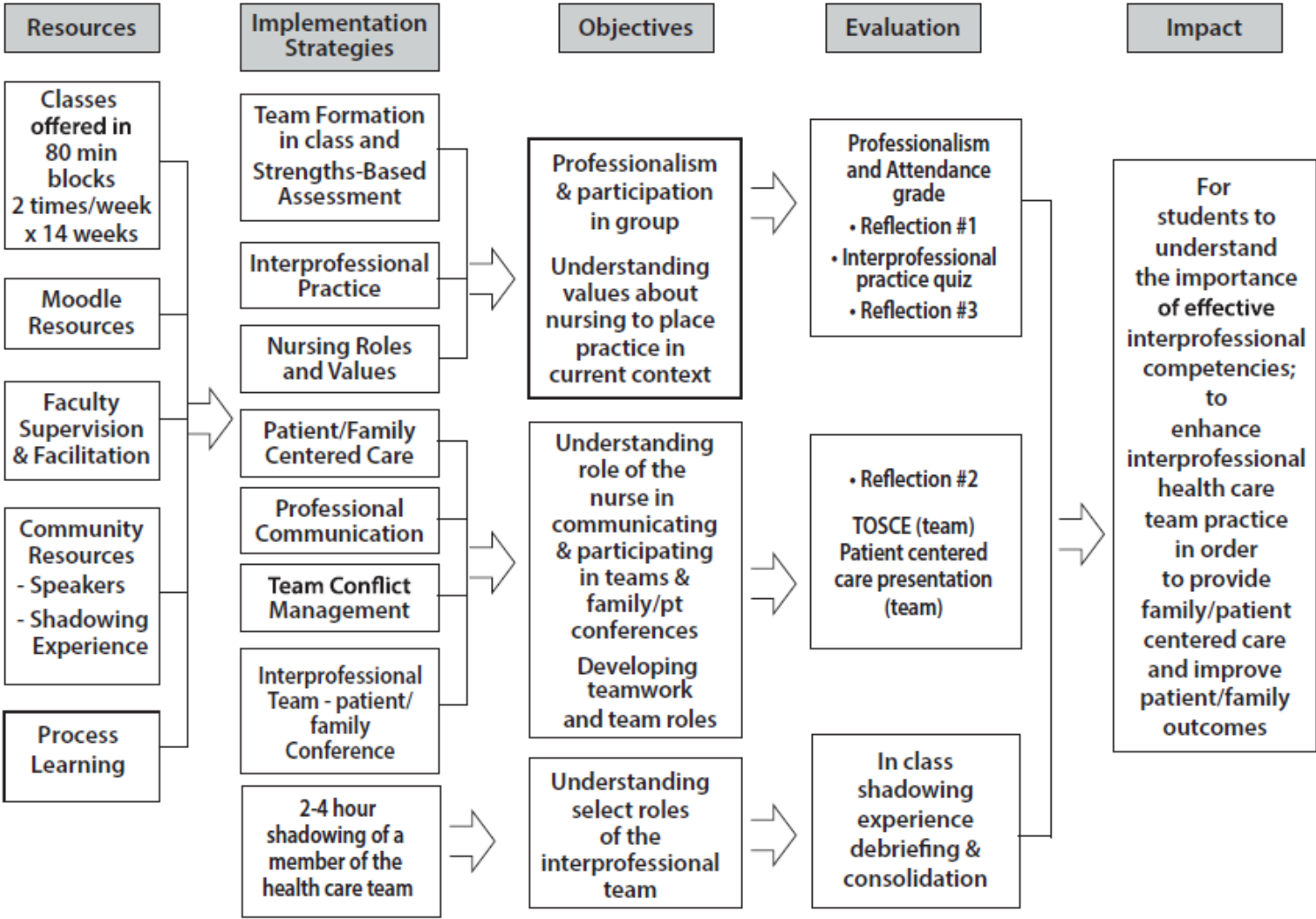
Course Structure

- ▶ Pre-readings or videos on Moodle
- ▶ Online quizzes
- ▶ Practiced team roles
- ▶ Discussions
- ▶ Role play/debriefing
- ▶ Standardized patients
- ▶ Teambuilding
- ▶ Communication
- ▶ Reflections –about course, patient centered care
- ▶ Online quizzes
- ▶ Team presentation
- ▶ Team Objective Structure Clinical Examination (TOSCE)
- ▶ Professionalism
- ▶ Overall PASS/FAIL

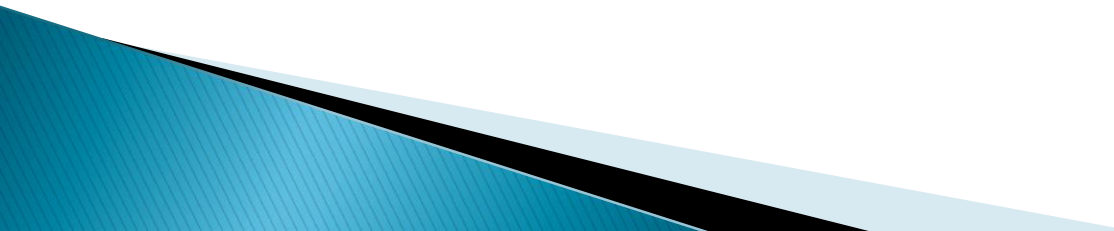
Activities

Assignments

NS 1410 - Logic Model



How feedback was obtained

- ▶ Used logic model
 - ▶ We asked:
 - If I could change one thing in this course to improve my understanding of inter professional health team development, what would it be?
 - What is one thing in the course that I found helpful in learning about inter professional health team development?
 - ▶ Students categorized according to themes.
- 

Student Feedback/Formative Evaluation

- **What is one thing in the course that I found helpful in learning about inter professional health team development?**
 - Shadowing experience
 - Assignments/course materials
 - Class discussion/communication skills/teamwork
 - TOSCE
 - Instructors
 - Other– patient centered care

If I could change one thing in this course to improve my understanding of inter professional health team development, what would it be?

- ▶ Grading
- ▶ End goals
- ▶ Activities
- ▶ Practical experiences
- ▶ Class structure
- ▶ Assignments
- ▶ TOSCE prep



Analysis of Feedback

- Introductory Communication Skills
- Shadowing Experience
- Class Structure
- Class Activities



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- ▶ World Health Organization (2010). Framework for Action on Interprofessional Education & Collaborative Practice. http://www.who.int/hrh/resources/framework_action/en/
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Questions?

