

THE COLLABORATOR — NEWSLETTER OF THE OFFICE OF INTERPROFESSIONAL HEALTH EDUCATION & RESEARCH

IPHER

Interprofessional Health Education and Research

IPHER LEARNING

OPPORTUNITIES

Aug. 31st

IPE Faculty Workshop for Clinical Teaching

Sept 25th

IPE Student Pre-placement workshop

Sites: Regional Mental Health Forensic Unit; Women's Community House; Merrymount Children's Centre; Southdale Family's First; Allan Rush Gardens

Sept. 13th

IPE on-line courses begin:

- IP Communications Part 1 (6 weeks)
- IP Ethics (7 weeks)
- IP Collaboration: Culturally-informed Aboriginal Health Care (12weeks)
- IP Stroke Care: An Evidence Based Approach (continuing from Summer Semester)

October 25th

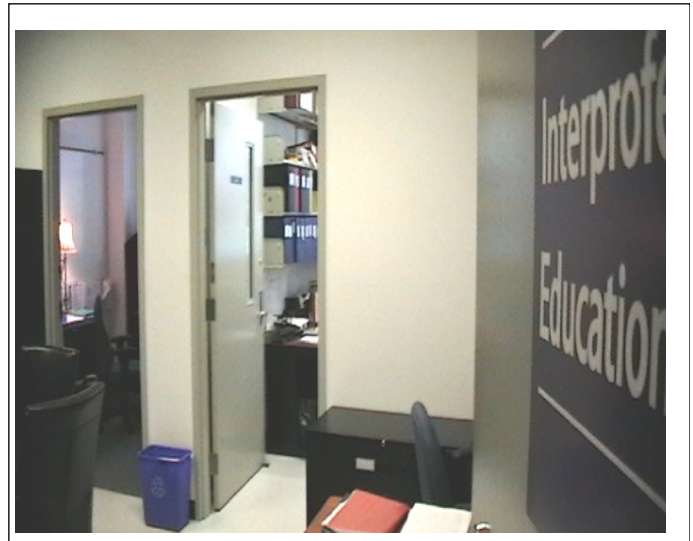
- IP Communications Part 2 (6 weeks)

Access to Team Development online Module Series for students, faculty and practitioners is available by contacting ipher@uwo.ca

IPHER RECEIVES MOHLTC INFRASTRUCTURE FUNDING

For the 5th year our IPHER office has been successful in securing infrastructure support funding from the provincial government. This funding grant is based on our previous year's performance and projected plan for the next year. The total amount to this funding is \$200,000 with a \$50,000 match from Western. Funds will provide continuing but focused support to faculty and students. Specific Interprofessional activities provided include:

- *IPE students practice placements (5 for the fall and winter semesters and 3 for the spring summer term)
- *IPE online courses (3 for each semester)
- *Development of an IPE champion website resource
- *Development and delivery of the IPE Clinical Teaching Workshop
- *Development and testing of 2 web-CT based IP cases for IP student learning
- *Support of the London Inter-professional Healthcare Students



IPHER Office in Siebens Drake Research Institute, room G22

Association (LIHSA)

*IPHER Office infrastructure support maintains the office and web-site www.ipe.uwo.ca

The IPHER office staff are available to provide support to faculty wishing assistance in integrating interprofessional learning into their courses

We also support students wishing to learning how to become interprofessional collaborators.

Other funding to support IPHER comes from consultations provided to teams in practice settings through on-site workshops etc..

“CIRCLE OF CARE” IPE/IPCP GAME COMPLETED

In the late fall of 2009 a contest was held to find a team of health program students who would develop an interprofessional education and collaborative practice board game. It was the vision of the IPHER office coordinator to have a board game that

would provide the means for interprofessional student groups, in informal settings, to learn how to work together collaboratively and have fun at the same time.

This project was a joint call from the IPHER office and the

executive of LIHSA. Seven applications were received — many were of exceptional caliber, but in the end a team from the Schulich School of Medicine was chosen. The team included: Sarit Khimdas (Project Lead), Colin Meyer-Macaulay, Neevaj Patel, (cont'd on pg. 2)

Continued from pg. 1
 Cal Shapiro, Chanaheeb Rajakumar; Akshay Shetty, and Sunny Sheshgiri all 2nd year medical students at the time of its development. They titled the game "Circle of Care". It is comprised of 10 interprofessional cases, and allows from 4-12 players participating at a time. The goal is for the first player to reach



The 'Circle of Care' Board Game

the circle's centre after moving through four question categories: 'brain blitz' (questions test facts based knowledge of interprofessional health care); 'Everyone Plays' (all teams participate and the winning team gets a token); 'Interaction' (fun, interactive scenarios to be completed as a team) and 'be a pro' (teams approach a particular aspect of their patient from the view of an interprofessional health care team member).

The game development required a great deal of collaboration, not just amongst the team, with a number of faculty members at both Western and Fanshawe

College who helped in providing input in shaping how the care should be provided within each case from various disciplines perspectives.

Sarit's team unveiled their draft prototype of the game at the IPE Ontario 2010 conference last January, and received many accolades for their work and further advise. As Sarit stated "the group learned a great deal about interprofessional care that they are now using in their clerkship".

The final prototype has been completed and the IPHER coordinator is in beginning discussions with a book publisher to seek their interest in publishing the game.

"Interprofessional education occurs when two or more professionals learn with, from and about each other to improve collaboration and the quality of care"

(CAIPE, 2002)

A NEW PROGRAM IN DEVELOPMENT PHASE

Following the success of the IPE Faculty Teaching Certification Program, health educators asked if this program could be modified to meet the needs of their educators providing in-service and continuing professional development for health agency staff.

A planning group comprised of faculty who developed and

taught in the former program and representatives from health agencies are now in the process of working to adapt the program to meet unique needs in health institutions.

It is hoped that this work will be completed by late fall 2010 and an initial offering will be planned to test the

adapted program.

The program will be open to all health educators within the SouthWest LIHNS.

SEEKING IPE CHAMPIONS!

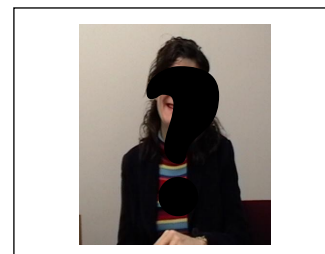
An IPHER goal for this forthcoming academic year is to develop a web-site based listing of IP champions in our London area. This resource is to help those interested in learning how to become more interprofessionally collaborative in their teaching, learning or practice. The IP champions would be expected to offer advice to others seeking to teach or practice using IP collaborative concepts.

We hope to develop this

resource section using pictures and descriptions of expertise that each champion can provide to others.

If you have expertise in interprofessional education or collaborative practice, and are willing to share it with

others, IPHER is looking for you. Please contact the IPHER office.



Are you an IP champion?

Faculty, practitioners, students and patients are welcome to become IP champions.

IPHER & CPD — PARTNERING IN FACULTY PROFESSIONAL DEVELOPMENT

A mutually beneficial partnership has been forged between IPHER and Continuing Professional Development (SSMD) in delivery of interprofessional learning programs for faculty. In October, a new certificate in Assessing Interprofessionalism will be launched. It will be delivered through three sessions:

Module #1: **The Competency Fit** — focuses on the CIHC IP competency framework and CanMEDs competencies (October 23rd, 2010)

Module #2: **Seeing IPE in**

action — focuses on how to integrate the competencies into your teaching (January 28th, 2011)

Module #3: **Measuring Sticks for IPE** — focuses on instruments for assessing IPE learning (April 11th, 2011).

Other planned activities are:

1. To transfer the popular IPE Faculty Teaching Certification Program into a web-CT based online learning program. also
2. To transfer the IPE Clinical Teaching Workshop being



Caption describing picture or graphic.

offered face-to-face on August 31st, 2010 into a web-ct format.

For further information contact kay.hickey@schulich.uwo.ca

IPE NON-SPECIFIED CREDIT PROGRAM FOR STUDENTS

Congratulations to both the School of Occupational Therapy at Western and the Dental Hygiene Program at Fanshawe College for their adoption of the voluntary IPE Non-specified Credit Program for their students. This program has been designed by the IPHER Curriculum Committee to assist programs in tracking

students participation in inter-professional learning activities.

In this program students are provided with IPHER portfolio folders to contain all their IPE activity certificates. At their program completion they submit a completed checklist and attach it to the folder demonstrating their achievement of

a minimum of 8 credits of IPE learning throughout their program.

Students and faculty may also request approval of non-IPHER IPE learning activities for credit and certificates.

For further information on this program contact Dr. Carole Orchard corchard@uwo.ca or @81010

IPE CLINICAL TEACHING WORKSHOP

Members from the IPHER Curriculum and Practice Site committees have joined in developing a workshop to assist faculty or preceptors providing clinical supervision to health program students. Participants will be assisted in learning strategies to guide their students in developing interprofessional collaborative practice when in practice settings.

The first delivery of this program will be held August 31st from 0800 to 1230 at Western. There is no charge.



A group focusing on Interprofessional learning

For further information contact Dr. Carole Orchard corchard@uwo.ca or 81010

“Interprofessional client-centred collaborative practice exists when a partnership between a team of health providers and a client occurs in which the client retains control over his/ her care and is provided access to the knowledge and skills of team members to arrive at a realistic team shared plan of care and access to the resources to achieve the plan”

(Orchard, 2007)

TOOLKIT FOR HELPING TEAMS ENHANCE THEIR COLLABORATION

Dr. Rajna Ogrin, a post-doctoral fellow in the School of Physical Therapy is guiding an interprofessional team to develop best practices in treating patients with Diabetic Foot Ulcers. Her project is funded through a grant from HealthForceOntario.

As part of her grant the IPHER Coordinator has assisted in developing a toolkit to guide health institutions in development of interprofessional client-centred collaborative teamwork.

The toolkit provides a detailed facilitator guide, sets of power-point slides with audio, worksheets for each work-

shop, as well as reflection and feedback forms.

Materials are currently in the testing phase and once feedback has been received and revision made a final version will be available.

For further information contact Dr. Carole Orchard at corchard@uwo.ca or 81010.



The diabetic Foot Ulcer Team's logo

Congratulations to the Rehabilitation Sector Schools and Faculty at Elborn College on their Interprofessional Lunch and Learn Workshop series.

**Collaborating
Across Borders III
(North American
IPE Conference)
November 19-
21st, 2011
Tucson, Arizona**

IPE INTEGRATION IN CURRICULA

If your faculty is considering revising your program's curriculum please ensure that you are integrating interprofessional education and collaborative practice into its outcomes.

The Western/Fanshawe BScN Collaborative Program faculty are doing just this. They have adopted program learning outcome that states all nursing graduates will "develop effective collaborative and therapeutic nurse-client relationships and collaborative partnerships within nursing and interprofessionally".

The faculty are working now in developing courses. The syllabus template requires each course to state how the course will contribute to development of students as an interprofessional team member and requires identification of the IP Collaboration competency that will be addressed

in the course.

Congratulations to the nursing faculty members working diligently on the above.

Another example is the work that Dr. Kevin Fung is doing in his course component, Respiration & Airways—Hoarseness in PCCIA year 1. Kevin has used an interview with a former patient who underwent radical head and neck surgery to teach about the realities of such surgery from a patient and family's perspective.

He wanted to make his teaching more interprofessional. Contributions of video-clips from fellow members of his collaborative team will now be part of a web-CT learning activity for all 1st year medical students next March. They will be able to listen to the roles of each team member (seven in total) and then consider how these roles fit with the role of the

physician. A second feature is hearing from the team members why their team works so well. Students will be asked to reflect on what makes collaboration in teams work.

If you are interested in having your students also participate in this interprofessional learning please contact the IPHER office. We will coordinate their inclusion into this exciting approach to cross-disciplinary interprofessional learning.

Another approach has been used by the Rehabilitation Sector Programs. For the past two years all students in the Occupational Therapy, Physical Therapy, Speech Language Pathology and Audiology programs are required to attend 3 workshops offered during the academic year. All workshops focus on interprofessional collaborative teamwork but have varying clinical case foci.



TODAY'S STUDENTS, TOMORROW'S LEADERS

As the Fall term begins, the London Interprofessional Healthcare Students' Association (LIHSA) undergoes a change in leadership. Membership on the executive committee has reached a record high. Based on the results of an election during the LIHSA annual general meeting in Spring, 11 students - four graduate students from Western, three undergraduate students from Western, and three students from Fanshawe College - will work together to increase opportunities for students in London to learn about interprofessional education and collaborative practice.

"One of the greatest strengths of our new LIHSA executive committee is the diversity of our membership," says Kimberly Neufeld (Chair). "While we all share a passion for promoting a patient-centered, team-based approach to healthcare, each individual on our executive committee has their own unique set of interests and talents. One of my main goals as Chair is to help each individual identify ways to use their particular interests and talents to advance interprofessional education at Western and Fanshawe College; another is to encourage our executive committee to serve as a living example of the power of collaborative teamwork."

The new executive commit-

tee will meet on August 31, 2010 to develop their strategic plan for 2010-2011 and will post their plans on the IPhER website shortly thereafter.

Faculty support is key in helping students in health-related programs connect with the LIHSA executive committee and IPE/IPCP-related programs, activities, and events. Please recommend LIHSA to your students.

To find out how more about how you can help today's students become tomorrow's leaders, contact the LIHSA executive at lhsa.2007@gmail.com.

ACCREDITATION FOR IPE AROUND THE CORNER

"Being truly patient-centred collaborators does not change your practice but it does change your thinking about your practice"

(health practitioner)

NEXT PHASE ON IP COMPETENCY FRAMEWORK

The Canadian Interprofessional Health Collaborative's (CIHC) National IP Competency Framework is being applauded by several countries for its simplicity and clarity.

Colleagues in several countries are encouraging movement of the framework forward into application and

testing. This has resulted in an international IP Competency Working Group being formed through CIHC. This group is co-led by Drs. Carole Orchard and Lesley Bainbridge with representatives from Canada, New Zealand, Australia, U.K. and U.S.A.

Initial work will be in ratification of the competency

descriptors followed by identification of knowledge, skills, and beliefs needed to learn and practice interprofessional collaboration. Both of these processes will require extensive involvement of faculty and practitioners.

If you are interested in participating please become members of CIHC. by going onto its website www.cihc.ca. There is no charge .

FACULTY TEACHING RESOURCES

The IPhER Web-site contains a number of resources for faculty to use when integrating IPE into student learning

- IPE Case Studies
 - Paper-based
 - Video-clips
- IPE Assignment
- Instrument Access to:
 - ISVS (Interprofessional Socialization and Valuing Scale) (King, Shaw, Orchard & Miller,

2008) **AITCS** (Assessment of Interprofessional Team Collaboration Scale) (Orchard, King, Khalili, 2010).

- IPE Health Profession Posters (provide knowledge, skills, and preparation of over 20 health providers).

If you have an IPE idea but are unsure how to integrate it into your teaching or practice,

contact IPhER @ 81010.

The screenshot shows the IPhER website interface. At the top, there are navigation links for 'Home', 'About Us', 'Contact Us', and 'Feedback'. Below this is a 'Case Studies' section with a list of items, each with a 'Download PDF' link. The items include:

- 1- Simms' Ethics
- 2- Loretta's
- 3- Super Heroes
- 4- John Doe
- 5- Pablo's Hilarious
- 6- Peter's Hilarious
- 7- Michael's Hilarious
- 8- Tracy's Hilarious
- 9- Virginia's Hilarious

At the bottom of the screenshot, there is a 'With video' section containing 'Watch video' and 'Watch Case-Facilitator Guide'.

Calls for Abstracts

IPE Ontario 2011 has issued a call for abstracts related to four themes:

- Theory building, research & Evaluation
- Impact and sustainability
- At the interface of education and practice
- Exploring intra- and interprofessional contexts

Let's make sure our London work is well represented at this conference. If you need any advice on your abstract submission please contact the IPHER office.

See www.ipe.uwo.ca



IPHER
Interprofessional Health
Education and Research

What innovative approaches are you using to help develop interprofessional patient-centred practice in your teaching or practise?

Let IPHER know so that your work, can be highlighted in our next newsletter issue.

Our vision for interprofessional health education is to move interprofessional education and collaborative practice into mainstream teaching and practice in health programs.

To achieve this vision the IPHER, its coordinator, staff, and committees work collaboratively in

- *Enhancing and adding to our administrative hub for all IPE and IPCP activities at Western, Fanshawe College and the London health community*
- *Providing a repository for IPE teaching and learning materials that are accessible to faculty and students*
- *Working to further develop interprofessional knowledge, skills, and beliefs among students, faculty, practitioners, and the general public*
- *Stimulating research around IPE and IPCP within the London community*
- *Providing support to the London Interprofessional Healthcare Students Association (LIHSA)*

IPE ON-LINE COURSES / MODULES

The following courses are available for use, and are offered on a rotational basis.

- IP Communications—Part 1 (6 weeks)
 - IP Communications — Part 2 (6 weeks)
 - Interprofessional Ethics (7 weeks)
 - IP Stroke Care: An Evidence-based Approach (9 weeks)
 - IP Collaborative Culturally – informed Aboriginal health care Practice (12 weeks)
 - IP Community Practice: Health Promotion (13 weeks)
- For further information contact the IPHER office.

Currently these are non-credit offerings pending Senate approval. However, you can provide a mark for participation in one of the courses as a learning activity within an existing program course.

Team Development Learning Modules:

A set of 4 modules is provided to all students who are going into interprofessional practice placements. The modules are:

Module #1: Conceptualizing Interprofessional Collaboration

Module #2: Helping to Reconceptualize

Module #3: Team Processes & Norms of Practice

Module #4: Evaluating team effectiveness

Each module requires 3 hours of learning time.

Medical Imaging and Dental Hygiene students at Fanshawe College are required to complete the module series as part of their first year programs.

If you wish to use these modules within a course or program, access to the modules can be provided through IPHER.

ACCREDITATION FOR IPE AROUND THE CORNER

Health Canada has funded the Accreditation for Interprofessional Health Education (AIPHE) Phase 2. Secretariat for this project is through the Association of Colleges of Medicine of Canada (ACMC).

In the first phase principles for IPE accreditation were developed. In this 2nd phase, each participating health professional accreditation body will apply the principles in development of standards for assessing their respective education programs. Representatives from Accreditation Canada are also members.

A module to guide accreditors assessing for evidence of interprofessional learning and practice will be developed.

This phase of the project is to be completed by March 31st, 2011.

The phase I report can be found at www.aiphe.ca