

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

Office of  
Interprofessional Health Education & Research

## IPHER LEARNING OPPORTUNITIES

Sept 9, 2015

**IP Clinical Teaching Workshop (UCC RM 67)**

Oct 24, 2015

**Travels Through the Professions (Western & Fanshawe) at London Convention Centre**

Nov 7, 2015

**IP Collaboration in Action Workshop: Building self-esteem in children within marginalized communities (in partnership with the Health Zone NP Led Clinics)**

Jan 16, 2016

**IP Collaboration in Action Workshop: Encountering Death in a Clinical Setting (Great Hall)**

Mar 5, 2016

**IP Collaboration in Action Workshop: Encountering the Complexities of Pain in a clinical setting (Great Hall)**

## FACULTY RESOURCES FOR EMBEDDING IPE IN STUDENT LEARNING

### EMBEDDING IPE LEARNING IN COURSES

As you prepare your courses for the forthcoming academic year please consider embedding IPE learning within some of them. This can easily be done by assigning one of IPHER's online learning activities as an evaluation component for your course. IPHER staff will assist in adjusting the learning to meet your need. If several of you choose to offer the same online component to your courses (and you let the IPHER office know) we can connect different program faculty members together to make this a truly IP learning activity for your students.

### NUTS 'N' BOLTS OF IPC

It is important to ensure all our students in health and health related programs gain the foundational concepts and their application to IP Teamwork. An easy means to achieve this is by making our new online self-directed learning offering — Nuts 'n' Bolts of IPC a requirement for your first year students. The IPHER Curriculum Ctte. will be



ap-

proving a common reflection template that students must complete to be given this credit. If you choose to only use it as a 'pass/fail; then the students may also gain co-curricular credit if in an undergraduate program.

### DEVELOPING COLLABORATIVE TEAMWORKING SKILLS IN STUDENTS

Great strides are being made at Western and Fanshawe to prepare students with IP teamwork skills. IPHER Curriculum Committee has guided and approved a unique self-directed online learning program to guide (cont'd pg. 4)

**IPHER is always looking for new ideas to help learning about interprofessional client-centred collaborative practice. Please share your innovative ideas with us.**



## Western Continuing Studies poised to launch a Certificate Program in IP Practice Leadership starting in 2016.

The certificate program will be comprised of the following online courses:

- IP Communications—Part 1 (6 weeks)
- IP Communications — Part 2 (6 weeks)
- IP Ethics (7 weeks)
- IP Healthcare in Rural Areas: The Patient and the Community (6 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)
- Capstone Course: Practice Leadership in Collaborative Teams (6 weeks)



Stu-

Students may take the total certificate or may choose to take up to 2 of the courses without completing the total program through Continuing Studies.

For further information contact  
Carolyn Young [ccyoung@uwo.ca](mailto:ccyoung@uwo.ca)

*“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)

## TEAMC

Western’s World Discoveries has launched the on-line licensable toolkit for organizations to assist their practitioners to gain enhance collaborative teamwork skills. This toolkit was developed by Dr. Carole

Orchard and is based on evaluative and research findings from work carried out by both PHER faculty and herself. To view a demo of the program see [www.teamc.ca](http://www.teamc.ca)



**TEAM<sup>C</sup>**  
Toolkit to Enhance and Assist  
Maximizing Team Collaboration

## SCHOOL OF DENTISTRY COLLABORATIVE PROGRAM WITH DENTAL HYGIENE AND DENTAL ASSISTANT

Given the ever-increasing complexity in the delivery of oral health care, there is a need, now more than ever, for greater collaboration among dentists and dental hygienists. Studies have shown a general lack of effective collaboration between these two professions, including a failure of each profession to recognize the expertise of the other, ineffective use of clinical skills, and general poor interprofessional communication.

Effective collaboration among dentists and dental hygienists is necessary to ensure the delivery of safe and efficient oral health care; however, the skills that encourage effective collabora-

tion need to be developed among students.

Schulich Dentistry recognizes these issues and has committed to incorporating IPE into the undergraduate curriculum. Starting in the upcoming academic year, second year dental students will begin to participate in modules offered by IPHER. In addition to this, the proposed IPE initiative will see interprofessional teams of Schulich dental students and Fanshawe dental hygiene students working through patient cases that will emphasize the roles and responsibilities of the two professions in providing oral health services.

The introduction of this type of intervention is important for a number of reasons. First of all, when these students enter prac-

tice, it is inevitable that interaction between the professions will occur. Secondly, the overlapping scope of practice of dentists and dental hygienists requires that both professions understand the roles, responsibilities, and expertise of the other. Finally, changes in legislation have created confusion and uncertainty related to the provision of dental services and clarification is required.

We are hopeful that this will be the first of many initiatives that will help serve the goal of training future collaborative dental practitioners. (Provided by Dr. Shawn Steele, SSD)

## OTHER SCHOOL IPE REQUIREMENTS?

In developing a new curriculum launched in 2012, the Arthur Labatt School of Nursing recognized interprofessional collaborative practice (IPCP) as a key concept that needs to be threaded across all the years of the undergraduate nursing program. Students are introduced to the principles of interprofessional collaborative practice in the first year of the program with the use of material that is housed on the IPHER website. The videos help portray important elements of IPCP. Beginning students'

eyes are opened up to the diverse nature of health care practitioners and the contributions they make with clients. The descriptions of the role of various disciplines on the IPHER site helps students appreciate the overlap and interface they will encounter with other health providers in their practice. In the winter term of first year, an interprofessional panel is convened to help nursing students see how other professionals can contribute to a client's situation they have been examining through a nursing lens

only. This panel really makes the penny drop for the nursing students and they leave this class very excited about how IPCP can make a big difference for a client. (Provided by Karen Ferguson, SON)



## SCHULICH SCHOOL OF MEDICINE MAKES NUTS 'N' BOLTS OF IPC A REQUIREMENT FOR ALL 1ST YEAR MEDICAL STUDENTS

IPE at Schulich is in an exciting state of transition. We will be holding our first IPE Day in March of 2016 for the first year students. While planning for this day is just getting underway, it looks like it is going to be an exciting learning experience for everyone.

The third year medical class will now have more choice with their clerkship IPE activities as we have introduced a new IPE credit system. Students will have to accumulate a total of ten IPE credits while choosing from a variety of IPE-related activities, tailored to instill IPE Core Competencies and to meet the students' own learning needs and interests.

We continue with many of our ongoing IPE activities. One of these activities engages the second year students in discussions about the roles of various healthcare team members, as part of their case-based learning course. We will continue to have patients and their healthcare team members come to address students at the start of their clerkship year to prepare them for teamwork in the hospital setting. Finally, we will once again offer our Communication Skills Half Day Workshop, focusing on communicating effectively with other professionals.

The upcoming year will be an exciting one at Schulich and we hope to have as many healthcare professional schools as possible join us in our efforts. If interested in participating in any of our events, please do not hesitate to contact either Dr. Krista Helleman or Dr. Kevin Fung! We would love to work with you! (Provided by Dr. Krista Helleman, IPE Lead for UG Education, SSM)

**What are you doing that helps to further our students learning about IPE and IPC? Please share your work with others by providing a short synopsis**

## DEVELOPING COLLABORATIVE TEAMWORKING SKILLS IN STUDENTS (cont'd from pg. 1)



*Circles of Care Game is now available online for faculty use as a learning tool through World Discoveries. There is no charge for programs serviced through IPHER.*

### IP CONNECTIONS: WORKING THROUGH CLIENT CASES TOGETHER.

IPHER Curriculum Committee has guided and approved a unique self-directed learning program to guide students in further development of their collaborative teamwork skills. Learning is comprised of three phases: learning about IPC concepts (Nuts 'n' Bolts provides these); developing their teamwork skills; and using a case study from the IPHER website [www.ipe.uwo.ca](http://www.ipe.uwo.ca) to apply the learning. This program can take a total semester to complete. The actual length of time is dependent on the team of students working through the activities.

Again if you are interested in including this program as an IPE learning activity that your students need to complete on a pass/fail basis IPHER staff can assist you to set up the

groups and help to monitor their progress through the program.

There are reflections templates developed that when completed by student teams allow for co-curricular credit and IPE Certificates.

### BECOMING A COLLABORATIVE TEAM MEMBER

This is a series of 9 workshops with each focusing on a concept/competency related to IP collaborative practice. The workshops can be embedded into a course (for example, there is one on roles and another on conflict resolution. For further descriptions of this and our other resources please go onto our IPHER website and select resources that relate to you as a faculty member, student, or practitioner.

If you are interested in using any of these programs for your students' learning please contact the IPHER office.

We will be pleased to assist you.



**Collaborating Across Borders III**  
(North American IPE Conference)  
September 29-30, Ranoke, Virginia, USA.

### SCHOOL OF PHYSICAL THERAPY INTERPROFESSIONAL EDUCATION POLICY

A new academic policy has been introduced in which all master of physical therapy students must pass their MPT IPE Milestone requirement for graduation.

This milestone is achieved by their students attending the IPE Elborn Series of scheduled sessions plus IPE learning equivalent to 2 IPE credits

(e.g. 6-10 hours) of participation/ involvement.

Students must also complete a pre-post evaluation using the Interprofessional Socialization and Valuing scale (ISVS).

All students are also required to provide evidence of their IPE learning by providing certificates of completion. (provided by Ann McPhail, IPE lead, School of Physical Therapy)



## TEAMWORK LEARNING

Salas, DiazGranadox, Weaver & King (2008) carried out a systematic review of 16 studies related to teamwork training and concluded "Team training works? It is a viable instructional strategy for optimizing teamwork in healthcare settings" (Academic Emergency Medicine, 15, p. 1008).

In a recent pre- post-workshop intervention using our own TEAMc demonstrated a significant change in individuals' socialization towards

working interprofessionally using the Interprofessional Socialization & Valuing Scale, King, Shaw, Orchard, & Miller, 2010) there were also some clinical improvements that did not reach statistical significance in the two participating hospital-based teams collaborative teamwork using the Assessment of Interprofessional Team Collaboration Skills (Orchard, King, Khalili, & Bezzina, 2013). These findings indicate that functioning teams need to take time to transform their current practice to become collaborative team players.

In an earlier study using a similar team training approach with a new team significant change in both the ISVS and AITCS were obtained at the completion of the workshops and these continued albeit at the lessened rate over a further assessments 10 months later.

If this is the case the more we assist our students to gain IP teamwork learning, the more prepared they will be to practice collaboratively after graduation.

## FACULTY TEACHING RESOURCES ARE FOR YOUR USE @ WWW.IPE.UWO.CA

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

- IPE Case Studies
- IPE Assignment
- Instrument Access to: **ISVS** (Interprofessional Socialization and Valuing

Scale) (King, Shaw, Orchard & Miller, 2010)

**AITCS** (Assessment of Interprofessional Team Collaboration Scale) (Orchard, King, Khalili, & Bezzina, 2012).

- 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 Assessment of Interprofessional Team Collaboration Scale (AITCS) has now been translated into 6 languages (German, Swedish, Portuguese, Rwandan French, Dutch, and Bahas Indonesian and is used internationally to assess collaborative teamwork.

# IP COLLABORATION IN ACTION WORKSHOPS

This face-to-face workshop series is designed for students who are well into their role learning for their professional work. Each workshop is designed around a topic that is interprofessional by its nature and often does not receive the level of attention in busy curricula that it needs from an experience in practice perspective.

This year we will be providing three of these workshops, all on Saturdays (sorry but trying to find other common time in schedules is not possible).

**IP COLLABORATION IN ACTION: DEVELOPING SELF-ESTEEM IN CHILDREN LIVING IN MARGINALIZED COMMUNITIES.** This workshop allows students working in interprofessional groups develop fun activities that can then be implemented during the March break within two housing units. This workshop will be held on **November 7th** in the Great Hall.

**IP COLLABORATION IN ACTION: ENCOUNTERING DEATH IN A CLINICAL SETTING.** It is always a traumatic event when this first occurs for students. This workshop being held on **January 16th, 2016** provides both tools to anticipate such an event and learn from others how to deal with it.

**IP COLLABORATION IN ACTION: DEALING WITH THE COMPLEXITIES OF PAIN IN A CLINICAL SETTING.** This workshop helps you to explore from across different professions how to work with patients who experience both chronic and acute pain. This workshop will be held on **March 5th, 2016**.

**Space limits the participation to 200 students. Registrations operate on a first-come basis. So early registrations are encouraged.**

**ARE THERE OTHER TOPICS THAT YOU BELIEVE WOULD FIT WITH THE THEME OF THESE WORKSHOPS? Please let the IPHER office know.**

IPHER is a partnership of



