Office of Interprofessional Education (OIPE)

IPEA 500 - *Roles in Interprofessional Teams*

Fall 2023

Course Outline

Credit: 0

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The Interprofessional Education (IPE) curriculum of four (4) courses is offered in sequence. IPEA 500 is a prerequisite for IPEA 501 and is the first course within the IPE curriculum delivered by the Office of Interprofessional Education (OIPE).

Course Description:
Welcome to IPEA 500 - *Roles in Interprofessional Teams.* This course introduces students to the competencies for interprofessional collaboration, defines relevant concepts including interprofessional education, interprofessional practice, models of teamwork and the roles of the different professionals of the healthcare team in relation to a patient-centred scenario. This IPE course involves students from the health professions within the Faculty of Medicine and Health Sciences: Genetic Counselling, Medicine, Nursing, Occupational Therapy, Physical Therapy, Speech-Language Pathology as well as students from Dentistry and Dietetics.

Course Structure:
This IPE course will be delivered online in its entirety with a flexible schedule for all students from September 11, 2023 to October 16, 2023 inclusively. Students will be assigned to small interprofessional groups on myCourses to complete the course activities which will be completed individually and with a flexible/asynchronous activity with group members.

Online interactive teaching and learning platforms will include **myCourses**. Recorded course content introductions, and course instructional and assessment materials will be recorded and uploaded onto myCourses so that students can access all materials within the set timeframes.

The release of content will begin on September 11, 2023. The course will be divided into three parts, with two deadlines for submission of assignments. Completion of all components in each part is required by the due dates provided in order for the student to successfully proceed to the next part of the course.

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For additional student learning support, please refer to https://www.mcgill.ca/tls/students/learning-resources

Course Structure
Part 1 – Must be completed to access Part 2   *Students must complete Part 1 and Part 2 by October 2nd, 2023 @ 11:59 am (Noon)*
1.1) **Course Introduction Video** (Recorded):   OIPE Welcome, Dean's Welcome, McGill Association of Students in Healthcare (MASH) welcome, and Intro to IPEA 500
1.2) **Preparatory Learning Module:**   a) Preparatory Learning Video (Recorded)   b) Preparatory Learning Assignment (Written) (Individual)
1.3) **Quiz on Preparatory Learning** (Individual) (myCourses)
Part 2 – Opens once Part 1 is completed.   **Due October 2nd, 2023 @ 11:59 am (Noon)**
2.1) **Case based Myriam Video** (Recorded)
2.2) **Role Clarification Video/Audio Assignment** (Individual) (within myCourses discussion groups)
Part 3 – Due October 16th, 2023 @ 11:59 am (Noon)
3.1) **Post Reflection Module: (Individual)**   a) Review each group member's video/audio post on the Discussion Board   b) View Summary of Roles Video (Recorded)   c) Post Reflection Assignment (Written) (Individual)
3.2) **Wrap-up Video** (Recorded)
**NOTE**: Part 2 must be completed by the stated due date otherwise it will be considered as LATE. **As a result, the student will not be able to continue with the course.**

Learning Objectives:

Following participation in IPEA 500 - *Roles in Interprofessional Teams*, students will be able to:

1. Recognize that patients and their families have multiple and complex healthcare needs.
2. Explain one's own professional role and responsibilities.
3. Reflect on the professional roles of other healthcare professionals within an Interprofessional team.
4. Identify challenges and strengths facing the team members in relation to a clinical scenario.

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Course Content:
The National Interprofessional Competency Framework of the Canadian Interprofessional Health Collaborative (CIHC, 2010) provides an integrative approach to describing the six competencies required for effective interprofessional collaboration and supports the instructional design of IPEA 500. This course selectively focuses on the IPE competencies of *role clarification* and *team functioning* using a case-based context.

Students focus on the 'process' of interprofessional communication and collaboration to best address a case-based plan of care while learning with, from, and about other healthcare professionals.

Course Materials:
All course materials, including schedules, are provided through the myCourses platform. Students will require an electronic device as well as access to an internet connection to access the course materials.

If a student does not have access to the materials needed for this course, they are required to communicate with the OIPE Administrative Coordinator (ipecourses.med@mcgill.ca) as soon as possible.

Students are expected to regularly consult myCourses regarding all information related to this course.

Evaluation:
This is a zero (0) credit course appearing on the student's official transcript. In order to receive a PASS (P) or SATISFACTORY (S) grade, students must satisfactorily complete all course requirements:

Evaluation Submissions:
1. a) Preparatory Learning Assignment   b) Quiz on Preparatory Learning (myCourses)
2. Role Clarification Video/Audio Assignment
3. Post Reflection Assignment

Consequences of not completing course requirements as indicated:

A remedial assignment will be required in the case of absence or an inability to complete the course requirements and if successfully completed, the student will receive a PASS (P) or SATISFACTORY (S). The student's professional program will be notified of the requirement to complete the remedial assignment.

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Students who do not successfully complete the course requirements or the remedial assignment within the designated time period will receive a FAIL (F) or UNSATISFACTORY (U) grade. The student's professional program will also be notified if the course requirements are not met.

Inability to complete course requirements:
An inability to complete the course requirements must be communicated to the OIPE Administrative Coordinator (ipecourses.med@mcgill.ca) as soon as possible and approved by the Office of Interprofessional Education. Supporting documentation may be requested.

Late Submissions:
Due to the sequence and timeframes of the course, **late submissions will not be possible**. The release of subsequent activities and assignments is dependent on the completion of each component of the preceding part of the course: Part 2 will automatically become available for the student only if all components of Part 1 are completed; Part 3 will NOT become available if the components of Part 2 are not completed by the designated due date. Students are responsible to manage their schedules and leave adequate time to be able to complete both Part 1 and Part 2 by the stated deadline.

Student Conduct:
Students are expected to be respectful of their colleagues and the health professions in general and in their interactions with the OIPE team. Thoughtful reflection is expected throughout the course, including in assignments and the online course evaluation. Students are also expected to attend their designated session and group that was assigned by the OIPE team.

Netiquette:
The code of conduct for online courses is called "netiquette" and is the practical code of behaviour for working virtually on the internet. The OIPE team will be screening the groups periodically throughout the course in order to ensure a safe online learning environment. Should an incident arise, please contact the OIPE Administrative Coordinator as soon as possible.

The following are some general netiquette guidelines to keep in mind when interacting with others in an online environment:
- Observe the same standards of behaviour online that you follow in a real classroom.
- Be sure to spend time reviewing your messages before posting to ensure that they are written/communicated clearly.
- Respect the views of others. When you challenge an idea, do so respectfully and with the goal of increasing everyone's knowledge. Use proper language, refrain from insults.
- Respect other people's privacy by not sharing the class recordings or presentations posted by your peers, facilitators, TAs or instructors or spreading inappropriate information. It is an academic offense to share material owned by another person.

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Online Course Evaluations:
All students will complete an online course evaluation (individual) at the end of the course, following completion of all components. The link to the survey will be accessible on myCourses. The feedback and suggestions offered in the responses are highly valued and helpful in ensuring that the IPE Curriculum Committee refine the courses as needed to facilitate student learning.

Right to submit in English or French written work that is to be graded:
"In accord with McGill University's Charter of Student Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

Copyright of course materials:
The OIPE generated course materials (e.g. recorded instructional content, videos, handouts, notes, summaries, questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the OIPE. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Plagiarism/Academic Integrity:
"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures." (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information.)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires. » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.)

Diversity Statement:
The OIPE recognizes its responsibility to foster a safe, respectful learning environment that honours equity, diversity, justice, and inclusion. One that is free from discrimination in which students, instructors and facilitators can engage in open dialogue and exchange of ideas without judgement or disrespect in view of their identity, views, or beliefs.

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<u>Health and Wellness Resources at McGill:</u>
Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub. If you need to access services or get more information, visit the Virtual Hub at https://mcgill.ca/wellness-hub/ or drop by the Brown Student Services Building (downtown) or Centennial Centre (Macdonald Campus). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit https://www.mcgill.ca/wellness-hub/get-support/local-wellness-advisors). Students in the following schools: Medicine, SPOT, ISON, SCSD and Faculty of Dentistry may also contact https://www.mcgill.ca/thewelloffice/.

In the event of extraordinary circumstances beyond the University's control, the content, delivery format and/or evaluation scheme in this course is subject to change.