

Office of Interprofessional Education (OIPE)

## IPEA 501 - *Communication in Interprofessional Teams*

Winter 2024

### Course Outline

Credit: 0

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The Interprofessional Education (IPE) curriculum of four (4) courses is offered in sequence. IPEA 501 is the second course within the IPE curriculum delivered by the Office of Interprofessional Education (OIPE). The prerequisite for this course is IPEA 500 - *Roles in Interprofessional Teams*.

#### Course Description:

Welcome to IPEA 501 - *Communication in Interprofessional Teams*. This course introduces students to the competencies for interprofessional collaboration and teamwork with a focus on interprofessional communication. 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, students from Dentistry as well as students from Dietetics in the Faculty of Agricultural and Environmental Studies.

#### Course Structure:

This IPE course will be delivered online in a blended format using a flipped classroom. There will be four sessions offered on two different dates (January 10<sup>th</sup>, 2024 and January 24<sup>th</sup>, 2024). Students will participate in only **one assigned online synchronous session for a two-hour timeframe**. **Students are not permitted to attend a different session without prior approval, and are not permitted to use another student's link** (See Rescheduling)

#### Online synchronous session - Course Dates and Times

**Students will be advised of their assigned Date, Time and Zoom link on myCourses.**

Wednesday, January 10, 13:30 - 15:30

Wednesday, January 10, 16:00 - 18:00

Wednesday, January 24, 13:30 - 15:30

Wednesday, January 24, 16:00 - 18:00

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Online teaching and learning platforms will include Zoom and myCourses; course materials will be provided as Word or PDF documents. Course content will include recorded video and audio presentations delivered in a flexible (asynchronous) or fixed (synchronous) format. All required course documents and links to materials for the course will be posted on myCourses. For additional learning support, please refer to <https://www.mcgill.ca/tls/students/learning-resources>.

**The course consists of three (3) parts:**

<b>Part 1: Preparatory Activities</b>
The Preparatory Learning Module completed by each student: Required readings, videos, and written assignment. <i>(Deadline for submission of the Preparatory Learning Module will be prior to the first online synchronous session, at the start of the semester).</i>
<b>Part 2: Course Introduction Video and Pre-Session Quiz</b>
<ul style="list-style-type: none"><li>• Course Introduction Presentation video</li><li>• Pre-Session Quiz</li></ul>
<b><i>Completion and submission of the activities in Part 1 and Part 2 are required to attend the online synchronous session (Part 3).</i></b>
<b>Part 3: Online synchronous session</b>
Small group activities and reflections led by facilitators will unpack a case-based scenario focused on patient safety. The activity will involve shared decision-making as each group assumes the role of a quality assurance team member.

**Learning Objectives:**

Following participation in IPEA 501 - *Communication in Interprofessional Teams* students will be able to:

1. Apply interprofessional teamwork communication principles.
2. Facilitate discussions and interactions among health profession team members to effectively share patient's information amongst team members.
3. Create a collaborative plan in relation to a patient-related context using shared decision-making.
4. Reflect on the teamwork experience when applying knowledge, skills and attitudes related to interprofessional communication.
5. Reflect on your own and team's positionality in relation to team communication/collaboration, patient safety and care.

**Office of Interprofessional Education (OIPE)****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 informs the instructional design of IPEA 501. This course selectively focuses on the IPE competencies of *interprofessional communication and team functioning* using a case-based context.

**Course Materials:**

All course materials, including schedules, are provided through the myCourses platform. Students are provided with access to Microsoft Office 365 applications (ex. Word document) through their McGill accounts and should be prepared to use it to access the materials/documents needed during the online synchronous session. 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](mailto: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. To receive a PASS (P) or SATISFACTORY (S) grade, students must satisfactorily complete all course requirements:

<b>Evaluation Submissions:</b>
<b>Part 1:</b> Preparatory Learning Written Assignment
<b>Part 2:</b> Pre-Session Quiz
<b><i>Completion and submission of the activities in Part 1 and Part 2 are required to attend the online synchronous session (Part 3).</i></b>
<b>Part 3:</b> Attendance and participation in the 2-hour online synchronous session

**Consequences of not completing course requirements as indicated:**

A remedial assignment will be required in the event of an absence or unsuccessful completion of the course requirements. The student's professional program will be notified of the requirement to complete the remedial assignment. Successful completion of the remedial will result in a PASS (P) or SATISFACTORY (S) grade.

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

### **Attendance:**

Attendance in the online synchronous session is mandatory.

### **Late Arrival:**

Students who arrive late may not be permitted to attend the session if it disrupts the learning activity.

### **Absence or inability to complete course requirements:**

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

### **Rescheduling:**

Students *may* be reassigned to another session, when possible.

Students who have notified the OIPE Administrative Coordinator of an absence or late arrival and who have valid reasons for their lateness or absence (e.g., illness, unavoidable medical appointments, internet failure, academic conflict) will be given priority to be rescheduled. Supporting documentation may be requested.

### **Switching Sessions:**

Students unable to attend their scheduled session may, in exceptional circumstances, request permission from the OIPE to switch sessions with another student. It is the student's responsibility to find a classmate from the same profession with whom to switch. Requests must be communicated to the OIPE Administrative Coordinator at [ipcourses.med@mcgill.ca](mailto:ipcourses.med@mcgill.ca) as soon as possible. The student will then be provided with a form to be completed, signed by both students, and submitted back to the OIPE Administrative Coordinator before **Friday, January 5, 2024.**

The student will receive confirmation if their request is accepted. **There is no guarantee that the switch can be accommodated or approved for any non-justified requests or requests received beyond the deadline.** A justified request includes illness or unavoidable medical appointments. Supporting documentation may be requested.

### **Student Conduct:**

Students are expected to be respectful of their colleagues, 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.

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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. Student feedback and suggestions are highly valued and helpful in ensuring that the IPE Curriculum Committee refine the courses as needed to facilitate student learning.

### **Technology in Class:**

Respectful attentive presence is expected for all group activities. While students are permitted to use a laptop in class, it is understood that they will not use a laptop or cell phone for social purposes during class time (e.g., email, Facebook, Instagram). Cell phones should remain on silent during class time and used only at the end of the course for the online evaluation.

Your video and audio may be stopped/muted upon entry into the online synchronous session but should be started/unmuted during group activities. Refer to the Policy on the Responsible Use of McGill's Information Technology Resources.

<https://www.mcgill.ca/secretariat/files/secretariat/responsible-use-of-mcgill-it-policy-on-the.pdf>

### **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, 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.)

## Office of Interprofessional Education (OIPE)

« 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 honors 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.

### **Health and Wellness Resources at McGill:**

Student well-being is a priority for the University. All 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 the <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.**