

Office of Interprofessional Education (OIPE)

IPEA 502 - *Patient-Centred Care in Action: An Interprofessional Approach*

Winter 2024

Course Outline

Credit: 0

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The Interprofessional Education (IPE) curriculum of four (4) courses is offered in sequence. IPEA 502 is the third course within the IPE curriculum delivered by the Office of Interprofessional Education (OIPE). The prerequisites for this course are IPEA 500 - *Roles in Interprofessional Teams* and IPEA 501 - *Communication in Interprofessional Teams*.

Course Description:

Welcome to IPEA 502 - *Patient-Centred Care in Action: An Interprofessional Approach*. Students will engage in activities that focus on patient/client/family/community-centred. 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 Dietetics in the Faculty of Agricultural and Environmental Studies.

Course Structure:

This IPE course includes a simulation-based learning experience coordinated with the Steinberg Centre for Simulation and Interactive Learning. It includes individual preparatory work as well as small group simulation and written group reflection. The clinical simulation comprises three (3) related scenarios in which students will be given the unique opportunity to work together in an interprofessional team and address a patient-family situation.

Standardized actors have been prepared to play the various roles and create a realistic (simulated) experience. Following each simulation, students will debrief with facilitators and subsequently plan the next steps in the patient-family centred plan of care. Facilitators and standardized actors will provide feedback to students at the final debrief.

We strongly encourage students to actively participate in the simulations to enhance learning and achieve the objectives of this course.

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IPEA 502 takes place at the Steinberg Centre for Simulation and Interactive Learning in February and March 2024 with multiple scheduled sessions. Students participate in only **one assigned session for a two-hour period. Students are not permitted to attend a different session without prior approval from the OIPE. (See Rescheduling section)**

IPEA 502 consists of three (3) parts:

Part 1: Preparatory Activities
<ul style="list-style-type: none">• Completion of one (1) required reading.• Review of the Social Worker Report• Viewing the Course Introduction Presentation video• Completion of the Pre-Session Preparatory Quiz (based on the Social Worker Report, reading, and Course Introduction Video) <p><i>Completion of the activities in Part 1 is required to attend the in-person Simulation Activities (Part 2)</i></p>
Part 2: Simulation Activities
<ul style="list-style-type: none">• In-person attendance and participation in the IPEA 502 simulation session at the Steinberg Centre for Simulation and Interactive Learning
Part 3: Written Reflection
<ul style="list-style-type: none">• Completion of a group written reflection

Students should **refer to myCourses**, under the Content tab for their **assigned session** (date and time).

Learning Objectives:

Following participation in IPEA 502 - *Patient-Centred Care in Action: An Interprofessional Approach*, students will be able to:

1. Communicate respectfully and effectively in the healthcare context.
2. Demonstrate interprofessional collaboration to support patient/client/family needs.
3. Apply effective team processes to ensure patient/client/family centered care.
4. Plan the next steps in patient/client/family care incorporating shared decision-making.

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 502. This course selectively focuses on the IPE competencies of *patient/client/family/community-centred care* using several simulation scenarios.

The interactive course activities will facilitate learning with, from and about students in the different healthcare professions while building on prior knowledge of role clarification, effective

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communication, interprofessional collaboration, and shared decision-making. The experience will also serve as the basis of an interprofessional approach to patient/family-centred care.

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 (ipcourses.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:

Evaluation Submissions:
Part 1: Preparatory Activities <ul style="list-style-type: none">• Pre-Session Quiz <i>Completion of the activities in Part 1 is required to attend the in-person Simulation Activities (Part 2)</i>
Part 2: Simulation Activities <ul style="list-style-type: none">• Attendance and participation in the 2-hour in-person IPEA 502 simulation session at the Steinberg Centre for Simulation and Interactive Learning.
Part 3: Written Reflection <ul style="list-style-type: none">• Completion of a group written reflection

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.

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 is mandatory.

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Upon arrival at the Simulation Centre students are responsible for signing the Attendance Sheet at reception.

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 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.

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, academic conflicts) 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 ipecourses.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 to the OIPE Administrative Coordinator before **Monday, January 15, 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 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.

Online Course Evaluations:

All students will complete an online course evaluation (individual) at the end of the course,

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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 silence during class time and used only at the end of the course for the online evaluation. 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.)

« 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](#).)

Office of Interprofessional Education (OIPE)**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 and SCSD 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.