



IPEA 502 – *Patient-Centred Care in Action: An Interprofessional Approach* Winter 2020

Credit: 0; Compulsory course

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The IPE curriculum of four courses is offered in sequence. Prerequisites for the IPEA 502 course are IPEA 500 and IPEA 501. IPEA 502 may be taken within the same semester as IPEA 501 to accommodate specific professional programs.

Course Objective:

Welcome to IPEA 502 – *Patient-Centred Care in Action: An Interprofessional Approach*. This interactive interprofessional education (IPE) course will take place at the *Steinberg Centre for Simulation and Interactive Learning*. Students will engage in activities that focus on patient/client/family/community-centred care while building on prior knowledge and experience of role clarification, interprofessional communication and teamwork.

This course involves the following students from the Faculty of Medicine: Speech-Language Pathology, Nursing, Occupational Therapy, Physical Therapy and Medicine.

Course Structure:

This coursework comprises preparatory readings available through the *myCourses* platform and small group activities using simulation. Assigned groups will be posted on *myCourses*.

Student Learning Objectives:

The National Interprofessional Competency Framework of the Canadian Interprofessional Health Collaborative (CIHC, 2010; www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf) provides an integrative approach to describing the six competencies required for effective interprofessional collaboration and informs the instructional design of IPEA courses. This course selectively focuses on the IPE competencies of *patient/client/family/community-centred care* using several simulation scenarios. IPEA 502 is student-centred and interactive and will build upon previous



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IPE course work (IPEA 500 and IPEA 501). The experience will also serve to establish a foundation of an interprofessional approach to patient-centred care.

Following participation in the **IPEA 502 course, *Patient-Centred Care in Action: An Interprofessional Approach***, students will:

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 course activities will facilitate learning with, from and about healthcare professionals while reflecting on the IPE competency of patient-centered collaborative care. Throughout the simulation activities and discussions, students should focus on combining concepts of effective communication, interprofessional collaboration, and shared decision making.

Course Materials:

Online preparatory readings, student schedules, and additional information are available on myCourses.

An electronic device (i.e., laptop, tablet, smart phone) with Wi-Fi capability is required to complete the course evaluation.

Student Assessment and Evaluation:

Participation in all course activities is mandatory. Students must satisfactorily complete all course requirements listed below in order to receive a **PASS (P) or SATISFACTORY (S)** grade.

Requirements for Course Completion and Program Continuation:

In order to receive a **PASS (P) or SATISFACTORY(S)** grade for IPEA 502 students must fulfill the following course requirements:

1. Attend and participate during the IPEA 502 plenary and simulation session.
2. Students are responsible for signing the attendance sheet.

Students who do not fulfill the course requirements will be required to do a mandatory *remedial assignment*. Successful completion of this remedial assignment on myCourses is mandatory in order to receive a **PASS (P) or SATISFACTORY (S)**.



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Students who do not complete the course requirements including the remedial assignment will receive a **FAIL (F) or UNSATISFACTORY (U)** grade and may have to repeat this course in a future term. The grade will be reported to the student's professional program.

Attendance/Absence:

Attendance in simulation activities is mandatory as it is essential for the interactive and small group activity components of the course. Students are required to sign the attendance sheet.

Approved absence: An absence must be communicated prior to the student's session to the IPE administrative coordinator (ipecourses.med@mcgill.ca or (514)398-3033) and approved by the Office of Interprofessional Education. The absence may require appropriate documentation when requested. A remedial assignment will be required and if successfully completed, the student will receive a PASS (P) or SATISFACTORY (S).

Unapproved absence: A student's absence from his/her scheduled IPEA 502 session without prior notification to the IPE administrative coordinator is an *unapproved absence*. A remedial assignment will be required and if successfully completed, the student will receive a PASS (P) or SATISFACTORY (S). The student's professional program will be notified of the *unapproved absence*.

Switching sessions: Students unable to attend their scheduled session in special circumstances may request permission 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 back to the OIPE administrative coordinator before **Monday, January 27, 2020**. 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 provided.** A justified request includes illness, unavoidable medical appointments and family issues. Documentation may be required upon request.

Late Arrival to a Session:

It is important that students arrive on time in order to settle into their assigned work groups and to participate fully in the session. Late arrival not only compromises the student's own learning but undermines the optimal functioning of the student group.



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Students who arrive late beyond the implementation of the plenary session, may not be permitted to attend the session in the event that this compromises the integrity of the learning activity. The student's professional program will be notified of the circumstance. Students MAY be reassigned to a future session, when possible. Students with valid reasons for their lateness (illness, unavoidable medical appointments, family issues, failure of public transportation) will be given priority to be rescheduled. Documentation may be required upon request.

A mandatory remedial assignment will be required of those students who cannot be rescheduled. If successfully completed, the student will receive a **PASS (P) or SATISFACTORY (S)**. Please refer to the section entitled "*Requirements for Course Completion and Program Continuation*" above.

Online Course Evaluation:

All students will complete an online course evaluation using a personal electronic device. The link to the survey will be available on myCourses under *Content Browser* in the "Content" folder. Time will be allotted at the end of the course for completion of this online course evaluation (individual work). Students' feedback and suggestions are highly valued and helpful in ensuring that the IPE Curriculum Committee makes appropriate revisions in order 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 Students' Rights, students in this course have the right to submit in English or in French any written work, summative or formative.

Copyright of course materials:

The OIPE generated course materials (e.g., 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:

[Amended by Senate on April 17, 2013]: 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](#).

Technology in Class:

Respectful attentive presence is expected. 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). All cell phones and communication devices must be muted during class time.



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Diversity Statement:

The OIPE recognizes its responsibility to foster a safe, respectful learning environment that is free from discrimination in which student, 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 of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at 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 mcgill.ca/lwa).

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