

**McGill University – Faculty of Medicine  
Office of Interprofessional Education (OIPE)**

**IPEA 500  
Roles in Interprofessional Teams**

Credit: 0; Compulsory course

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- Teresa Matteo, Administrative coordinator, OIPE; [ipecourses.med@mcgill.ca](mailto:ipecourses.med@mcgill.ca)

**Course Objective:** IPEA 500, *Roles in Interprofessional Teams* 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 interactive Interprofessional Education (IPE) course involves students from the 5 Schools within the Faculty of Medicine: Communication Sciences & Disorders, Nursing, Occupational Therapy, Physical Therapy, Medicine and the Faculty of Dentistry plus students from Nutritional Sciences and Genetic Counseling.

**Course Structure:**

This course includes an IPE Online Preparatory Learning Module and a Face-to-Face component. It is offered on two separate dates in October comprising two sessions per date. Students attend only one session on one date. Information regarding scheduled dates, assigned group and small group room locations will be posted on MyCourses.

**LEARNING OBJECTIVES:**

Following participation in the **IPEA 500 Course, Roles in Interprofessional Teams**, students will:

1. Explain one's own professional role and responsibilities.
2. Understand the professional roles of other healthcare professionals involved in IPEA 500.
3. Participate in shared decision making within an interprofessional healthcare team.

**Roles Interprofessional Teams-IPEA 500 Fall 2019**

### **Course Content:**

The National Interprofessional Competency Framework of the Canadian Interprofessional Health Collaborative (CIHC, 2010; [www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)) 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 through a group role play and to enhance their experience of learning with, from, and about other healthcare professionals.

IPEA 500 is student-centred and interactive. Students will be expected to practice self-directed, active learning prior, during and after the course.

### **Course Materials:**

**Student Guidelines** comprising the online preparatory learning module, student schedules and additional information is provided through myCourses.

### **Student Assignment and Evaluation:**

This is a zero (0)-credit course appearing on the student's official transcript. Students must satisfactorily complete all course requirements in order to receive a **PASS (P) or SATISFACTORY (S)** grade comprising:

- The **IPE Preparatory Learning Module including the individual written assignment** prior to the date of the course activity. The Student Preparatory Assignment document is located on myCourses.
- The **group assessment** (accessed through myCourses) is completed during the facilitator-guided Role Play Debrief; student responses guide the debrief discussion and feedback is provided by the facilitators.
- The **IPEA 500 course activities** as outlined. **Participation in all course activities is mandatory.** Students are responsible for signing the attendance sheet.

### **Requirements for Course Completion and Program Continuation**

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

If all student assignments and course activities are not completed then a *remedial assignment* will be required. Successful completion and timely submission of this remedial assignment on myCourses will also grant the student a PASS (P) or SATISFACTORY (S).

Students who do not complete the course requirements including the remedial assignment within the designated time period will receive a **FAIL (F) or UNSATISFACTORY (U)** grade and will have to repeat this course in a future term. The IPE curriculum is offered on a continuum throughout the professional programs. Successful completion of IPEA 500 is a requirement for IPEA 501.

**Attendance/Absence:**

Attendance in class is mandatory as it is essential for the learning of each student and all group members.

Approved Absence: An absence must be communicated prior to the student's session to the IPE administrative coordinator ([ipecourses.med@mcgill.ca](mailto: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 in case of absence 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 500 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*.

**Online Course Evaluations:** At the end of IPEA 500, 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 for completion of this online course evaluation (individual work). The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that the IPE Curriculum Committee make appropriate changes to courses as needed 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, Quiz 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). Cell phones should remain on silence during class time and used only at the end of the course for the on-line evaluation.

**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](http://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](http://mcgill.ca/lwa)).

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