



## Office of Interprofessional Education (OIPE) IPEA 500 Roles in Interprofessional Teams

Credit: 0; Compulsory course

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The IPE curriculum of four courses is offered in sequence. IPEA 500 is a pre-requisite for IPEA 501.

**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 course is the first IPE course within the IPE curriculum delivered by the Office of Interprofessional Education (OIPE). This course involves students from the 6 health professions within the Faculty of Medicine: Communication Sciences & Disorders, Nursing, Occupational Therapy, Physical Therapy, Medicine, the Faculty of Dentistry, as well as, students from Nutritional Sciences, Social Work and Genetic Counseling.

**Course Structure:** For Fall 2020, IPEA 500 will be delivered remotely in its entirety with a flexible schedule for all students from September 14<sup>th</sup>, 2020 to October 19<sup>th</sup>, 2020 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.

Remote 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 14<sup>th</sup>, 2020. The course will be divided into three parts, each with separate deadlines for submission of assignments on September 30<sup>th</sup>, October 7<sup>th</sup>, and October 19<sup>th</sup>, 2020. Completion of all components in each part is required by the due dates provided in order for the student to successfully proceed onto the next part of the course. For additional remote learning support, please refer to <https://www.mcgill.ca/tls/students/remote-learning-resources>

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Course structure	
<b>Part 1- Due Sept 30<sup>th</sup>, 2020</b>	
1. <b>Course Introduction</b> (Recorded): Dean's Welcome, OIPE Welcome and Intro to IPEA 500	
<b>Preparatory Learning Module:</b>	
2. <b>Preparatory Learning Video</b> (Recorded)	
3. <b>Preparatory Learning Assignment</b> (Written) (Individual)	
<b>Part 2 - Due Oct 7<sup>th</sup>, 2020</b>	
4. <b>Case-based</b> Video (Recorded)	
5. <b>Video/Audio Assignment</b> (Individual) (Within myCourses small groups)	
<b>Part 3 - Due Oct 19<sup>th</sup>, 2020</b>	
6. <b>Post Reflection Assignment</b> (Written) (Individual) based on small group video/audio assignment submissions	
7. <b>Wrap-up summary</b> (Recorded)	

**Learning Objectives:** Following participation in the **IPEA 500 Course, 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.

**Course Content:** The National Interprofessional Competency Framework of the Canadian Interprofessional Health Collaborative (CIHC, 2010) provides an integrative approach to describing 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.

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**Course Materials:** Students will require an electronic device as well as access to an internet connection to access the course materials. The course includes recorded instructional materials available on myCourses: Course introduction, preparatory learning video, case-based video, wrap-up summary; and posted assessment materials: preparatory learning assignment, a video/audio submission and a post-reflective assignment.

If a student does not have access to the materials needed for this course, they are required to communicate with the IPE administrative coordinator as soon as possible before the start of the course (September 14<sup>th</sup>, 2020), as late submissions will not be possible. Please refer to the “Late Submissions” and “Attendance/Absence” sections below for additional details.

**Student assessment and evaluation:** This is a zero (0)-credit course appearing on the student’s official transcript. Students must satisfactorily complete all course components (recorded content and written and video/audio assignments) by the specified due dates in order to receive a **PASS (P)** or **SATISFACTORY (S)** grade comprising:

Student assessment and evaluation submissions:
1. Preparatory Learning Assignment (Written)
2. Video/Audio Assignment (Video/Audio)
3. Post Reflection Assignment (Written)

**Student Conduct:** Students are expected to be respectful of one another and other professions throughout the course, including in their assignments. Students will have access to the components related to their small groups on myCourses. The OIPE team will periodically be screening the groups throughout the course in order maintain a safe on-line learning environment. Should an incident arise, please contact the OIPE administrative coordinator as soon as possible.

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

**Late Submissions:** Due to the format 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; example: Part 2 will become available for the student on the release date only if all components of Part 1 are completed. Part 3 will NOT become available, regardless of the release date, if the components of Part 2 are not completed by the designated due date. Should a student not complete Part 2 by the due date, they will not be able to continue with the remainder of the course and they will not have met the course requirements.

The student’s professional program will be notified of the inability to complete the course requirements.

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**Consequences of not completing course requirements as indicated:** If the student assessments 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.

**Attendance/Absence:** Attendance/participation is mandatory as it is essential for the learning of each student and all small group members.

**Approved/unapproved Absence:** An absence or inability to complete the course must be communicated prior to the start of the course (September 14<sup>th</sup>, 2020) 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 student's absence from IPEA 500 without prior notification to the IPE administrative coordinator is an *unapproved absence*. A remedial assignment will be required in case of absence 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:** All students will complete an online course evaluation (individual) at the end of the course, following all submissions. The link to the survey will be easily accessible on myCourses. The feedback and suggestions offered 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. 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.

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**Plagiarism/Academic Integrity:** [Last review by Senate on January 16, 2019]: 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](#).

**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.**

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