McGill | Faculty of Medicine and Health Sciences | Faculté de médecine et des sciences de la santé

Office of Interprofessional Education (OIPE)

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

Credit: 0

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The Interprofessional Education (IPE) curriculum of four (4) courses is offered in sequence. IPEA 502 is a pre-requisite for IPEA 503 and is the third IPE course within the IPE curriculum delivered by the Office of Interprofessional Education (OIPE).

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 care while building on prior knowledge and experience of role clarification, interprofessional communication and teamwork. 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 and Social Work.

Course Structure: This IPE course integrates a simulation-based context and is coordinated in collaboration with the Steinberg Centre for Simulation and Interactive Learning. It includes individual preparatory readings available on myCourses as well as small group interactions and simulation activities. The clinical case 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 centred context.

Standardized actors have prepared to play the various roles and create a realistic (simulated) context. 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.

IPEA 502 is implemented in February and March 22, 2021 through multiple scheduled sessions, however students participate in only **one assigned session for a two-hour timeframe. Students are not permitted to attend a different session without prior approval.** ***(See Attendance/Participation and Absence section)***

Students should **refer to myCourses**, under the Content tab, in the folder "Student Schedule IPEA 502 2022" for their **assigned session** (date and time).
Winter 2022, IPEA 502 may be offered in a remote format using a Zoom platform in collaboration with Steinberg Centre for Simulation and Interactive Learning**.** In such event, Zoom links will be

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provided on myCourses. For additional remote learning support, please refer to https://www.mcgill.ca/tls/students/remote-learning-resources

Learning Objectives:

Following participation in *IPEA 502 - P*atient-*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 supports 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 healthcare professions while building on prior knowledge of role clarification, effective communication, interprofessional collaboration, and shared decision-making. The experience will also serve to establish a foundation 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 IPE Administrative Coordinator (ipecourses.med@mcgill.ca) before January 17, 2022.

Students are expected to regularly consult myCourses regarding all information related to this course.

Student Assessment and Evaluation:

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

1. Complete two (2) required readings
2. Attend and participate in the entire IPEA 502 session comprising of the course introduction and small group simulation activities
3. Complete a group written reflection post simulation activity

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Requirements for Course Completion and Program Continuation

A) Attendance/Participation

Attendance (in person or online)/ participation is mandatory, as it is essential for the learning of each student and all small group members.

Students are responsible for confirming their attendance at the Steinberg Centre for Simulation and Interactive Learning and accessing the course content on myCourses.

B) Absence: Approved/Unapproved

An absence or inability to complete the course must be communicated prior to the student's scheduled session to the IPE Administrative Coordinator (ipecourses.med@mcgill.ca) and approved by the Office of Interprofessional Education. The absence may require appropriate documentation when requested.

A student's absence without prior notification to the IPE Administrative Coordinator is an *unapproved absence*. A remedial assignment will be required in case of absence or inability to complete the course 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*.

C) Late Submissions/Arrival

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 group.

Students who arrive late may not be permitted to attend the session in the event that this compromises the integrity of the learning activity.

Students *may* be reassigned to a future session, when possible. Students with valid reasons for their lateness (illness, unavoidable medical appointments, internet failure) will be given priority to be rescheduled. Documentation may be required upon request (e.g., screenshot of internet failure). If a student is not re-assigned to a future session they will be required to complete a remedial assignment in order to meet the course requirements.

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.

Students who do not successfully complete the course requirements or the remedial assignment within the designated time period will receive a **FAIL (F) or UNSATISFACTORY (U)** grade.

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

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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 17, 2022.**

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 or unavoidable medical appointments. Documentation may be required upon request.

Student Conduct: Students are expected to be respectful of one another and other professions throughout the course, including in their assignments, the online course evaluation as well as with the OIPE team.

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 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. The section on "Student Conduct" also applies to the online course evaluation.

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.

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, 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: McGill University and the Faculty of Medicine and Health Sciences value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the McGill University Code of Student Conduct and Disciplinary Procedures and the Faculty of Medicine and Health Sciences Code of Conduct

L'université McGill et Faculte de Medecine et des Sciences de la Sante attachent une haute importance à l'honnêteté académique. Ils incombent 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 Université de McGill Code de conduite de l'étudiant et des procédures disciplinaires et Faculté de médecine et des sciences de la santé.

Diversity Statement:

The OIPE recognizes its responsibility to foster a safe, respectful learning environment that honors equity, diversity, and inclusion. One 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. 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 and/or delivery format in this course is subject to change.

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