



Interprofessional Initiatives at McGill

by L. Asseraf-Pasin, PhD, PT and C. Perlman, Med, OT

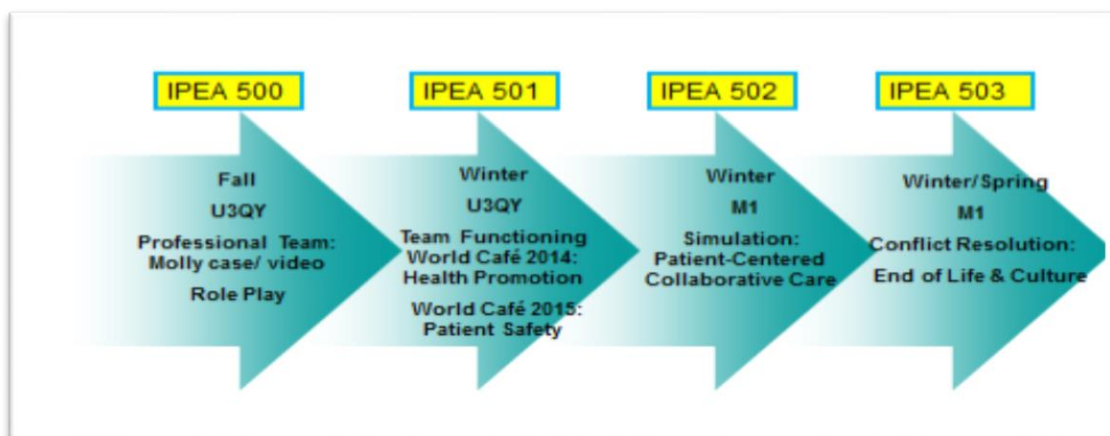
Since spring 2013, McGill's Joint Curriculum committee for Interprofessional Education (JCC-IPE) has developed three Interprofessional Education courses (IPE) consisting of 23 IPE learning activities. To date, 4,700 students in the professional programs of the Faculty of Medicine (FoM), including medicine, physical and occupational therapy, nursing and communication sciences and disorders have participated in the IPE program. This program, funded by the Faculty of Medicine, prepares students for collaborative practice to support client-centered care of the highest quality.

Three university-approved IPE courses are now imbedded within the curricula of the first and second years of the five professional programs in the Faculty of Medicine. These courses are based on the Canadian Interprofessional Health Collaborative: A National Interprofessional Competency Framework (CIHC), February 2007. The six CIHC competency domains are:

- role clarification,
- team functioning,
- interprofessional conflict resolution,
- collaborative leadership,
- interprofessional communication, and
- patient/client/family/community-centered care.

The IPE courses appear on students' official transcripts and successful completion of these courses is mandatory for graduation. Figure 1 illustrates the sequence and timing of the IPE courses within the FoM curriculum.

Figure 1: Building an IPE Program based on the CIHC Framework



Each IPE course gives students a unique opportunity to learn from, with, and about each other's profession. Within the IPE instructional activities, students build on their prior knowledge of role clarification, communication, and team functioning. Small group debriefing sessions to promote reflection on learning are facilitated by trained clinicians and faculty members. Co-facilitation by two different healthcare professionals is implemented to model and foster interprofessional collaboration. *(Right: Screen shots from Steinberg Center for Simulation and Interactive Learning camera showing IPE group role play.)*



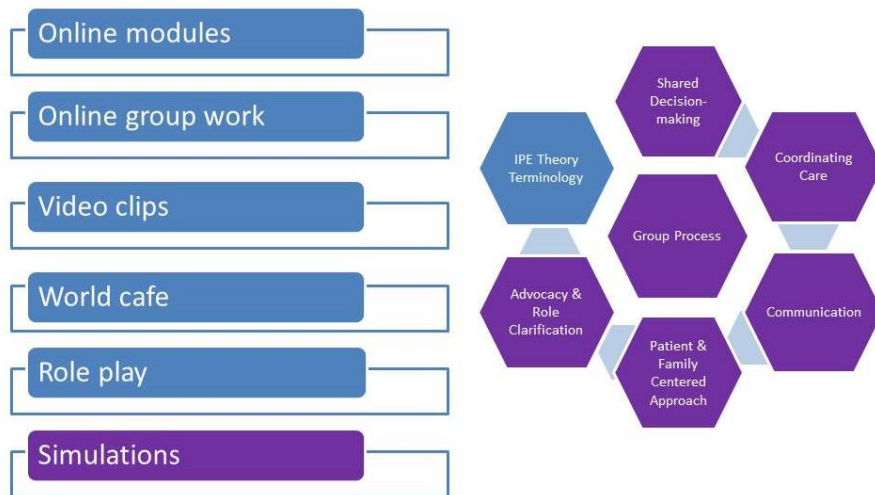
Built on sound pedagogical approaches and instructional strategies based on adult learning theories, the JCC-IPE has designed the IPE courses to foster development in the complex roles of each of the professions. For example, student-directed preparatory work consists of online modules introducing IPE theory terminology and individual and/or group online submissions in response to assigned readings, or a case-based scenario. All preparatory work lay the foundations for the IPE activity content and competencies. *(Right: Training Session for Facilitators, a group of facilitators waiting for cameras to start showing a screen presentation of an Interprofessional role play.)*



The *world café* format involving group rotation and self-directed problem solving, video clips, role-play and case-based instructional strategies, have been included to facilitate shared decision-making, group processing, and opportunities for team communication.

Current evidence supports the use of simulation as an instructional strategy that provides students with an authentic experience of Interprofessional teamwork and collaboration within a safe learning environment. The academic year of 2014-2015 witnessed the introduction of, simulation within the IPE courses, in collaboration with the [Steinberg Centre for Simulation and Interactive Learning](#), McGill University. Figure 2 provides an overview of the instructional strategies (highlighting simulation) which align with the CIHC competencies.

Figure 2: Instructional Strategies



To date, three Faculty Development Workshops have been offered to facilitators (faculty members of the professional schools and clinicians), for IPE courses offering role-play and simulation. The workshops require coordination between the JCC-IPE and the Steinberg Center to create authentic case-based scenarios using paid actors as standardized patients. This faculty development workshop program receives strong support from the participants, as a meaningful and effective facilitators' training method, as evidenced by the workshop evaluation results. Participation in the faculty development workshop may be recognized as a continuing education activity for participants' professional portfolio.

Future Directions for IPE at McGill

An increase in funding that the IPE program received in 2013 from the Faculty of Medicine has resulted in significant achievements in the IPE program: an IPE curriculum is now officially established and has been embedded in the Health Sciences program calendar. Scholarly activity continues to be a priority with dissemination at national and international venues. McGill JCC-IPE is now represented on the IPE national scene as a member of the Canadian Interprofessional Healthcare Collaborative. Future innovations in IP pedagogy comprising simulation and complex case contexts are considered to target advanced topics and skills such as ethical dilemmas and conflict resolution. In addition to the ongoing IPE course evaluations, IP program evaluation will comprise the development and implementation of exit surveys for graduating students to measure the cumulative impact of IPE training on IP competency.

Testimonials:

“This was the most helpful IPE workshop. I really enjoyed it. It felt very authentic interacting with simulated patients and useful for members from all professions!” (Student)

“The facilitators were very competent and had GREAT insights to offer from their own experiences. They summarized groups' conclusions”. (Student)