

Office of Interprofessional Education (OIPE)**IPEA 500 - Roles in Interprofessional Teams
Fall 2021****Course Outline**

Credit: 0

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The Interprofessional Education (IPE) curriculum of four (4) courses is offered in sequence. IPEA 500 is a pre-requisite for IPEA 501 and is the first IPE course within the IPE curriculum delivered by the Office of Interprofessional Education (OIPE).

Course Description:

Welcome to IPEA 500 - *Roles in Interprofessional Teams*. This course 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 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 Dentistry, Dietetics and Social Work.

Course Structure:

IPEA 500 will be delivered remotely in its entirety with a flexible schedule for all students from September 13th, 2021 to October 18th, 2021 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 13th, 2021. The course will be divided into three parts, with two deadlines for submission of assignments on October 4th and October 18th, 2021. 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	
Part 1 – Must be completed to access Part 2	
1.1)	Course Introduction Video (Recorded): OIPE Welcome, Dean’s Welcome, MASH, and Intro to IPEA 500
1.2)	Preparatory Learning Module: a) Preparatory Learning Video (Recorded) b) Preparatory Learning Assignment (Written) (Individual)
Part 2 – Due Oct. 4th, 2021 @ 11:59am	
2.1)	Case-based Myriam Video (Recorded)
2.2)	Role Clarification Video/Audio Assignment (Individual) (within myCourses discussion groups)
Part 3 – Due Oct. 18th, 2021 @ 11:59am	
3.1)	Post Reflection Assignment (Written) (Individual) based on discussion group’s role clarification video/audio assignment submissions.
3.2)	Wrap-up Video (Recorded)
NOTE: Part 2 and 3 must be completed by the stated due dates. The consequence of not submitting on time will be considered as LATE and course requirements will not have been met. As a result, the student will not be able to continue with/complete the course.	

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 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 while learning with, from, and about other healthcare professionals.

Office of Interprofessional Education (OIPE)**Course Materials:**

All course materials, schedules and videos 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. 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 role clarification 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 (ipecourses.med@mcgill.ca) as soon as possible before the start of the course (September 13th, 2021), as late submissions will not be possible. Please refer to the “Late Submissions” and “Attendance/Absence” sections for additional details.

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:

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

Requirements for Course Completion and Program Continuation:**A) Attendance/Participation**

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

B) Absence: Approved/Unapproved

An absence or inability to complete the course must be communicated prior to the start of the course (September 13th, 2021) 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*.

Office of Interprofessional Education (OIPE)**C) Late Submissions/Arrival**

Due to the sequence and timeframes 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: Part 2 will automatically become available for the student only if all components of Part 1 are completed; Part 3 will NOT become available if the components of Part 2 are not completed by the designated due date.

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.

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. Students will have access to the components related to their small groups on myCourses. Please refer to the section entitled "*Netiquette*".

Netiquette:

The code of conduct for online courses is called "netiquette" and is the practical code of behaviour for working virtually on the internet. The OIPE team will periodically be screening the groups throughout the course in order to maintain a safe on-line learning environment. Should an incident arise, please contact the IPE administrative coordinator as soon as possible.

The following are some general netiquette guidelines to keep in mind when interacting with others in an online environment:

- Observe the same standards of behaviour online that you follow in a real classroom.
- Be sure to spend time reviewing your messages before posting to ensure that they are written clearly.
- Respect the views of others. When you challenge an idea, do so respectfully and with the goal of increasing everyone's knowledge. Use proper language, refrain from insults.
- Respect other people's privacy by not sharing the class recordings or presentations posted by your peers, facilitators, TAs or instructors or spreading inappropriate information. In particular, it is an academic offense to share material owned by another person.

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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.

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.

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 <https://www.mcgill.ca/students/srr/honest>.

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, SCSD and Faculty of Dentistry may also contact <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.