



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Health

IMPLEMENTING AN INTEGRATED CURRICULUM MODEL: LESSONS LEARNED

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DISCLOSURE

- I HAVE NO CONFLICTS TO DECLARE

OBJECTIVES

- ✓ DESCRIBE UBC'S INTEGRATED CURRICULUM MODEL
- ✓ IDENTIFY COMPLEX AREAS OF HEALTHCARE THAT BENEFIT FROM AN INTEGRATED APPROACH
- ✓ DISCUSS THE INTEGRATED CURRICULUM DEVELOPMENT PROCESS
- ✓ EVALUATE THE BENEFIT OF AN INTEGRATED APPROACH TO HEALTH PROFESSIONAL EDUCATION

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Challenges

Focus on
competencies

Extra-curricular

Finding common
time

Seen as an
add-on

Focus on clinical
knowledge



THE INTEGRATED APPROACH

- ✓ CONTENT COMMON ACROSS PROGRAMS
- ✓ COMPLEX AREAS OF HEALTH CARE THAT REQUIRE A COLLABORATIVE APPROACH
- ✓ LEARNING THAT IS UNIQUE TO EACH PROFESSION
- ✓ ECONOMIES OF SCALE FOR FOUNDATIONAL KNOWLEDGE COMMON TO ALL PROGRAMS
- ✓ RELEVANT OPPORTUNITIES FOR INTERPROFESSIONAL LEARNING
- ✓ MEANINGFUL INTEGRATION OF INTERPROFESSIONAL LEARNING

CONTENT AREAS

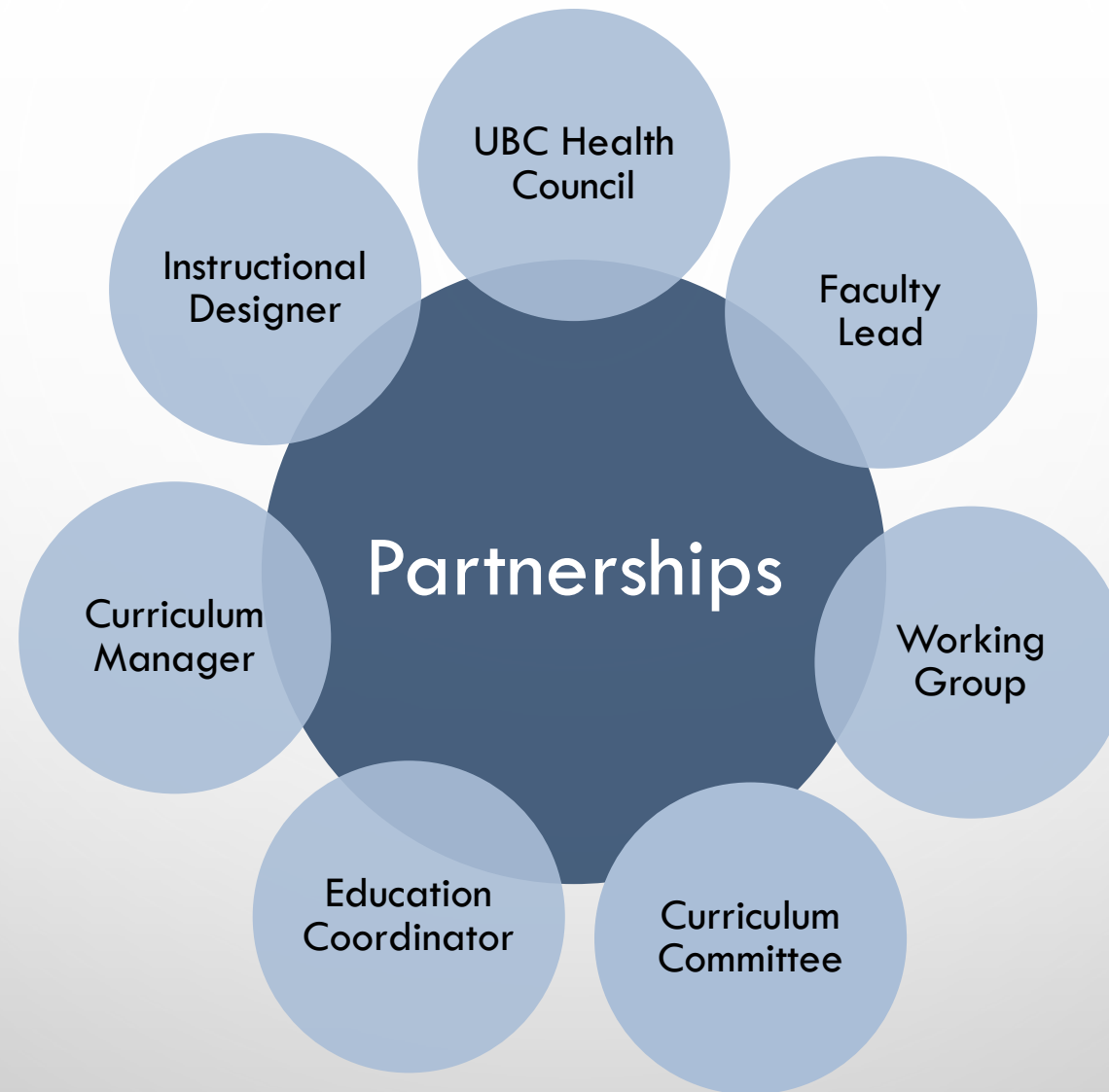
WHAT TOPICS ARE COMMON ACROSS HEALTH PROFESSIONAL PROGRAMS AND BENEFIT FROM A COLLABORATIVE APPROACH?

UBC Health Integrated Curricula

- ✓ Ethics
- ✓ E-Health
- ✓ Indigenous Cultural Safety

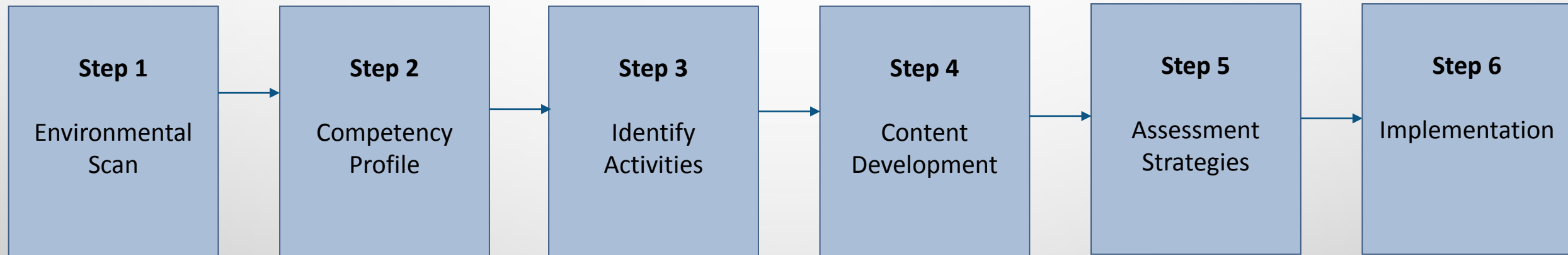
Other Topics of Interest

- ✓ Pain Management
- ✓ Professionalism
- ✓ Nutrition



* MADE POSSIBLE WITH A GRANT FROM THE UBC TEACHING AND LEARNING ENHANCEMENT FUND

DEVELOPMENT PROCESS



STEP 1 – ENVIRONMENTAL SCAN

- BRAINSTORM AND DEVELOP QUESTIONS
- DEPLOY VIA PROGRAM HEADS, ANALYZE AND SUMMARIZE RESULTS
- COMPILE LITERATURE, CURRICULUM RESOURCES, AND EXTERNAL COURSE SYLLABI

KEY DELIVERABLES: IDENTIFY NEEDS, OPPORTUNITIES AND USEFUL RESOURCES

STEP 2 – IDENTIFY COMMON COMPETENCIES

- GUIDING PRINCIPLES, EXIT COMPETENCIES, MILESTONES, AND LEARNING OUTCOMES
- MAP EXIT COMPETENCIES TO COURSE SYLLABI
- LITERATURE REVIEW TO INFORM CURRICULUM APPROACH

KEY DELIVERABLES: COMPETENCY PROFILE

STEP 3 – IDENTIFY ACTIVITIES

- NUMBER, SCOPE, AND ANTICIPATED RESOURCES BASED ON MILESTONES AND QUARTILES
- DETERMINE IMPLEMENTATION SCHEDULE FOR PROGRAMS WITH DIFFERING LENGTHS
- DEVELOP LEARNING OBJECTIVES BASED ON EXIT COMPETENCIES AND MILESTONES

KEY DELIVERABLES: CURRICULUM OUTLINE

STEP 4 – CONTENT DEVELOPMENT

- DEVELOP CASES
- IDENTIFY SUPPORTING MATERIALS
- DEVELOP ONLINE MODULES AND OTHER RESOURCES
- PILOT ACTIVITIES
- REFINE ACTIVITIES BASED ON STUDENT AND FACILITATOR FEEDBACK
- DEVELOP FACILITATOR TRAINING MODULE AND WEBINAR

KEY DELIVERABLES: CURRICULUM ACTIVITIES

STEP 5 – ASSESSMENT STRATEGIES

- ENVIRONMENTAL SCAN OF ASSESSMENT TOOLS AND STRATEGIES
- DEVELOP ONLINE RESOURCE TO HOST RESOURCES

KEY DELIVERABLES: INVENTORY OF ASSESSMENT TOOLS AND STRATEGIES

STEP 6 – IMPLEMENTATION

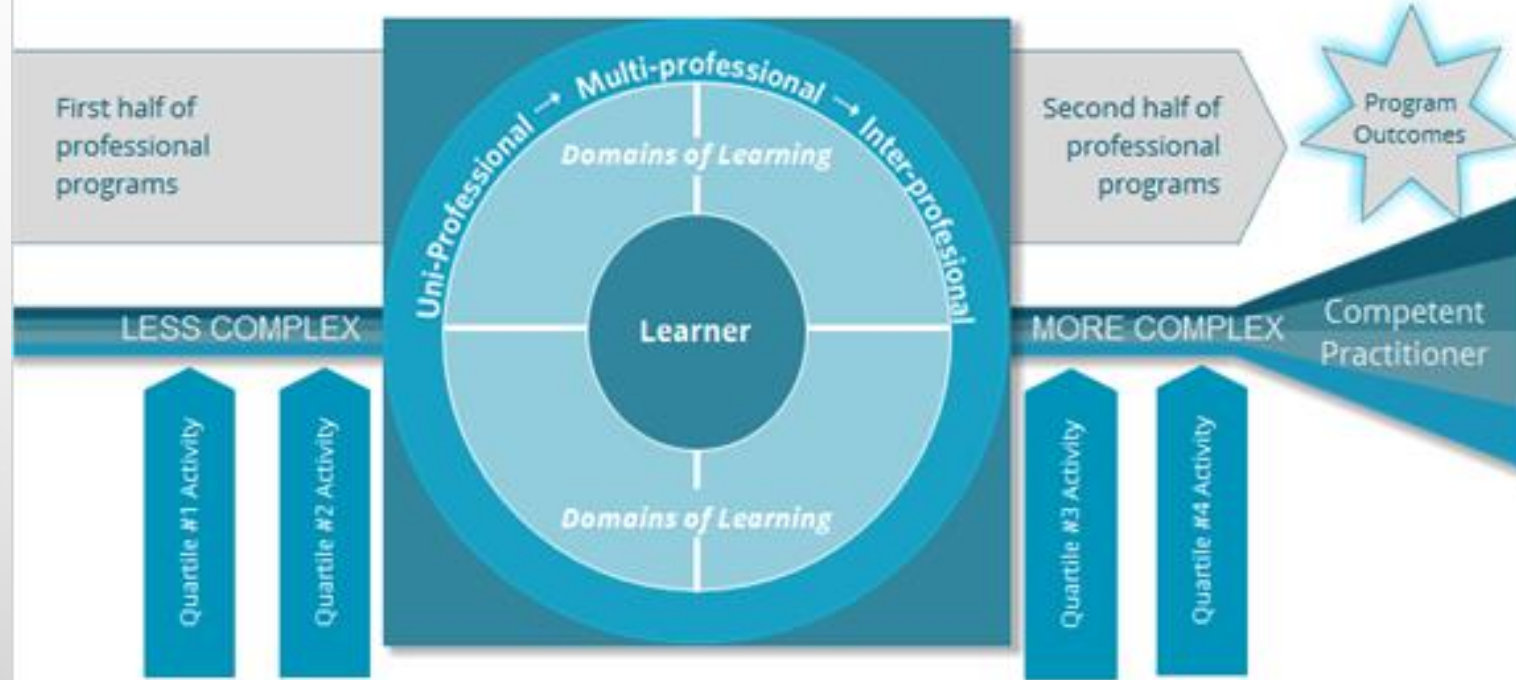
- MET INDIVIDUALLY WITH PROGRAMS
- MAP DELIVERY OPTIONS
- SCHEDULE ACTIVITIES
- BOOK ROOMS AND RECRUIT FACILITATORS
- SET UP ONLINE COMPONENTS
- TRACK ACTIVITY COMPLETION
- REPORT ACTIVITY COMPLETION BACK TO PROGRAMS

KEY DELIVERABLES: DELIVERY SCHEDULE

2018 INTEGRATED CURRICULUM SCHEDULE

Protected Time 2018 Onwards	OCTOBER				NOVEMBER				OCTOBER				OCTOBER											
	Quartile #1 Activities																Quartile #2 and #3 Activities							
	OCTOBER - Thursdays, 10am-12pm				NOVEMBER - Fridays, 2pm-4pm				OCTOBER - Tuesdays, 10am-12pm				OCTOBER - Fridays, 2pm-4pm											
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th								
ASLP					TBD	eHealth Q#1	Indigenous Q#1	iEthics Q#1					iEthics Q#3	eHealth Q#2	Indigenous Q#2	TBD								
Dental Hygiene (Yr 2&3)	iEthics Q#1	TBD	Indigenous Q#1	eHealth Q#1									iEthics Q#3	eHealth Q#2	Indigenous Q#2	TBD								
Dentistry	iEthics Q#1	TBD	Indigenous Q#1	eHealth Q#1									iEthics Q#3	eHealth Q#2	Indigenous Q#2	TBD								
Dietetics	iEthics Q#1	TBD	Indigenous Q#1	eHealth Q#1									iEthics Q#3	eHealth Q#2	Indigenous Q#2	TBD								
Genetic Counselling																								
Medicine	iEthics Q#1	TBD	Indigenous Q#1	eHealth Q#1					TBD	eHealth Q#2	iEthics Q#3	Indigenous Q#2												
Midwifery	iEthics Q#1	TBD	Indigenous Q#1	eHealth Q#1					TBD	eHealth Q#2	iEthics Q#3	Indigenous Q#2												
Nursing	iEthics Q#1	TBD	Indigenous Q#1	eHealth Q#1					TBD	eHealth Q#2	iEthics Q#3	Indigenous Q#2												
Pharmacy					TBD	eHealth Q#1	Indigenous Q#1	iEthics Q#1	TBD	eHealth Q#2	iEthics Q#3	Indigenous Q#2												
PT					TBD	eHealth Q#1	Indigenous Q#1	iEthics Q#1					iEthics Q#3	eHealth Q#2	Indigenous Q#2	TBD								
OT					TBD	eHealth Q#1	Indigenous Q#1	iEthics Q#1					iEthics Q#3	eHealth Q#2	Indigenous Q#2	TBD								
Social Work					TBD	eHealth Q#1	Indigenous Q#1	iEthics Q#1					iEthics Q#3	eHealth Q#2	Indigenous Q#2	TBD								

Integrated Curriculum Framework



EVALUATION

- THE DEVELOPMENT PROCESS (WORKING GROUP)
 - JANUARY 2015
 - ONLINE SURVEY AND FOCUS GROUP
 - N=11

- PROGRAM ENGAGEMENT (CURRICULUM COORDINATORS)
 - JANUARY 2015
 - ONLINE SURVEY
 - N=8

- IMPLEMENTATION (CURRICULUM COORDINATORS)
 - AUGUST 2016
 - FOCUS GROUP
 - N=15

SUCCESS FACTORS

- ✓ TOPIC CHOICE – Perceived as adding value and addressing a need
- ✓ COMMITMENT – Bi-directional (top-down; curriculum coordinators up)
- ✓ COLLABORATION – Engagement from the beginning in development process through supported partnerships (Committees)
- ✓ RESOURCES – Funding; content experts; curriculum developer; instructional designer
- ✓ FLEXIBILITY – Use of online technology; quartiles; modular approach
- ✓ PROTECTED TIME – Needed to support multiple integrated curricula

OUTCOMES

- ✓ A REQUIRED COMPONENT OF 12 HEALTH PROFESSIONAL PROGRAMS AT UBC
- ✓ ALLOWS PROGRAMS TO REPLACE EXISTING CONTENT WITH COMMON LEARNING
- ✓ ENHANCES UNI-DISCIPLINARY PROGRAMMING
- ✓ IMPLEMENTS INTERPROFESSIONAL LEARNING AS A REQUIRED COMPONENT

QUESTIONS?

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