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Rady Faculty of Health Sciences

Office of Interprofessional Collaboration

A.O: Ateah, Condon, Fricke, Jensen, MacDonald, Turcotte

Collaborating Across Borders VI

Betwixt and Between:

The Best Laid Plans for IPE



UNIVERSITY
OF MANITOBA

One university. Many futures.



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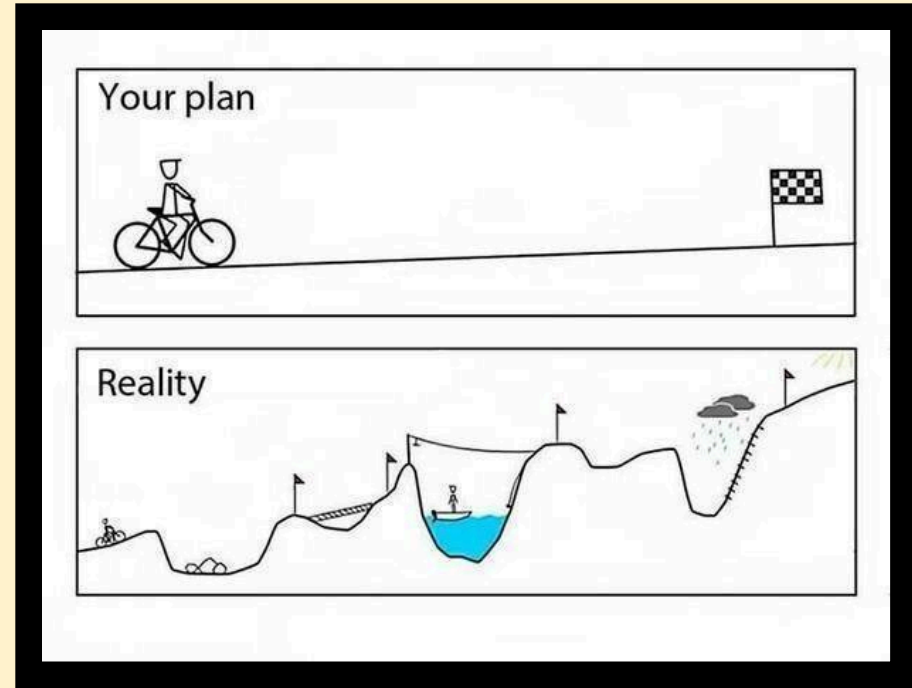
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Best laid plans

“Best laid schemes
o’ mice an’ men /
Gang aft a-gley
[can often go
astray].”

Robert Burns (1876)



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Rady Faculty of Health Sciences

Vice Dean – Education

OIPC Admin

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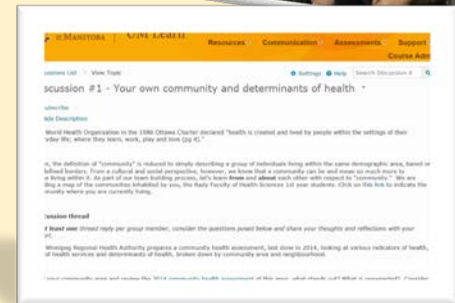
CoD/SDH

IP Practice
Coordinator

RFHS Faculty and Learners

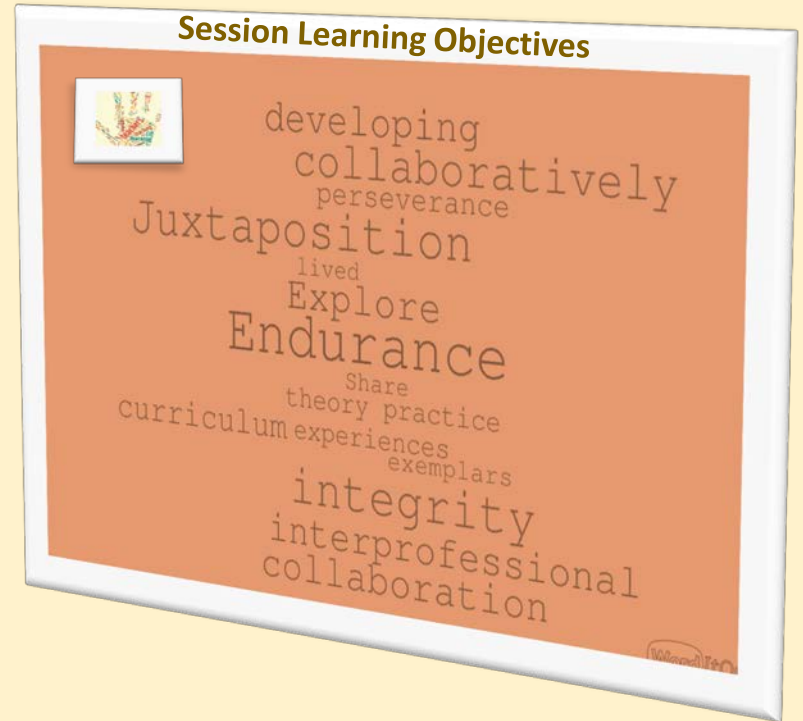
Session Learning Objectives

1. Explore faculty & students' lived experiences with curriculum that are seemingly in juxtaposition with theoretical perspectives.
2. Use an exemplar of applying blended learning & contact theory to curriculum development to address challenges between theory & practice.
3. Share lived experiences of endurance, perseverance, & integrity in collaboratively developing an interprofessional collaboration curriculum.



Session Agenda

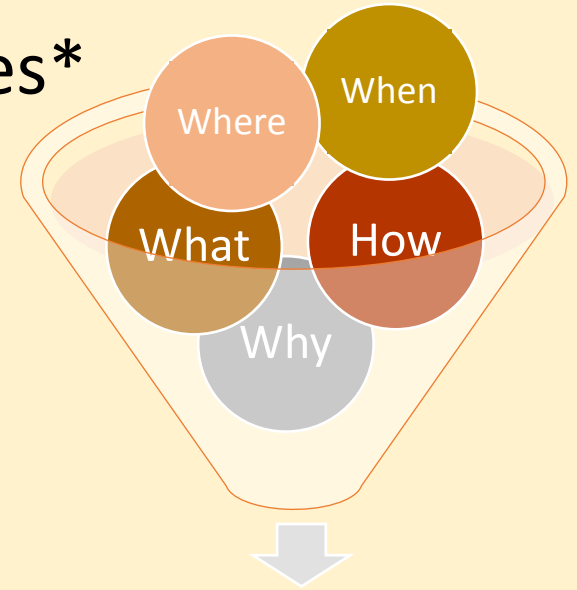
- ❑ Best laid plans, pragmatics, & what went awry
- ❑ Collaboration carousel activity
 - Betwixt & between theoretical foundation & practical experience
 - Teaching/learning methodology
 - Student assessment
 - Time & Timing
 - Authenticity
- ❑ Summary
- ❑ Wrap-up



Consensus Statement on Assessment of IP Learning Outcomes*

Assessment should include six domain outcomes:

1. Role understanding
2. Interprofessional communication
3. Interprofessional values
4. Coordination & collaborative decision-making
5. Reflexivity
6. Teamwork



Interprofessional
Collaborative Care
Curriculum

*Rogers, Thistlethwaite, Anderson, Dahlgren, Grymonpre, Moran & Samarasekera (2016)

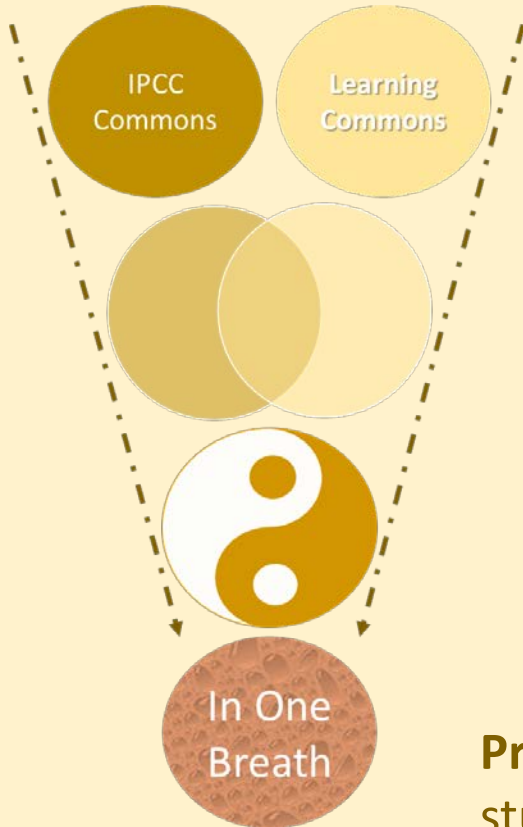
In theory (sound). In practice (challenging).

In Theory & In Practice

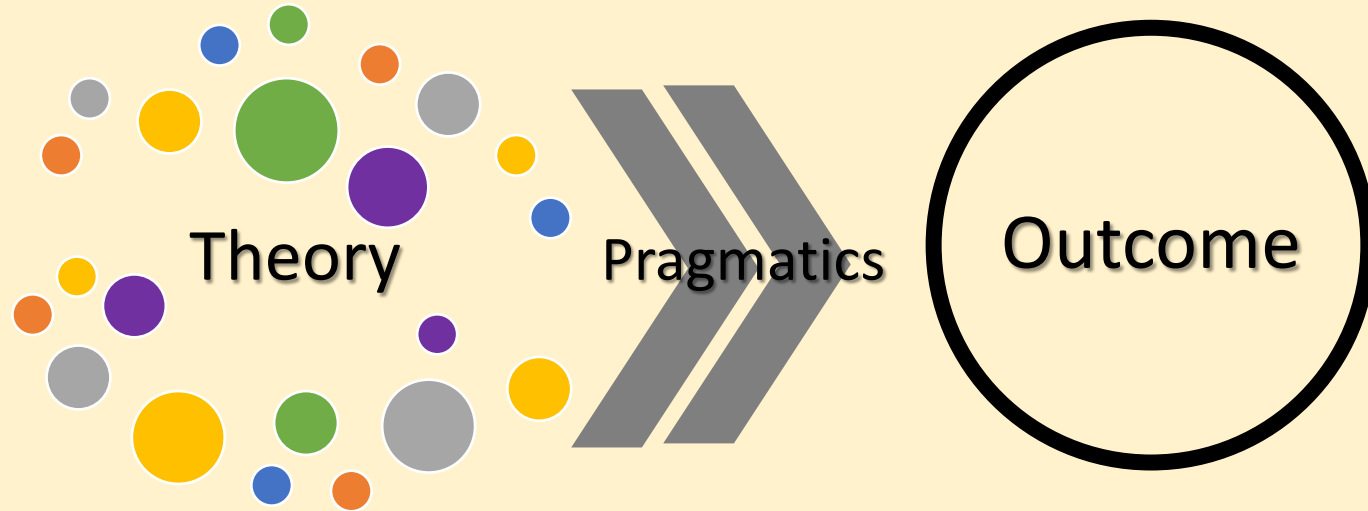
Assumptions

- That learning commons exist throughout programs (eg. health promotion, patient safety, collaboration)
- That theoretical underpinnings may vary
 - CIHC Collaboration Competencies
 - Drinka & Clark Elements of Shared Leadership
 - IDEA re IP communication
 - Population Health Model
 - Reason's Swiss Cheese Model

Proposition: Curriculum can be created that results in students becoming IPCC practitioners— a way of being.



In Theory & Then in Practice



Theory

Pragmatics

Outcome

Betwixt

Between

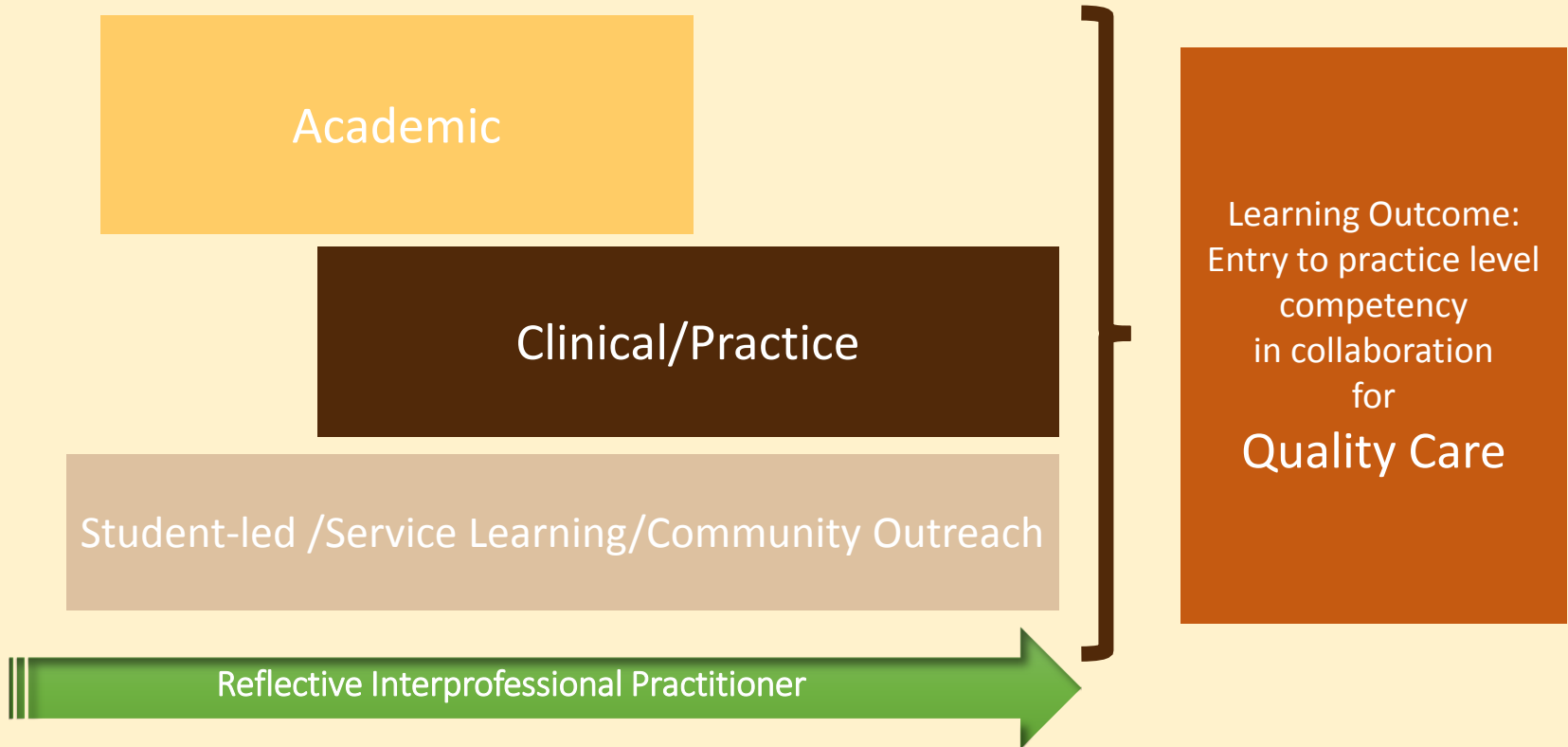
Legend*

- Curriculum Model
 - Stark & Lattuca
- Learning Theories
 - Social Learning Theory

- Organizational Theory
 - Team Formation
- Learning Management
 - Blended Learning

- Common Learner Competencies
 - Quality and Safety: CPSI
- Interprofessional Collaboration
 - Shared Leadership

OIPC Pre-licensure IPCC “Big Idea”



RFHS OIPC Activities

		Term 1				Term 2					
Year 1 Population Health Healthy Communities	Face-to-face #1 Engaging In Healthy Communities	Asynchronous				Face-to-face #2 Communities United for Better Health Enhanced by Interprofessional Teams (CUBE-IT)	Asynchronous				Showcase <i>Communities & Collaboration Symposium</i>
		Discussion #1	Discussion #2	Assignment #1	Reflection # 1		Discussion #3	Discussion #4	Assignment #2	Reflection# 2	
IPC Competencies: Team Functioning, IP Communication & Community Centred Care											
Year 2 Quality & Safety	Face-to-face #3 Teams & Patient Safety	Asynchronous				Face-to-face #4 Teams, Conflict & Quality	Asynchronous				Showcase <i>Communities & Collaboration Symposium</i>
		Discussion #5	Discussion #6	Assignment #3	Reflection # 3		Discussion #7	Discussion #8	Assignment #4	Reflection# 4	
IPC Competencies: Role Clarification, Collaborative Leadership & IP Conflict Resolution											



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Collaboration Carousel

Collaboration “Stations”



Teaching/learning methodology



Learner assessment



Time and timing



Authenticity



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Free 10 minute!



Teaching/Learning Methodology

- Longitudinal
- Blended
- Learning cohorts



Learner Assessment

- Assess = Value
- Consistency
- Form/Summ-ative



Time & Timing

- Sequence
- Relevance
- Actual time

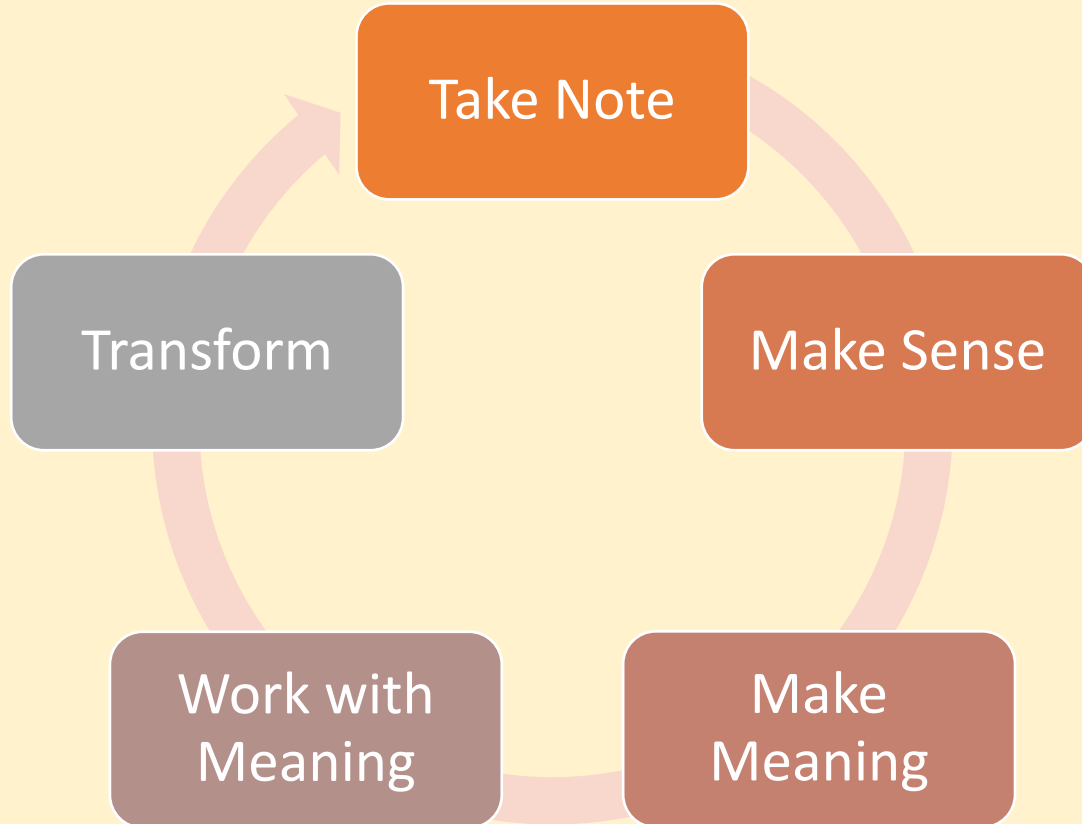


Authenticity

- Explicit purpose
- Simple~complex
- Real resources

CIHC Collaboration Competencies

Reflection and Moving Forward



OIPC Reflection and Moving Forward

Note

- Multiple perspectives and needs; one curriculum

Sense

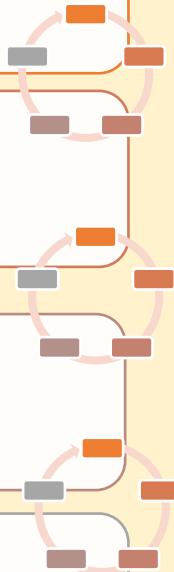
- Betwixt and between; Best laid' plans, oft' go astray

Meaning

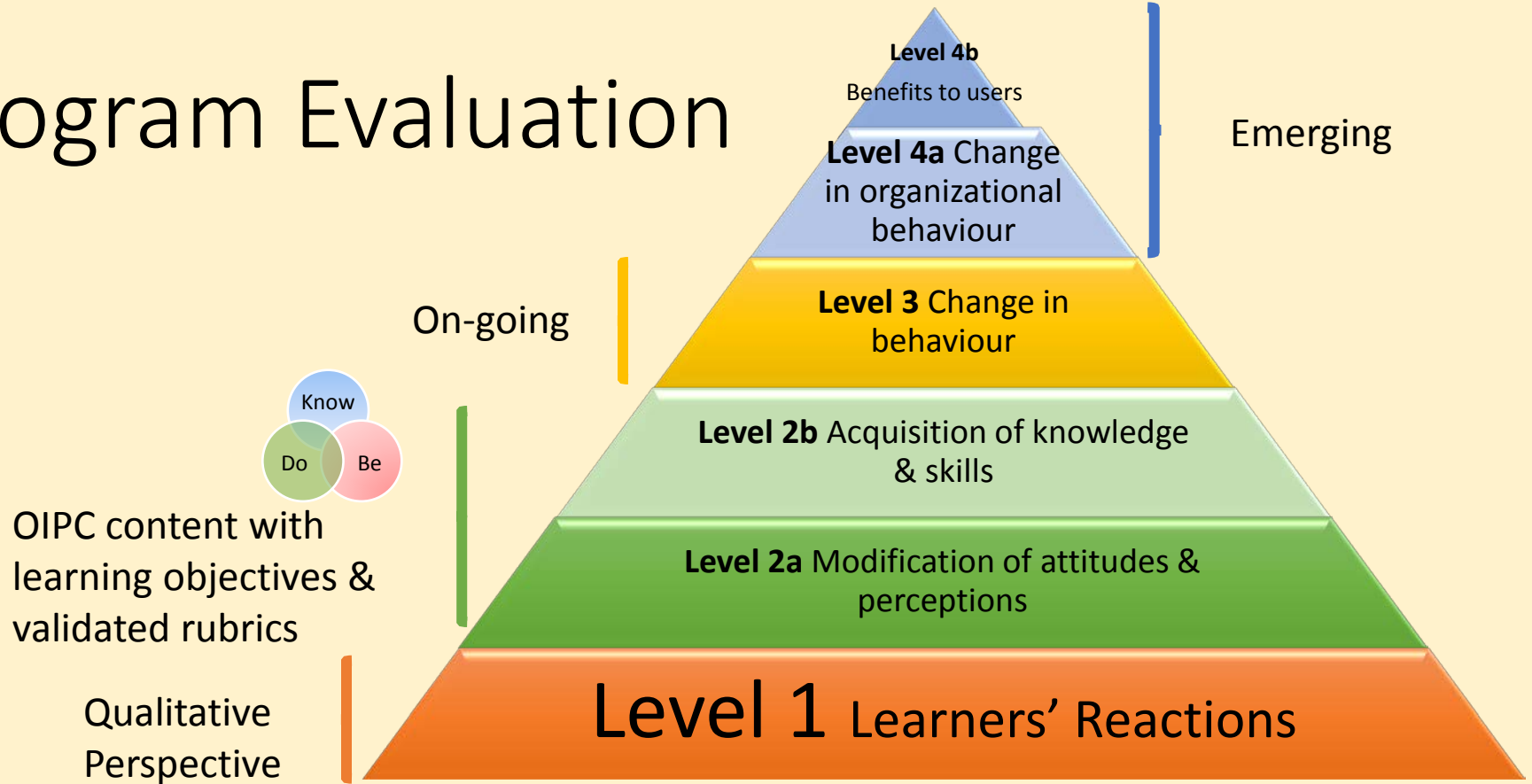
- May pole dance: centrality, ribbons of need, weave

Work with
Meaning

- Purpose & parsimony of content, context, & construct



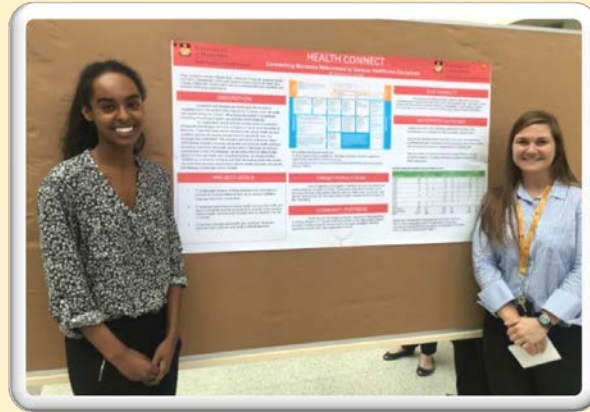
Program Evaluation



Adapted by Barr et al (2000) from Kirkpatrick (1967)

Communities & Collaboration Symposium

Celebrating community & student-led community wellness initiatives with Aboriginal Youth Organization & Rady Faculty of Health Science Choir



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