

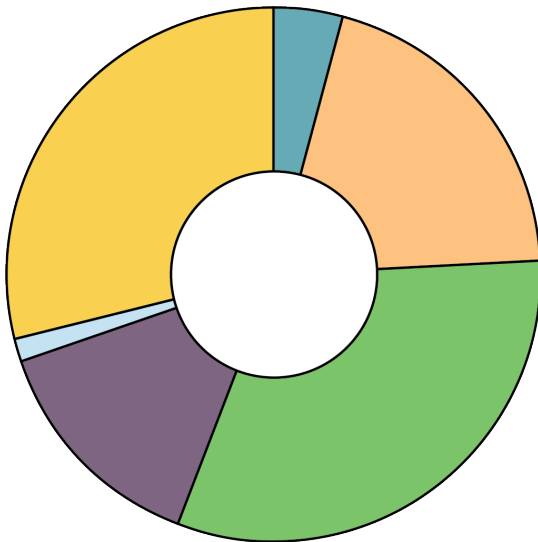


INT D 410: AT A GLANCE

Fall 2016 / Winter 2017

Student numbers by discipline

937 students from six different health sciences faculties were enrolled in the INT D 410 Fall 2016 / Winter 2017 course.



Faculty of Agricultural, Life and Environmental Sciences	41
Nutrition	41
Faculty of Medicine & Dentistry	187
Medical Laboratory Sciences	20
Medicine	156
Radiation Therapy	11
Faculty of Nursing	297
After Degree	78
Bilingual	1
Collaborative	218
Faculty of Pharmacy and Pharmaceutical Sciences	130
Faculty of Physical Education and Recreation	12
Faculty of Rehabilitation Medicine	270
Occupational Therapy	117
Physical Therapy	96
Speech-Language Pathology	57

Student numbers by stream



Students were given the option of choosing a **specialized stream** to experience interprofessional health team development in a particular context.

ECP offered students the ability to spread the course across the fall and winter terms.

■ Bariatric Health Care	46
■ Immigrant and Refugee Health Care	48
■ Online/Distance Education	84
■ Palliative Care	133
■ Pediatric & Family Practice	140
■ Vulnerable Populations	39
■ Essentials of Collaborative Practice [ECP]	447

Highlights

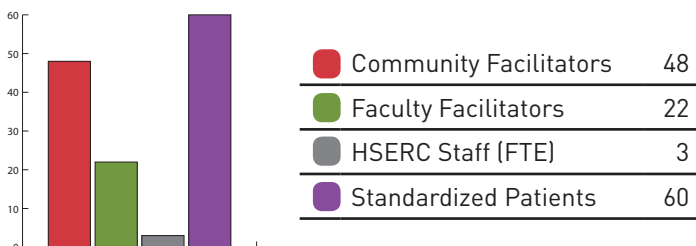


- **ECP Fall Program:** 447 students enrolled in the ECP stream; joined by students from Dentistry, Dental Hygiene, and Human Ecology participated in an online learning module and/or one of 37 experiential learning sessions held over the fall term.
- **Palliative Care Conference:** 133 students from the palliative care stream attended a conference organized by HSERC, with 15 speakers from Alberta Health Services, Covenant Health, University of Alberta, and various private practice organizations.
- **Seniors' Navigation Challenge:** 70 students took on the persona of an older adult to navigate health care and community supports in a game setting.
- **Streetworks:** 626 students participated in a harm reduction workshop and simulation.
- **Poverty Sim:** 117 students took part in a simulated month in the life of a family living in poverty.
- **Save Stan:** 400 ECP students participated together in interprofessional health team simulations and learning scenarios; joined by health care students from MacEwan University, Northern Alberta Institute of Technology (NAIT), and NorQuest.

Who helped make this happen



Over 125 individuals came together to make INT D 410 an authentic and supportive learning experience.





INT D 410: AT A GLANCE

Fall 2016 / Winter 2017

Universal Student Ratings of Instruction



■ Winter Streams	■ Essentials of Collaborative Practice	
The goals and objectives of the course were clear.	3.9	3.7
I acquired new knowledge and skills for effective interprofessional collaboration.	4.0	3.9
I increased my ability to communicate with other professionals in planning care.	4.0	3.9
I increased my ability to communicate effectively with patients/clients in planning care.	3.9	3.6
I deepened my understanding of my own professional role.	3.3	3.3
I deepened my understanding of the roles of other health professionals.	4.1	4.0
I acquired new knowledge and skills for reflection on interprofessional team process.	3.9	3.9
I gained more insight into my own strengths and weaknesses as a team member.	4.0	3.9
I learned to identify essential behaviors which make a team effective.	4.0	3.9
I deepened my understanding of patient centered care in an interprofessional context.	4.0	3.9
The workload was appropriate for a 3 credit course.	4.1	3.9
This course provided a foundation for further interprofessional learning in clinical/community settings.	3.8	3.8
The course provided a variety of learning opportunities that increased my understanding of the importance of interprofessional teams.	3.9	3.8
I am motivated to learn more about these subject areas.	3.4	3.5
I am motivated to work in an interprofessional way when I enter the workforce.	4.2	4.2
In-class time was used effectively.	3.5	2.9
The small group facilitator treated students with respect.	4.4	4.3
This facilitator provided a good role model for interaction with a team.	4.1	4.1
Overall, the small group facilitator was excellent.	4.1	4.1

Student feedback



By the end I learned how to work on a team and how to prioritize patient needs (patient centred care). I got to work with wonderful other students and had the opportunity to practice creating plans of care on a team. I got to see some insight about other professional roles. Using standardized patients was useful and I really did see my team evolve over the course.

This course was a valuable addition to my degree. I appreciated the focus on refugee health and the practical resources available here in Edmonton.

I believe the entirety of this course was so valuable. I love the concepts introduced in this course, and I absolutely loved the facilitators that delivered the information. I feel so much more prepared for my future healthcare practices, and I believe this course is so essential for every health care professional.

I felt that the practice simulations (RAPID rounds, TOSCE practice) were a good use of class time.

Simulated patient interactions were really valuable in reinforcing the concepts taught in class (e.g. SBAR, NOD, etc.).