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.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Agricultural, Life and Environmental Sciences</td>
<td>41</td>
</tr>
<tr>
<td>Nutrition</td>
<td>41</td>
</tr>
<tr>
<td>Faculty of Medicine &amp; Dentistry</td>
<td>187</td>
</tr>
<tr>
<td>Medical Laboratory Sciences</td>
<td>20</td>
</tr>
<tr>
<td>Medicine</td>
<td>156</td>
</tr>
<tr>
<td>Radiation Therapy</td>
<td>11</td>
</tr>
<tr>
<td>Faculty of Nursing</td>
<td>297</td>
</tr>
<tr>
<td>After Degree</td>
<td>78</td>
</tr>
<tr>
<td>Bilingual</td>
<td>1</td>
</tr>
<tr>
<td>Collaborative</td>
<td>218</td>
</tr>
<tr>
<td>Faculty of Pharmacy and Pharmaceutical Sciences</td>
<td>130</td>
</tr>
<tr>
<td>Faculty of Physical Education and Recreation</td>
<td>12</td>
</tr>
<tr>
<td>Faculty of Rehabilitation Medicine</td>
<td>270</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>117</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>96</td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>57</td>
</tr>
</tbody>
</table>

**Student numbers by stream**

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

- 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

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

**Who helped make this happen**

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

- Community Facilitators: 48
- Faculty Facilitators: 22
- HSERC Staff (FTE): 3
- Standardized Patients: 60

**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.
The goals and objectives of the course were clear.

I acquired new knowledge and skills for effective interprofessional collaboration.

I increased my ability to communicate with other professionals in planning care.

I increased my ability to communicate effectively with patients/clients in planning care.

I deepened my understanding of my own professional role.

I deepened my understanding of the roles of other health professionals.

I gained more insight into my own strengths and weaknesses as a team member.

I learned to identify essential behaviors which make a team effective.

I deepened my understanding of patient centered care in an interprofessional context.

The workload was appropriate for a 3 credit course.

This course provided a foundation for further interprofessional learning in clinical/community settings.

The course provided a variety of learning opportunities that increased my understanding of the importance of interprofessional teams.

I am motivated to learn more about these subject areas.

I am motivated to work in an interprofessional way when I enter the workforce.

In-class time was used effectively.

The small group facilitator treated students with respect.

This facilitator provided a good role model for interaction with a team.

Overall, the small group facilitator was excellent.

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.).