

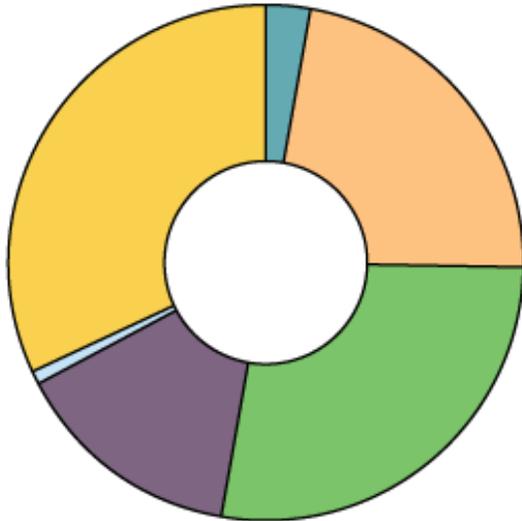


INT D 410: AT A GLANCE

Fall 2017 / Winter 2018

Student numbers by discipline

887 students from six different health sciences faculties were enrolled in the INT D 410 Fall 2017 / Winter 2018 course.



Faculty of Agricultural, Life and Environmental Sciences	27
Dietetic Internship	27
Faculty of Medicine & Dentistry	198
Medical Laboratory Sciences	32
Medicine	158
Radiation Therapy	8
Faculty of Nursing	245
After Degree	71
Collaborative	174
Faculty of Pharmacy and Pharmaceutical Sciences	128
Faculty of Kinesiology, Sport, and Recreation	6
Faculty of Rehabilitation Medicine	283
Occupational Therapy	121
Physical Therapy	107
Speech-Language Pathology	55

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	79
Immigrant and Refugee Health Care	35
Online/Distance Education	85
Palliative Care	106
Pediatric & Family Practice	113
Vulnerable Populations	51
Essentials of Collaborative Practice [ECP]	418

Highlights

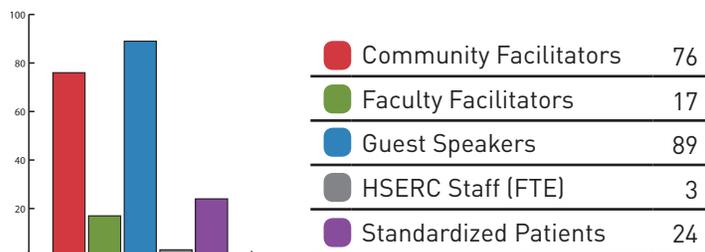


- **Fall Electives:** 41 experiential learning sessions were attended by 464 students. The 397 ECP students were joined by students from Dental Hygiene (41), Human Ecology (18), Nursing (3), Pharmacy (1), PhysEd (1), Physiotherapy (1), Extension (1), and a visiting Medicine student from another institution (1).
- **Fall Online Module:** The ECP students were joined by Dental Hygiene (41) and Dentistry (32) in a large-scale online discussion forum about hot topics and issues in the various professions. More than 30 facilitators from the faculties and the community participated.
- **Speaker Panels:** 469 students attended speaker panels held for their specialized streams. These sessions were organized by HSERC and involved 46 speakers.
- **Streetworks:** 541 students participated in a harm reduction workshop and simulation.
- **Save Stan:** 393 ECP students participated together in interprofessional health team simulations and learning scenarios. They were joined by health care students from MacEwan University (65), NAIT (62), NorQuest College (39), and Grand Prairie Regional College (1).

Who helped make this happen



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





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Fall 2017 / Winter 2018

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.	3.8	3.8
I increased my ability to communicate with other professionals in planning care.	3.9	3.8
I increased my ability to communicate effectively with patients/clients in planning care.	3.5	3.6
I deepened my understanding of my own professional role.	3.2	3.0
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.	3.7	3.7
I gained more insight into my own strengths and weaknesses as a team member.	3.8	3.8
I learned to identify essential behaviors which make a team effective.	3.8	3.8
I deepened my understanding of patient centered care in an interprofessional context.	3.9	3.8
The workload was appropriate for a 3 credit course.	3.9	3.7
This course provided a foundation for further interprofessional learning in clinical/community settings.	3.7	3.5
The course provided a variety of learning opportunities that increased my understanding of the importance of interprofessional teams.	3.7	3.7
I am motivated to learn more about these subject areas.	3.2	3.1
I am motivated to work in an interprofessional way when I enter the workforce.	4.1	4.1
In-class time was used effectively.	3.2	2.3
The small group facilitator treated students with respect.	4.4	4.3
This facilitator provided a good role model for interaction with a team.	4.2	4.1
Overall, the small group facilitator was excellent.	4.1	4.1

Student feedback



Being able to interact with my team felt most useful, especially when it came to standardized patients and case studies, because I was able to gain a better understanding of my role and the role of other disciplines. It also helped in learning what a planning meeting for a patient might look like.

I learned how to collaborate and be productive. This will be useful for my clinical work and for working with people in my regulatory association.

The TOSCE was great! I didn't really like the course until the TOSCE, because it wasn't until then that I fully realized how much I learned in the course.

The standardized patients gave me an amazing introduction of what patient interactions would be like. This provides more confidence for the clinical I will be taking next year.

The practical setup of the class with lots of hands on learning opportunities was valuable.

The IP Launch was amazing and really set the tone for the rest of the course, and I enjoyed being in groups of mixed professions.

Debriefing was a skill that I didn't know much about before, but I think it will be useful moving forward.