

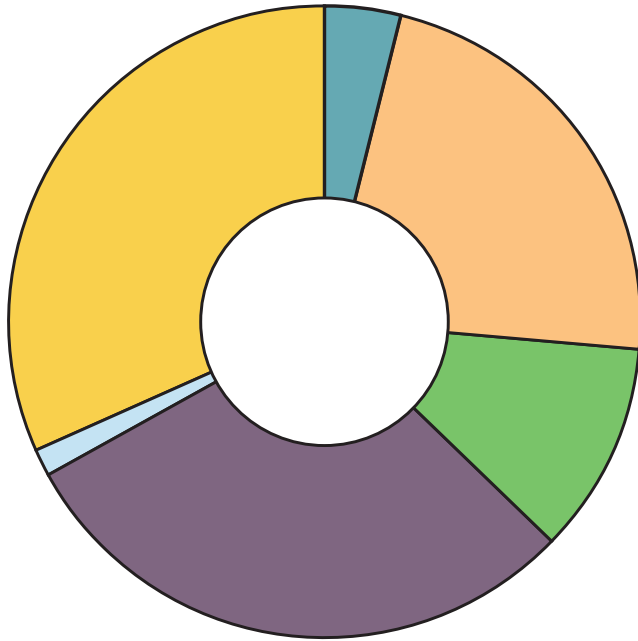
INT D 410: AT A GLANCE

Fall 2018 / Winter 2019

Student numbers by discipline



886 students from six different health sciences faculties were enrolled in the INT D 410 Fall 2018 / Winter 2019 course.



Faculty of Agricultural, Life & Environmental Sciences	36
Dietetic Internship	35
Human Ecology	1
Faculty of Medicine & Dentistry	200
Medical Laboratory Sciences	31
Medicine	160
Radiation Therapy	9
Faculty of Nursing	96
After Degree	95
Bilingual	1
Faculty of Pharmacy and Pharmaceutical Sciences	263
BSc in Pharmacy	132
Doctor in Pharmacy (PharmD)	131
Faculty of Kinesiology, Sport, and Recreation	11
Faculty of Rehabilitation Medicine	280
Occupational Therapy	119
Physical Therapy	106
Speech-Language Pathology	55

Student numbers by stream



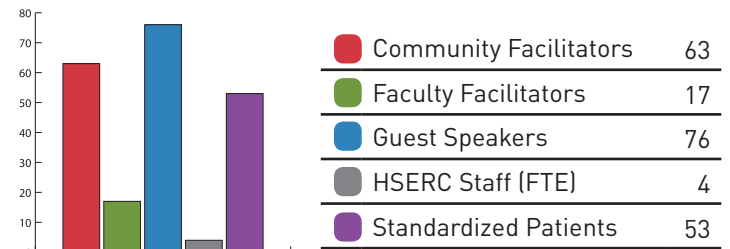
Students were given a variety of course options. **ECP** distributed the coursework across the Fall and Winter terms and included Help Save Stan, while **Fast Track** condensed the course into 6 weeks. Students in the standard Winter term format chose a **specialized stream**.

Bariatric Health Care	42
Immigrant and Refugee Health Care	35
Online/Distance Education	70
Palliative Care	70
Pediatric & Family Practice	72
Vulnerable Populations	42
Essentials of Collaborative Practice [ECP]	359
Fast Track	196

Who helped make this happen



Over 213 individuals came together to make INT D 410 an authentic and supportive learning experience.



Highlights



- **Discipline-Based Discussion Forums:** All INT D 410 students plus 43 Dental Hygiene students participated in a large-scale online forum about hot topics in their professions, supported by 83 faculty members and community facilitators.
- **The Patient Journey:** 70 Palliative Care students participated in a new activity, following a patient scenario through end-of-life decisions and care, supported by practitioners and facilitators at discussion stations.
- **Virtual Health:** 266 students in Fast Track and the Online Stream participated in a presentation from the director of Virtual Health at Alberta Health Services.
- **Harm Reduction:** 746 students participated in a harm reduction workshop and simulation in partnership with Streetworks and other community agencies.



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Universal Student Ratings of Instruction



	Winter Streams	Essentials of Collaborative Practice	Fast Track
The goals and objectives of the course were clear.	3.9	3.9	4.0
I acquired new knowledge and skills for effective interprofessional collaboration.	3.8	3.9	4.0
I increased my ability to communicate with other professionals in planning care.	3.9	4.0	4.1
I increased my ability to communicate effectively with patients/clients in planning care.	3.7	3.8	3.9
I deepened my understanding of my own professional role.	3.3	3.2	3.6
I deepened my understanding of the roles of other health professionals.	4.1	4.0	4.1
I acquired new knowledge and skills for reflection on interprofessional team process.	3.7	3.8	3.8
I gained more insight into my own strengths and weaknesses as a team member.	3.9	3.7	3.9
I learned to identify essential behaviors which make a team effective.	3.9	3.8	4.0
I deepened my understanding of patient centered care in an interprofessional context.	3.9	3.9	4.0
The workload was appropriate for a 3 credit course.	3.9	3.5	3.9
This course provided a foundation for further interprofessional learning in clinical/community settings.	3.6	3.7	3.8
The course provided a variety of learning opportunities that increased my understanding of the importance of interprofessional teams.	3.7	3.7	3.9
I am motivated to learn more about these subject areas.	3.4	3.3	3.3
I am motivated to work in an interprofessional way when I enter the workforce.	4.1	4.1	4.3
In-class time was used effectively.	3.1	2.8	3.7
The small group facilitator treated students with respect.	4.3	4.5	4.5
This facilitator provided a good role model for interaction with a team.	4.1	4.2	4.2
Overall, the small group facilitator was excellent.	4.1	4.2	4.3

Student feedback



Working through the whole course with the same team. We really got to see each other and our team grow. Also working through assignments as a team was a great way to broaden our understanding of one another's disciplines and perspectives.

More time allocated to semi-structured group discussion would be great (perhaps focusing on getting to know each other's roles rather than pure collaboration), as this was easily the most valuable component of the course.

Learning how to effectively manage team meetings, interacting with people from other disciplines, learning about other disciplines and the roles they play in healthcare, and learning communication skills and techniques. The facilitators were helpful, positive, supportive, kind, and respectful at all times. They were also a great example of what an interdisciplinary team should look like. Overall, the classes were enjoyable and worthwhile.

The case studies and role playing scenarios with the standardized patient were the most valuable part of this course. It gave me a better idea how I would react in a real life situation, and made me better prepared. As well, the cast studies with the individuals from Street Works were extremely helpful for understanding our reactions in a combative, conflict-heavy situation. I would have loved to do more of these!