INT D 403: Foundations of Collaborative Practice

This course combines students from **INT D 403, INT D 503, MED 516, MLSCI 295, NURS 200 (A02, 703), NURS 400 (A01, 700), PHARM 210, REHAB 501, and SC INF 205 (A01)**. For brevity, this course will be referred to as INT D 403.

Course weight:	1 credit
Term:	Fall 2019
Class time:	Variable (according to Bear Tracks registration section)
Classrooms:	Assigned in eClass: https://eclass.srv.ualberta.ca/portal/
Department:	Health Sciences Education and Research Commons (HSERC), Health Sciences Council (HSC)
Coordinator:	Dr. JoAnne Davies, Phone: 780-492-9519
Office:	HSERC, 2-263 ECHA; Phone: 780-492-0110
Email:	intd403.503@ualberta.ca
Office Hours:	Appointments available by email or phone

Course Purpose

The Foundations of Collaborative Practice course will enable students to build the knowledge, skills, and attitudes required to promote interprofessional relationships and knowledge exchange between professions in health service delivery, with a view to enhancing patient care. This course aims to develop skills related to the Canadian Interprofessional Health Collaborative (CIHC, 2010)[1] competency domains of Interprofessional Communication, Team Functioning, Interprofessional Conflict Resolution, and Role Clarification.

In Better Healthcare for Albertans (Auditor General of Alberta, 2017),[2] key characteristics identified for high performing healthcare systems included: patients as active members of their healthcare team, engaged in decision-making; and coordinated team-based care across the continuum of services. Scholarship in interprofessional education suggests that students develop the interprofessional team skills required by "learning from, with, and about each other" with the goal of improving patient care (Center for the Advancement of Intprofessional Education, 2002)[3]. INT D 403 offers an opportunity for this type of learning to take place early in students' academic program, in order to create a foundation that can be built on throughout their academic and professional careers.

Core Competencies

In INT D 403, students develop core interprofessional competencies that have been identified as foundational for collaborative team practice in healthcare.

- **Interprofessional Communication:** Communication skills help practitioners to communicate effectively with other professions and patients in a responsive and responsible manner through listening, negotiating, and consulting.

- **Team Functioning:** Collaboration requires trust, mutual respect, and attentive listening to ensure safe and effective working relationships with colleagues and patients.

- **Interprofessional Conflict Resolution:** Conflicts can arise from various sources, and practitioners may develop agreements on how to manage them, noting that differences of opinion are sometimes healthy and can lead to constructive discussions.

- **Role Clarification:** Learners begin to articulate an initial understanding of their own role and the roles of other professions, and in later education/practice apply this knowledge and consult others to optimize care.

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[1] Canadian Interprofessional Health Collaborative (CIHC). (2010). *A national interprofessional competency framework*. Retrieved from CIHC website: http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210r.pdf

[2] Auditor General of Alberta. (2017). *Better healthcare for Albertans: A report by the Office of the Auditor General of Alberta*. Retrieved from http://www.oag.ab.ca/node/602

[3] Centre for the Advancement of Interprofessional Education (CAIPE). (2016). *Welcome to CAIPE*. Retrieved from https://www.caipe.org/

Course Expectations

This is a foundational course, taken early in most programs (prior to extensive clinical experience). There is no expectation that students arrive with detailed knowledge about their own professional roles, or those of others, and this course will provide only an introduction to those roles. Case studies, simulations, and other activities, although usually set in a health care context, are intended to develop *transferable behaviours* (as mentioned under Course Purpose) rather than clinical skills. Any profession-specific information that students need will be provided in the written materials. Students will learn more about the professions in future interprofessional elective courses, clinical placements, and other experiences.

INT D 403 recognizes that in their careers, students may work in a variety of settings in which there may not always be a strong culture of collaboration. This course aims to develop in students a way of thinking and confidence that will help them become leaders, able to build collaborative networks in any environment. Bainbridge & Regehr (2015)[4] identify 4 areas in which individual skills must be taught and rehearsed in order to have this confidence: (1) building social capital (developing relationships, trust), (2) perspective taking (a consistent desire to imagine others' viewpoints, challenge assumptions, develop empathy), (3) negotiating priorities (consensus building, accommodating different interests/goals), and (4) conflict management (acknowledging/not avoiding, problem solving approach, constructive growth process).

Individual Expectations: Students are expected to demonstrate professionalism, critically read and reflect on course materials as required, and actively participate in course activities.

Team Expectations: Teams are expected to analyze and reflect on their own team process, address issues related to process by constructing feedback that conveys the impact of behaviours, and provide suggestions for future improvement.

Class Schedule

Module	Format	Date	Description
		Sept 13	Most students in INT D 403 attend the Interprofessional Pathway Launch on Sept 13. While not officially a part of INT D 403, for most students it is the first experience in the Interprofessional Learning Pathway and it introduces many of the themes that will be revisited in this course. Information about the IP Launch is available in the INT D 403 eClass site.
1	Online	Sept 3-30	The online module replaces two face-to-face classes. It is available in eClass starting Sept 3, 2019, and must be completed before attending Module 2 (various dates in October).
2	Classroom	Oct 1, 2-5 pm Oct 1, 6-9 pm Oct 3, 6-9 pm Oct 9, 4-7 pm	Students register in Bear Tracks for a specific date and time for Module 2. The topic is Interprofessional Communication Skills. Details are posted in eClass. An online version of this class is offered for students at the Augustana (excl. PT) and Calgary campuses, or those at the Edmonton campus who opt for the Online Stream.
3	Classroom	Oct 8, 2-5 pm Oct 8, 6-9 pm Oct 10, 6-9 pm Oct 16, 4-7 pm	Students register in Bear Tracks for a specific date and time for Module 3. The topic is Application to Practice. Details are posted in eClass. An online version of this class is offered for students at the Augustana (excl. PT) and Calgary campuses, or those at the Edmonton campus who opt for the Online Stream.

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[4] Bainbridge, L., Regehr, G. (2015). Should there be an "I" in team? A new perspective on developing and maintaining collaborative networks in health professional care. In C. Orchard & L. Bainbridge (Eds.). *Interprofessional client-centred collaborative practice: What does it look like? How can it be achieved?* (pp. 51-66). New York, NY: Nova Science Publishers. Retrieved from https://www.researchgate.net/publication/291822066

Assessment

Assessment	Weight	Due Date	Comments
Module 1	25%	Date of Module 2 (Oct 1, 3, or 9)	Includes the completion of readings, videos, and quizzes
Module 2	25%	Date of Module 2 (Oct 1, 3, or 9)	Includes attendance, participation, and facilitator feedback
Module 3	25%	Date of Module 3 (Oct 8, 10, or 16)	Includes attendance, participation, and facilitator feedback
Written Assignment	25%	Two weeks after Module 3 (Oct 22, 24, or 30) at 11:55 pm	Details of written assignment are posted in eClass. Late assignments will not be accepted.

Grading

- Students Receive **Credit** or **No-credit** (Pass/Fail) at the end of the course
- Students must achieve **70%** in the course to receive **Credit**

Textbook

There is no print textbook for this course. A digital book (PDF format, no cost) will be provided in eClass.

Absence Policy

In cases of any absence, students must notify the course coordinators as soon as possible at intd403.503@ualberta.ca. Make-up work for missing a classroom session may be assigned to allow the student to make up for marks lost due to the absence. In certain cases, the student's home dept. or program may pre-approve a student absence.

In accordance with university policy, attendance at the following three types of events may be considered for deferral:
- Participation in a University sports competition
- Presentation of a scholastic paper at a scientific or professional meeting
- A meeting at which the student is representing the University

Additional Information

- *Duty to Accommodate*: Any students who have learning disabilities, physical or mental health conditions that may impact participation in the course should consult the Student Accessibility Services office; see: https://www.ualberta.ca/current-students/accessibility-resources
- Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar (https://calendar.ualberta.ca/content.php?catoid=29&navoid=7238#Evaluation_Procedures_and_Grading_System).
- The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts, and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.
- Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context

of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

<u>Contacting Section Facilitators or Course Coordinators</u>

A combination of University faculty members and community practitioners facilitate classroom sections of INT D 403.

Tips for emailing your professor, facilitator, or INT D 403 Course Coordinators:
- Send the email from your ualberta.ca email account.
- Use a salutation. If you're not sure how to address them, "Dear Professor ___" is always a good opening.
- Introduce yourself with your name and that you're an INT D 403 student.
- Write in complete sentences with proper punctuation. Avoid slang or abbreviations.
- Ask questions as clearly as possible.
- Also include in your message:
    - Your program of study (e.g. OT, SLP, Pharm, etc.; abbreviations are acceptable).
    - Your INT D 403 course section (e.g. section 1.2, 4.3, etc.).
    - Your 7-digit student ID number.
    - If you're writing about an eClass issue, include a screenshot of the problem.

There are over 1,000 students and facilitators in INT D 403. Providing clear and complete information helps the coordinators to address your question more quickly. In most cases, you can expect a response within one business day, although during very busy periods it may take up to two business days.

INT D 403 Course Coordinators are located at:
Health Sciences Education & Research Commons (HSERC), 2-263 ECHA
Email: intd403.503@ualberta.ca
Phone: 780-492-0110