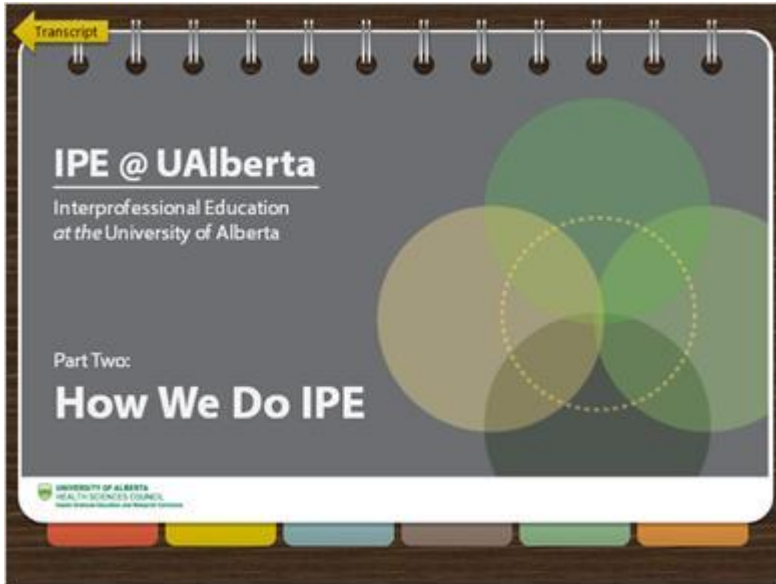


Interprofessional Education @ UAlberta: Part 2: How We Do IPE



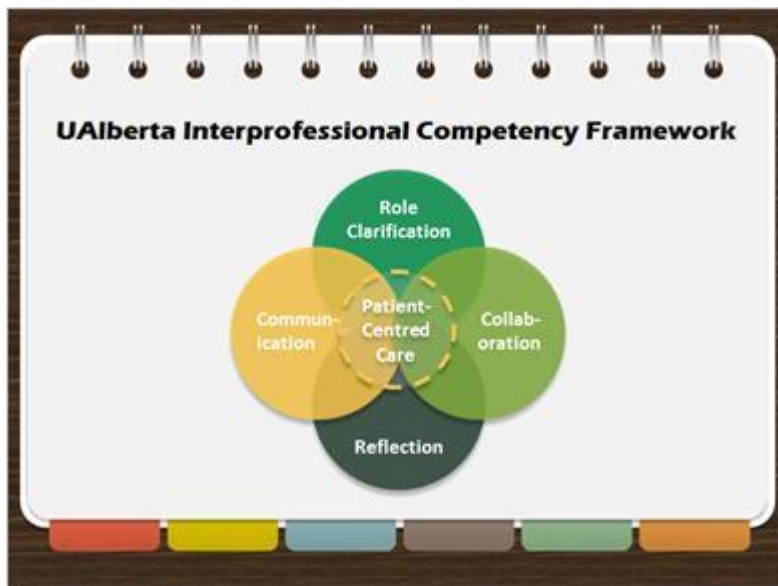
1.1 Welcome

Interprofessional Education at the University of Alberta. Part 2: How We Do IPE. This elearning module is presented by the Health Sciences Education and Research Commons at the University of Alberta.



1.2 Competency frameworks

Several interprofessional competency models have been published over the years, but we'll focus on the frameworks developed by the University of Alberta and by the Canadian Interprofessional Health Collaborative.



1.3 UAlberta Interprofessional Competency Framework

The UAlberta framework is built around the principle of patient-centred care and four competencies: Communication, Collaboration, Role Clarification, and Reflection. The following slides contain short videos to illustrate each of these topics.

Competency videos

1.4. Patient-Centred Care

- The competencies are built around the principle of patient-centred care.
- “Empathy: The Human Connection to Patient Care” from the Cleveland Clinic. (4:24)
- https://youtu.be/cDDWvj_q-o8

1.5. Communication

- Communication skills that enhance interprofessional team function.
- “Communication” from the Interprofessional Clinical Learning Unit, UAlberta. (1:37)
- <https://youtu.be/vTOPE8hL708>

1.6. Collaboration

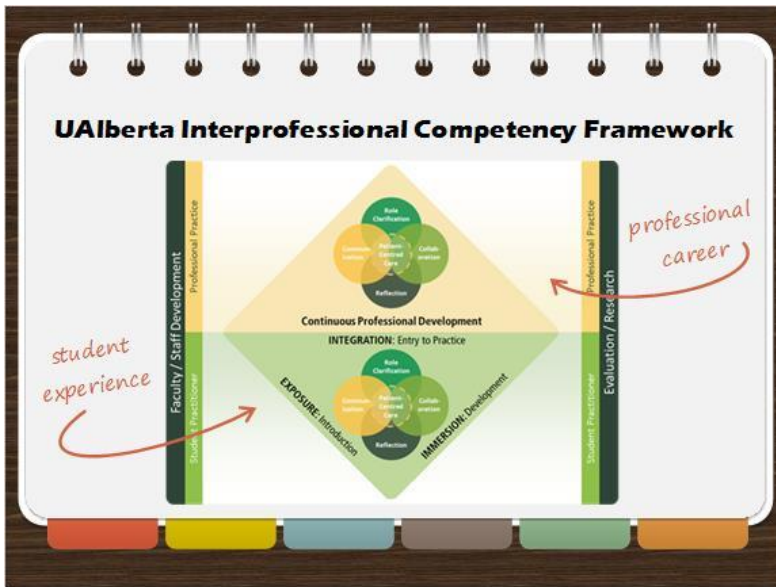
- Interprofessional team process skills that achieve common goals.
- “Collaboration” from the Interprofessional Clinical Learning Unit, UAlberta. (2:20)
- https://youtu.be/a5VW_k43C3I

1.7. Role Clarification

- Understanding of own role and the roles of others in an interprofessional context.
- “Role Clarification” from the Interprofessional Clinical Learning Unit, UAlberta. (2:52)
- <https://youtu.be/Z0a3wwGOXHk>

1.8. Reflection

- Critical evaluation of professional and team practice in an interprofessional context.
- “Reflection” from the Interprofessional Clinical Learning Unit, UAlberta. (1:29)
- <https://youtu.be/ARkCWuhuYbA>



1.9 UAlberta Interprofessional Competency Framework

These competencies are closely related and it's somewhat arbitrary to separate them out this way. However, thinking about them individually will help you to articulate and develop these skills during your student experience, and help prepare you for professional practice. But learning doesn't end there. Developing these skills will be part of your professional development throughout your career. Becoming highly competent in these relational skills is a lifelong process.



1.10 Canadian Interprofessional Health Collaborative (CIHC) Framework

Another way to approach interprofessional competency is with the CIHC Framework, which complements the University of Alberta model. One key part of the CIHC Framework is the competency called Collaborative Leadership, with indicators such as: "co-creating a climate for shared leadership," "helping others stay on track to achieve a shared goal," and "helping people to work together."

The same concept is embedded within the Collaboration competency in the University of Alberta model, with indicators such as: "demonstrating attitudes and behaviours that build a culture of inclusivity and respect" and "contributing to team outcomes."



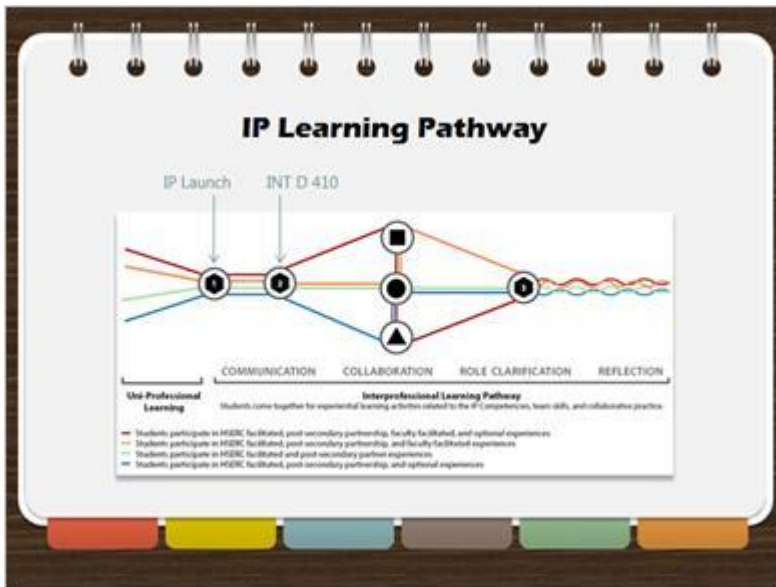
1.11 Collaborative leadership

Note that in collaborative leadership, it's not always the healthcare practitioner who is in the leadership position. In some cases, it may be a patient, or there may be a patient and a practitioner working in a co-leadership collaboration. And finally, collaborative leadership can be fluid, based on which team member's expertise is needed at a particular point in time.



1.12 IPE participating programs

At the University of Alberta, each of the health sciences programs runs a different mix of IPE activities for their students based on the particular needs of their program. As the composition of health teams in the community has broadened, the number and diversity of programs participating in interprofessional learning has also expanded, and now includes programs like Education, Human Ecology, and Physical Education and Recreation.



1.13 IP Pathway

There are core IPE experiences that most health science students complete, such as the IP Launch and INT D 410. There are optional events such as Save Stan. And some programs run additional events for their students. Collectively, this set of experiences forms the IP Pathway.

IPE @ UAlberta

Interprofessional education (IPE) is required for accreditation.

IPE is integrated into the health science curriculum.

IPE is an ongoing process of skill-building and maintenance.

1.14 IPE @ UAlberta

For many of our health science programs, interprofessional education is required for accreditation. But we don't look at IPE as simply a one-time check box to tick off and say we've done it. Instead, we integrate IPE into the curriculum because we know that we don't learn teamwork in a day. It's an ongoing process of skill-building and maintenance.

1.15 ECHA & HSERC

In 2011, the Edmonton Clinic Health Academy, or ECHA, was opened as a space to bring the health sciences programs together and promote collaboration among students, staff, and faculty members across the disciplines. The Health Sciences Education and Research Commons, or HSERC, was formed in 2008 to support the interprofessional education curriculum across the health sciences programs at the University of Alberta, and is located in ECHA.



Edmonton Clinic Health Academy (ECHA)



Edmonton Clinic Health Academy (ECHA)



Health Sciences Education and Research Commons (HSERC) on the second floor of ECHA



One of the simulation rooms in HSERC



"Nightmare on Main Street"
simulation activity



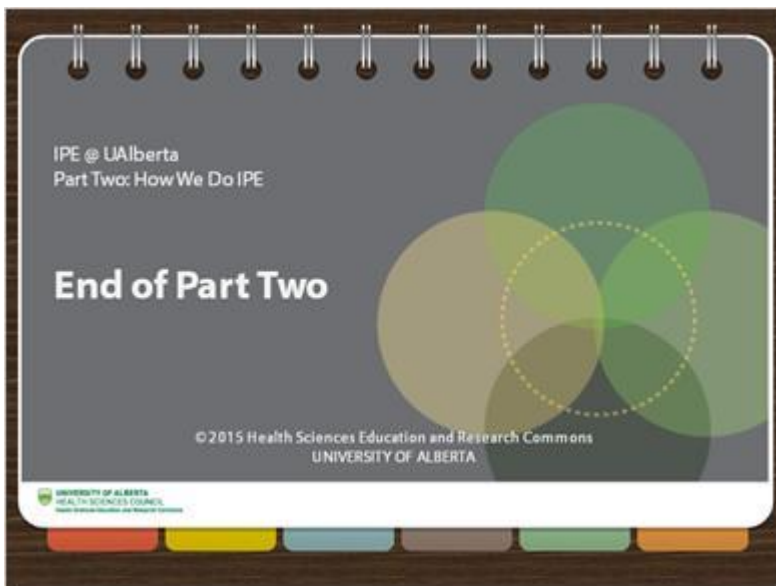
"Help! Save Stan"
simulation activity



1.16 A final word about teamwork

Throughout your education and your professional career, you'll work on teams. But not everyone you work with will view collaboration the same way, and it's important not to make assumptions about how the members of your team will work together. Going forward, how will you check with teammates, such as fellow students or professional colleagues, whether you have a common understanding of how you'll work together? How will you ensure that you're all on the same page?

It's ok if you don't know the answer at this point. You'll develop some of these skills during the interprofessional experiences identified in the IP Pathway. And remember that collaborative practice is like any skill: the more you do it, the better you'll be at it.



1.17 End of Part 2

This concludes Part 2: How We Do IPE. Thank you for watching.