



Interprofessional Health Education at Dalhousie University

IPE Panel Discussion

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The View From the Maritimes



Health Professional Programs at Dalhousie University

- Faculty of Health Professions
 - 8 Schools, 1 College and 2 Programs
 - 2500 students
- Faculty of Medicine
- Faculty of Dentistry

Long History of IPHE at Dalhousie University

- 1970's & 80's – variety of initiatives, “sexuality weekend”
- 1990's – grass-roots movement in health professions— interdisciplinary courses
- 1995-1996 - Major study of readiness among 12 professions
- 1997/1998: IPL think-tank
- IPL modules began in mid-late 1990s & continued into 2000s
- Stakeholder meetings ~ 2008 set new directions
- Health Mentors September 2010
- FHP IPHE Course 4900/5900 included in 2011/2012 calendar

Decentralized “Grassroots” Approach Continues

- Five Main Objectives for IPHE in the FHP include developing:
 - *knowledge and understanding of, and respect for, the expertise, roles and values of other health and human service professionals*
 - *understanding the concept and practice of patient/client/family-centred care.*
 - *effective communication, teamwork and leadership skills applied in interprofessional contexts.*
 - *positive attitudes related to the value of collaboration and teamwork in health and human service contexts.*
 - *an understanding, from a multi-disciplinary perspective, of the Canadian health and social systems, the legal and regulatory foundation of professional practice, how health and human service institutions are organized and operate, and how different health and human service professions contribute to the systems and institutions.*

FHP Distinct Course Number

- IPHE 4900 & IPHE 5900
- Required courses
- In FHP calendar for 2011/2012 year
- Plan to award students a *Certificate of Interprofessional Collaboration*

Pharmacy Students

- First Year
 - Orientation event involving all three faculties
 - Fall 2010 **Health Mentors** program as part of the Service Learning Program
- Second Year
 - Required PEP activities
 - Intraprofessional Skills Lab with technician students
- Third Year
 - Required PEP activity during community rotation
 - Interprofessional Skills Lab Stroke Case (Nurs/PT/OT)
 - Optional Global Health Elective with Medicine
- Fourth Year
 - Maplestone Collaborative Learning Center LTC IPHE Project

Health Mentors (HM)

- Inspired by the Jefferson InterProfessional Education Center (JCIPE) Health Mentors Program
 - Thomas Jefferson University, Philadelphia, PA
- Launched Fall 2010 (4 months of prep work)
 - 592 students from 5 faculties
 - Mostly first year students
 - 18 programs
 - 4 students per team
 - 151 student teams
 - 151 mentors
 - 40 supervisors

HM - Resources – Year 1

- People – FT Coordinator, OWL developer, Steering Committee and Working Group members, supervisors, course instructors, mentors, students
- Recruitment material
- Orientation material
- On-line venue for learning and communication

HM – Benefits – Year 1

- Efficient, centrally organized program that covers many professions
- Allows students a chance to encounter early on in their education the diversity of experiences a mentor has to share
- Final reflections from students this year were rich with experiences that had allowed the student to see their health mentor as a person

HM - Challenges- Year 1

- Scheduling – no common time
- Professionalism – privacy, confidentiality, respectful communications
- Interprofessional collaboration –student learning
- Students-Health Mentors is not a priority
- Supervisory model-add on, lack of time
- Incorporating Health Mentors into curricula

HM - Opportunities

- Create an interprofessional learning experience for all health professional students
- Build faculty capacity for interprofessional leadership
- Build positive university & community relations
- Provide a model for multi-Faculty initiatives
- Brand Dalhousie University's commitment to interprofessional education

HM - Sustainability

- Requires resources to develop, implement and evaluate the program
- On going program, faculty, student and community buy-in is necessary
- Curriculum should be incorporated into curricula of participating programs
- Learning environments must be structured to provide common time for student team activities
- Technology infrastructure support is required for on-line learning, data collection and management

Dalhousie College of Pharmacy

- Continue to:
 - champion & support IPHE
 - provide clear message of importance to students
 - support students in engaging in IPHE activities
- Seek relevant and meaningful opportunities
- Ongoing project mapping learning opportunities to CIHC *“A National Interprofessional Competency Framework”*
February 2010