



Inter-Professional Education at Université de Montréal

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Chair, Interfaculty Operational Committee
Université de Montréal

2nd Annual Canadian Pharmacy Education and Research Conference
(CPERC)

AFPC General Meeting, Winnipeg, June 6, 2011



Interfaculty Operational Committee

Chair:

- Marie-Claude Vanier

Members:

- Audiology: Louise Boulanger
- Medecine: Éric Drouin, Raynald Gareau, Paule Lebel
- Nutrition: Louise St-Denis, France Nolin
- Nursing: Marie-Josée Levert, Isabelle Brault, Camille Sasseville, Hélène Lefèvre
- Occupational therapy: Pierre-Yves Therriault, Johanne Beaulieu
- Pharmacy: Marie-Claude Vanier
- Physiotherapy: Chantal Besner, Josée Montreuil
- Psychology: Fanny Guérin
- Social work: Annie Pullen-Sansfaçon
- Speech therapy: Louise Boulanger

Activities coordinator:

- Diane Lefebvre



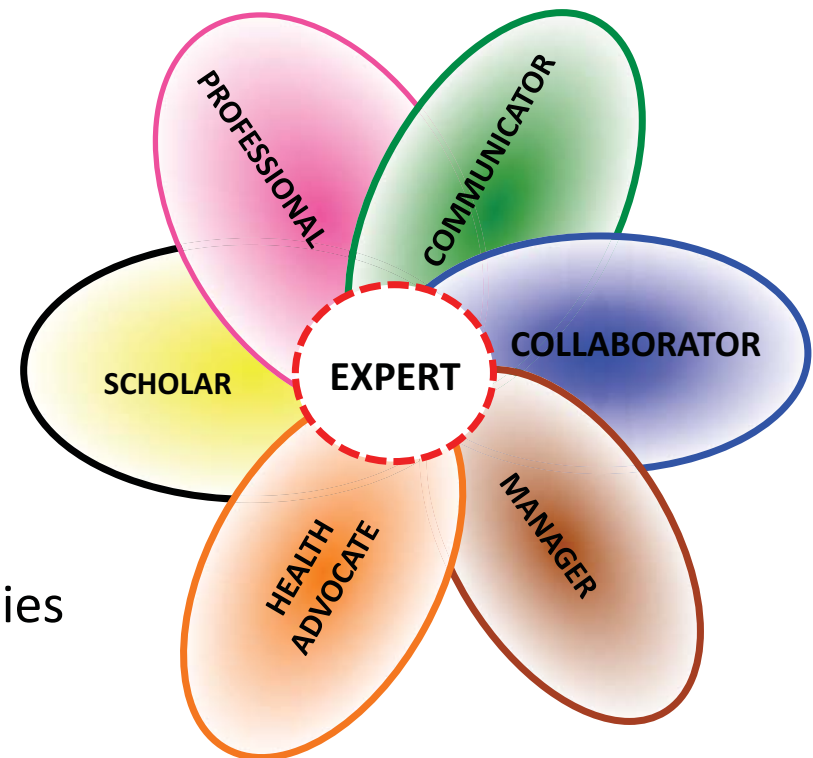
Presentation focus

- Organizational structure of IPE and curriculum at Université de Montréal
- Challenges met and anticipated



FRAMEWORK for collaboration IPE at UdeM

- Key competencies supporting expertise according to CanMeds 2005 framework
- Frank (2007),
3 manifestations:
 - Participate to team functioning
 - Conflict prevention and resolution
 - Plan, coordinate and dispense care
- CIHC 2010 competencies framework



Audiology
Occupational therapy *
Medicine *
Nutrition
Speech therapy
Pharmacy *
Physiotherapy
Psychology
Nursing *
Social work

* Programs involved
initially in pilot project



Development steps

2008-2009:

- IPE Pilot project initiated by 4 programs: occupational therapy, medicine, pharmacy, nursing
- Supported by:
 - 3 deans
 - Academic affairs vice-rectorate (new technologies implementation funds)
 - In kind human resources from Faculty of medicine pedagogical center (CPASS)
- 2 interfaculty activities combining on-line individual preparation and interfaculty workshop
- Addition of a 5th discipline for the second activity
- Received award from the Provost for « Pedagogical Innovation»

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Development steps

2009-2010:

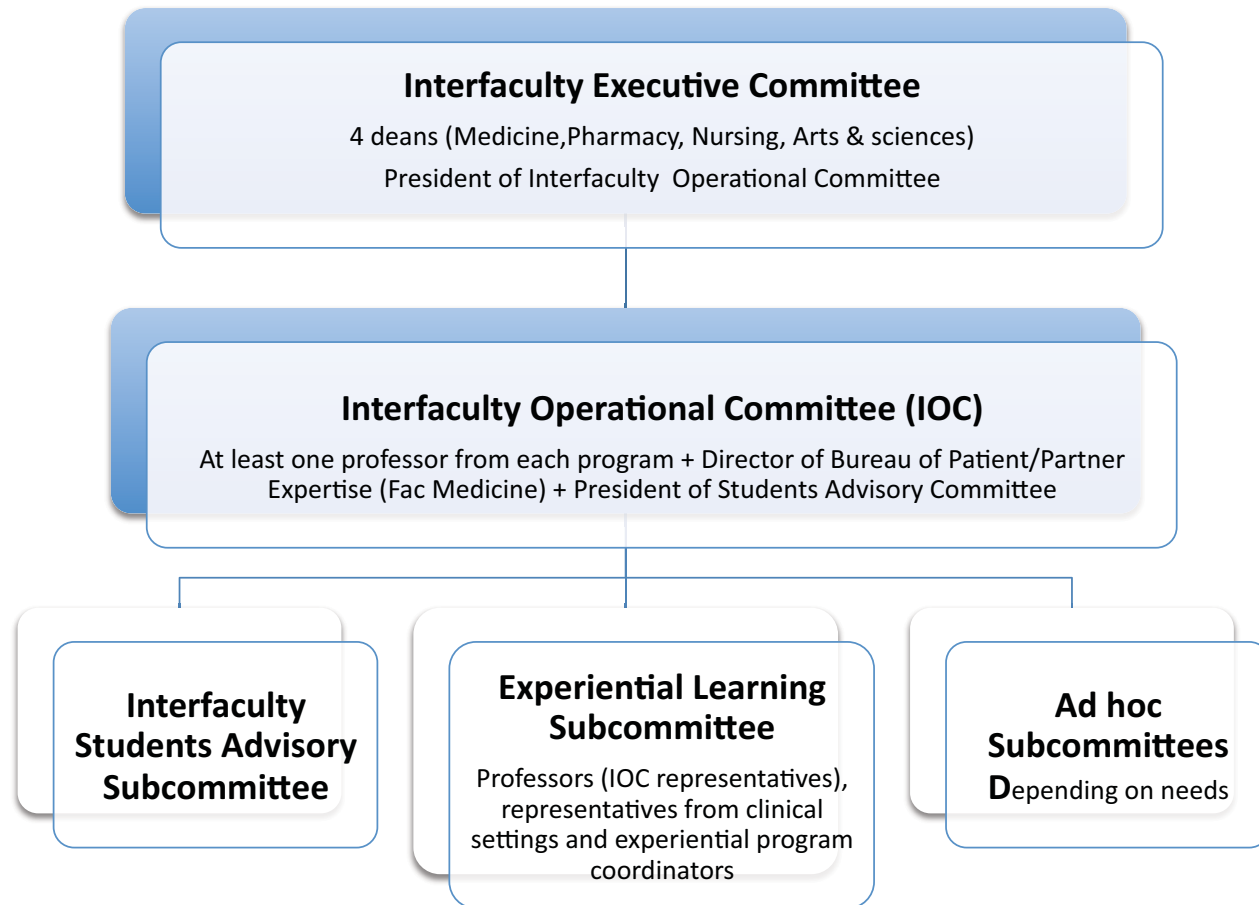
- Addition of 5 new disciplines (audiology, physiotherapy, psychology, social works, speech therapy)
- Implementation of a third IPE activity
- Creation of a formal organizational structure for IPE
- Creation of a Students Advisory Committee

2010-2011:

- IPE curriculum formally incorporated in curricula
- Creation of mandatory credited courses (CSS: Collaboration en sciences de la santé)
- Implementation of three 1 credit courses, shared by all participating disciplines.



Organizational structure

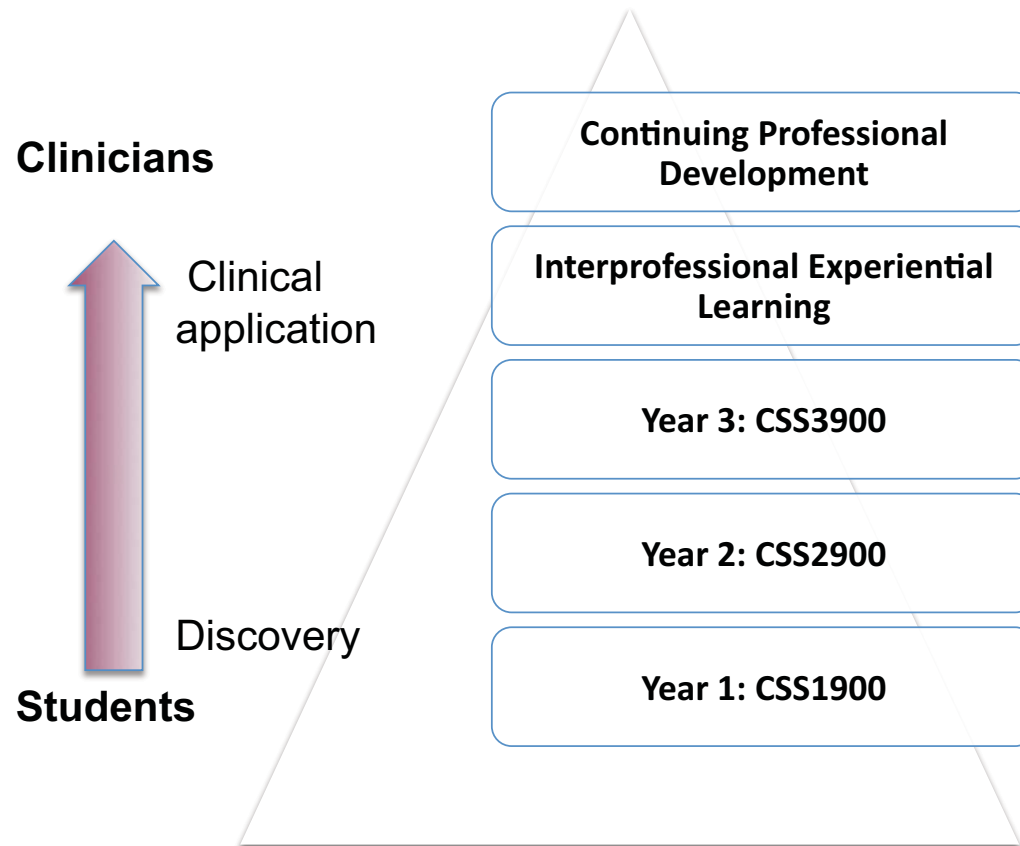




Mandates of the committees

- **Interfaculty Executive Committee**
 - Strategic guidance
 - Financial planning
- **Interfaculty Operational Committee**
 - Planning, implementation and evaluation/assessment of IPE program, courses and educational activities.
- **Interfaculty Students Advisory Committee**
 - Advising IOC on IPE program, courses and educational activities.

IPE continuum at Université de Montréal



CSS courses Pedagogical format

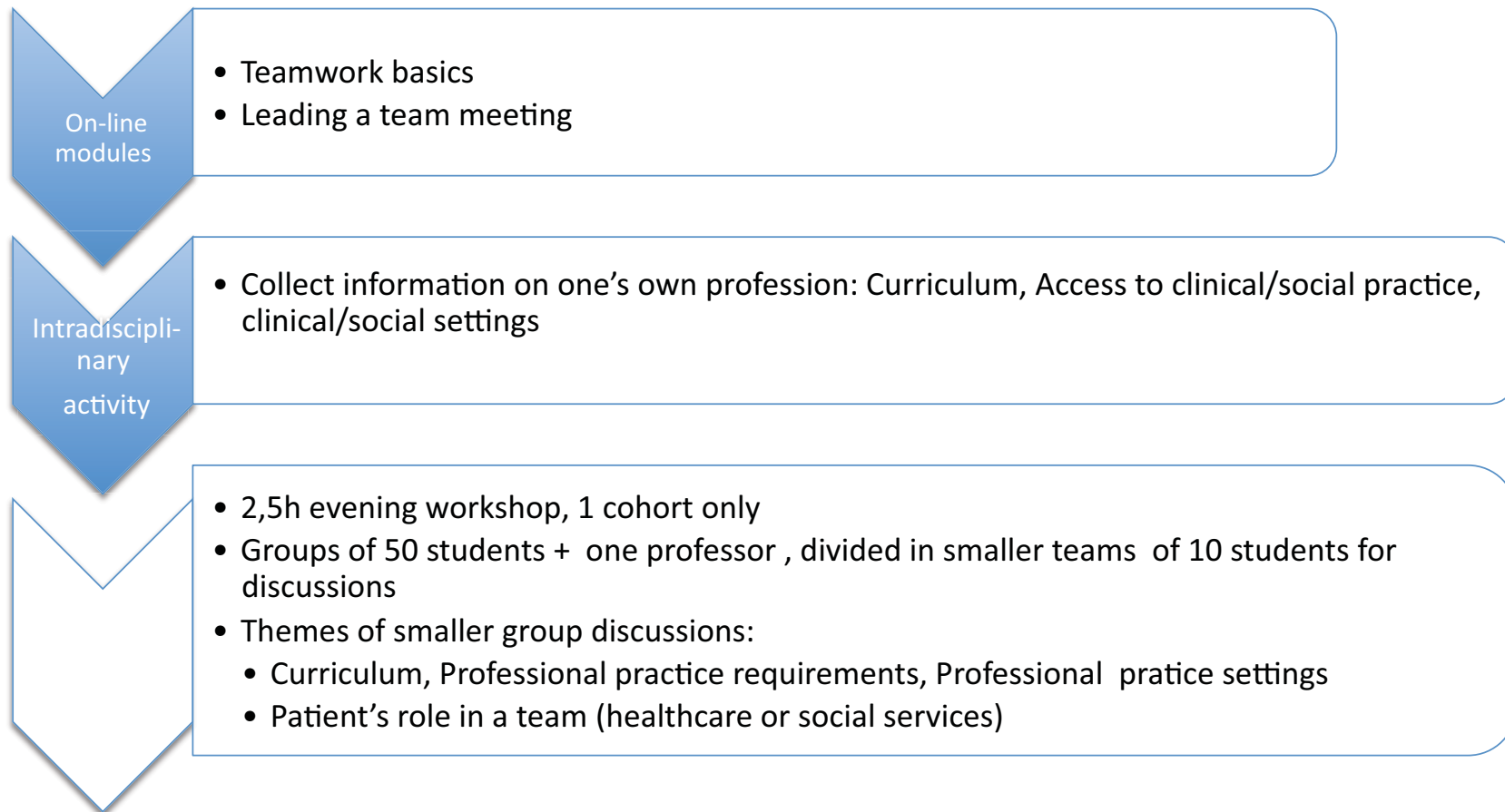
On-line
preparatory
modules
(individual)

Preparatory
activity
(intradisciplinary)

Interfaculty
workshop
(interdisciplinary)

CSS 1900 – Collaboration in health sciences 1

Discovery of disciplines and Patient/Partner concepts



CSS 2900 – Collaboration in health care 2

Role clarification

On-line
modules

- Attitudes towards IPE (survey)
- Team work and collaboration
- Professional practice
- Effective communication
- Professional practice centered on patients and their significant others
- Professional roles

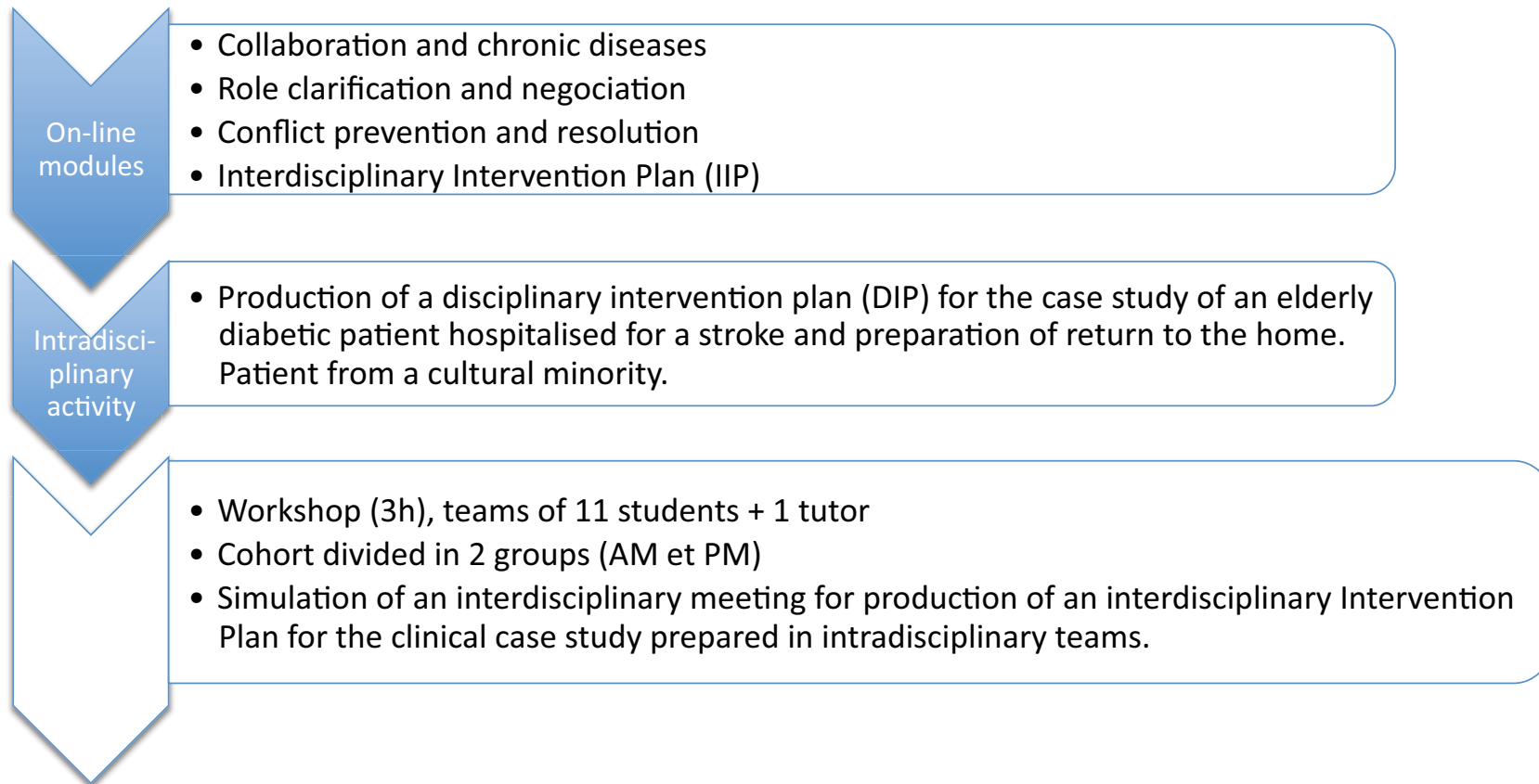
Intradisci-
plinary
activity

- Identification of problems and potential interventions for one's own profession for a pediatry clinical case study in an ambulatory context. Patient from an underprivileged population.

- Workshop (1,5h), teams of 11 students + 1 tutor
 - Cohort divided in 2 groups (AM et PM)
 - Identification of health, development and psycho-social problems and identification of the child's needs and of her family.
 - Discussion of possible task division between the professionals to meet these needs.
- Plenary with professionals (1,5h) and an expert patient: practical aspects of interprofessional collaboration and patient's role on the team.

CSS 3900 – Collaboration in healthcare 3

Collaborative practice and IIP production



Collaboration IPE completed by the different cohorts registered for academic year 2010-2011

Activity	4 ^e year (E2)	3 rd year (E1)	2 nd year	1 st year
Discovery of disciplines CSS1900	—	—	W-2010	W-2011
Role clarification CSS2900	A-2008	W-2010	W-2011	W-2012
Interprofessional meeting simulation CSS3900	W-2009	A-2010	A-2011	A-2012
# participating programs (total student participation)	5 (788)	9 (932)	9+ (1086)	10 (1109)



Resources used in 2010-2011:

	CSS 1900	CSS 2900	CSS 3900
# Students	1109	1077	1052
# Student groups	25	97	96
# Tutors	25	52	55
# Rooms	25	52	48
# Buildings	6	3	3





Interdisciplinary experiential learning placements

- One pilot project completed in 2010-2011
 - CSSS Lanaudière Sud
 - Medicine Unit and Geriatric Unit
- New pilot projects to come (winter 2012)
 - Hôpital Maisonneuve-Rosemont
 - Centre Hospitalier Universitaire de Montréal
 - CHU Ste-Justine (Pediatric hospital)
- IPE experiential learning subcommittee created in March 2011
- Partnership with the Collaborative Practices and Interdisciplinarity subcommittee *of the Université de Montréal Integrated Healthcare Network*



Challenges: Management

- Consolidate organizational structure
- Managing money associated with credits of CSS courses
- Adding new disciplines
 - Requests received from:
 - Dentistry
 - Optometry
 - Kinesiology
 - Psychoeducation





Challenges: Logistics

- Coordination of activities
 - Huge cohorts (> 1100 students)
 - 3 campuses (Montréal, Mauricie, Laval)
 - 10 professions and more to come ...
- Coordination of IPE activities calendar
- Tutor recruitment





Challenges: Pedagogical

- Adapting to new laws (Loi 90, Loi 21)
- Pedagogical documents must evolve
 - On-line modules
 - Forums
 - Case studies
 - Tutor and students guides
 - Videos
- Integrating expert patients and significant others in educational activities
- Integrating diversity issues in IPE activities





Challenges: Evaluation/Assessment

- Assessing students' learnings
- Evaluating impact of IPE program
- Accreditation of IPE (AIPHE Principles and Practices)





Challenges: Experiential learning

- Identify and support development of collaborative role model teams in clinical placement settings
- Ensure simultaneous presence of trainees from different disciplines
- Select relevant IPE activities and assessment tools
- Train clinical supervisors from all disciplines (Pedagogical Leaders)



Questions ??????

