

Collaboration interprofessionnelle centrée sur la personne et ses proches



# Inter-Professional Education at Université de Montréal

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Chair, Interfaculty Operationnal Committee
Université de Montréal

2<sup>nd</sup> 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:

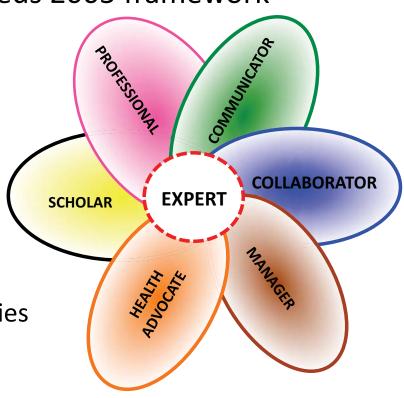
Participate to team functionning

 Conflict prevention and resolution

Plan, coordinate and dispense care

 CIHC 2010 competencies framework





# Université de Montréal

\* Programs involved initially in pilot project



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#### **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 ressources 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.



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## **Organizational structure**

#### **Interfaculty Executive Committee**

4 deans (Medicine, Pharmacy, Nursing, Arts & sciences)
President of Interfaculty Operational Committee

#### **Interfaculty Operational Committee (IOC)**

At least one professor from each program + Director of Bureau of Patient/Partner Expertise (Fac Medicine) + President of Students Advisory Committee



## **Experiential Learning Subcommittee**

Professors (IOC representatives), representatives from clinical settings and experiential program coordinators

#### Ad hoc Subcommittees

**D**epending on needs







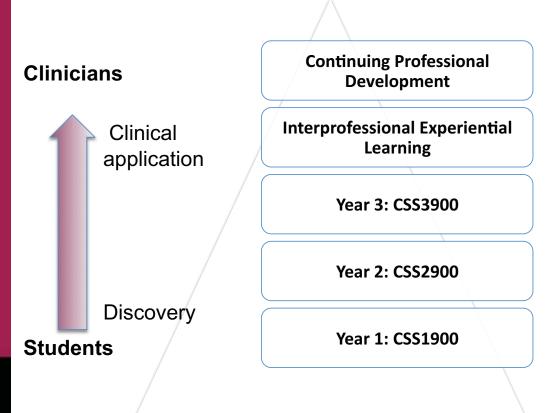
#### Mandates of the committees

- 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

#### On-line modules

- Teamwork basics
- Leading a team meeting

#### Intradisciplinary activity

• Collect information on one's own profession: Curriculum, Access to clinical/social practice, clinical/social settings

- 2,5h evening workshop, 1 cohort only
- Groups of 50 students + one professor, divided in smaller teams of 10 students for discussions
- Themes of smaller group discussions:
  - Curriculum, Professional practice requirements, Professional pratice settings
  - Patient's role in a team (healthcare or social services)

## 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

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 underpriviliged population.



- Workshop (1,5h), teams of 11 students + 1 tutor
  - Cohort divided in 2 groupe (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

## On-line modules

- Collaboration and chronic diseases
- Role clarification and negociation
- Conflict prevention and resolution
- Interdisciplinary Intervention Plan (IIP)

#### Intradisciplinary activity

 Production of a disciplinary intervention plan (DIP) for the case study of an elderly diabetic patient hospitalised for a stroke and preparation of return to the home.
 Patient from a cultural minority.

- Workshop (3h), teams of 11 students + 1 tutor
- Cohort divided in 2 groups (AM et PM)
- Simulation of an interdisciplinary meeting for production of an interdisciplinary Intervention Plan for the clinical case study prepared in intradisciplinary teams.



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

Activity	4 <sup>e</sup> year (E2)	3 <sup>rd</sup> year (E1)	2 <sup>nd</sup> year	1 <sup>st</sup> 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









- 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**

- Adaptating 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**?????



