

An interactive learning experience for learners and practitioners to enhance collaborative practice across disciplines and jurisdictions.

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Background

- University of Ontario Institute of Technology (UOIT), Faculty of Health Sciences' undergraduate program responsible for training:
 - medical laboratory technologists, nurses, kinesiologists, and a program focused on public health
- We and our clinical partners recognize that **collaborative practice** enhances patient outcomes and increases job satisfaction

Interprofessional competencies

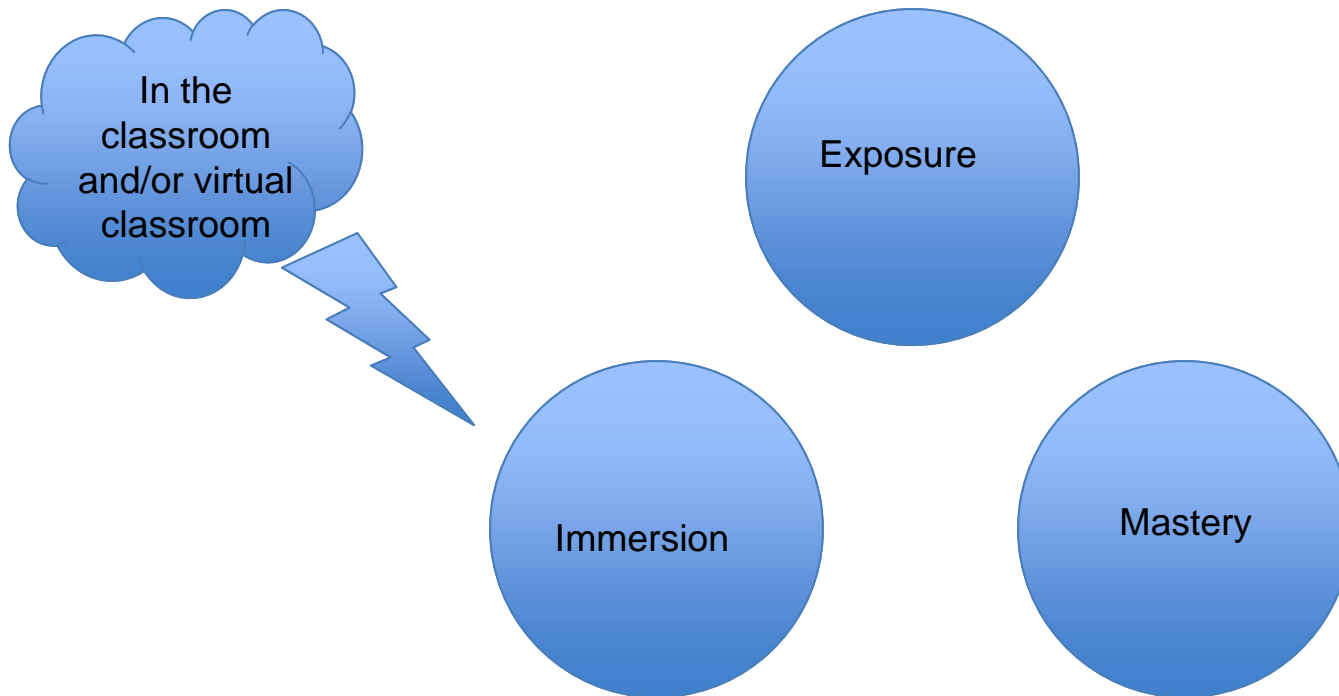
- Very few opportunities for students from the different health professional programs to learn, with, from, and about each other
- Few opportunities for **interprofessional education (IPE)**
- IPE enhances the understanding and respect for other professions by developing communication and interpersonal skills to work collaboratively

IPE requires a cultural shift

- Profession specific educational programs need to change curricular content to reflect IPE
- Re-structure the delivery of programs to accommodate the incorporation of educational strategies that address the goals of IPE

Implementation of IPE*

- Life long learning process



* University of British Columbia - Charles, Bainbridge & Gilbert (2010)

Simulated learning models (SLMs)

- Interactive learning in the:
 - classroom, clinical setting and/or continuing education (CE)
- Support the acquisition and development of IP competencies (6):
 - role clarification
 - team functioning
 - collaborative leadership
 - interprofessional communication
 - interprofessional conflict resolution and
 - patient/client/family/community -centred care to enhance collaborative practice.

The approach

- Using the literature, expert advice, and experience in the clinical setting we developed four scenarios
- Scenarios and story boards were used to guide the development of video-taped simulations or examples of interprofessional collaboration
- Scenarios included **allied health professionals**

Example of a scenario*

The mannequin/standardized patient is a small child who presents and has an infection. The specimen is collected and sent to the laboratory. An inappropriately collected sample and a series of communication errors results in the delay of the appropriate antimicrobial treatment for the patient. The patient experiences more complex problems prior to the physician receiving the laboratory results.

*Gamble, B., Graham, L., Goulding, H., & Moreau, E. (2015, Winter). Simulation Models for the Development and Acquisition of Interprofessional Competencies. *Ontario Society of Medical Technologists' Advocate*, 21(4),19-20

UOIT, Faculty of Health Sciences Nursing program's SIM laboratory



Used mannequins as patients



