

# Collaboration...

## In the Classroom and Beyond



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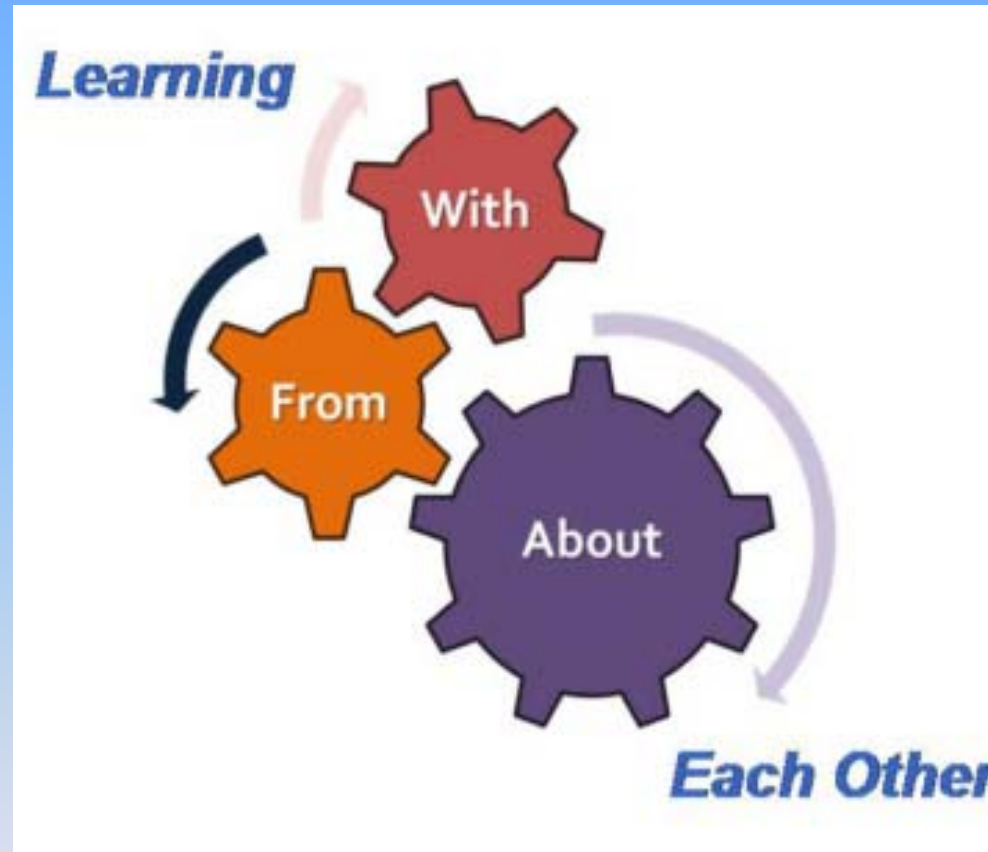
## **Objectives**

***Discuss the importance of fostering collaboration amongst students during classroom activities, labs and simulation, to improve collaboration within the interdisciplinary team in clinical settings.***

***Increase awareness of the variety of learning opportunities using simulation.***

# Interprofessional Education (IPE)

*occurs when two or more professions learn from, with and about each other to improve collaboration and the quality of care” (IPE, 2002).*



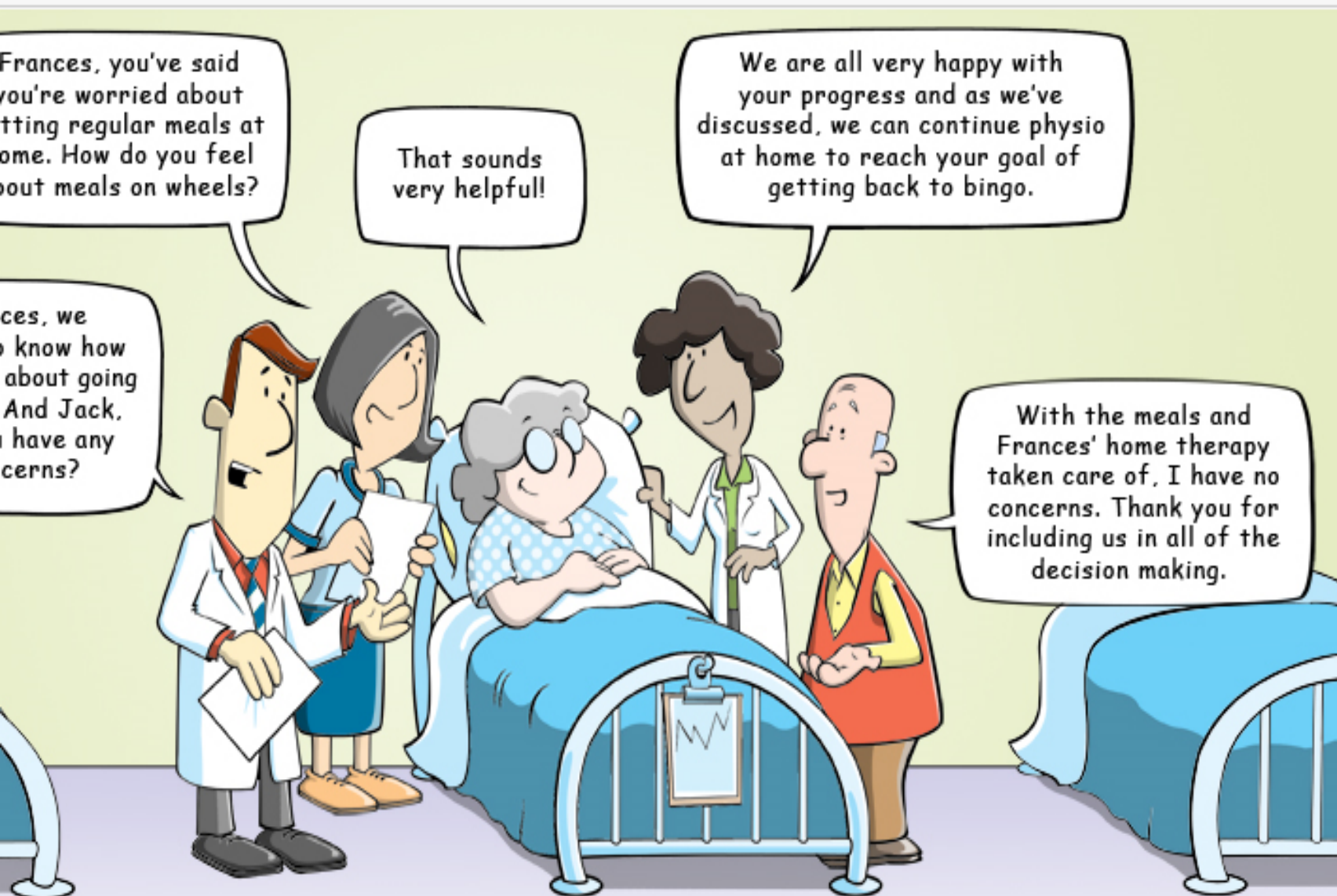
# The Goals of IPE

roduce inter-professional collaboration,  
ch is a “partnership between a team of health  
viders and a client in a participatory,  
aborative and coordinated approach to  
red decision-making around health and social  
es”, (CIHC, 2009).

**ario:**

[/healthsciences.curtin.edu.au/ipp-cartoons/screen-05.htm](http://healthsciences.curtin.edu.au/ipp-cartoons/screen-05.htm)

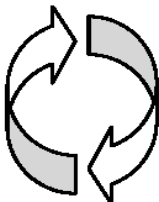
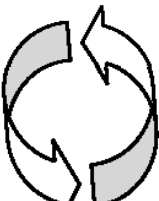
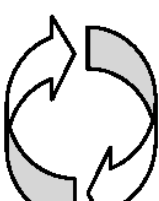


## An example of interprofessional collaboration



# Targeted IPE Competencies



# A Framework for IPE in Curriculum

Scenario Pre-Reg. IPE Model (2009)		Model of IPE (UBC, 2009)	Evidence/Behaviour (Miller, 1990)	Teaching Activities/Strategies	Assessment Activities
  	  	MASTERY	DOES	Clinical placement, contact with real patients/clients, team case conference	Clinical placement evaluation, feedback from patients/clients/family, self-reflection, professional portfolios
			SHOWS HOW	Standardized patients, role play, simulation lab, small group work	OSCE, behaviour checklists/rating scales, video audits, peer feedback
		IMMERSION	KNOWS HOW	Case study, enquiry based learning, small group work, on-line forum	<i>Clinical context based tests:</i> Exam, quiz, essay, oral <i>Other:</i> On-line discussion rating, peer feedback, group presentations
		EXPOSURE	KNOWS	Didactic teaching, discussion, journal club, shadowing experience, seminars	<i>Factual tests:</i> Exam, quiz, essay, oral <i>Other:</i> Reflective journaling

Life Experiences: Previous education and experiences at entry to pre-registration program

**Exposure**

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graph LR; A[Exposure] --> B[Immersion]; B --> C[Mastery]
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The diagram consists of three rounded rectangular boxes arranged in a staircase pattern from bottom-left to top-right. The first box is orange and contains the word 'Exposure'. The second box is green and contains the word 'Immersion'. The third box is red and contains the word 'Mastery'. Black lines connect the top-right corner of the 'Exposure' box to the bottom-left corner of the 'Immersion' box, and the top-right corner of the 'Immersion' box to the bottom-left corner of the 'Mastery' box.

**Immersion**

**Mastery**

# Exposure

## Knowledge Based Activities

Describing roles and responsibilities

Demonstrating awareness

## In the Classroom

Introduction to IPHE in variety of courses

Conflict Resolution Seminar-OTA & PTA, FHP, Nursing, Pharm Tech

## Fieldwork Preparation

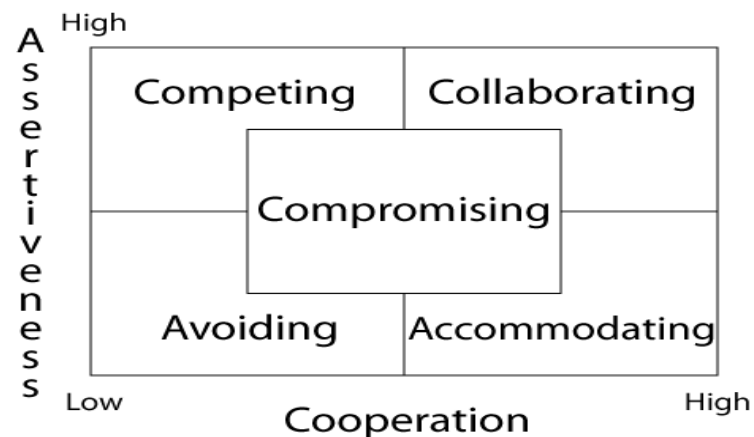
SAH full day orientation

Facility tours

GPA Seminar



### Conflict Management Styles



# Immersion

her levels of interaction and problem solving  
h other health professional and students:

- Feeding Simulation-SLP from SAH
- Rehab and Restore Sessions-OTA & PTA , PSW
- Performance Based Evaluations





# Mastery

## and Beyond” Learning Opportunities

Students integrate their IPHE knowledge and skills in a team environment and actively engage in team decision making regarding patient care

Performance evaluation and reflection is important in this stage



- Fieldwork placements
- Performance Evaluation
- Log Book
- Skills Checklist



***In Summary.....***

