



## Engaging Learners in Intentional Discussions Involving Interprofessional Education Competencies in a Uniprofessional Setting

### Northern Ontario Dietetic Internship Program

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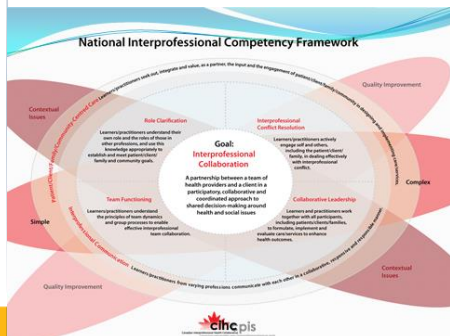
## Objectives

- To provide a framework for a 4-session IPE Reflection Series
  - September: Orientation
  - December/January: Team Function & Conflict Resolution
  - February/March: Patient-Centred Care
  - May: Collaborative Leadership Panel Discussion and Reflection
- Participants will discuss ways in which to incorporate this framework into their profession-specific programs

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## CIHC Framework



## Northern Ontario Dietetic Internship Program

- 46 week practicum experience
- The framework of 4 facilitated sessions is distributed during this time span
- Placements are designed towards independent practice
- Immersion level experiences
- Developing and implementing nutrition care plans

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## IPE Resource Guide: Continuum of Interprofessional Learning



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## Being a Reflective Practitioner

*Reflection: is **never an isolated event** but a moment of paying attention within the endless flow of experiences you will have as a learner and as a professional practitioner (Johns, 2006)*

*Metacompetence: the **ability to know what one does not know** and to reflectively self-monitor one's ongoing performance (Falender & Shafranske, 2007; Hatcher & Lassiter, 2007)*

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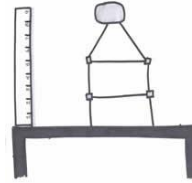
## Session #1: Orientation

- Introduction of Learners:
  - Becoming a Dietitian
  - What encouraged you to enter this field
  - Interprofessional Learning:
    - What and why
    - Terms
  - Role Clarification & Scope of Practice
  - Romanow Report (2002)
  - Exploring the concepts of teamwork
  - Opportunities for Interprofessional learning experiences within your clinical site
  - Reflection

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## The Marshmallow Challenge



[http://blog.ted.com/2010/04/22/build\\_a\\_tower\\_b/](http://blog.ted.com/2010/04/22/build_a_tower_b/)

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## Session 2: Team Functioning and Conflict Resolution

- Identify team members and their roles, and highlight *the uniqueness* of their role on this team.
- How does the team function (e.g. decision-making process, professionalism, communication)? How do the networks within the team impact patient care?
- How is conflict addressed on your team? (i.e. provide examples) Have I identified different reasons for conflict and how these situations could be resolved? Have I sought advice?
- Are there circumstances where conflict can be foreseen? How might this affect my approach to providing patient-centred care?
- What is one thing you observed on this team that you would like to take with you to other teams you will work in the future?

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High performance in teams require:  
**BALANCE**



Task – what is done and the problems associated with completion

Process – how the team functions – what happens between the members, the way decisions are made

PROCESS affects OUTCOME

D. Richardson & M. Jones

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## Session 3: Patient/Client/Family/Community Centred Care

- Have I included the patient in his or her care planning in every interaction or discussion when possible? Have I advocated for the needs of the patient when possible?
- How have role clarification, interprofessional communication, team functioning and/or conflict resolution contributed to my understanding of patient-care?
- What inclusive behaviours and strategies have you witnessed from team members to integrate patients/clients/family members in the development of care plans?
- How will this experience influence your role as a professional and team member?

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## Toolbox Analogy



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## Session 4: Collaborative Leadership

### Objectives:

- Explore the meaning of Collaborative Leadership (CIHC Framework, 2010)
- Discuss your experiences with Collaborative Leadership and with how it relates to being a Registered Dietitian?
- Identify how Collaborative Leadership can influence patient/client centred care

8:30-8:45: Introductions

8:45 – 10:00: Panel discussion (1 SLP, 2 Dietitians)

10:00-10:15: Break

10:15 -10:50: Learners divide into small groups (4); each group discusses themes/porions of their written reflections and highlight group discussion on IP Collaborative Leadership

10:50 - 11:20: Group to present themes of their discussions

(i.e. students are empowered with knowledge, skills and understanding of CIHC Framework)

11:20 -11:30 Facilitators concluding remarks

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## Guiding Framework for Panelists

### Resource for Panel Discussion:

<http://www.scottkirsner.com/panels.htm>

### Guiding Framework for Panelists:

- Set the stage on work environment, team functioning, responsibilities (i.e. role clarification) as part of introduction
- Why did they agree to join this panel?
- What comes to mind when they think of collaborative leadership?
- Was this something learned in school or acquired in practice?
- Do the panelists feel as though they are collaborative leaders? What does this look like in their role?
- Why is this necessary for patient/client-centred care?
- What would you tell this group of soon-to-be dietitians that you wish you had learned prior to go into practice?
- NB: Panelists can pause at any time and ask audience questions if this helps with the discussion
- NB: Facilitators can probe questions for micro, meso and macro level discussion on collaborative leadership

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## Evaluating Experience (Qualtrics)

### IPE Facilitator Evaluation:

W(e) Learn Framework Program Evaluation (MacDonald, Archibald, Trumpower, Casimiro, Cragg, Jolley; 2010) – CIHC Competencies

### Feedback:

- How have the IPE Reflection Sessions impacted your approaches to dietetic practice?
- Did this delivery mode (i.e. 4 separate sessions) allow you to address and reflect on interprofessional practice? Please explain.
- Was there a topic that you found particularly interesting? Please Explain.
- What would you recommend for future students? and for the Facilitators?

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## Positive Feedback

- Orientation session laid the groundwork for understanding the purpose of the IPE Reflection Sessions
- Students enjoyed face-to-face sessions (e.g. Orientation, Panel Discussion) and access to videoconference for sessions 2 & 3
- Series gave the opportunity for students to see how they were developing as dietitians over the course of the year
- Students gained a better understanding of the breadth of their role and scope of practice; as well as the patient's roles and goals
- Conflict resolution session gave ideas on how to address conflict effectively
- Patient Centred-Care session was the most comprehensive and interesting as it combined all of the competencies
- Panel Discussion on Collaborative Leadership was most favoured by students!! (Practicing Dietitians in attendance)

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## Constructive Feedback

- Longer sessions would be beneficial (NB: Sessions have been expanded from 1 hour to 1.5 hours)
- Wanted more hands-on skill building activities and more opportunities to collaborate with other professionals
- Unprofessional discussion does not move others to act towards collaboration
- It can be overwhelming to discuss issues in the health care system and walk away without solutions
- Make everyone share their reflections (i.e. it should not be optional)
- Panel discussions could be into the 2<sup>nd</sup> and 3<sup>rd</sup> reflection session
- Two groups (i.e. Thunder Bay/Sudbury) was more effective rather than having one large group

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## Summary: Things to Consider

- Determine content to be reviewed (i.e. Orientation)
- Teleconference or videoconference can be available to students on placement
- Ensuring adequate time for reflection
- Required submission of IPE reflection, attendance and participation
- Balancing contributions of students
- Facilitator presence and evaluation
- Evaluating overall experience (Qualtrics)
- Promoting Interprofessional Engagement!!!

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