

EXPERIENCING RURAL INTERPROFESSIONAL COLLABORATION (ERIC): Exploring the Diversity of Learning Situations in Northern Ontario

Sue Berry (Northern Ontario School of Medicine)

Mary Lou Kelley (Centre for Education and Research on Aging and Health)

Nicole Ranger (Northern Ontario School of Medicine)

Marie Parkkari (Northern Ontario School of Medicine)

Alesha Gaudet (Centre for Education and Research on Aging and Health)

Jessica Wyatt (Centre for Education and Research on Aging and Health)

Siobhan Farrell (Northern Ontario School of Medicine)

Holly Rupert (Northern Ontario School of Medicine)

A guided approach in preparing clinical teachers and health professional learners for interprofessional learning in northern and rural communities is the focus of the Northern Ontario School of Medicine's community-engaged health professional education. Using community engagement and re-engagement processes has enhanced a wide diversity of interprofessional initiatives for learners, clinical teachers, practitioners, and the faculty. This interactive workshop will offer participants the ability to discuss the community engagement and re-engagement model, determine the necessary factors of rural community readiness for interprofessional (IP) experiences for health professional learners, explore a framework for developing interprofessional competencies in the context of rural practice and learning and social accountability, and discuss common IP elements across rural communities internationally. As a focus of discussion, this workshop will use data analyzed through a research initiative identifying rural interprofessional competencies from a multi-pronged methodology approach. Preliminary qualitative and quantitative findings will be used to discuss rural health care team practice from four different perspectives: the individual perspective of the health professional clinical teachers, the students, the broader organization level, and the local health care system level.

This workshop will appeal to academics, practitioners, and students holding interests in interprofessionalism in the context of rural health care and the preparation of graduates with the appropriate interprofessional skills to practice confidently and competently in rural community settings. Taking a community-engaged approach offers a rich source of data for developing, refining, and re-defining curricula.