

Using Dyad Teams and Technology in Organizing Multi-site IPE Activities: A Multiple Team-Based Teaching Model

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Health care organizations in rural communities are often recognized for their ability to support highly developed informal teamwork processes in spite of limited available human resources. Faculty and staff at the Northern Ontario School of Medicine developed the *Experiencing Rural Inteprofessional Collaboration (ERIC)* project to explore how existing collaborative teams function in rural communities and how learners gain skills of team practice in these small communities. Despite challenges in initiating the ERIC project, NOSM staff secured commitment from eleven geographically dispersed communities in northern Ontario. Enablers and barriers were encountered related to supporting the creation of learning activities that were unique to rural and small community settings, as well as providing sufficient and ongoing collaborative leadership. This poster presentation will discuss the preliminary qualitative data analysis of those IP competencies required by faculty and staff paired in “community dyads” to successfully foster a community engagement approach to produce and advance interprofessional collaboration. Data analysis included reflections on the developmental process of ERIC, as well as the benefits of collaborative technology in the form of a web-based resource for exchanging timely information and engagement resources. Adequate time and timely preparation were revealed as major themes in the qualitative data from the community dyads. There is also a focus on the importance of remaining grounded in the community context while seeking to engage health and social care leaders in an interprofessional initiative.