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**Interprofessional Education**

Interprofessional education (IPE) is the process by which we train individuals and teams to practice collaboratively (AIPHE, 2014). Interprofessional education occurs when “two or more professions learn with, from and about each other to improve collaboration and the quality of care” (CAIPE, 2002).

**University of Windsor BScN IPE** **Learning Outcomes**

1. Describe knowledge of other professional roles in relation to other/own (specific to the context/setting).
2. Describe the characteristics of a highly functioning effective inter-professional team.
3. Demonstrate the characteristics of a team member on a highly effective inter-professional team.
4. Demonstrate understanding of the essentials for collaborative teamwork including inter-professional team dynamics, communication skills and conflict resolution within the context of a well-functioning team.
5. Appraise the relationship between one’s own profession and the background, scope and roles of other healthcare professionals.
6. Evaluate one’s own ability to work effectively in a team.

**Learning Strategies**

**Didactic Learning**

Didactic activities involve an instructor educating participants in a lecture or discussion forum with the goal of introducing team building skills and the rationale behind collaborative team-based patient-centered care (NLN, 2017).

**Simulation**

Simulation is any activity that involves the imitation of patient care and/or health care team interactions. It includes human participants, mannequins, or virtual representation through case scenarios (NLN, 2017).

**Clinical Observation**

Students observe existing interprofessional team interactions in a clinical setting. Clinical experiences allow students to develop more comprehensive understandings of the impact and management of chronic diseases and other patient conditions (NLN, 2017).

**Clinical Practice**

Clinical practice activities take place in hospital or other acute care settings. Students actively participate in team-based clinical learning activities (NLN, 2017).

**Evidence (Examples)**

* Participate in Unit rounds or case conferences
* Shadow other healthcare professionals
* Shadow clients that other students are following and describe other team member roles
* Participate in inter-professional rounds as available
* Complete an in-depth case study relating to a complex situation – patient, family or community focused
* Discuss the function of the team as students learn with, from and about each other (pre-conference or post-conference discussions)
* Clearly exchange viewpoints and information in a respectful manner with their student colleagues and members of the qualified health professional team.
* Work collaboratively to perform clinical assessments and design care interventions for allocated patients.
* Share responsibility for delivery of clinical care interventions.
* Evaluate the impact of care interventions in consultation with their student colleagues and the qualified health professional team.
* Hand over aspects of care that are beyond their scope of practice to another member of the student team and/or to the relevant member of the qualified health care team, in a timely manner.

**References**

Accreditation of Interprofessional Health Education [AIPHE], (2014). Interprofessional Health

Education Accreditation Standards Guide. Retrieved from: <https://www.cihc.ca/files/resources/public/English/AIPHE%20Interprofessional%20Health%20Education%20Accreditation%20Standards%20Guide_EN.pdf>

Centre for the Advancement of Interprofessional Education [CAIPE], (2002). Defining

interprofessional education. Retrieved from: <https://www.caipe.org/>

National League for Nursing (NLN), (2017). Guide to Effective Interprofessional Education

Experiences in Nursing Education. Retrieved from: <http://www.nln.org/docs/default-source/default-document-library/interprofessional-education-and-collaborative-practice-toolkit1.pdf>

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**Inter-Professional Educational Activity Log (Template)\***

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| **Date** | **Learning Strategy** | **Evidence** | **IPE**  **Learning Outcome** | **CPE**  **Competency** |
| **Oct. 8th, 2019** | **Didactic Learning** | I attended a presentation regarding the healthy babies healthy children program. | 1,2,4 | 7, 8, 9, 12, 23, 35, 43, 56, 61, 66, 74, 76, 79, 82 |
| **Nov. 12th, 2019** | **Clinical Observation** | I observed rounds in the NICU. | 1,2,5 | 19, 23, 33, 36, 45, 46, 50, 76, 80, |
| **Oct. 22nd, 2019** | **Clinical Observation** | I watched a circumcision procedure performed by one of the doctors on staff in the Obstetrics unit. | 1,2,3,5 | 8, 23, 28, 33, 45, 46, 52, 54, 64, 70, 72 |
| **Nov. 19th, 2019** | **Clinical Observation** | I watched a vaginal birth and cesarean section procedure. A nurse anesthetist, OB doctors, registered nurses and many other professions were involved in the procedures. | 1,2,3,5 | 8, 23, 28, 33, 45, 46, 52, 54, 64, 70, 72 |
| **Oct. 15th, 2019** | **Clinical Practice and Observation** | I observed and helped a new mother breastfeed alongside a lactation consultant in the Maternal Newborn Clinic | 1,2,3,4,5 | 8, 23, 28, 33, 68, 74, 76, 79 |
| **Nov. 21st, 2019** | **Didactic Learning** | I attended a Hospice presentation, presenting on the topic of MAiD, by Willi Korenko. | 1,2,4,5,6 | 8, 28, 33, 35, 36, 45, 55, 64, 68, 72, 74, 76, 79 |
| **Nov. 6th, 2019** | **Didactic Learning** | I attended an IHI presentation put on by Elizabeth Rankin a registered nurse, on the topic of “The Difference Between Patient Safety and Patients Feeling Safe.” | 1,2,3 | 8, 12, 15, 24, 70, 77 |
| **Nov. 21st, 2019** | **Didactic Learning** | While observing rounds in the NICU, I was able to observe team problem solving skills inter-professionally when an error was discovered. This included the pharmacist, the doctor, the nurse practitioner, the charge nurse, and respiratory therapists. | 1,2,3,4 | 8, 15, 35, 54, 73, 76, 77, 78 |
| **Nov. 25th, 2019** | **Didactic Learning** | I attended an IHI presentation put on by Mark Campbell, a nurse anesthetist, on the topic of, “Opioid Overview and Safety”. | 1,2,3,5 | 15, 36, 44, 45, 58, 70, 79 |

***\*assignment is to be typed and submitted as a clinical assignment via Blackboard at midterm and final evaluations as directed by Clinical Instructor or Faculty Advisor***