The Accreditation of Interprofessional Health Education Standards Guide has now been released by AIPHE and can be found at www.aiphe.ca. These standards will now be integrated into the accreditation of the following health professional programs — medicine (undergraduate, postgraduate, family medicine), nursing, PT, OT, pharmacy, and social work. The standards are structured around: organizational commitment, faculty/academic unit, students, educational program, and resources.

For example within the organizational commitment standards there should be "evidence of an institutional structure to support strategic planning and delivery of IPE" and "dedicated time, space and funding for IPE." While in the faculty/academic unit standards, faculty demonstrate ‘participation in IPE faculty development that is mandatory’, and that ‘all relevant courses have an embedded component of IPE learning for students.” For students there is to be evidence that “at least two disciplines/professions interact in an interprofessional learning situation once in each semester of their health professional program”. Within the educational program there should be evidence “that students have ‘mastered’ the range of collaborative competencies.” And finally that “learning spaces must be present for shared learning.”

Standards can be found at http://www.cihc.ca/aiphe/Volume 4, Number 1, 1 Fall, 2011

ACCREDITATION STANDARDS FOR IPE RELEASED

IPE Clinical Teaching Workshop

Last September 47 clinicians attended the first IPE Clinical Teaching Workshop. The overall purpose of this workshop was to prepare health program clinical practice teachers to guide students in assessing for effective collaborative teamwork within practice settings by developing, practicing, and assessing for interprofessional competencies within practice teams.

The participants rated their understanding of what comprises IPCP competencies the highest (100%) and equally weighted understanding about strategies they can use to assist learners to be more interprofessional and collaborative. And ideas about actions that can be used to support IP learning strategies (98.1%). Ninety-two percent of the respondents rated the program to be (continued on pg. 5)
Embedding IPE in your courses now, will mean you will be ready when your program is next accredited with the need to demonstrate IPE learning.

“Interprofessional education occurs when two or more professionals learn with, from and about each other to improve collaboration and the quality of care”

(CAIPE, 2002)

LIHSA Students publish study

A group of LIHSA students are now ‘published’, Linda Vi, Stephanie Ouwehand, Kamini Kalia, Nicole Burke, and Katherine Brown have worked diligently to meet the stringent requirements for manuscripts publication acceptance from the Journal of Interprofessional Care. This paper is the result of one of the student-led workshops where they used evaluative research to gain insight into learning outcomes. It is titled “Who’s who in healthcare: Findings from a student-led interprofessional pilot project” and can be found in DOI 10.3109/13561820.2011.561936.

The authors concluded “this workshop provided students an opportunity to practice working in interprofessional teams while improving students’ understanding of healthcare professionals’ scopes of practice and how these professionals’ roles change in different healthcare settings” (2011, p. 3)

Please join with me to congratulate this group of students.

IPE Student developed course — Introduction to IPE

During 2007 to 2008 a group of students from BHSc, BMSc, Kinesiology, and Pre-Social Work worked in a collaborative team to create an on-line course that will help students to learn about interprofessional education and collaborative practice concepts. This course is designed for students who are not in health professional programs as yet, but have the desire to pursue a health career.

This course called, Introduction to Interprofessional Health Education, is now in the review process within the Faculty of Health Sciences and we hope to see it obtain Senate approval to be offered as an elective option to students within the next academic year.

This course may also be of value for students in their first year of a health professional program.

For further information please contact the IHER office at ipher@uwo.ca or x 81010.
Our vision for interprofessional health education is to move interprofessional education and collaborative practice into mainstream teaching and practice in health programs.

To achieve this vision IPHER, its coordinator, staff, and committees work collaboratively in:

- Enhancing and adding to our administrative hub for all IPE and IPCP activities at Western, Fanshawe College and the London health community
- Providing a repository for IPE teaching and learning materials that are accessible to faculty and students
- Working to further develop interprofessional knowledge, skills, and beliefs among students, faculty, practitioners, and the general public
- Stimulating research around IPE and IPCP within the London community
- Providing support to the London Interprofessional Healthcare Students Association (LIHSA)

**IPE On-line Courses to Be Sent for Senate Approval**

The one block to gaining Senate approval for our IPE on-line courses will soon be overcome. Thank you to the School of Health Studies Director and its Curriculum Committee who have agreed to ‘house’ the courses for the IPHER office. This will allow the courses to go forward through the approval processes in the University to ultimately allow students to finally gain elective credit for completing the courses. This will also mean a change from no charge to a course fee for these courses.

We hope that the recommendation for their approval will be considered by the University Senate in the fall of 2011.

In the meantime the following courses will be offered during the fall semester:
- IP Communications Part 1 (6 weeks)
- IP Ethics (7 weeks)
- IP Community Practice: Health Promotion (12 weeks)

Registration can be made through the IPHER office ipher@uwo.ca.

**To Be Launched – Interprofessional Connections: Working through client**

Many students approach our office and ask for more opportunities to participate in cross-disciplinary learning through case studies.

In collaboration between the IPHER Curriculum Committee and students a unique approach to address this learning request is being realized. Starting in the fall of 2011 students will be able to self-register to participate in an interprofessional learning group. Each IP group will work through a three phased process. In the first phase, each participant will complete the IPHER on-line Team Development Modules 1 thru 3, and then work together as a group to develop their IP team working skills. Once both phases are completed they will select an IP case from our web-site, and apply their developed IP team skills to work through the case. At three points in the process student teams will be required to consult with ‘the client’ to ensure their work is client centred. Our office will provide ‘client’ responses to each team providing a simulated client-centred experience for participating students.

This learning activity can be incorporated as a learning activity within one of your courses (cont’d on pg. 6)

“Studies have shown that IPE can lead to:

- Increased access to health care
- Improved outcomes for people with chronic diseases
- Less tension and conflict among caregivers
- Better use of clinical resources
- Easier recruitment of caregivers
- Lower rates of staff turnover

(HealthForceOntario, 2010, Implementing Interprofessional Care in Ontario, p. v)
“we need to move beyond the current focus on the role of education, training and regulation within structured professional boundaries to appreciate the ‘human and social aspects’ of these changes, in other words, to understand how individual professionals perceive and experience the boundaries between professional groups”

(Cameron, 2011, Impermeable boundaries? Developments in professional and inter-professional practice. Journal of Interprofessional Care, 24, p.53)

LIHSA Recognizes IPE Faculty Champions

The London Interprofessional Healthcare Students’ Association (LIHSA) held its first IP Healthcare symposium – “Putting London on the Map: Celebrating our Journey to Interprofessionalism”.

During this event held on March 21, 2011, LIHSA recognized a number of individuals who have served as IPE Champions in the city of London in furthering the interprofessional education and/or collaborative practice movement with Interprofessional Leadership Awards. Those recognized were:

- Dr. Kevin Fung, MD FRCSC, SSMD
- Ms Keri Selkirk, Executive Director, Thames Valley Family Health Team
- Ms. Liz Lorusso, Professor, MIT Program Fanshawe College
- Ms. Carol Butler, Professor, Nursing Programs, Fanshawe College
- Ms. Mary Beth Bezzina, Professor, School of Occupational Therapy and IPHER Office
- Dr. Carole Orchard, Coordinator, IPHER

Each recipient provided a presentation on their IPE/IPCP work and was then presented with a plaque. Opening remarks were done by Western’s Director for FHS, Dr. Marita Kloseck, who highlighted the importance of taking the time to recognize IP initiatives. This event was co-funded through SSMD, FHS, Fanshawe and IPHER.

The purpose of the symposium was to highlight London’s successes in the IP world, and it provided a platform to show case the recent IP advancements in the community, classrooms and clinics.

IPE Study of IPE Student Champions

In the late fall of 2010 Mary Beth Bezzina and Carole Orchard gained ethics approval to undertake a study on the impact of IPE learning in transforming 12 students into IPE champions. The findings were helpful in learning what educational activities created the momentum for their commitments to IPE.

Video and backup audio recordings of their interviews were carried out. Questions were structured around Rogers (2003) Adoption of Innovations theory. Students first exposure to IPE varied with the IPE sensitization workshops being cited most frequently. As one participant commented “I guess what those workshops did for me was it allowed me to see how a team could really be like, how different professionals could actually work together….” When asked about the impact of this exposure on their developing professional practice they cited it created a further need for understanding, as one stated “I felt like I needed to get more knowledge and understanding of the other roles because that is not really given in class… this is how health care is going to be and I feel that I will [be] using this everyday.” When the participants were asked about sharing their IPCK knowledge with others one commented how she enjoyed “…sharing with my classmates, … encouraging them to do IPE which I think is important for all graduates.”

The student champions were then asked to compare their practice to that of their peers. One of the respondents commented on how time could be saved by knowing about the roles, knowledge and skills of others and asking them to help you in providing needed information. It was a relief to realize that one health provider does not need to know everything.

We then analyzed the interview transcripts to determine where the student fit in Gladwell’s Tipping Point work. We theorized that what we were trying to achieve was indeed a “tipping point.” Many of the student champions were ‘connectors’ in providing connections with their classmates to gain more IPE learning. Some were also ‘mavens’ who keep seeking out and gaining more knowledge to inform their understanding and then sharing this knowledge with others. We also found ‘salesmen’ who keep selling the concepts underlying IPE and IPC to others.

(Cont’d on pg. 5)
Cont’d from pg. 1
IPE Clinical Teaching Workshop
mostly or very helpful to them.
This year the workshop will be held on Wednesday, September 7th in UCC room 66.
There is no charge but participants must register by September 6th to be included.
For more information please see www.ipe.uwo.ca or contact us at ipher@uwo.ca

Cont’d from pg. 4
IPE Student Champions
Our findings demonstrate students can be exposed to a variety of forms in learning IPE concepts. Once they are exposed they need further connections to practicing the concepts to embed the learning into their developing practice. A paper will be submitted on this study.

IPE Sensitization Workshop Series via Online Course/Modules

Mary Beth Bezzina has worked diligently with our IT Department to transform our highly successful sensitization workshop series into an online course. This series is comprised of 9-modules which can be accessed as a total IPE course or faculty will be able to access a single module at a time to embed in their existing courses. These workshops can also be accessed as an interprofessional continuing education option for health practitioners.

The modules are:
1 “What is IPE/IPCP?”
2 “IP Collaboration: Discovering the Health Sciences”
3 “Gaining Respect”
4 “Understanding One Another”
5 “Collaborative Leadership”
6 “The Many Faces of Conflict”
7 “Case Coordination”
8 “Assessing Effectiveness”
9 “Putting it all Together”

These modules are expected to be available by the fall. For more information contact the IPHER office at ipher@uwo.ca

“to put an effective interprofessional approach into Ontario’s health care system, there must be a seamless integration between the education system preparing the workforce and the health care system that employs it”

(HealthForceOntario, Policy in Action across Ontario, 2010, p. 11)

“Circle of Care” IPE/IPCP Game

The medical student team led by Sarit Khimdas, who developed the ‘Circle of Care’ game were delighted to receive tremendous positive support for their work during a workshop at the IPE Ontario Conference last January.

The IPHER office now has 10 copies of the game that faculty members are welcome to sign out to use in their courses or as a learning activity for their students.

The Western Commercialization office is in the process of assisting to find a company to print and prepare games for sales. We already have had education institutions requesting copies.

The game contains 11 IPE cases that students can create opposing teams to play. It helps students learn about a variety of complex health and social problems while gaining knowledge about the roles, and skills of a variety of health providers.

To book the games for use in a course, please contact the IPHER office at ipher@uwo.ca.
LIHSA: Here we come!

UWO and Fanshawe College at Full Force!

LIHSA, the London Interprofessional Healthcare Students Association of the University of Western Ontario (UWO) and Fanshawe College is one of the National Health Sciences Students’ Association’s (NaHHSA) growing chapters since 2005. As the Fall term begins we shall continue to teach and integrate the important values of interprofessionalism:

1. Collaborative interdisciplinary practice
2. Discuss, understand and respect the various roles of each profession’s practice
3. The development of a plan of care centered around and actively including the patient

This year we have been excited to declare a full executive team at both UWO and Fanshawe college! The team for 2011-2012 includes a wide array of graduate and undergraduate students of many disciplines that share this vision of Interprofessional Education (IPE). We are enthused for this upcoming year as it is one step closer to serve as a living example of the significance and practicality of collaborative interdisciplinary teamwork.

On September 7th, 2011 the executive teams of both UWO and Fanshawe College will be meeting to develop and discuss the events for the upcoming school year. This will include past and new events, which will be elaborated on to meet the requests of the LIHSA members, include opportunities for IPE accreditation and allow members to bond, grow and stay aware of IPE as the year progresses.

Cont’d from pg. 3

IPE Student Case Studies
and/or as a ‘milestone’ for programs.

This approach is designed to ensure student work is truly client-centred. The ‘client’ will be an IPE faculty champion. Once their case is completed each student will complete an individual reflection on their learning, and the team as a group will prepare a reflection on their teamwork. Both sets of documents are then submitted to the IPHER office and once reviewed the students will be issued a certificate with IPE credit weights for their learning.

We are currently exploring how to create a self-registration process. IPHER staff will then organize the students into IP groups. Students may find their group is not isolated to our university or perhaps even our country. My colleagues in Australia and Ireland have suggested they might like their students to participate as well. So this is another means to international experiences for students, albeit electronic.
LIHSA: Here we come! UWO and Fanshawe College at Full Force! (Continued from pg. 6)

A taste of LIHSA’s past events:
Interacting and discussing with health care professionals about their careers, roles and their thoughts on the significance of IPE within the health care system

Case studies that allowed students to interact and devise certain approaches and tactics with each other that led to a more strategic and effective plan of care that is centered around the patient

The Health Care Team Challenge allowed students to form interprofessional-client centered teams and compete on a clinical case study designed by faculty members. Teams demonstrated methods of practice in patient care and the effectiveness of interprofessional collaboration in a clinical setting

Simulations at Fanshawe College allowed participants to observe or participate in a high energy interprofessional team simulation demonstration followed by a discussion and reflection period. A team of professionals, students and also a high fidelity mannequin are all involved to really exhibit each professional role within the team.

The events that will be held throughout the year can provide the opportunity for students to receive IPE credits through the IPHER office. During these particular events, students must demonstrate interprofessional collaborative practice (IPCP). As health professional program accreditation bodies are now including IPE in their accreditation standards, this is a simple and great way for students to come out, meet students and professionals of other health disciplines and ultimately, gain IPE credits!

This year, we plan to approach and implement a new idea to the development of LIHSA, which will expand the possibilities for the students as we continue to practice and promote IPE. LIHSA is a group that focuses on “inter”-professional education. We allow students of various pre and professional programs to come together, learn the importance of collaborative work and to overall respect and understand the roles that each professional provides within the health care system. During the 2011-2012 academic year, we will be determined and focused on establishing a prominent network between LIHSA and the student councils of various faculties in relation to healthcare at UWO and Fanshawe College. Launching and structuring LIHSA around this will provide opportunities for students all across the health care professions to share ideas, support and interact with each other before stepping into the professional world. Therefore allowing a wide array of students to understand the foundation of a significant patient-centered practice.

Throughout the 2011-2012 school year we plan to attract a large variety of students and integrate events with other student councils. They will work together on case studies, simulations at Fanshawe College, and interact with health care professionals throughout London as they learn about the different paths, struggles and ideas of interprofessionalism in the working environment. Lastly, LIHSA will allow these amazing UWO and Fanshawe students to socialize, bond and grow together during this revolution towards a changing health care practice. LIHSA at UWO and Fanshawe College is one step closer to this great vision and it will be a beautiful sight for the future of health care.

To find out how you can help today’s students become tomorrow’s leaders, please contact the LIHSA executive at lihsa.2007@gmail.com.

We have a new look, check our web-site out

See www.ipe.uwo.ca