

Advancing Inter-professional Education for Future Public Health Practitioners

CHNAC 2009 Annual Conference

**Blazing Our Trail: Tools, Tactics &
Taking Charge**

June 18, 2009

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Engage.

Lead.

Authors

***Ruth Schofield,**

****Cyndy Johnston,**

****Colleen VanBerkel,**

*****Karen Quigley-Hobbs,**

*****Dr. Hsui Li Wang,**

***Dr. Ilana Bayer,**

Assistant Professor

Student Placement Coordinator

Manager Planning & Continuous
Improvement

Director of Communicable
Disease

Associate Medical Officer of
Health

Director of the Learning
Technologies

*McMaster University

**City of Hamilton Public Health Services

*** Region of Waterloo Public Health



Objectives

- Describe an overview of the Inter-professional Education (IPE) pilot project
- Illustrate aspects of the on-line software
- Explain IPE concepts, definitions and structures
- Describe preliminary evaluation findings
- Discuss IPE implications for PH practice

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IPE Pilot Project

Purpose

Develop and implement an inter-professional education initiative in public health practice related to the IPE competencies

Teaching Methods

- On-line interactive learning module
- Videotaped session
- Facilitated discussion
- Interviews

Funding

Provided by McMaster University, Program for Inter-professional Education and Research (PIPER)

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Evaluation Methods

- Peer review of on-line module
- Pre/post evaluation

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Outline Thumbnails Notes Search

- 1. **Public Health Interprofessional Education**
- 2. Navigation
- 3. Your Instructors
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- 5. Learning Outcomes
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- 9. Definitions Knowledge Check
- 10. IPE Skills Continuum
- 11. Competencies
- 12. Reflection
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- 14. Barriers
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- 21. Acknowledgements


Public Health Interprofessional Education Orientation Learning Module



**McMaster University,
Faculty of Health Sciences**



**City of Hamilton Public
Health Services**



**Region of Waterloo
Public Health**

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Students & PH Practitioners Involvement

- Informed and validated the content
- Evaluated module utility and effectiveness
- Participated in the educational methods

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On-line Learning Resource

Purpose

- Explain IPE collaborative practice concepts
- Describe role and responsibilities of PH professionals

Medium

- Articulate software

http://www.ltrc.mcmaster.ca/IPE_Orientation/player.html

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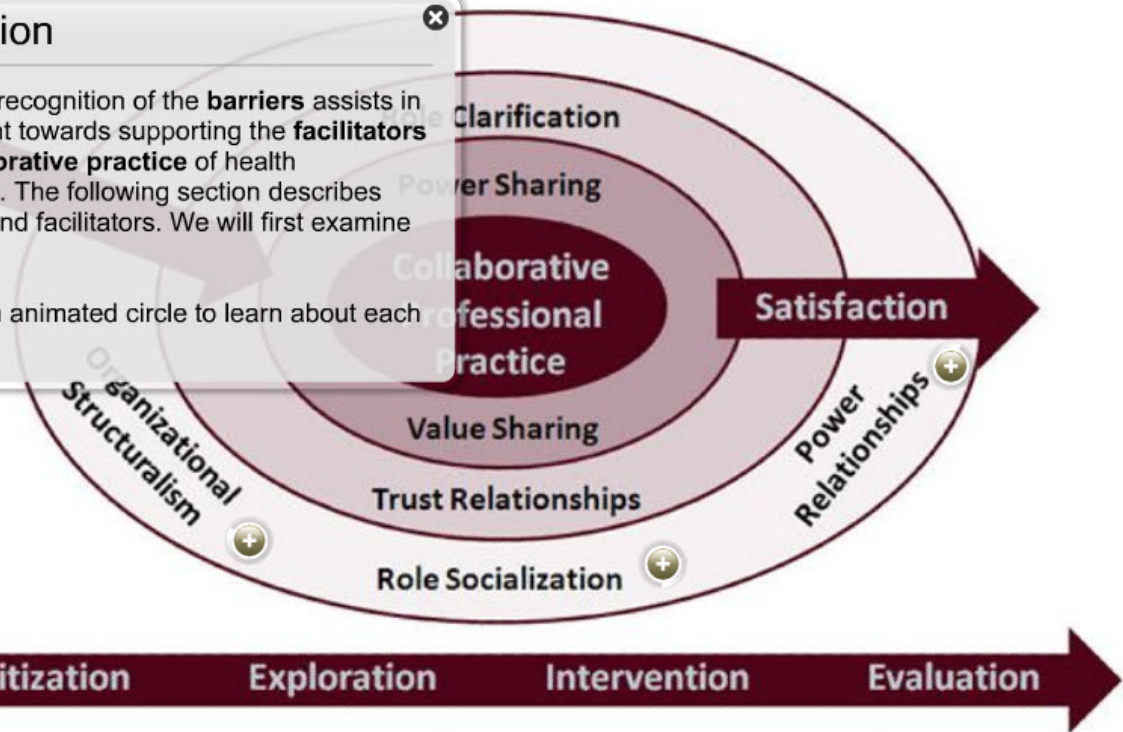
Barriers

A Practice Model

Introduction

In the model recognition of the **barriers** assists in the movement towards supporting the **facilitators** in the **collaborative practice** of health professionals. The following section describes the barriers and facilitators. We will first examine barriers.

Click on each animated circle to learn about each barrier.



Conceptual Model for Patient-Centered Collaborative Interdisciplinary Practice © C. A. Orchard



Engage – Tabs Interaction with Video



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Competencies

Interpersonal and Communication Skills

Client-Centred and Family Focused Care

Collaborative Practice

Interpersonal and Communication Skills

Definition:
Consistently communicates sensitively in a responsive manner, demonstrating the ability to integrate professional and personal knowledge and



maintains constant communication with each other to keep everyone on the same page and foster patient trust





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Competencies Knowledge Check

Question 1 of 3:

Now that you have learned about definitions, competencies and a model of interprofessional collaborative practice, assess your knowledge using the following questions. Which of the following are the three domains of competencies of interprofessional collaboration. Select the three domains that apply.



- Client-centred and family focused care
- Cooperation and collaboration
- Interprofessional and communication skills
- Partnership and interdependency
- Collaborative practice

Submit

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SLIDE 16 OF 22

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Engage – Tabs Interaction with Graphic



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Outline Thumbnails Notes Search

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Roles and Responsibilities

MOH/AMOHs

PHNs

PHIs

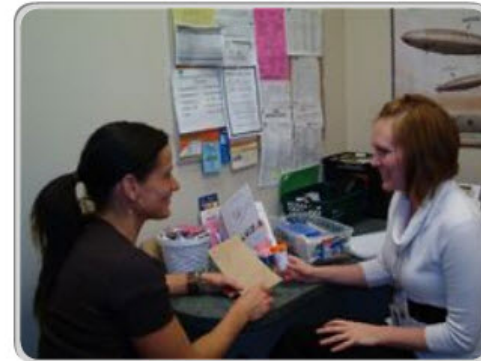
Public Health
Epidemiologists

Health Promoters

Public Health Dietitians

Public Health Dentists

PHNs



Qualifications

Public Health Nurses (PHN): hold a Baccalaureate degree in nursing, which includes public health nursing and/or a certificate/diploma in public health nursing. PHNs are a regulated health profession under the Regulated Health Professions Act (RHPA) and hold a license from the College of Nurses of Ontario.





Literature Review

- Effectiveness of IPE (Reeves et al., 2008)
- Client focused HC system (Romanow, 2002)
- System application -health & education (Papa et al., 1998; D'amour & Oandasan, 2005)

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Common Definitions

- Professional
- Discipline
- Inter-professionality
- IPE
- Teamwork
 - Multidisciplinary
 - Interdisciplinary
 - Trans disciplinary

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Supportive Structures

- Continuum of IP collaborative practice skills
- Components of Collaborative practices
- IPE Competencies (BC College of Health Disciplines)
- IPE Practice Model
- Public Health
 - Core Competency #4
 - Discipline specific competencies

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Continuum of IP Collaborative Practice Skills

- Harmonizing model

Communication

Consultation

Cooperation

Coordination

Collaboration

Collaborative practice

(Verma, Paterson & Medves, 2006)

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Client-Centred and Family Focused Care

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SLIDE 11 OF 22

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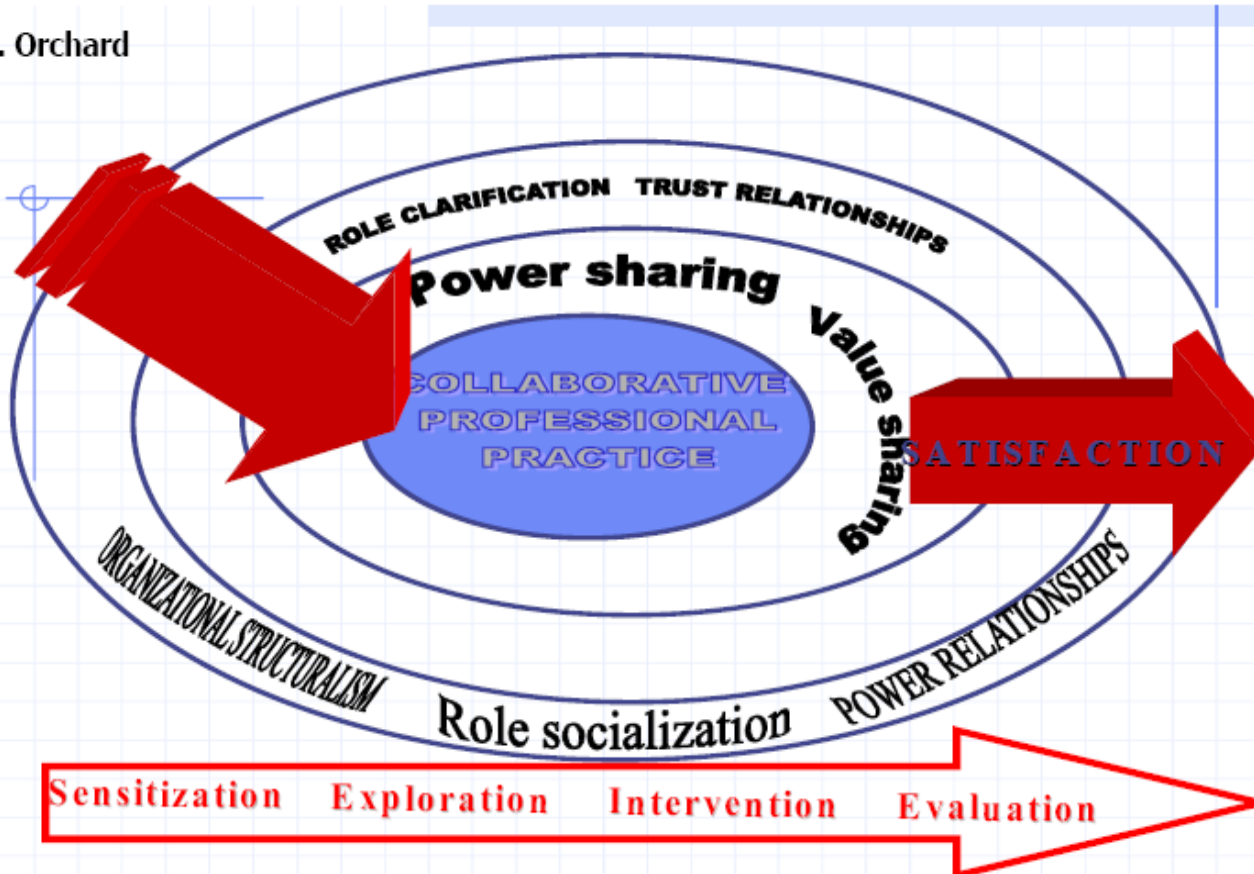
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Inter-professional Practice Model (Orchard et al., 2005)

Figure 1 CONCEPTUAL MODEL FOR PATIENT-CENTERED COLLABORATIVE INTERDISCIPLINARY PRACTICE

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Evaluation Results

On-line Peer Review (N=12)

- Quality of the content
- Effectiveness of the module
- Use of technology and its ease of use

Conclusion: *an effective easy to use on-line IPE teaching/learning tool with high quality content developed.*



Preliminary Results: Quantitative

Demographics

N= 5, female, nursing and medicine students

Quantitative results

- Previous experience
- PHI role was not recognized (post)
- Activities of PH practitioners known except preparing budget
- IPE rated with high importance



Preliminary Results: Qualitative

Emerging Themes

Common

- Understanding roles
- Communication
- Sense of respect and trust

New

- Value of equality and inclusiveness
 - “..allowing everyone to have a voice and opinion, carrying equal weights in the common goal”



Limitations

- Pilot
- Sample size
- Video recording

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Implications

- Orientation
- IP collaborative practice competencies
- Undergraduate curriculum

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Summary

- This small pilot developed a new IPE resource and explored the introduction of inter-professional education in public health.

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QUESTIONS?