

11<sup>th</sup> *National Community Health Nurses Conference*

# **Sustainable Interprofessional Community Practicums**

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# Key Learning Objectives

- To identify key steps in building & aligning curriculum for sustainable interprofessional community health nursing practicums
- To gain insight into IP these practicums – benefits and challenges
- To inspire other educators to consider inclusion of similar practicums into their curriculum to enhance Community Health nursing education outcomes
- To present the impact these practicums are having on students at the entry to practice level

# Community Health Courses

## BScN Year 4

### Community Health Theory Community Practicum & Labs

Project based  
Teams of 3-6 students  
Tuesdays 8 hours x 12 weeks

Weekly reports  
Secondary data analysis  
Gantt chart  
Implementation  
Report  
Final presentation/display

## Dental Hygiene Year 3

### Health Promotion Intervention Community Applied Theory

Project based  
Teams of 3-4 students  
Tuesdays 2 hours x 14 weeks

Weekly reports  
Secondary data analysis  
Gantt chart  
Implementation  
Report  
Final presentation/display  
Active Community Intervention

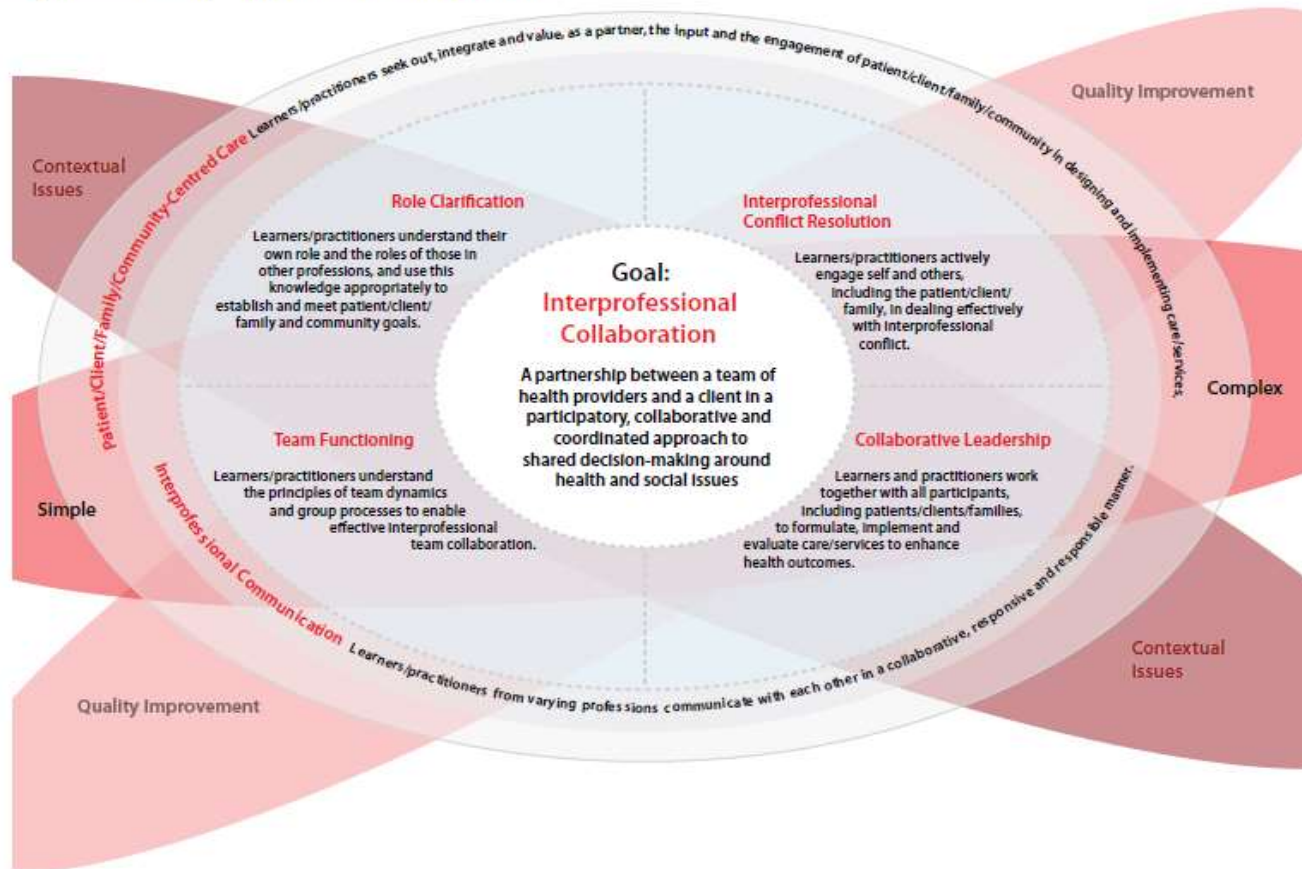
# Quick Reference Guide

## NATIONAL INTERPROFESSIONAL COMPETENCY FRAMEWORK

The CIHC National Interprofessional Competency Framework describes the competencies required for effective interprofessional collaboration. Six competency domains highlight the knowledge, skills, attitudes and values that together shape the judgments that are essential for interprofessional collaborative practice. These domains are:

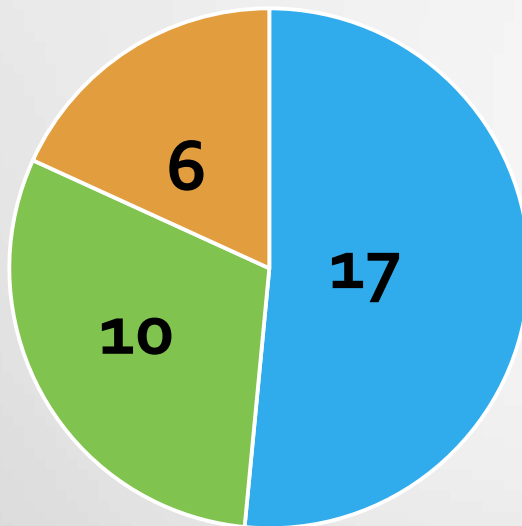
- Role Clarification
- Team Functioning
- Patient/Client/Family/Community-Centred Care
- Collaborative Leadership
- Interprofessional Communication
- Interprofessional Conflict Resolution

The following diagram represents the configuration of the six domains and highlights three background considerations that influence how the competency framework may be applied in different situations.



# IPE Community Projects - Overview

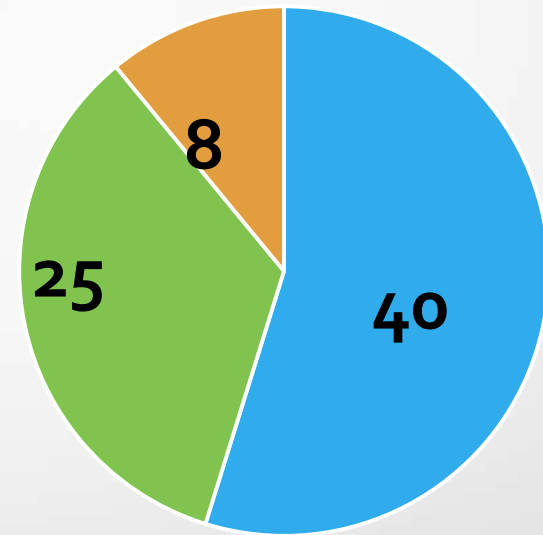
Fall 2013 - Pilot



■ BScN students ■ DH students ■ Instructors

5 projects  
27 students

Fall 2015 - 3<sup>rd</sup> year



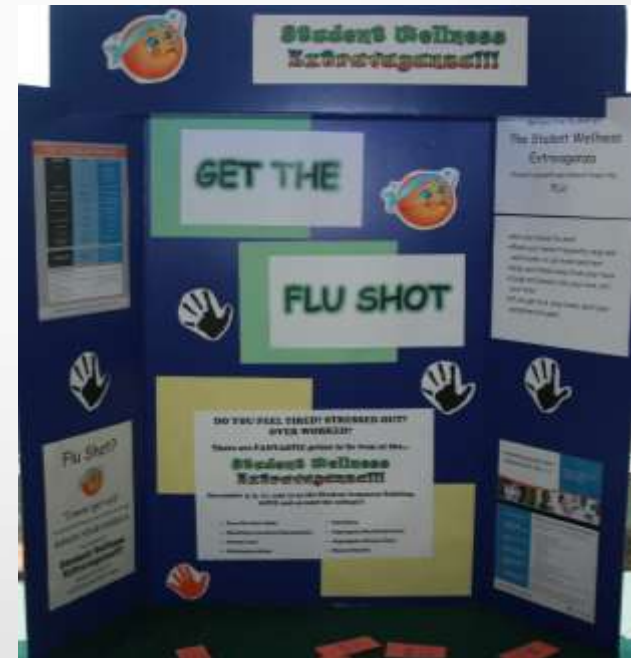
■ BScN Students ■ DH Students ■ Instructors

10 projects  
65 students

# SODA – Safe Ottawa Drinking Alliance



# Flu Clinic Team



*Sustainable Ongoing Projects...3 years in a row*



# Harm Reduction

## AC Team



## Solutions S Team

“It was an excellent contribution to the understanding and enhancement of oral health for people with developmental disabilities ... it was fantastic”.

- Liz Kacew (instructor)

**What:** Raise awareness regarding oral health among adults with developmental disabilities (DD)

**Major project:** Promote Sharing Smiles

- Video

*Reaching outside the college setting*

# Ottawa Public Health Tobacco Team

To perform an environmental scan with a sample of dental clinics in Ottawa and their current smoking cessation interventions



## RNAO & LTC

Working with RNAO Best Practice Coordinator within Champlain LHIN

- Partnered with LTC residence near college

Primary Research

- 81 surveys to BScN students
- On site: shadow LTC staff, performing oral assessments under direction of dentists and DH students – working together

***Building new partnerships & expanding to the community.....***



# Facilitative Processes

## Instructor Planning and Calibration:

- Pre-term planning
- Orientation for instructors
- Ongoing communication throughout term

## IP Team orientation:

- Role discovery exercise
- Competency framework presented and linked to community practice

## Team Functioning and management tools

- IPE Team agreement
- Gantt chart & Weekly reports

## IPE teams:

- Final presentation
- Final report submission

# Qualitative Feedback

- “...that interprofessional collaboration is a **vital element** to a successful and holistic health care approach.”
- “It is this kind of reciprocating learning that **results** in the best form of health care possible.”
- “I was given a great opportunity to work with some pretty awesome community partners and I believe I have gained them as **lifelong** professional and interprofessional contacts”
- “...we got **first-hand experience** on professional and interprofessional collaboration and relationship building through a mutual goal”
- “**Establishing** interprofessional relationships contributing to the care and safety of the community can only **lead to** positive healthcare outcomes for the patient/client. “

# Challenges & Strategies

- Different requirements
- Different schedules
- Different supervision
- Credit for IPE activity
- Focus of IPE projects
- Modifications
- Students solutions
- Adaptation of evaluation
- Creation of guidelines and protocols manual

## Next steps: Fall 2016

- Sustainability: developing a manual; presenting to Chairs and Dean
- Modifications: DH program changes to improve alignment
- Distinct guidelines: course outlines include IPE stream
- New Projects and Partnerships: RNAO, Oral Cancer/HPV and tobacco

# Conclusion

Thank You!

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