

<p style="text-align: center;">WORKSHOPS SESSION 2 Tuesday, 6 April 2010: 1100 – 1300 hours</p>

TRAINING TRAINERS TO FACILITATE IPE WORKSHOPS

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Background:

The need for interprofessional collaboration is driven by the belief that if professionals are knowledgeable about the skills and roles of each other, it will enable more efficient practice and ultimately optimal patient/client care. Therefore, one of the major focuses of the Australian health care system is to promote effective interprofessional learning and collaboration.

This workshop will provide an overview of several elements within a larger study titled: Building Clinical Placement Capacity through IPE. This project was funded by the Department of Human Services (Victorian State Government), has several specific aims, including the development of interprofessional education (IPE) teaching and learning toolkits for the use in both 'train the trainer' and 'student' IPE workshops. This workshop will provide delegates with an opportunity to participate, learn and reflect as IPE 'trainers' and 'students'.

Principles of Workshop Design:

The content of the 'train the trainer' IPE workshop centres on six key concepts: i) patient-centred practice, ii) interprofessional learning, iii) communication, iv) collaboration, v) conflict resolution and vi) reflection. In recognition of the learning and expertise that participants bring to each workshop, learning activities are underpinned by the principles of adult learning. With collaboration a central concept in effective interprofessional working, workshop activities also draw on the principles of peer learning to engage participants. To increase the potential for participants to transfer this learning to their own work environments, they are given the opportunity to reflect on the activities in which they are engaged: prompts such as 'what are you doing?', 'why are you doing it?', 'how could you evaluate learning?', 'how could you modify this activity?' are used to guide this reflection.

Aim:

The aim of this workshop is to demonstrate a 'workshop within a workshop' – a workshop for trainers which works on two levels: the student workshop and the meta-commentary for trainers. Delegates will participate in activities both as 'trainers' and as 'students', allowing delegates to examine the utility of specific IPE learning activities, while also exploring how to deliver similar IPE workshops in their own health and learning contexts.

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INTERPROFESSIONAL COLLABORATIVE PRACTICE MODELS IN SOUTH-EASTERN AUSTRALIA

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Goals and objectives for Interactive workshop:

1. Share the experience of three different Interprofessional Collaborative Practice (IPCP) implementation models, within the health care setting, at three different locations across Australia.
2. Open discussion forum to share similar models and initiatives
3. Exploration of ideas and suggestions for sustainability, overcoming challenges and focusing on linking IPCP to health outcomes.

The 3 Models:

ACT Health: A full time dedicated program officer, within a health care setting, rolls out IPCP workplace education, writes policy and links IPCP to workforce innovation. There is also associated ongoing research and publication in collaboration with several universities. Strong links to political drivers are proving successful in gaining support.

Launceston General Hospital, Tasmania: A dedicated program manager began by conducting research within an acute hospital medical ward. A program of workplace interprofessional learning (IPL) has been rolled out and the ward model has been extended across the hospital. The IPL program includes a comprehensive selection of simulation and communication activities and workshops. Associated research, evaluation and publication is ongoing.

Monash University Department of Rural & Indigenous Health, Victoria: A dedicated senior lecturer rolls out a comprehensive education program for both undergraduates and postgraduate health workers. A community based network is being developed across the state of Victoria to champion IPCP. An innovative focus on IPCP for student placements is proving successful.

Workshop Outline:

Presentation of the above 3 models with opportunity for discussion, questions and answers.

Small group discussions addressing questions such as:

- How can we support fledgling programs and entertain robust conversations whilst supporting the differences to enable the collaborative learning to go forward?
- How do we think big whilst taking the little steps to create sustainability?
- Is there true collaboration across the health and university sectors? If so, what does it look like and how is it supported?

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INTERED GLOBAL AFFAIRS: COMMUNITY ENGAGEMENT

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InterEd Global Affairs Committee & University of Toronto, Canada

Recent events have aligned for interprofessional collaboration to reach the highest levels of the global health agenda. The world is looking for innovative solutions to the most complex of challenges, and enhanced teamwork across the health professions could be a mainstay of each and every one of them. Creative energy has been emanating effervescently from recent international conferences, regional networks, and local initiatives, and research has advanced to the point of action. The World Health Organization has recently drawn attention to this issue and there are now countless advocates worldwide who are strategically placed and capable of making a global contribution. Interprofessional collaboration is ready to be taken to the next level.

A new initiative, InterEd Global Affairs, has been launched to catalyze and accelerate global progress in interprofessional collaboration through community engagement, knowledge translation and the utilization of evidence to inform decisionmaking.

Four streams of activities are underway, centred around 1) community 2) knowledge, 3) advocacy, and 4) policy.

But as a catalyst and accelerator for action, the contribution of InterEd Global Affairs will be greatest if built on the established strengths, structures and successes of the interprofessional community.

We actively seek the partnership of existing networks, institutions and individuals who are supportive of this vision and who want to meaningfully contribute to its achievement.

This workshop is about engaging the IPE/CP community in global affairs and discussing ways that interested leaders can contribute to our common goals.

The format will be a facilitated discussion with participants having the opportunity to shape a global affairs agenda.

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HUMANISM IN SURGERY – CONTINUUM OF CARE: A SIMULATION-BASED EXPERIENTIAL MODEL TO FOSTER SURGICAL AND COMMUNICATION SKILLS

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Background:

Technical procedural and communication skills are seldom taught together yet are required to be integrated in clinical practice. Complex communication challenges (e.g. informed consent, bad news, end of life decisions, interprofessional communication) may only be formally taught opportunistically. This workshop will provide immersive experiential learning of humanistic and technical skills for surgical practice with the support of a standardized/simulated patient (SP), simulator kit (e.g. skin lesion pad) and simulated clinical environment. Using one patient's story, the workshop begins with a procedural task to be performed and then advances through several phases of care. Technical expertise and advanced communication skills for interacting with the patient, family and health care team will be explored via this human simulation.

Intended Outcomes:

Participants will:

1. Experience and/or observe this experiential model across a continuum of care
2. Discuss the benefits and challenges for learners, SPs and tutors
3. Identify potential applications in their own and other areas of clinical practice.

Structure:

Interactive session that includes:

1. Facilitated group discussions
2. Interactive exercises
3. Observation and/or participation in live simulations
4. Small group problem solving

Intended Audience/Level of Workshop:

This workshop is for clinical educators.

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STUDENTS AS CHANGE AGENTS: CREATING INCENTIVES FOR INTERPROFESSIONAL LEARNING AND QUALITY IMPROVEMENT IN HEALTH CARE

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Faculty of Health Sciences, Linköping University, Sweden

This interactive workshop will describe, discuss and problematise an innovative approach to interprofessional education that recently has been implemented jointly between the Faculty of Health Sciences, Linköping University and the County Council representing the official body responsible for health care in the region. Students form interprofessional teams to initiate, follow and evaluate quality improvement projects as a mandatory part of their undergraduate programme. So far, 200 students have been involved in this activity with promising initial results. The basic idea of the innovation is to use students as change agents and brokers between undergraduate education and clinical practice, with the ultimate aim to create incentives for quality improvement in health care. By this, we are suggesting that students in interprofessional teams might be considered as a new and fourth potential actor in health care alongside with staff, patients and their families.

The workshop will focus on aspects critical to this innovation. Possible obstacles and challenges for developing the role as legitimate peripheral participants that students and professional novices face as brokers between the different communities of practices in education and health care will be discussed. Particular reference will be given to the conditions for realising the innovation through a) the development of liaisons between the University and the County Council, b) the development of curriculum structures that support and sustain the innovation c) the development of a research program that combines research methods that will enable a deep understanding and critical appraisal of the innovation.

The delivery of the workshop will be short presentations by the authors and video-clips that will work as triggers for further discussions and analyses by the workshop participants.