

**WORKSHOPS SESSION 1**  
**Tuesday, 6 April 2010: 0900 – 1100 hours**

**ASSESSMENT IN INTERPROFESSIONAL EDUCATION: WHY IT IS NEEDED!**

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**Background:**

Interprofessional education (IPE) is a high priority for governments and medical education providers. Such education and learning should promote collaborative practices, prepare learners for effective team working and improve patient centered care. Nonetheless, work is still necessary to define appropriate assessment and evaluation methods and standards in IPE.

**Intended outcomes:**

Research suggests that improved patient outcomes in IPE can be achieved by engaging in interprofessional learning and education. The use of appropriate assessment and evaluation methods will be critical to determine if learning has occurred. In this workshop, participants will develop an understanding of useful assessment in IPE, focusing on different methodologies and on the development of an IPE assessment blueprint framework. Van der Vleuten's utility framework, which incorporates reliability, validity, feasibility and educational impact, will be used as the basis for the format of this workshop to determine how useful assessment of IPE can be in determining what standards should be set.

**Structure:**

A combination of didactic presentations and interactive small group discussion with practical examples will be employed to address:

- The importance of assessment in IPE
- When assessment in IPE should be undertaken
- What assessment methods may be useful in IPE
- How to determine the usefulness or utility of assessment tools by understanding reliability, validity, educational impact and feasibility
- Progression of IPE from novice to expert in determining standards in IPE

**Intended Audience:**

This workshop is aimed at health care providers of all levels with interests in IPE, assessment and evaluation.

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**MENTOROPOLY: A TRAINING RESOURCE FOR BOTH MENTORS AND STUDENTS**

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<sup>1</sup>*Austin Health*

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**Introduction:**

Educational gaming is a process that appears not to be something which has been recognised as a valid teaching tool. However given that we recognise that there are different types of learning styles, further exploration was warranted.

Students today come from a totally different perspective from say five years ago. They are all technologically savvy, and love things that move quickly and keep them engaged and stimulated. To try and teach them using traditional didactic approaches is a massive challenge. Everything is needed or expected now, and this is just not possible in a clinical environment, where it is not about the student, but the patient.

**Method:**

In order to bridge the gap between the mentors and the students, a novel approach was taken to enhance learning for these groups of people through the use of a designed board game. This board game is used to simulate incidences that occur within a clinical environment, and is used as a springboard for discussion with both mentors and students

**Discussion:**

Through this innovative teaching strategy a dynamic learning environment is created, enabling an active learning process, in a “safe” environment, which can result in immediate feedback. Experiential learning allows students and also mentors to understand a concept, generalise and apply the understanding to new situations, or combine the understanding with other concepts they have learned. Not only are games viewed as providing psychological benefits, particularly in motivating younger workers to get involved with workplace tasks, it creates development of clinical skill mastery.

**Results:**

This presentation will explore some of the benefits resulting from the board game mentoropoly, and demonstrate it's usefulness, as a novel and fully engaging method to enhance the learning of new students and interns in a clinical environment.

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**SIMULATIONS FOR INTERPROFESSIONAL LEARNING**

Judy Stone

*ACT Health, ACT, Australia*

This interactive workshop has the potential to provide an opportunity for participants to create, share and trial simulations for interprofessional learning. The emphasis would be upon simulations which are low tech and paper based. Participants would be encouraged to include scenarios which are community and primary health care based, dealing with chronic disease, complex health needs and aged care. These simulations would ideally be flexible and applicable to both undergraduates and qualified health workers. They would aim to promote communication, team work and situational awareness in context.

This workshop would cover the consideration of design, delivery, and evaluation of simulations. Through an interactive process existing simulations could be shared, trialled, critiqued and improved. Those who would like to create a simulation but have no experience will be supported by those who have experience in this area. This would be a forum to exchange ideas, prior experience (both good and bad) and work out what works best to achieve the desired learning outcomes. It could see the beginning of an international community of practice specifically interested in the design, delivery and evaluation of interprofessional simulations.

Outline of proposed program:

Introductions

Icebreaker 'mini' simulation (in pairs)

What is a simulation?      Discussion & consensus      ½ hour

Sharing of prior experience with simulations

Discussion of learning objectives and alignment

Examples of simulations explained and presented      ½ hour

Trial of up to 5 simulations in small groups

Feedback and debrief of trialled simulations      ½ hour

Whole group construction of a simulation

Trial and modification of simulation

Debrief and evaluation      ½ hour

Post conference establishment of electronic sharing network of simulations, organised by workshop facilitator.

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**TOMORROWS INTERPROFESSIONAL EDUCATORS: ENSURING QUALITY THROUGH THOROUGH PREPARATION FOR THOSE WHO LEAD INTERPROFESSIONAL LEARNING**

Elizabeth Anderson, Marilyn Hammick, Elizabeth Howkins, Susanne Lindqvist, Helena Low & Jill Thistlethwaite  
*Centre For The Advancement Of Interprofessional Education (CAIPE), UK*

**Aim:**

This workshop will highlight the pedagogic challenges of facilitating interprofessional learning (IPL) and offer solutions for developing advanced competence in leading interprofessional teaching. The workshop is suitable for all those with a quality assurance role in interprofessional education (IPE).

**Background:**

Evidence indicates that staff development in the facilitation of IPE is essential and specific knowledge, attitudes and skills are required by facilitators to ensure effective IPL. The majority of teachers who engage with IPE have originally taught profession specific curricula from which they may develop a limited teaching repertoire that can restrict their ability to transfer their skills to meet interprofessional learning outcomes. Many are unfamiliar with the small group teaching methods used in IPE and some may be unaware of the value-laden interactions that naturally occur as students learn about, from and with each other. In this workshop board members from the UK Centre for the Advancement of Interprofessional Education (CAIPE) will share their range and depth of experiences in IPE staff development with participants, offering evidence based solutions for effective preparation of IPL facilitators.

**Content:**

Participants will engage in interactive small group tasks and explore the challenges for quality assurance of:

- ensuring the right attitudes and commitment for IPE among those who teach
- the skills necessary to support IPL
- how these skills might be developed and nurtured
- the alignment of IPE teaching, learning and assessment
- ensuring year-on-year quality through excellent IPL facilitation.
- supporting role models within competing practice and academic priorities
- career pathways for leaders of IPE
- the research challenges of engaging, supporting and maintaining effective IPL facilitation.

**Outputs:**

Outcomes will address the on-going concerns for quality assurance related to how IPL is facilitated. Participants will leave with a set of Top Tips in IPE staff development.

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**HERDING CATS: INTEGRATION OF MULTIPLE PROFESSIONS WHILE EFFECTIVELY DELIVERING CASE-BASED LEARNING**

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**Abstract (2-hour workshop):**

In helping to prepare healthcare professional students for an interprofessional team based approach to healthcare delivery, Western University of Health Sciences (WesternU) has adopted a small group, case-based approach to enhance the learning experience. The unique challenges to this approach include designing and facilitating cases that not only enhance learning for all nine of our healthcare professional programs, but also provides opportunities to explore healthcare issues, and captivates students' interest. WesternU has created a process for case development whereby students can apply critical thinking skills for a multitude of competencies that are crucial to any healthcare professional.

To demonstrate this method, workshop participants will develop, implement, and facilitate a condensed case applying a timely, realistic scenario of an emerging infectious disease threat to both human and animal populations. The workshop will promote small group learning, integrated curricula, and group development.

Workshop participants will:

- Review and understand one model of a case development process;
- Engage in a condensed version of a case-based learning process;
- Facilitate critical thinking and non-cognitive values and behaviours, including:
  - Communication and collaboration, such as building trust with other members
  - Scope of practice/review of professional roles; showing acceptance and interest in other people's roles
  - Interprofessional teamwork; listening to others
  - Legal/ethical issues
  - Quality of life issues
  - Inter-species, one health issues
  - Cultural awareness; enhancing group dynamics
  - Community and global based healthcare systems; sharing your vision with other members
  - Awareness of psycho-social and socio-economic issues