Interprofessional Fieldwork Placements
Effectively Utilizing Peer-Learning and Collaborative Practice
Introductions

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Workshop Objective

To develop an understanding of how interprofessional student supervision and a peer-learning model can be utilized within a clinical rehabilitation setting to enhance fieldwork education.
Links to ENOTHE 2014 Objectives

- Fieldwork educators will learn how a collaborative supervision model enables peer-learning and student competency in an inter-professional (IP) rehabilitation setting.
- The ‘smart’ utilization of innovative and collaborative fieldwork education strategies will effectively increase student access to practical occupational therapy education.
- The collaborative educational opportunities within the Inter-professional Student Service (ISS) increase fieldwork capacity, decrease patient waitlists and prepare students for multidisciplinary practice.
- Fieldwork within the ISS develops student IP competencies in communication, collaboration, role clarification and reflection (HSERC, 2010) which increases professional reasoning and accountability.
Workshop Agenda

- Definition and frameworks for interprofessional (IP) education
  - IP Competencies

- Overview of Interprofessional Student Service (ISS)

- Interactive activities to demonstrate how the ISS promotes and facilitates interprofessional (IP) competencies for rehabilitation students

- Outcomes from the ISS
Definition of Interprofessional (IP) Education

Occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

(WHO Report, 2010)
Student IP Education within the University of Alberta MScOT Curriculum

- Health Sciences Education & Research Commons (HSERC)
  - Early exposure IP experience in first month of Year 1 (IP Launch)
  - Campus-wide IP health sciences course in Year 1 (IntD 410)

- Reflective Assignment regarding IP fieldwork experiences for Year 1 Introductory Fieldwork Placement

- Designated IP placements at intermediate and advanced levels, including ISS

- Fieldwork evaluation tools regarding professional interactions

- IP Objectives in all fieldwork course outlines
Current interprofessional education and practice in the Canadian context ...
Canadian Interprofessional Competency Framework
Canadian Inter-professional Health Collective (CIHC)
Interprofessional Learning Pathway Competency Framework
Health Science Education & Research Commons (HSERC)
University of Alberta
IP Competencies

Communication
Collaboration
Role Clarification
Reflection

(HSERC, 2010)
Why do we teach IP?

- Start students practicing interprofessionally and they will continue to practice interprofessionally throughout their careers.
- Creates ideal situation for client to be served effectively throughout the healthcare system.
- Provides a trusting and safe learning environment.
- Promotes the integration of reflective practice and lifelong learning.

Aim is to:
- Establish interprofessional teams not just multi-disciplinary teams.
- Share responsibilities and perspectives.
- Create partnerships so team members value and trust each other.
- Foster interdependency in order to meet client goals together.
- Eliminate power imbalances by establishing equal and empowered work relationships.

(EPHIC, 2013)
Why do we teach IP?

How can they work together if they don’t learn together?
Interprofessional Student Service History

- Redevelopment of the outpatient program of a major rehabilitation hospital

- Collaboration between the Glenrose Rehabilitation Hospital and the University of Alberta
  - Steering Committee
  - Working Group
Interprofessional Student Service Mission

To provide a collaborative model of student education and patient/family-centered care through partnership with academic teaching facilities, community programs and mutual relationship within the Glenrose Rehabilitation Hospital

(Alberta Health Services, 2012)
Interprofessional Student Service Objectives

- Increase number of student placements
- Increase access to outpatient rehabilitation services
- Prepare students for IP collaboration by showcasing and promoting student involvement in IP practice
Interprofessional Student Service Overview

- Students work as an IP team within an outpatient program of a major rehabilitation hospital

- Students from 4 disciplines
  - Occupational Therapy
  - Physical Therapy
  - Speech & Language Pathology
  - Recreation Therapy

- Collaborative, peer-learning model
  - Discipline specific
  - Interprofessional

- Supervision ratio 2:1 or 3:1 (students: educator)
Interprofessional Student Service
Role of the University of Alberta

- Partnership with the Faculty of Rehabilitation Medicine
  - Occupational Therapy
  - Physical Therapy
  - Speech & Language Pathology

- Each department is involved with ISS Steering Committee

- Each department is involved in Working Groups for each ISS discipline

- Committed to sending students to ISS year-round

- Provides teaching support to ISS Clinical Educators

- Provides formal clinical appointments to ISS Clinical Educators
Interprofessional Student Service
Role of the Clinical Educator

- Coordinate and develop appropriate caseload for each student
- Provide clinical coaching and mentoring
- Provide appropriate supervision and support
  - Regular observation of student(s)
  - Participate in patient discussion pre/post session
  - Review documentation
  - Weekly progress meetings
- Model skills and behaviors – Clinical, Professional, Interprofessional
- Maintain a close connection with the Academic Coordinator of Clinical Education at the University of Alberta
Interprofessional Student Service
How does it work?

- Students are at intermediate or advanced level of training
- Each Clinical Educator is responsible for 2-3 students at a time
- Clinical Educators from each discipline are committed to **creating** interprofessional placement experiences and **collaborating** to ensure interprofessional opportunities
- Student treatment sessions can occur simultaneously with Clinical Educator supervising multiple sessions at the same time
How do we teach and foster IP within the ISS?

- Shared space
  - Office space
  - Treatment space

- Weekly student-led IP rounds

- Collaborative assessment and treatment sessions
  - Individual clients
  - Groups

- Collaborative student projects

- Weekly workshops addressing the IP competencies
  - Communication
  - Collaboration
  - Role Clarification
  - Reflection
IP Component – Collaborative Assessment & Treatment

• Clients requiring multi-disciplinary treatment are identified and selected

• Patients are scheduled to have collaborative assessments and/or treatments with students

• Students developed a collaborative assessment tool
  • Guiding common areas for discussion
  • Collaborative documentation
  • Collaborative goal setting
Students work together on collaborative projects and present at the end of each placement session.

Examples of past student projects:

- Golf clinic – OT/PT/RecT
- IADL group – OT/SLP
- Functional mobility group – OT/PT
- Use of Apps – OT/PT/SLP/RecT
- Collaborative assessment forms
- Patient appreciation letter and survey
IP Component – Workshops Addressing IP Competencies

- Focus on interactive and informal learning
- Rotating workshops according to student needs
- All students and clinical educators attend and participate
- Students work with each other in different teams
- Scheduled for 1 hour each week
- Promotes team building
IP Component – Workshops Addressing IP Competencies

- Workshops themes that are currently used:
  - Orientation to program
  - Orientation to the team
  - Commonalities
  - Assessments
  - Discipline-specific Role Exploration*
  - Case Studies
  - Communication*
  - IP goal setting
  - Visual Perception

- Workshops themes that have been trialed but are not currently used:
  - Ethics
  - Technology
  - Communication styles
  - Environmental Inventory
Workshop – Orientation to the Team

- IP Competencies in Focus: Communication & Role
  Clarification

- Questions asked:
  - Why did you choose to go into this profession?
  - Write down a question about something you always wanted to know about another discipline?
  - Write down an acronym you saw in a chart that you did not recognize.
  - Write down jargon you heard during your placement that you did not understand.
Workshop – Commonalities

- IP Competency in Focus: Collaboration & Role Clarification

- Students are asked to place common areas of practice in the inner circle and discipline-specific practice areas in the outer circle...
Workshop – Discipline-Specific Role Exploration

IP Competencies in Focus: Communication & Role Clarification

As a team, students are asked to draw pictures depicting the different disciplines (OT, PT, SLP, RecT) on four quadrants of a large piece of paper ...
Discussion promotes awareness about each discipline’s roles and domain ...
Workshop – Discipline-Specific Role Exploration

Students are asked to explain what they drew and why ...
Workshop – Discipline-Specific Role Exploration

Students are asked if the pictures of the different disciplines have any similar themes ...
Workshop – Discipline-Specific Role Exploration

Students are asked to identify and discuss any stereotypes that are present in their drawings ...
Workshop – Discipline-Specific Role Exploration

IP Competencies in Focus:
Communication & Role
Clarification

OT and SLP students are asked to identify treatment activities that make use of the items in a typical (!) handbag ...
## Workshop – Discipline-Specific Role Exploration

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<td>Sensory input &amp; integration</td>
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<td>Activities of Daily Living (ADLs)</td>
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<td>Oral motor/praxis activities</td>
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Workshop – Communication

- **IP Competencies in Focus: Communication & Role Clarification**

- Students view a video (© University of Toronto) depicting a team discharging a client from acute care.

- Students are asked to identify which actor represents which discipline.

- Discussion is facilitated regarding:
  - Discipline roles
  - Team roles (facilitator, leader, patient advocate)
  - Personal attributes (passive, aggressive, assertive) of team members
  - Team dynamic and what they could do to navigate challenges if they were part of this team
Workshop – Communication

- IP Competencies in Focus: Communication & Collaboration
- In pairs, back to back, students are asked to recreate a Lego structure using only verbal communication ...
Interprofessional Student Service Outcomes

- Students from the University of Alberta MScOT program
- Students from other Canadian OT programs
- International students
  - Holland
  - Austria
  - Australia
  - New Zealand
Interprofessional Student Service Outcomes

From October 2011 – August 2014

Student placements:

52 Occupational Therapy

54 Physical Therapy

18 Speech & Language Pathology (Joined early 2013)

9 Recreation Therapy (Joined late 2013)
Interprofessional Student Service Outcomes

From October 2011 – August 2014
When asked what they learned from having an IP placement experience, students indicated:

- They have a better understanding of own role and other professional roles
- They have developed trust in other professions
- Patient care is enhanced when they collaborate
- They learned from other students during their placements
- They will use IP in their future practice

I learned more in this placement from working with other students than I did in other placements.

(ISS Student)
When asked **what IP knowledge, skills and attitudes they have acquired**, students indicated:

- They have more awareness of the contribution of other professions to assessment and treatment
- They believe they have an increased probability of collaborating with colleagues in other disciplines in the future
- They have improved team communication skills

*When a team really knows each other’s skill sets and trusts the other professionals to target each other’s goals it is a great working team.*

(ISS Student)
• When asked what was the most valuable IP experience in the ISS, students indicated:
  • Observation of other professions/professionals
  • Student-led rounds
  • Workshops addressing IP competencies

When a team really knows each other’s skill sets and trusts the other professionals to target each other’s goals, it is a great working team.

(ISS Student)
When asked about their experience with having a student therapist, ISS clients stated:

- I found student’s very knowledgeable and personable and intuitive.
- ...was very professional.
- ...fresh outlook and positive attitude.
- ...I enjoy learning along with them.
- I will get more knowledge from the student and they will get more knowledge from me.
When asked if they would be willing to work with a student therapist again in the future, ISS clients responded:

• Yes, because I enjoy learning along with them.

• Yes, because I enjoyed learning from them while they were learning.

• Yes, it is nice to be able to help someone to learn their profession.
Interprofessional Student Service Evolution & Challenges

- Space and lack of resources
- Championing IP within a multidisciplinary setting
- Change management and program implementation
- ‘Buy in’ of other staff members regarding IP practice
- Ongoing trial and evolution of workshop content
- Insufficient referral source in early months of program
Setting up an ISS in your facility ...

- Conduct and environmental readiness assessment (IP-COMPASS – quality improvement tool) to identify
  - Challenges
  - Strengths
- Partner with your local university and other stakeholders
- Form the right team to develop goals, direction and an implementation plan
- Become an IP champion and guide the process:
  - Trust your team
  - Maximize individual strengths
  - Autonomy of the individual
  - Shared the power; facilitate, coach and mentor
  - Focus on process as well as product

  (EHPIC, 2013)
What are YOU taking away from this workshop?

IP Competency in Focus: Reflection
References & Resources


• Centre for Interprofessional Education, University of Toronto: http://www.ipe.utoronto.ca/


References & Resources

