

# A Tale of Two Hospitals: Creating Inter-Organizational Synergies in Student IPE

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# Acknowledgments

- Isabella Cheng, Professional & Education Leader for Occupational Therapy, Sunnybrook Health Sciences Centre
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# Background

- **Sunnybrook Health Sciences Centre** and **St Michael's Hospital** are both academic teaching hospitals located in Toronto. Combined they take over 7000 students per year.
- The **Centre for Interprofessional Education (CIPE), University of Toronto (U of T)** is a hub for both Interprofessional Education (IPE) and Care (IPC).
  - Approximately 4200 students from 11 Health Sciences Programs are enrolled in the IPE Curriculum at the University of Toronto.
  - Each year, the curriculum provides over 180 elective learning offerings at U of T and practice sites.



# IPE Elective Learning Activities

As part of the University of Toronto's required IPE Curriculum, elective learning activities support students to learn 'about, from and with' each other.

## Competency Levels:

**Exposure - RED** activities: are introductory, often primarily composed of a didactic component with short discussions and debriefs.

**Immersion - ORANGE** activities: are intermediate, including both didactic features, case-based discussions and formal reflective components.

**Competence - GREEN** activities: include those learning activities that are case-based or delivered as placements. As well, may extend a longer time frame (e.g. 3 interviews over the course of the year).

# IPE Leads Network

A forum for sharing...



# The Question

Could capacity to deliver IPE within the Toronto Hospital system be enhanced by sharing approved learning activities across sites?

## Considerations:

- Content
- Group size
- Timing
- Format
- Quality



# Methodology

Content: Quality & Patient Safety Focus

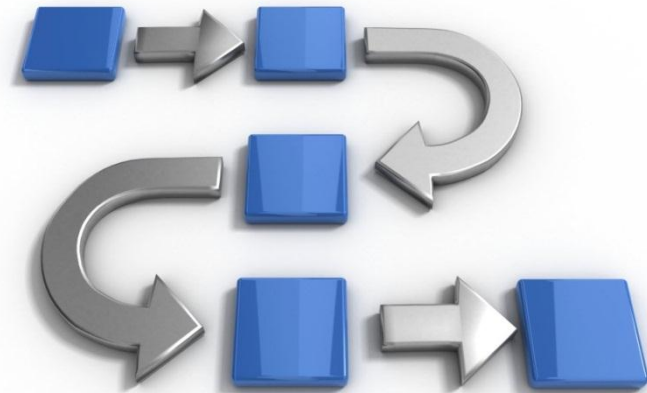
Topics: Health Quality Ontario Update & Gentle Persuasive Approach

Group size: 8-10 (for pilot)

Format: Rounds style presentation with interactive introduction/debrief. Live presentation at 'developer' site and webcast/recorded at 'implementer' site

Learning objectives: Common across sites using a single approval process

Facilitation: Co-facilitation (2 professions); common facilitator guide



# Results: Attendance Data

Across the 4 iterations, there were a total of 45 students in attendance.

| Profession Types              |                            |
|-------------------------------|----------------------------|
| Physical Therapy              | Electromechanical Engineer |
| Nursing                       | Masters of Business        |
| Diagnostic Cardiac Sonography | Pharmacy                   |
| Biochemistry research         | Medicine                   |
| Quality Improvement           | Spiritual Care             |
| Respiratory Therapy           | Radiological Technologist  |
| Medical Lab                   | Social Work                |



# Results: Evaluation Data

## Quality and Safety Rounds

| Questions                      | Avg Response Sunnybrook | Avg Response St Michael's |
|--------------------------------|-------------------------|---------------------------|
| Format helped facilitate IPE   | N/A                     | 4.4                       |
| Content is relevant            | N/A                     | 4.6                       |
| Quality of the Webinar/Speaker | 4.2                     | 4.3                       |
| Debrief                        | 4.8                     | 4.6                       |

## Gentle Persuasive Approach: Student IPE Series

| Questions                      | Avg Response St Michael's | Avg Response Sunnybrook |
|--------------------------------|---------------------------|-------------------------|
| Format helped facilitate IPE   | 4.1                       | 4.5                     |
| Content is relevant            | 4.4                       | 4.6                     |
| Quality of the Webinar/Speaker | N/A                       | 4.5                     |
| Debrief                        | 4.3                       | 4.9                     |

# Results: Qualitative Comments

- *“The pause and play really help us be able to take our time and highlight key points that students wanted to discuss. I think it really enriched the discussion we could have.”*
- *“Having the session pre-taped let us (the facilitators) preview the information. I felt much more prepared to facilitate, then I typically do on the fly.”*
- *“Using the shared webinar allowed our students to consider a topic from another perspective; recognized its impact extended beyond the walls of our own institution”*

# The Benefits

- Enhanced capacity and efficiency
  - Curriculum development
  - Approval process
- Advantage of technology
  - Content preview
  - Customization
  - Pause and play facilitation
- Quality
  - Can build on work of 'developer' site
  - Can learn from facilitators at 'developer' site



# The Challenges

- Complexity and generalizability of content
  - Applicability
  - Competency Level (e.g. exposure, immersion, competence)
- Willingness of sites and accreditors to collaborate and share
- Technology challenges
  - Facilitator comfort
  - Interface/access considerations



# Conclusions/Take Home Messages

- Culture of sharing/collaborating, role modeling the sharing and spirit of creativity
- Additional interest at 3<sup>rd</sup> site with similar preliminary data



