Interprofessional Orientation: Setting the Stage for Establishing Communication, Trust & Reciprocal Understanding of Roles

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Presentation Objectives

- Context
  - Defining
  - Proposed Benefits
- Development
  - Strategic Development
  - Orientation Design
- Evaluation
- Lessons Learned
- Future Directions

CONTEXT

Interprofessional Practice (IPP)

Interprofessional practice is intentional and collaborative. It is supported by learning with, from and about one another to leverage individual and team capacity to optimize health outcomes.

Interprofessional Education (IPE)

"Occasions when members (or) students of two or more professionals associated with health or social care, engage in learning with, from and about one another"

(Reeves, Goldman, and Oandasan 2007,p. 231).

Goals of IPE

To enable nurses to generate greater collaboration between healthcare professionals, through the creation of common knowledge bases and better understanding of one another's professional roles, values and differences

(Barr, 1994; Mendez et al., 2008; Oandasan et al., (n.d); WHO, 1998).

Proposed Benefits

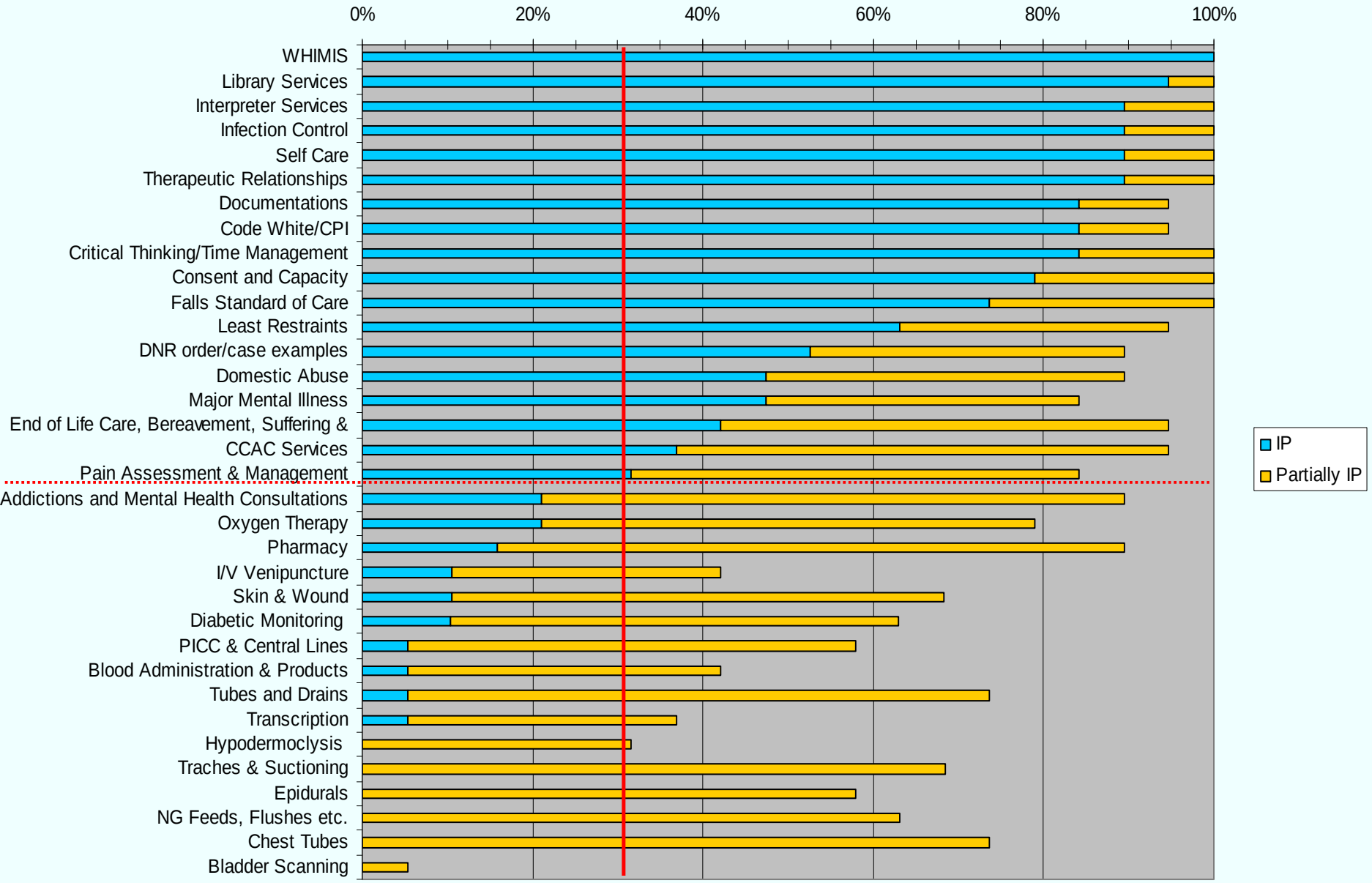
Improve teamwork, overcome functional barriers and ultimately to improve healthcare outcomes

(CAIPE, 1997; Miller, Ross & Freeman, 1999; Oandasan et., (n.d); WHO, 1988)

Strategic
Development

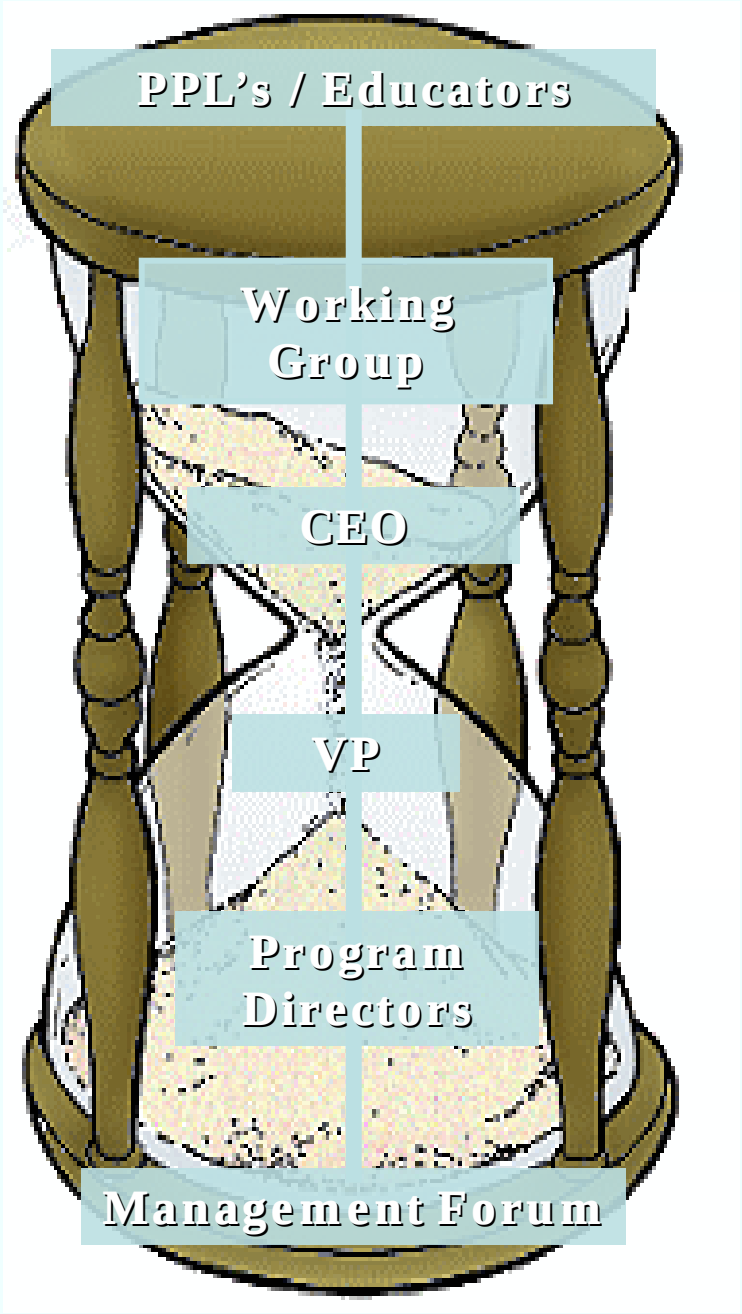
Strategic Plan

Stakeholder Consultation



Working group

- 1 Orientation Project Coordinator (OT)
- 2 Clinical Educators (RNs)
- 1 Professional Practice Leader (SW)
- 1 Professional Practice Leader (RN)
- 1 Clinical Instructor (RRT)



Approval Model

Bottom Up & Top Down

Supported By:

Research & Knowledge Management

Human Resources

Orientation
Design

Teaching Model

Team Teaching Approach extended from the Co-teaching Model

(Crow & Smith, 2003)

Curriculum Topics

Interprofessional Practice & Professional Development
Documentation
Infection Control
Self Care, Critical Thinking & Time Management
Key Interprofessional Standards
Major Mental Illness, Addictions & Abuse
Consent & Capacity
Pain Assessment & Management
Discharge Planning as an Interprofessional Team

Sample Activities

- Documentation:
  - ‘What’s your focus?’
- Key Interprofessional Standards:
  - ‘What’s your role?’
- Pain Management:
  - Case scenario
- Consent & Capacity:
  - Simulated team meeting

Which is NOT a Regulated Health Profession?

- Naturopathy
- Kinesiology
- Paramedic
- Traditional Chinese Medicine
- Psychology

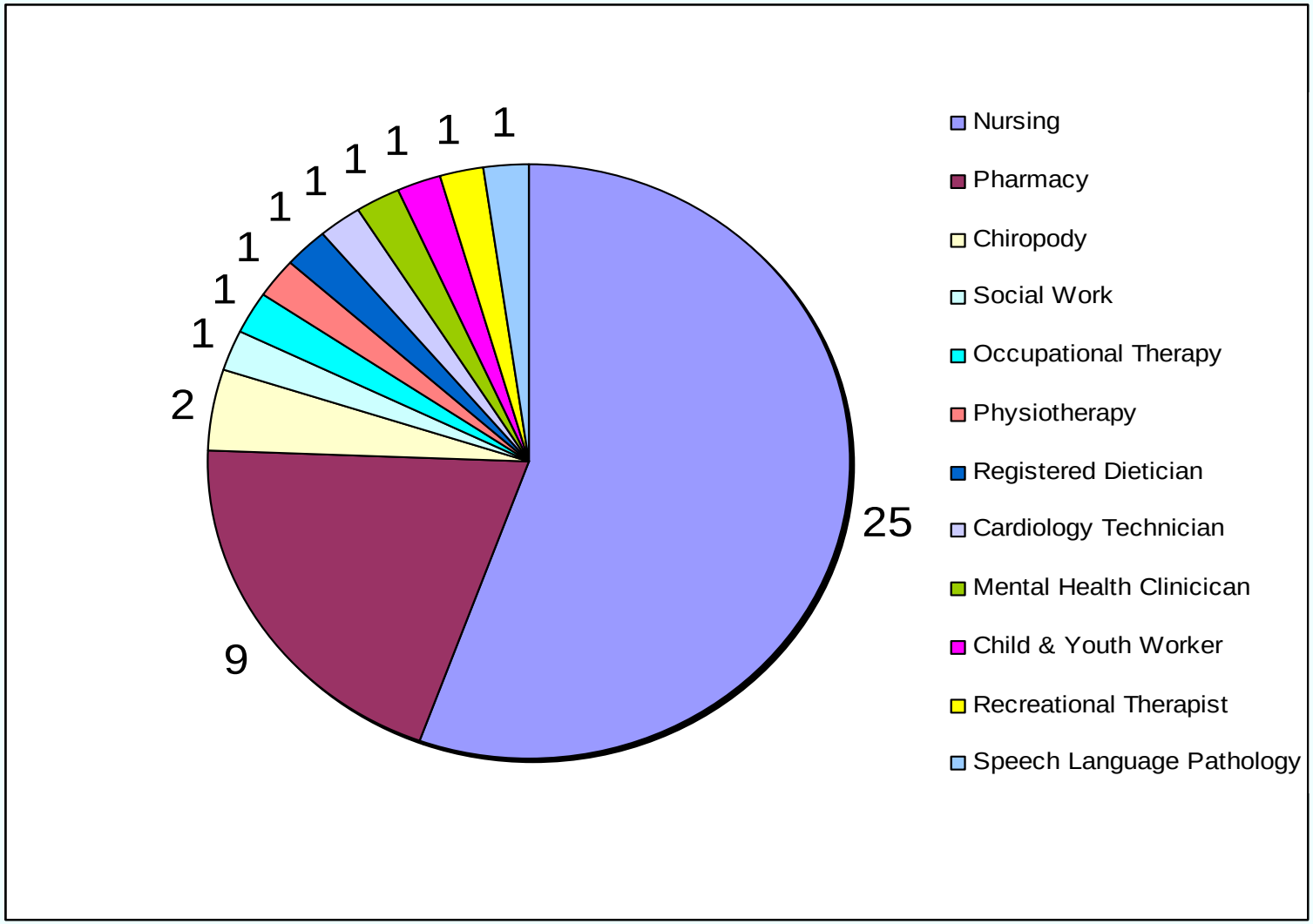
INCORRECT!!!

Try Again

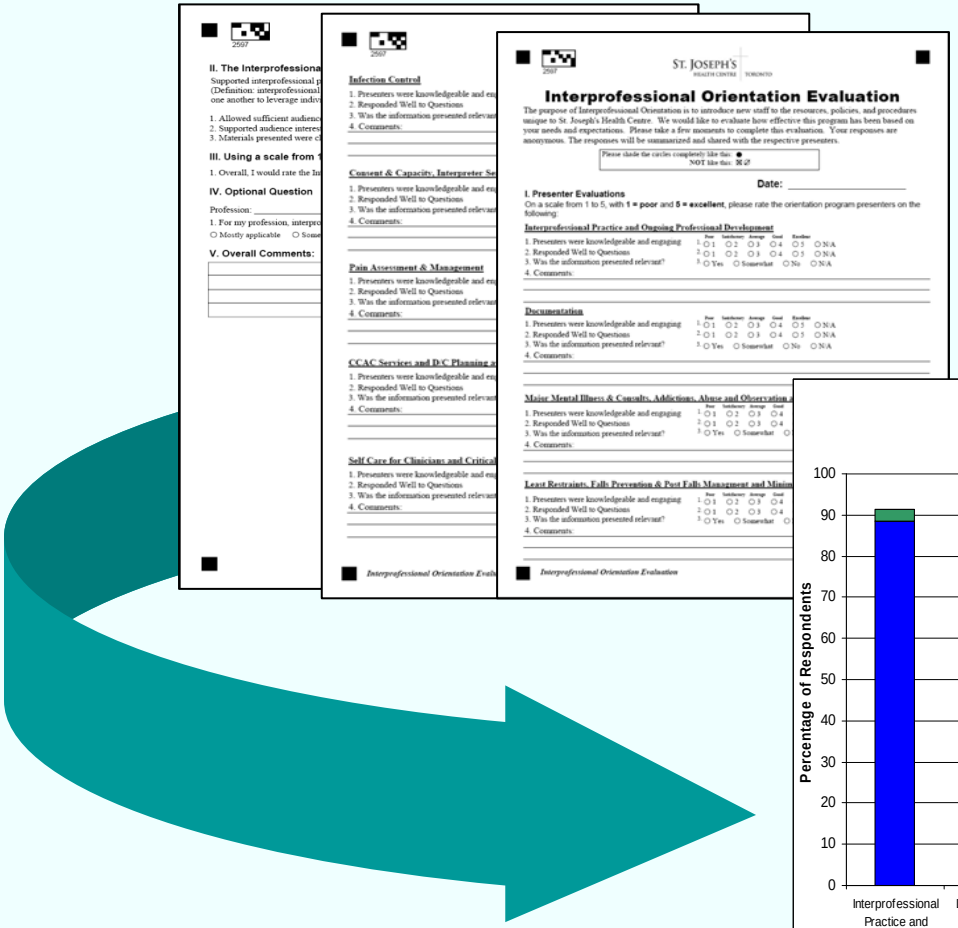
CORRECT

Evaluation

Attendance Data



Quantitative Data



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Interprofessional Orientation Evaluation

The purpose of Interprofessional Orientation is to introduce new staff to the resources, policies, and procedures unique to St. Joseph's Health Centre. We would like to evaluate how effective this program has been based on your needs and expectations. Please take a few moments to complete this evaluation. Your responses are anonymous. The responses will be summarized and shared with the respective presenters.

Please shade the circles completely like this: ●
NOT like this: ⊘ ✓ ✗

Date: _____

I. Presenter Evaluations

On a scale from 1 to 5, with **1 = poor** and **5 = excellent**, please rate the orientation program presenters on the following:

Interprofessional Practice and Ongoing Professional Development

1. Presenters were knowledgeable and engaging: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ N/A
2. Responded Well to Questions: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ N/A
3. Was the information presented relevant? 1 ○ Yes ○ Somewhat ○ No ○ N/A
4. Comments:

Documentation

1. Presenters were knowledgeable and engaging: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ N/A
2. Responded Well to Questions: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ N/A
3. Was the information presented relevant? 1 ○ Yes ○ Somewhat ○ No ○ N/A
4. Comments:

Major Mental Illness & Consults, Addictions, Abuse and Observation a

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2. Responded Well to Questions: 1 ○ 2 ○ 3 ○ 4
3. Was the information presented relevant? 1 ○ Yes ○ Somewhat
4. Comments:

Least Restraints, Falls Prevention & Post Falls Management and Minim

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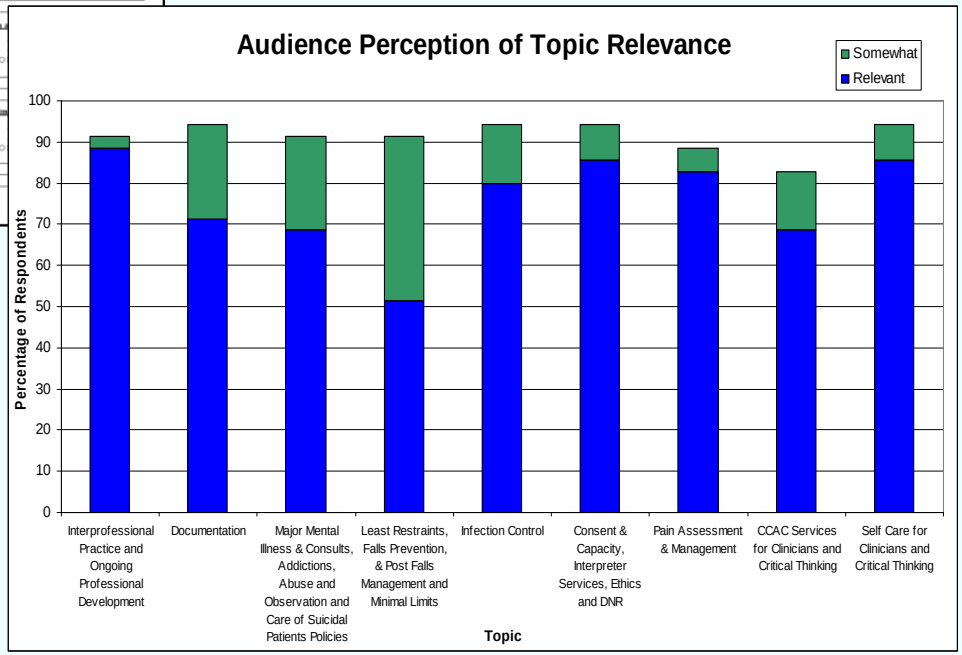
4. Comments:

Interprofessional Orientation Evaluation



Attendee Qualitative Data

"Bringing together individuals from different backgrounds leads to improved care, patient safety and equips us to live out the mission and values of the health centre day-to-day."

“Interprofessional Orientation is
valuable and definitely necessary.
Care is always team work.
Knowing each others’ roles is important.
It makes future communication
a natural transition.”

“It was an excellent experience and opportunity to better understand and appreciate the varying roles of the health care team. I learned a significant amount from the presentations and from talking to others in this setting. Thanks!”

Focus Group

Themes:

- Inclusivity
- Reciprocal Learning
- Economy of Collaboration
- Mutual Respect & Empowerment
- Iterative Approach
- Structural Enablers

Lessons
Learned

Key Learnings

- The goals that the working group and presenters set out for the attendees of interprofessional orientation to achieve were powerful areas of learning for themselves as teaching faculty.
- Interprofessional learners simultaneously grasped both the content and the higher level collaborative purpose of interprofessional orientation.
- A project management approach with dedicated leadership supports interprofessional education design.

Future Directions

Future Directions

- Stratifying curriculum into blocks to allow custom orientation (e.g. technicians may attend portions of the day as applicable rather than the full session).
- Structured biannual review by working group to support ongoing revisions and sustainability.
- Extend inclusivity to Physician and Resident groups
- How can we measure the impact directly at the point of care?

Acknowledgments

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Thank You