Service-Learning through Interprofessional Education

Anne Kearney, PhD

During the Fall of 2007, 146 students from the Faculty of Medicine and Schools of Social Work and Nursing participated in an interprofessional Service-Learning experience. Service-Learning provides students with the opportunity to apply what they are learning in their academic programs to real needs in the community. It can enhance the students’ career skills while serving the community and learning about the larger social issues that impact all areas of health.

Based on input from students, the service-learning project was done in the form of a Social and Health Pavilion held in November in the University Centre on the main St. John’s campus. 26 interprofessional student teams planned educational and interactive activities to raise awareness among their peers of a variety of health issues such as healthy relationships, drug use, homelessness and global health. Formal orientation and closing activities were integral components of the service-learning experience. The closing event included time for structured reflection that encouraged the students to more fully realize the meaning of the service experience.

The students appreciated having the opportunity to work in teams and perform a service to the community. A nursing student remarked, "the biggest advantage I see is the different viewpoints that come from the different disciplines…” while a medical student said, "we've realized [that] … the health of an individual is much bigger than what we do as practitioners, it's more of a community thing." As well, a social work student stated that "it lets us see where to go in the future, to look toward a more collaborative health practice.”

The success of the service-learning experience could not have been accomplished without the support of the instructional team which includes more than 20 faculty, staff and students at Memorial, the Centre for Nursing Studies, and Western Regional School of Nursing, as well as Kim Kelly from Memorial's Office of Student Affairs and Dr. Maura Hanrahan, adjunct professor. Members of senior administration attended the event including Dr. Doreen Neville, Associate Vice President - Academic, and Dr. Lily Walker, Dean of Student Affairs and Services.
Where the Rubber Hits the Road
Practice Placement Learning in Memorial's IECPCP Project
Olga Heath, PhD

Undergraduate students in nursing, pharmacy, medicine and social work learn together about interprofessional collaboration through a variety of learning blocks and modules as part of Memorial's IECPCP project. They have learned about what different professions have to offer to the care of patients, how to create an interprofessional care plan and the advantages and challenges of working as an interprofessional team. Many of them will have started to work with patients or standardized patients, but they will have done so from the perspective of their own profession focusing on the profession specific competencies stipulated by their faculty or school. If we expect students to develop interprofessional competencies, these competencies must be translated into practice and implemented outside the classroom. This is where the application of what students have learned will occur - where the rubber hits the road.

Memorial's IECPCP project has developed a model for translating the classroom learning into the clinical setting. This model emphasizes the significance of three factors:

1. preceptor and student familiarity with the required interprofessional competencies;

2. student and preceptor discussion about the practice setting in which the student is learning with reference to each of the competencies including the challenges and opportunities related to IP practice in that setting; and

3. the importance of ensuring that the discussions concerning IP competencies occur given the context of a busy clinical placement with many profession specific demands facing both preceptors and students.

The model will be tailored to meet the needs of each participating school or faculty, but all will include orientation and guides for both students and preceptors. Various measures will be used for evaluation.

Professional Development for Interprofessional Education
Anne Kearney, PhD

Since 2005, over 100 faculty from the academic departments of education, medicine, nursing, pharmacy and social work and the Counselling Centre have participated in Memorial's federally-funded comprehensive IECPCP project managed by the Centre for Collaborative Health Professional Education. Faculty members have been involved in the planning, implementation, and evaluation of all aspects of the project from undergraduate modules and blocks to continuing education in rural mental health for primary health care practitioners. Faculty development is an important component of this initiative to help prepare faculty to participate in interprofessional instructional teams to plan and deliver educational activities to interprofessional teams of students. Faculty development activities at Memorial University to date have been built upon a review of the literature, key informant interviews with leaders in IPE across Canada, and a survey of faculty involved in interprofessional activities.

The first event was held in December 2007 and involved over 35 faculty members representing all participating academic units. The main focus of this half-day session was to provide the faculty with a forum to discuss interprofessional activities to date: what has worked well, what are the challenges, and how to go forward with IPE at Memorial. Evaluation from the first faculty development session indicated that the attendees were very pleased with the session and would like to have similar events in the future. A second faculty development session is planned for May of 2008. In this session, faculty will be invited to provide direct input for planning sustainable IPE activities at Memorial. Dr. Doreen Neville, Associate Vice-President (Academic), will open this session. Our university is committed to IPE among students in health and human services programs and faculty development will be an integral part of our continuing activities.
Faculty Scholars are academic staff members appointed by the Centre's Governing Council upon the recommendation of the respective Dean or Director. Appointees must demonstrate active engagement in academic development and scholarly activities within their respective academic units to promote principles of interprofessional education and collaboration. The Centre is pleased to introduce its current list of Faculty Scholars.

**Dr. Lan Gien**

Professor, School of Nursing

Lan Gien completed her basic baccalaureate nursing education in Colorado, USA, her Master's degree in Nursing Education at Columbia University, New York, and PhD degree from the University of London, in London, England. Most of her career has been with nursing education in Canada, teaching in both undergraduate and graduate programs and thesis supervision. Her funded research includes population health, health promotion, women's health and international health. Dr Gien is also the Director of several large international projects developing primary health Care and social services in Vietnam (www.mun.ca/cin).

**Dr. Donna Hardy Cox**

Associate Professor, School of Social Work

Donna Hardy Cox holds a cross-appointment to the Faculty of Education and is an appointed Honorary Research Associate in the School of Graduate Studies at UNB. She has over fifteen years of experience in the development and administration of student development and success programs for undergraduate and graduate students. She is a lecturer in the Graduate Teaching Program and has conducted workshops on student learning styles, academic integrity, student development and student success. She teaches courses in administration, evaluation and policy in social work and higher education and has almost 2 decades of experience designing and delivering curriculum in online classrooms.

**Dr. Olga Heath**

Assistant Professor, Memorial Counseling Centre and Faculty of Medicine

Olga Heath has more than 20 years of experience in clinical and management roles within mental health care with a specialization in eating disorders. Research plans include examining the prevalence of eating disorders and self injury in Memorial's student population; and developing, implementing and evaluating a training program on eating disorders for professionals working outside of large urban centres. As part of the IECPCP project, Dr. Heath will be involved in CCHPE research and education initiatives related to her area of expertise.

**Dr. Anne Kearney**

Assistant Professor, School of Nursing and Faculty of Medicine

Anne Kearney’s work experience includes hospital and public health nursing, HIV prevention, addictions, breast screening, and nursing education. Her current responsibilities include the development and implementation of interprofessional education at Memorial. She taught in the undergraduate nursing degree program (community health) for several years, most recently at the Centre for Nursing Studies. Dr. Kearney has served on a number of local, provincial, national and international boards of directors, primarily related to breast cancer and has done international work in Nicaragua and Malawi. Her primary research to date is related to breast screening.

**Dr. Mohamed Ravalia**

Associate Professor of Family Medicine, Faculty of Medicine

Mohamed Ravalia is a medical graduate from the University of Zimbabwe. He is a family physician currently practicing in Twillingate where he resides with his family. Dr Ravalia is the current recipient of the College of Family Physicians Donald I Rice award. He is passionate about rural practice and teaching medical trainees. Dr Ravalia has been involved in primary health care reform in the Notre Dame Bay area and is particularly interested in diabetes care, cardiovascular risk in primary care and psychopharmacology in the elderly.

**Dr. Paul Sachdev**

Professor Emeritus, School of Social Work

Paul Sachdev has published in the areas of adoption, HIV/AIDS and reproductive health care. He has 5 books to his credit and has been the editor of Advances in Social Work and the International Journal of Medicine and Law (Family Violence Section). Among his notable honors and appointments include: President's Award for Outstanding Research; International Advisor to the National Association of Sexology (India). Dr. Sachdev's current research involves a trend study (over a period of 10 years) among students from two major universities in Delhi, India, related to HIV/AIDS issues.

**Ms. Cathy Stratton**

Associate Director, Western Regional School of Nursing

In addition to her primary responsibilities in administration, Cathy Stratton facilitates the development, implementation, and evaluation of interprofessional education within the Western Regional School of Nursing and serves on a provincial and a national interprofessional education committee. Previous work experience in undergraduate nursing education includes teaching nursing concepts for the care of women and the childbearing family as well as professional development issues in nursing practice. Ms. Stratton has worked for many years with nursing students in their Preceptorship Practicum. Primary research is in the lived experience of food bank usage among women.

**Dr. Michelle Sullivan**

Assistant Professor, School of Social Work

Michelle Sullivan’s teaching responsibilities cover research, clinical skills and social work theory at both the undergraduate and graduate levels at the School of Social Work. Her funded research agenda focuses on the areas of community capacity building and youth engagement in social policy development. She also has a longstanding interest in interprofessional clinical practice and is working with others to analyze and report on the impact of interprofessional education at Memorial University upon social work students. Michelle is an active member of a thriving private practice group focusing on child and family mental health issues.
Newfoundland & Labrador Health Sciences Students’ Association Update

During the fall semester, the Association was busy with orientation and recruitment activities. Presentations aimed at increasing awareness of the association helped to create interest in the junior positions that were available. The new junior members, Lana Mercer from the School of Nursing and Melissa Tremblett from the School of Social Work, will be a great asset to the association. As well, the Association recruited representatives from the Western Regional School of Nursing and the Centre for Nursing Studies, Adam Elliott and Laura Delahunt respectively. This collaboration and communication is proving to be a great way to involve even more health science students in the association’s activities.

Approximately 40 health science students fundraised and participated on the NL Health Science Students’ team for the annual CIBC Run for the Cure held on September 30th. It was exciting to see members from each faculty working together for a great cause.

Three student representatives from the Association attended the National Health Science Students’ Association’s Conference held in London, Ontario, on January 18th. The conference proved to be both inspiring and practical in providing ideas and tactics to foster the relationship and collaboration among health science students within our local chapters.

With February being Heart Health month, the NLHSSA set up a booth in the University Center with information for students about keeping their hearts healthy. Many students dropped by the booth to get information about risk factors and how to prevent heart disease and to enter their name for a prize basket. This was a great way to work together and share our knowledge with the general student population about health promotion and promote awareness of the NLHSSA.

The NLHSSA also hosted a social event in February that provided an opportunity for health science students to mingle and get to know each other. There was a good turn out and the event proved to be a success.

**NLHSSA Committee Members:**
- Laura Delahunt, Centre for Nursing Studies
- Adam Elliott, Western Regional School of Nursing
- Melissa George, School of Nursing
- Crystalynn Jackson, School of Social Work
- Tina Pittman, Faculty of Medicine
- Erín Schwenger, School of Pharmacy
- Melissa Tremblett, School of Social Work
- Dr. Dennis Sharpe, Faculty of Edu., Co-Director, CCHPE
- Dr. Vernon Curran, Faculty of Medicine, Co-Director, CCHPE
- Dr. Shelly Birnie-Lefcovitch, Director, School of Social Work
- Dr. Peter Cornish, Director, Counseling Centre
- Ms. Melissa George, Nursing Student
- Ms. Cathy Gogan, Patient Representative
- Ms. Linda Hensman, Director, School of Pharmacy
- Ms. Crystalynn Jackson, Social Work Student
- Dr. Sandra LeFort, Director, School of Nursing
- Ms. Anita Ludlow, Chief Nursing Officer, Government of NL
- Ms. Erin Schwenger, Pharmacy Student
- Ms. Jacqueline Turner, Patient Representative
Interprofessional Education at Memorial
Retrospective and Forward Views
Vernon Curran, PhD, Co-Director, CCHPE

As we near the conclusion of the Health Canada funded project "Collaborating for Education and Practice: An Interprofessional Education Strategy for Newfoundland and Labrador" it is an opportune time to reflect on our successes and accomplishments and look towards the future.

At the undergraduate level, a series of interprofessional education (IPE) modules and blocks have been established. Each IPE module or block has been developed through the efforts of an interprofessional curriculum team comprising faculty members from the various academic units involved in the project (Medicine, Nursing, Pharmacy and Social Work). True teamwork has been demonstrated by each of these curriculum teams. These modules and blocks have brought together students from across the health and social care professions at Memorial to "learn with, from and about one another.

This has been a fundamental principle of IPE at Memorial: to provide students with the opportunity to learn with students from other health and social care professions, to appreciate the expertise which other health and social care professions bring to interprofessional collaboration and to learn more about the roles of other professions.

A great deal of the learning which takes place in health professional education is learning which occurs when students undertake their respective placements in practice settings. This is called different things in different professional programs - rotation, clinical education, practicum, internship, etc. Much of the learning which occurs in these practice settings is experiential in nature and is facilitated by practitioners responsible for supervising students during the period of their placement.

Another important principle of IPE is that students have an opportunity for immersion in practice-based learning settings which exhibit characteristics of effective interprofessional collaboration. Within the health and community services system in Newfoundland and Labrador we have many exemplary models of interprofessional collaboration in a variety of service settings. Our goal throughout the project has been to promote and foster awareness of IPE across these various practice-based learning settings. We have coordinated numerous orientation sessions with stakeholders from across the Regional Health Authorities in the province to raise awareness of the importance of interprofessional learning in preparing future practitioners for our health and community services system.

Our project was also intended to promote interprofessional collaboration at a post-licensure level. We have partnered with both Eastern and Western Regional Health Authorities in the delivery of one-day Interprofessional Collaboration workshops. With Eastern Health these workshops have been offered across a number of the program areas and include residents, nursing and allied health staff. The purpose of the workshop is to develop collaborator competencies and foster interprofessional collaboration. The feedback from our partners has been overwhelmingly positive and we are committed to continue working with the Regional Health Authorities in fostering interprofessional collaboration across practice-based learning settings in which Memorial students undertake practice-based learning placements.

Another significant accomplishment during the project has been the delivery of the Rural Mental Health Interprofessional Training Program. Developed and offered in partnership with Memorial University's Counseling Centre, this program was offered across six Primary Health Care sites in the Province and was intended to enhance skills in collaborative rural mental health practice. Participants in this program have reported a greater level of confidence in their collaborative mental health practice skills and that collaborative mental health practice has been enhanced in their communities.

Another key component of the project was Faculty Development. A number of faculty development activities have been conducted over the course of the project. A Provincial Symposium on IPE was organized in 2006 and stakeholders from the health and education systems had an opportunity to learn more about IPE and to discuss a future vision for IPE in the Province. Participants included students, faculty, administrators, preceptors, practitioners, policy makers and professional association representatives. Several faculty development workshops have also been organized with a goal of enhancing faculty understanding and skills in interprofessional teaching and learning. In 2007, we partnered with the Discipline of Family Medicine in planning and sponsoring a Rural Preceptor Workshop on IPE.

A number of activities are now underway to ensure the future sustainability of IPE at Memorial. A proposal to establish a "College of Interprofessional Health and Community Services" at Memorial has been submitted to the Provincial Government by senior administration of the University. Curriculum proposals supporting IPE at the undergraduate education level across the health and social care programs are being considered by the undergraduate studies committee of each academic unit. In the short-term, we will have an opportunity to reflect on the IPE curriculum which we have developed and examine how we can improve and build upon the base which we have established. For the long-term, our goal is to further our work with our partners in the Regional Health Authorities to enhance practice-based learning experiences so our students have the opportunity to observe and experience interprofessional collaboration in practice-based learning settings.

We are delighted with the successes achieved through the IPE project and look towards the future with great optimism for advancing IPE as a fundamental educational and training approach for health and social care professional programs at Memorial.

The only person who is educated is the one who has learned how to learn and change.
Carl Rogers 1902-1987
Project Evaluation Update - Winter 2008

Dennis Sharpe, PhD and Kate Flynn, MASP

As the project enters the last phase, the Evaluation Research Team continues collecting and analysing a variety of data related to many of the project activities. Results of these efforts are being used to refine the interprofessional education activities and help inform our planning of future curriculum and workshop components.

A detailed report of the third baseline survey of all undergraduate students in Nursing, Pharmacy, Social Work and Medicine at Memorial has now been finished. Completed survey instruments were received from 1176 students resulting in an 86.7% response rate. Overall results once again indicate that students in each health professional program have positive attitudes toward both interprofessional teamwork and interprofessional education.

Students who participated in any of the five interprofessional education modules and blocks offered during the fall semester were also surveyed. Reports of these evaluations have been completed and distributed to members of the appropriate curriculum development teams. Overall, experiential activities such as small group discussions, panel discussions, and work with simulated patients were very highly rated as learning processes. Participants also stated that they enjoyed working with students from other health professions and learning about their respective roles.

Focus groups were held with cycle two facilitators and participants from the Rural Mental Health Interprofessional Education Training Program. Interviews were also conducted with a group of physicians who did or did not participate in the program. Analysis using both focus group and physician interview data is currently underway.

Since November 2007, five groups of practitioners representing a variety of health professions completed the one-day interprofessional collaboration workshop. Participants completed a pre-workshop survey, and will be asked to take part in a post-workshop follow-up survey in about three month's time. Demand for these workshops continues to increase, and as a result, more are planned for later this year along with similar evaluation procedures.

Useful Internet Links about Interprofessional Education

IECPCP project page on the CCHPE website
http://www.med.mun.ca/cchpe/iecpcp.asp

IECPCP Health Canada site
http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/strateg/interprof/index_e.html

IECPCP brochure (pdf)

Health Canada video

IECPCP curriculum framework handout

IECPCP backgrounder handout

Links for interprofessional health education
http://www.med.mun.ca/cchpe/resources.asp

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