



UNIVERSITY OF ALBERTA
HEALTH SCIENCES COUNCIL

ANNUAL REPORT

2018-2019



Health Sciences Council

2018-2019 Annual Report

We're pleased to present our Annual Report on the activities and achievements of the Health Sciences Council (HSC). In pursuit of our mission to facilitate the development of innovative ways to collaboratively promote health and wellness across faculties and within the health system, we continue to support our health sciences faculties and other stakeholders so that collectively we can continue to positively affect health and wellness outcomes [For the Public Good](#).

To that end, we are committed to achieving our strategic goals outlined in our [five-year strategic plan](#).

We invite you to review our progress in our key strategic areas:

1. Interprofessional Education Report
2. Interdisciplinary Research Report
3. Positioning & Stakeholder Engagement Report
4. Sustainability Report

INTERPROFESSIONAL EDUCATION REPORT

GOAL: Create a high quality, innovative curricular model (Interprofessional Learning Pathway) that supports and produces health science graduates who apply best evidence, knowledge, and skills to:

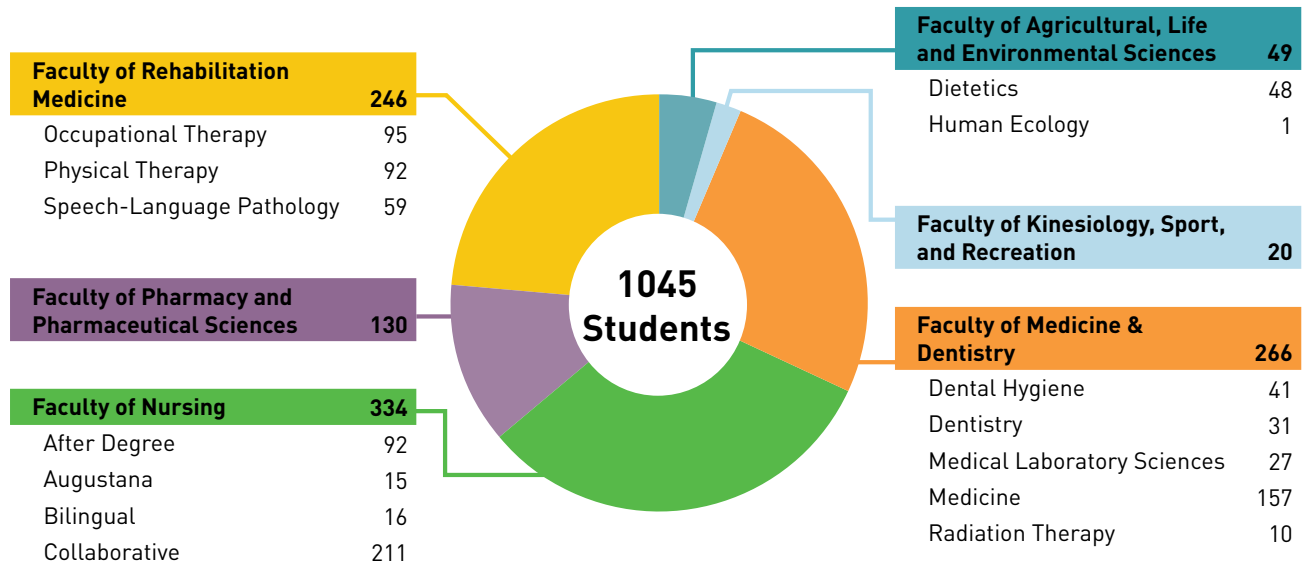
- Deliver safe, high quality, person/family-centered care, and community oriented care
- Advocate for their patients' or community's overall health and well-being
- Lead in the creation and promotion of interprofessional health teams
- Thrive in complex, adaptive health systems

Progress Report: Interprofessional Learning Pathway

1. Interprofessional Learning Pathway Launch

Students from different health science programs start working with each other from the very beginning of their program. The Interprofessional Learning Pathway Launch, a three hour session delivered in the first month of the first year, focuses on developing skills and relationships that will support learners through their education and into the practice setting. Learning is scaffolded on our Interprofessional Competency Framework.

Participants



Partners

24
Patient, or Patient Family Mentors

23
Professional Organizations
(Regulatory Bodies, Associations, Societies)

48
Faculty and Staff Facilitators/Wayfinders

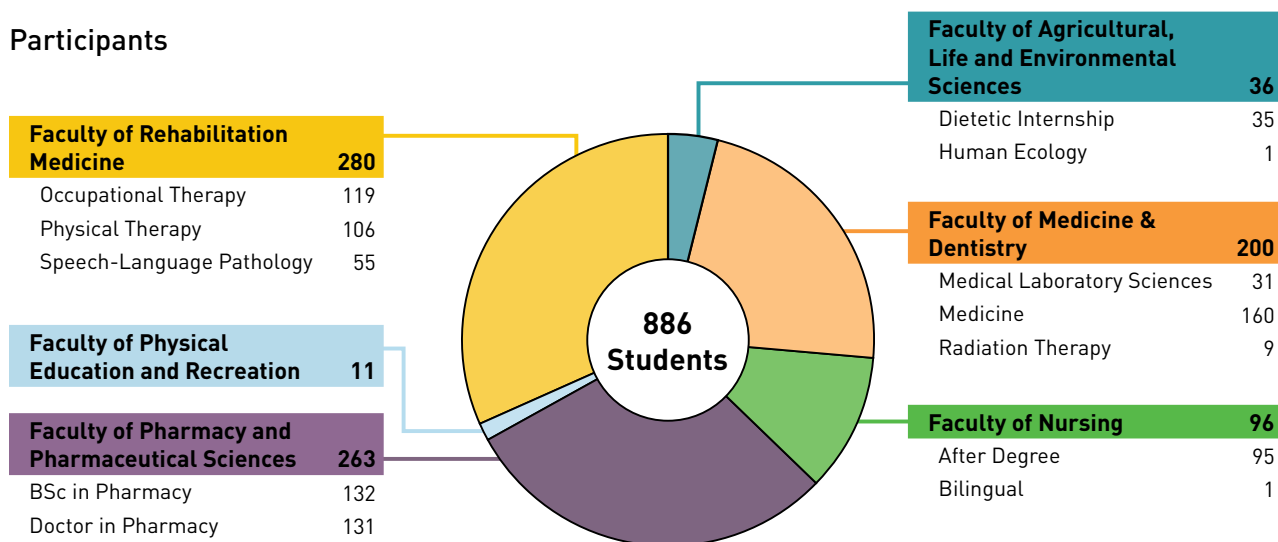
2
Community Facilitators/Wayfinders

[Read the full infographic](#)

2. Interprofessional Health Team Development (INT D 410)

Interprofessional Health Team Development (INT D 410) offers students the opportunity to develop the interprofessional team skills that will prepare them to meet the challenges of their future work environments. As a component of the Interprofessional Learning Pathway, INT D 410 enables students to develop core interprofessional competencies: **Communication, Collaboration, Role Clarification, and Reflection.**

Participants



Student numbers by Stream

Students were given a variety of course options. **ECP** distributed the coursework across the Fall and Winter terms and included Help Save Stan, while **Fast Track** condensed the course into 6 weeks. Students in the standard Winter term format chose a **specialized stream**.

Bariatric Health Care	42
Immigrant and Refugee Health Care	35
Online/Distance Education	70
Palliative Care	70
Pediatric & Family Practice	72
Vulnerable Populations	42
Essentials of Collaborative Practice [ECP]	359
Fast Track	196

Quick Facts

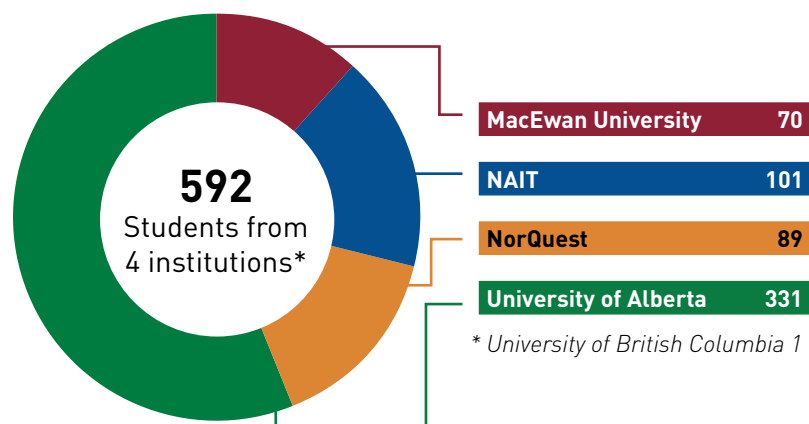
- **Discipline-Based Discussion Forums:** All INT D 410 students plus 43 Dental Hygiene students participated in a large-scale online forum about hot topics in their professions, supported by 83 faculty members and community facilitators.
- **The Patient Journey:** 70 Palliative Care students participated in a new activity, following a patient scenario through end-of-life decisions and care, supported by practitioners and facilitators at discussion stations.

[Read the full infographic](#)

3. Help Save Stan

Help Save Stan is an annual event at which students participate in day of interprofessional health team simulations and learning scenarios in a safe, but realistic environment. Students work with peers from a variety of health care disciplines and institutions using their combined skills and interprofessional communication to ensure proper care and safety for their patients.

Participants



Attendance by Program

Acupuncture	1
Combined Lab / X-Ray Technology (CLXT)	3
Computer Engineer	1
Diagnostic Medical Sonographer (Ultrasound Tech)	7
Emergency Management	1
Health Care Aide	11
Human Ecology	1
Kinesiology	2
Magnetic Resonance (MRI)	13
Medical Laboratory Assistant	8
Medical Laboratory Technologist	3
Medical Radiological Technologist (MRT)	3
Medical Laboratory Science	16
Medicine	76
Nursing	21

Nursing, Bilingual	14
Nursing, Practical (LPN)	6
Nutrition	9
Occupational Therapy	34
Paramedic	7
Pharmacy	122
Pharmacy Technician	32
Physical Therapy	30
Recreation Therapist	4
Recreation Therapist Assistant	6
Respiratory Therapy	56
Social Work	19
Speech Language Pathology	24
Therapist Assistant (OTA/PTA)	61

[Read the full infographic](#)

4. Evaluation and Educational Research Projects completed or under development:

Evaluation Projects		
We engage in projects to evaluate the impact of the Interprofessional Learning Pathway across the 2-4 years of student programming. This longitudinal evaluation examines how all of the interprofessional experiences influence the development and application of collaborative practice competencies. These evaluations also assist with providing immediate feedback for making adjustments to the programming.		
Interprofessional Collaborative Competency Attainment Scale	Using a self-assessment instrument, how do students rate their current level of competence related to the interprofessional competencies.	HSERC
Interprofessional Pathway Launch – student and facilitator surveys	What is the post reaction to the learning experience – students and facilitators	HSERC
Help Save Stan Student and Facilitator program evaluation	Help Save Stan is an inter-institutional partnership that plans and implements an interprofessional simulation day for students from across 4 post-secondary institutions. The two types of evaluations are used to examine impact of the event on students self-assessed learning and facilitator skill development in IPE and debriefing.	HSERC, MacEwan University, NAIT and NorQuest
Research Projects		
We conduct educational research to advance evidence for best practices in interprofessional health team education, health professional collaborative practice, and the use of technology to support and enhance teaching and learning.		
Integrating Interprofessional Experiences and Activities into Clinical and Community Placements	This project will develop a comprehensive list of interprofessional experiences and activities for clinical and community placements and will identify by consensus the key interprofessional milestones for students in clinical/community placements.	HSERC and Partners from ALES, Faculty of Rehabilitation Medicine and Faculty of Nursing
Capitalizing on Interprofessional Education Opportunities: Structured Interprofessional Shadowing Pilot Project	This is a collaborative project with student representatives from each health professional program and HSERC to evaluate an existing IP Shadowing Guide developed for students and preceptors. The intent is to seek feedback on the value of this guide for the purposes of doing IP shadowing in discipline-specific practicums.	HSERC and Glenrose Rehabilitation Hospital
Tools to improve patient and family healthcare experiences	This is a collaborative project with the Glenrose Rehabilitation Hospital. The purpose is to evaluate the use of an existing communication tool called the Jargon Alert card. The card is currently designed for both clinicians and patients/families to ensure patients and families have opportunities to ask questions and clarify information and clinicians are reminded to create space for patients and families to be part of the health team.	HSERC and Glenrose Rehabilitation Hospital

Blending Collaborative Practice: Professional Development Policy for Primary Health Care	A collaboration between medical students, the ESPCN, and the University of Alberta looked to better understand and intentionally integrate foundational online and in-person experiential interprofessional education (IPE) to support provider skills for building relationships, taking perspectives, negotiating priorities, and managing conflict. Professional development policy for ESPCN looks to support a safe, collaborative culture within this primary care setting. This project evaluates the impact of blended IPE for collaborative practice, as well as scale, within and spread beyond the ESPCN.	HSERC, Adele Adeleye, Melissa Shyian, (Students) University of Alberta and Edmonton Southside PCN
Projects Under Development		
Identifying interprofessional competencies through student team videos using a 'think aloud' methodology	The purpose of this project is to identify assessment milestones with interprofessional student teams	Mary Roduta Roberts
Transitioning into interprofessional collaborative practice	The purpose of this project is to explore the aspects of pre-licensure IPE that recent graduates remember and value.	Sharla King, Liz Taylor Melanie Garrison

Progress Report: Building Capacity for Interprofessional Education

1. Professional and Faculty Development

We support faculty members and clinical instructors from all health sciences faculties integrating team competency development and/or simulation into student learning experiences by offering professional development opportunities.



INTERDISCIPLINARY RESEARCH REPORT

GOAL: Develop a culture of interdisciplinary research

Building Capacity for Interdisciplinary Research

1. Discovery Mall Interdisciplinary Research incubator space

The Discovery Mall is a key feature of the Edmonton Clinic Health Academy. This entire space, 2500m², was purpose built to support interdisciplinary research teams. Flexible spaces are easily adapted to meet the changing need of team research. With demountable walls, adjustable furnishings and a free address system, the Discovery Mall provides prime space for team work. We manage 800m² of this dedicated space to support interdisciplinary and cross-sector health research within and across all faculties.

CHILDREN'S ENVIRONMENTAL HEALTH CLINIC (ChEHC)

ChEHC is a unique program addressing the impacts on children's health from environmental exposures (chemical, biological, physical and social). The program considers all environmental factors to assess exposures, by integrating clinical, research and educational components.



UAlberta Faculties represented:
Medicine & Dentistry, Science



Community / Industry Partners:
APHP, Health Canada, ChEHC Advisory Board



No. of Trainees/ Students:
10 trainees/ students



Team Funding:
\$1.1M



Scholarly output:
13 peer reviewed publications
8 conference abstracts
3 invited presentations

COMMUNITY-UNIVERSITY PARTNERSHIP FOR THE STUDY OF CHILDREN, YOUTH AND FAMILIES (CUP)

The Community-University Partnership for the Study of Children, Youth, and Families is a unique collaboration among the University of Alberta, community agencies, and organizations in and around Edmonton and across Alberta. We are committed to improving the development of children, youth, families and communities by creating or mobilizing evidence-based knowledge that impacts programs and policies.



UAlberta Faculties represented

The Discovery Mall space is utilised by 6 CUP faculty/staff who represent different multidisciplinary research teams. These teams engage a series of Faculties from across the UofA campus (Extension, Arts, Pharmacy, School of Public Health, Human Ecology, Community Service Learning, Ed Psych, Education, Extension, Pediatrics, Nursing, Medicine, and ALES)



Community / Industry partners

Stollery Children's Hospital, UEval, Evaluation Capacity Network, ENRICH Team (Multicultural Health Brokers Cooperative), and EndPovertyEdmonton team

COMMUNITY-UNIVERSITY PARTNERSHIP FOR THE STUDY OF CHILDREN, YOUTH AND FAMILIES (CUP)

**No. of Trainees/ Students:**

8 trainees/ students

**Team Funding:**

\$3M

**Capacity building initiatives:**

Patient/Community Engagement Training (PaCET) program

**Scholarly output:**

3 peer reviewed publications

6 conference abstracts

**Media:**

ENRICH Newsletter (April 2018). Evaluating the Grocery Run Program. Available at: <https://mailchi.mp/b33d9531cb27/enrich-newsletter-313587?e=6e0d5c6272>

ABSI Connect Blog Post (March 2019). Learning through Failure: Reflections from the Community-University Partnership. Available at: <http://www.absiconnect.ca/news/2019/3/26/learning-through-failure>

INSTITUTE FOR CONTINUING CARE EDUCATION & RESEARCH (ICCR)

The institute for Continuing Care Education and Research (ICCR) is a network of post-secondary institutions, continuing care provider organizations, and regulatory bodies collaborating to improve continuing care in Alberta.

**UAlberta Faculties represented:**

Varies but generally includes Rehabilitation Medicine; Nursing, ALES (HECOL and Alberta Centre for Sustainable Rural Communities); Augustana; Medicine; Kinesiology, Sport and Recreation

**Community / Industry Partners:**

Bow Valley College, Keyano College, NorQuest College, Bethany Care Society, CapitalCare, Carewest, Excel Society, Extendicare, Good Samaritan Society, Lifestyle Options, Shepherd's Care Foundation, Sherwood Care, St. Michael's Health Group, Wing Kei Nursing Home Association, College of Licensed Practical Nurses of Alberta, and others.

**No. of Trainees/ Students:**

1 trainees/ students

**Team Funding:**

\$730+K

**Capacity building initiatives:**

End of Life / Palliative Care in Continuing Care workshop
Responsive Behaviors Symposium – Building Resilience – Caring for the Care Provider
EPAC Regional Education workshop
Living Spaces: Policy Supports and Barriers in Alberta networking events
Keeping Seniors Safe networking events
Ethical Dilemmas in Continuing Care networking events

INSTITUTE FOR CONTINUING CARE EDUCATION & RESEARCH (ICCER)



Scholarly output:

2 peer reviewed publications
9 conference abstracts



Media:

www.iccer.ca

SyMBIOTA

The SyMBIOTA program aims to investigate pre- and postnatal influences on infant gut microbiota and their connection the development of allergic disease in childhood using data and fecal samples of 2,500 infants collected from the CHILD (Canadian Healthy Infant Longitudinal Development) pregnancy cohort study. The research team involves multidisciplinary investigators and trainees from across Canada.



UAlberta Faculties represented:

Medicine, Dentistry, and School of Public Health



No. of Trainees/ Students:

8 trainees/ students



Team Funding:

\$10K



Scholarly output:

8 peer reviewed publications
9 conference abstracts
12 invited presentations



Media:

<https://www.theglobeandmail.com/life/article-household-cleaners-may-alter-kids-gut-flora-contribute-to-being-2/>

<https://www.cbc.ca/news/canada/edmonton/university-of-alberta-study-disinfectants-contribute-child-overweight-1.4826958>

<https://www.cbc.ca/news/canada/edmonton/university-alberta-caesarean-section-overweight-1.4552773>

<https://www.nytimes.com/2018/02/28/well/family/c-sections-and-gut-bacteria-may-contribute-to-overweight-kids.html>

POSITIONING & STAKEHOLDER ENGAGEMENT REPORT

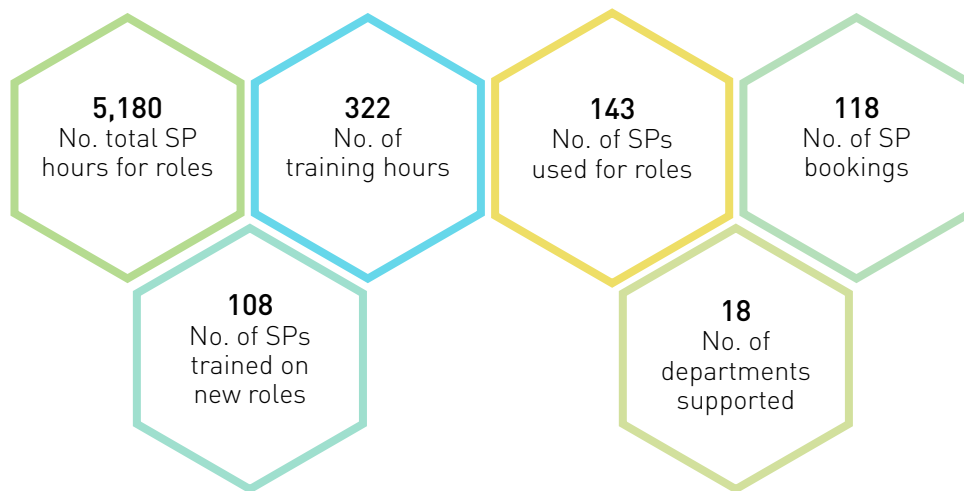
GOAL: We continued efforts to reposition the Health Sciences Council as a collective entity that

- aligns strategies of the HS faculties while allowing each to maintain independence
- collectively supports initiatives and makes recommendations to the Provost
- actively advocates and seeks opportunities for HSC within Alberta Health Services, Covenant Health, Alberta Health, and the Academic Health Network with regards to educational, clinical, or research based initiatives
- communicates the Council's Mission, Vision, and Strategic Goals and furthers the engagement of Health Sciences Council operations and the health sciences faculties in a focused, collaborative way

Progress Report: Engage Health Sciences Faculties through the provision of value added services

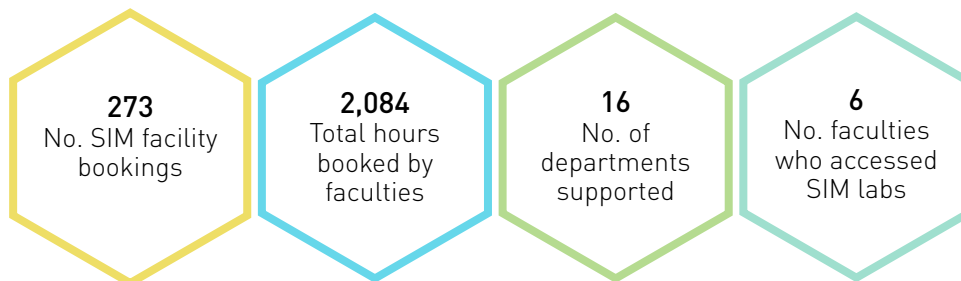
1. The Standardized Patient Program

Our **Standardized Patient Program** provides trained standardized patients for educational programs across all faculties.



2. Event Services and Support

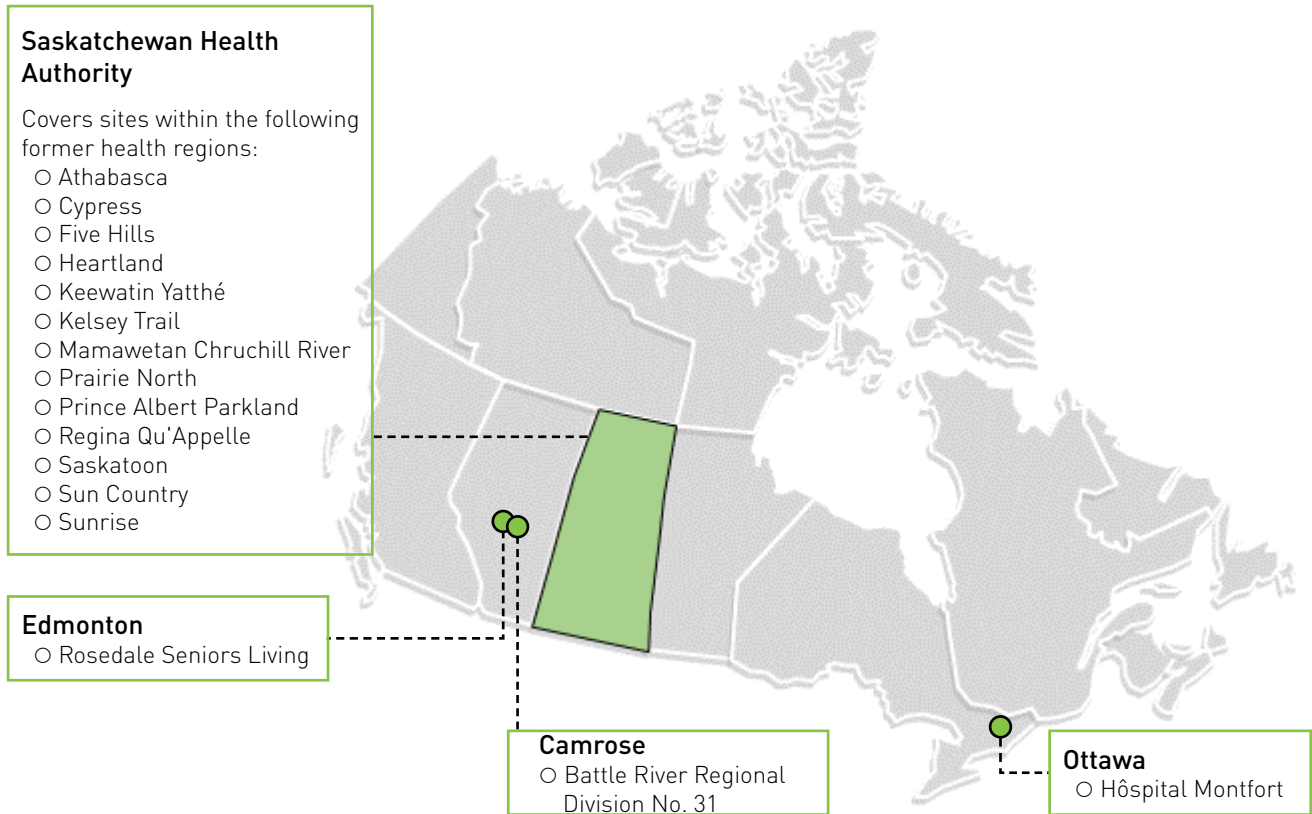
We provide Event Services and Support to faculties and programs who access the 1400 m² of HSERC Simulation Labs for simulation-based teaching, learning and research.



3. Coordinate multi-faculty student placement matters

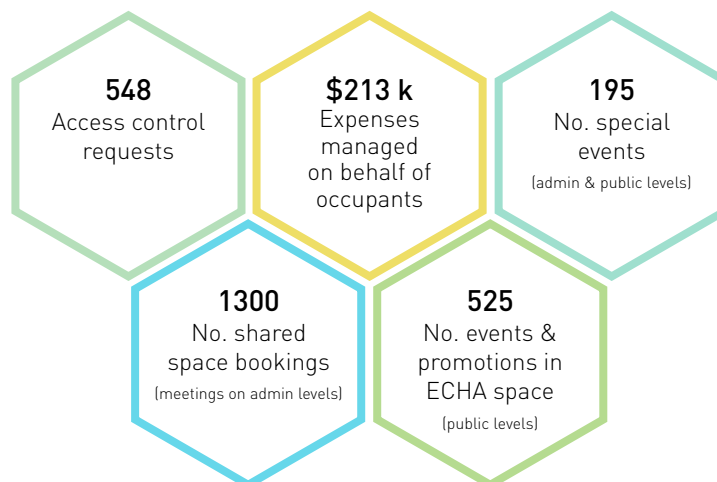
We continue to manage multi-faculty student placement agreements with health authorities, hospitals, and other public service organizations and institutions across Canada in order to create diverse experiential learning opportunities for health sciences students.

In 2018-19 we established the following new student placement agreements across Canada.



4. Edmonton Clinic Health Academy Administration Office

We provide centralized, coordinated administrative services intended to create efficiencies and realize economies for all ECHA occupant groups.



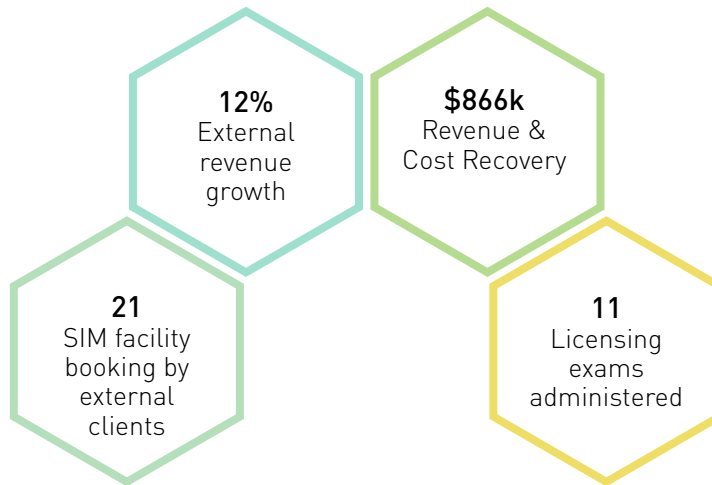
SUSTAINABILITY REPORT

GOAL: Maximize operational efficiencies; grow existing revenue streams; and generate novel funding/revenue streams to sustain operations over the long term.

Progress Report: Business Development & Revenue Generation

1. Grow Existing External Revenue Streams and Develop New Corporate, Government, and Institutional Clients

We continue to subsidize operational costs related to pursuing our academic mandate and providing value add supports to Health Sciences Faculties with revenue generated through external business development activities.



Progress Report: Develop other sources of funding

1. Build Sponsorship into Relevant HSC Events

We actively pursue sponsorship for events delivered in each of our strategic focus areas.



Financials

Funding

Cost Recovery \$668,403:

- Interprofessional Education
- Edmonton Clinic Health Academy Shared Administration
- Standardized Patient Program & Event Services and Support

Flex (2018/19) \$471,779

Office of the Provost & Vice President Academic \$968,108

Business Development \$866,346

Special Allocated \$112,260:

- Indigenous Health
- SHINE Youth Clinic

Help Save Stan Sponsorship \$6,260



Expenses

Salaries & Benefits \$1,610,056

Operating Costs \$1,073,800:

- Interprofessional Education Programming
- Edmonton Clinic Health Academy Shared Administration
- Sustainability Initiatives
- Miscellaneous Costs

