



Multi-Institution Collaboration to Develop an Interprofessional Education Video-Based Curriculum: Walking the Talk of Interprofessional Collaboration

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Project Background:

- Health science educators at postsecondary institutions and practice colleagues in Edmonton, Alberta have been networking for several years regarding approaches to Interprofessional (IP) education.
- Educators identified a need to create more engaging, authentic, IP curriculum for early health science students; they determined that a custom video case study could provide examples of a wide variety of practice environments, professional roles and authentic collaborative practice situations.
- An invitation to participate in this project resulted in the formation of a project team from multiple institutions, including individuals in a wide variety of roles such as instructors, health professionals, standardized patients (SPs), and video production specialists.

Materials Developed:

- Detailed case study/video scripts on the journey of patient "Mabel" prior to stroke, through her journey in the healthcare system and to recovery.
- 19 short video clips totaling 46 minutes
- Settings: emergency, acute, rehabilitation, continuing/home care
- Professions portrayed: Physician, Medical Office Assistant, Paramedic, Volunteer Firefighter, Nurse, Combined Lab X-ray Technologist, Respiratory Therapist, Medical Laboratory Technologist / Assistant, Medical Radiologic Technologist, Diagnostic Medical Sonographer, Occupational Therapist,



Recreational Therapist, Physical Therapist, Pharmacist

- Topics: role blurring, patient centered care, IP communication, team tools for patient safety (e.g. safe surgery checklist), IP conflict.
- Worksheets/guiding questions were developed to supplement each video to elicit conversation in an IP group of students.

Project Timeline:

May 23, 2012	IDEA!! – NAIT project leads met with institute's Digital Media team to brainstorm
June 2012 – June 2013	Planning, preliminary script development (NAIT)
June – Aug 2013	Script refinement with colleagues from other regional institutions
Aug 2013	Requests for actors, scheduling of the video shoot
Oct 2013 (2 weeks)	Video shot at HSERC (University of Alberta) and NAIT
Nov 2013 – Jan 2014	Editing
Feb 2014	Video is launched in IPHE1201 course (NAIT)

Pilot Implementation/Feedback:

- The videos were used in the face-to-face portion of IPHE1201, a 45 hour blended course (2 hours face-to-face, 1 hour online/week).

- Student feedback: helpful to see the patient's entire journey through the health system; enjoyed seeing all the health care providers/learning more about roles; videos were too spread out throughout the course
- Instructors: more detailed support material needed to understand teaching points in each video

Quiet on the Set – Please! (SPP Perspectives)

- SPP works with a variety of different health care disciplines, many organizations in the region; SPs exposed to multiple IP activities/events, Sim Centre is dedicated to IPE
- 7 SPs from the SPP participated, ~ 150 total hours of work; roles: the patient, patient's ex-husband, patient's sister, doctor, pharmacist, and 2 nurses; the remaining characters were practicing professionals or volunteers



- Challenge - find SPs comfortable enough to be filmed as health professionals; chose SPs who were retired health professionals, or had experience with different types of medical scenarios; practising health professionals may be reluctant to show bad practice/incompetence.
- Unlike regular SP work, no pre-training was necessary, filming days included time for practise/dry run of each scene before final shoot; some scenes had 2 different versions (ineffective vs preferred way to perform).
- Continual consultation with practising health professionals to ensure realism; Take Home Message: The more realistic the scenario – the greater the learning experience.

Future Plans:

- A detailed teaching handbook will be created to help facilitators with the key learning points of the videos.
- The NAIT course will use the videos in the online portion of the course next semester, rather than in the face to face portion of the course.
- Further editing of the video material will add music/sound to add effect to some of the scenes.
- In Winter 2015, a second pilot implementation will occur in a large IP course for students in health science programs at the University of Alberta; portions of the video series will be used as online resources at various points in the course.

Conclusions:

- Video examples are an effective tool for teaching IP health team skills; students are able to see a patient's entire journey through the health system and at the same time learn more about many different professional health roles in a variety of practice settings.
- Collaboration among a wide network of professionals has many benefits, including enabling production of curriculum materials that provide early learners with a broad survey of authentic health care situations.
- A modular approach to curriculum design provides flexibility in enabling the curriculum to be implemented in various ways.

