

BRAID: Bridging Relationships Across Professional Domains

Objective

Develop a sustainable model of health care education that will equip learners and health professionals to work collaboratively in interprofessional teams that promote patient-centred practice.

Project Approach

1. Create baseline and follow-up data gathering protocols and processes for interprofessional education (IE)
2. Organize and deliver orientation sessions for stakeholders including health professions educators.
3. Develop IE modules, learning activities and simulation experiences.
4. Deliver IE modules and facilitate learning activities and simulation experiences (pre- and post-licensure).
5. Identify promising practices, implementation challenges and corresponding responses related to IE.
6. Develop a plan for incorporating lessons learned into the IE format and delivery approach as well as extending/sustaining the initiative.

Results

The BRAID project has made momentous strides in raising awareness of the need for and benefits of interprofessional education amongst all stakeholders. Through a series of workshops, health professionals are given opportunities to think outside of their own silos and consider the effectiveness of collaborating with other members of their health care teams. A workshop on patient-centred care showcased a former physician who suffered a brainstem stroke; he powerfully articulated his lengthy patient experience

with a collaborative interprofessional rehabilitation team. A unique learning experience brought both Baccalaureate Nurse (BN) and Practical Nurse (PN) learners together to share knowledge and values related to case-based ethical dilemmas. In another instance, an interprofessional communications course was planned and facilitated by a team of interprofessional educators representing nursing, respiratory therapy, radiation therapy, radiography and nuclear medicine. Workshops were designed for BN and PN educators to encourage creation of classroom and/or practice opportunities for learning “with, from, and about” each other.

“When we all came in and there was a PN section and a BN section, it reminded me of a middle school dance – boys on one side and girls on the other... [but] we were very alike in that we want to work with people – we are just in different nursing programs...we become companions in care,”
BN nursing student following a combined BN and PN class

Conclusion

Evaluations to date and lessons learned along the way provide increasing validation of the benefits of bringing health professions learners, educators and practitioners together to continue the process of thinking, working, and educating collaboratively. An evolving project logic model continues to inform BRAID’s activities and evaluation plan. An educational competency framework has been developed and will provide the structure for further educator development initiatives, as well as pre- and post-licensure education.

Resources

www.ipebraid.ca
Judith Buchanan, 506-648-5829
jbuchan@unbsj.ca