

The McGill Educational Initiative on Interprofessional Collaboration: Partnerships for Patient & Family-Centered Practice

Objective

The goal of the McGill project is to initiate culture change in clinical and academic settings that result in more collaborative approaches to patient and family centred care. We expect to see changes in clinical practice and in approaches to education in the schools of physical therapy, occupational therapy, medicine, nursing, speech language pathology, and dentistry at McGill University.

Project Approach

1. Encourage patients and families to be involved in their care by (a) involving them and seeking their advice, and (b) creating and distributing brochures and posters that highlight how collaboration between team members, including patients, can enhance the quality of care.
2. Identify and observe successful interprofessional practice sites to develop a model for interprofessional practice that can be used in other practice settings.
3. Develop the attitudes, knowledge, and skills required to teach interprofessional practice among university and clinical educators.
4. Form a Joint Curriculum Committee to find opportunities for students to meaningfully learn with, from and about each other.
5. Develop and implement several interprofessional workshops for students.
6. Build instructional tools that facilitate interprofessional education. Our primary focus is the creation and field-testing of electronic cases (e-cases).
7. Create methods of evaluation that: (a) identify strengths of clinical sites and provide constructive feedback for continued growth toward more interprofessional approaches to care; and (b) track development of students' attitudes, knowledge, and skills that will prepare them to engage in interprofessional practice.

Results

The project has implemented each of these approaches to reach its objective and has evaluated participants' reactions to the usefulness of the various initiatives. The project developed a clinical self-assessment tool from an examination of interprofessional practice settings which is now being used by teams motivated to become more collaborative. Students and facilitators, in response to workshops, have consistently given positive and encouraging feedback. The project has developed comprehensive e-cases and used them with clinical and

student teams that include patients. Through the development and standardization of a questionnaire, the team has begun to understand students' attitudes towards interprofessional education and practice and their perceptions of their own professions and those of others. The Joint Curriculum Committee has mapped out the curricula of all schools and plans to integrate a required interprofessional course into our professional schools.

"It was great to have an opportunity to work with other health care professionals. I really gained a better understanding of different scopes of practice."
Student

Conclusion

The number of patients, students, clinicians and educators we have reached positively continues to grow and with it, expressed interest in interprofessional education grows. Sustainability cannot be guaranteed, but we have established a solid foundation and source of knowledge to support interprofessional education initiatives that sprout from and stem beyond the scope of our project.

Resources

www.interprofessionalcare.mcgill.ca

