Joint Interprofessional Education (IPE) submission by Health Sciences Deans to the Public Post-Secondary Education Review (PSER) team

February 2020

To: Public Post Secondary Education Review Team

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Interprofessional health education overview

*Foundation for Success*, the 2005 White Paper on Public Post-Secondary Education (11.a), asked Memorial University to assess the feasibility of establishing a Faculty of Health Sciences to include the Faculty of Medicine and the Schools of Social Work, Pharmacy and Nursing (now a faculty), with associated funding to be part of the discussions between Memorial University and the Departments of Health and Community Services and Education. One way Memorial University responded to the recommendation was to form a Committee on Collaborative Health Professional Education and Research to examine how the various health-related faculties and schools could work more closely together to enhance student outcomes. In doing this Memorial University was deepening and strengthening already well-established partnerships that had led to a national reputation for leadership in interprofessional education (IPE). However, a Faculty of Health Sciences was not established.

Since its inception in 1999, the Centre for Collaborative Health Professional Education (CCHPE) has been coordinating interprofessional education (IPE). The CCHPE’s mission is to provide leadership in IPE and research that will ultimately improve access, quality, safety and efficiency of health and social care provided to the public. The strategic direction and operations of the CCHPE are overseen by a Governing Council comprised of the:

- Deans of the Faculties of Education, Medicine, Nursing, and Science, the Schools of Human Kinetics and Recreation, Pharmacy, and Social Work and/or their delegates;
- Director of the Student Wellness and Counselling Centre and/or delegate;
- Associate Dean, Educational Development, Faculty of Medicine
- Director of the Centre (non-voting member); and
- CCHPE’s IPE Coordinator, whose role is to provide administrative support (non-voting member).

The Chair of the Governing Council rotates biannually and is elected by the members of the Council.

Learners who participate in the IPE programs hail from the Faculties of Medicine and Nursing, the Schools of Pharmacy, Social Work, and Human Kinetics and Recreation, the Doctor of Psychology
program, the Centre for Nursing Studies, and the Western Regional School of Nursing. In 2018-2019 over 900 individual learners completed at least one IPE learning activity. Scholars from the programs listed above, plus the Faculty of Education and Student Wellness and Counseling Centre also contribute to designing and delivering IPE curriculum at Memorial. Additionally, experts who participate in IPE come from a combination of public sector environments (eg. Regional Health Authorities) and private practice and the programming would not be possible without volunteer support from an extensive network of faculty, staff, clinicians, agencies and decision makers from across the health/social care spectrum.

In creating interprofessional education curriculum and learning opportunities, the CCHPE connects with several key partners outside of Memorial. Regular consultations with representatives from the Department of Health and Community Services, Regional Health Authorities, the College of the North Atlantic, Community Health Agencies and Professional Associations are an important part of the IPE curriculum development process.

To date, CCHPE’s IPE curriculum has been limited to the pre-licensure level with only synchronous, in-class learning opportunities available. Post-licensure professional development opportunities for various health professions are available through the Office of Professional and Educational Development (OPED). CCHPE is currently funded by the Faculty of Medicine from its operating budget with in kind contributions by faculty members in the various faculties and schools. It is important to note that the Department of Health and Community Services has not provided funding directly to support CCHPE.

A major gap in interprofessional education is in practical, clinical settings before completion of their programs. The evolving and expanding role of team-based care for patients in a variety of settings means that students need to be exposed to interprofessional education opportunities throughout their learning experiences, not just in the classroom. In recognition of the important contribution interprofessional education makes towards comprehensive, safe, patient-centred care, it has become an accreditation requirement for many health care and social care professional education programs.

Gaps, opportunities, and recommendations for Interprofessional Education (IPE) at Memorial University:

- Sustaining the CCHPE (maintaining current IPE programming)

First and foremost, the CCHPE requires stable, dedicated funding to continue current operations and to build capacity. The following resources are required:

- a full time director,
- a coordinator,
- a curriculum specialist,
- a fulltime administrative assistant,
- course equivalency and remuneration model for faculty
- funds for honoraria for participants outside of the Memorial University community, and
- operational costs of supplying and developing materials.
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- Expanding IPE in a clinical setting (A primary health care centre)

To create an authentic, rich interprofessional education experience, we propose the creation of a primary healthcare learning experience housed at Memorial University and made possible through and in collaboration with the professional health faculties, schools and programs. Currently both the Memorial Wellness and Counselling Centre and the CCHPE support high functioning models for primary healthcare, so this new initiative would represent a further expansion and integration. In this learning laboratory environment, students in the collaborative health care professions would work with each other to emulate providing services in an integrated primary healthcare system.

This integrated practice and service based experiential learning opportunity would support a collaborative model of health care delivery which could be translated and transferred upon graduation into practice throughout Newfoundland and Labrador. This vision of a primary health care centre for Memorial University would also enable the extension of services to post-secondary students of the College of the North Atlantic and the Marine Institute in partnership with the Eastern Health Regional Health Authority. Ultimately, it would support health care reform in the province, particularly in primary health care and mental health and addictions.

This integrated service and training centre would operate independent of the CCHPE and would require the following resources:

- a director (senior administrative leader)
- a governance council comprised of province-wide representation
- paid interprofessional practice internships for health professions students from both Memorial University and the College of the North Atlantic
- stipends for community professional trainers
- resources to develop a 3-credit IPE course
- a course equivalency and remuneration model for faculty

This integrated service and training center could also provide consultation and train-the-trainer sessions to Regional Health Authorities in the province so that interprofessional education and practice teams would be developed to ultimately improve patient care for individuals in the province of Newfoundland and Labrador.