



Interprofessional Education for Internationally Educated Nurses:

*A Resource to Support
Group Clinical Placement Program
Planning, Implementation, and Evaluation*

January 2012



Project Team

Mandy Lowe, MSc, BSc (OT)

Director, Education & Professional Development,
University Health Network and Education Lead,
Toronto Rehab

Tracy Paulenko, BSc (PT)

Interim Interprofessional Education Leader,
Toronto Rehab, University Health Network

Jessica Jardine, BEd, BSc

Education Coordinator, Toronto Rehab,
University Health Network

Pat Marten-Daniel, RN, BScN, MN

Chair, Nursing, GBC

Sylvia Summers, RN

IPE Coordinator, GBC

Henk Demeris, PhD

Researcher, GBC

Joe Freedman, PMP

Project Management Consultant

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More Information

To access this toolkit, visit www.coned.georgebrown.ca/ipe-ien-toolkit or contact the GBC Continuing Education Department for Nursing.



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Section 1: Introduction

There is growing recognition of the looming (and current) shortage of healthcare professionals, not only in Ontario but also across Canada. Many initiatives led by the government and health services sector have been developed to address this health human resource shortage, including the encouragement of health professionals to immigrate to Canada. This strategy to attract internationally trained healthcare professionals has proven to be successful. The number of internationally educated nurses (IENs) who are joining the ranks of nurses in Canada has been growing over the last several years. In 2006, IENs represented between 7% and 8% of the nursing workforce in Canada (Tregunno, Campbell, Allen, & de Sousa, 2007).

The Challenges Faced by IENs in a New Country

Organizations and hospitals benefit the most from the knowledge, skills, and experiences brought by IENs if the nurses are successfully integrated into the healthcare system of their new country (Adeniran et al., 2008). This integration, however, can have its challenges. Kingma (2006, as cited in Tregunno et al., 2007 para. 7) indicates that IENs may experience cultural shock both personally and professionally within the first two years after immigrating. That lack of support in turn may lead to passive behaviour in the workplace, professional self-doubt, and reluctance to ask for help. Furthermore, Magnúsdóttir (2005, as cited in Tregunno et al., 2007 para. 6) has found that cultural fluency (understanding the culture of the country and work context) is as important as language fluency when successfully transferring professional skills.

"In my country we do not have the right to contact other team members, only doctors can."

Internationally Educated Nurse

Factors that Contribute to the Successful Integration of IENs

An American study by Ryan (2003, as cited in Adeniran et al., 2008, para. 6) identified four overlapping areas that must be addressed if IENs are to adjust successfully to the workplace in their new country. These areas include:

- Socialization to the professional nursing role
- Acquisition of language and other communication skills

- Development of clinical and organizational workplace competencies
- Availability of resources within the healthcare system to support IENs

Interprofessional Collaboration (IPC) and Interprofessional Care are increasingly emphasized within the Canadian healthcare system as essential concurrent practices. However, many IENs may not have experienced this interprofessional model in their countries of origin. Not only can an Interprofessional Education (IPE) clinical placement teach IENs the core competencies of IPC, the experience also can address some of the acculturation challenges that face IENs – to help them gain an understanding of the Canadian healthcare context. An IPE clinical placement gives IENs the skills and hands-on experience to participate as confident members of an interprofessional team once they join the workforce as RNs or RPNs.

“As Internationally Educated nurses, our experience back home is different. We don’t have Speech Language Pathologists at home.”

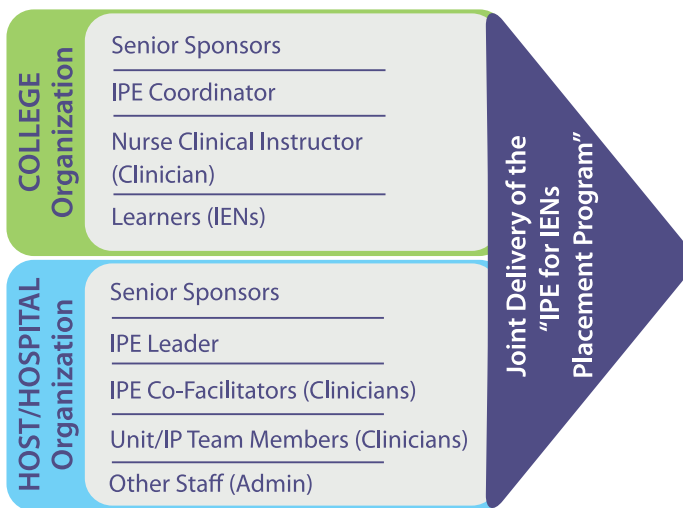
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Introduction to this Resource

In the spring of 2010, George Brown College (GBC) began work with Toronto Rehab to develop and implement an IPE student clinical placement experience referred to as the *“Interprofessional Education for Interprofessionally Educated Nurses Clinical Placement Program,”* or for short, the *“IPE for IENs Placement Program.”* The Learning Objectives for the IENs were developed based on IPC core competencies as defined by the Canadian Interprofessional Health Collaborative (CIHC) (2010) and were specially tailored to ensure that IENs were exposed to interprofessional teams within a safe and supportive learning environment.

The resulting 12-week IPE for IENs Placement Program was implemented in the winter of 2011 in the Complex Continuing Care Program at Toronto Rehab. Key team members, included: senior sponsors from GBC and Toronto Rehab, the IPE Lead from Toronto Rehab and the IPE Coordinator from GBC, IPE Co-Facilitators and Team Members from Toronto Rehab’s Complex Continuing Care Unit, Nurse Clinical Instructors and IENs from GBC, and administrative staff from Toronto Rehab.

Team Members of the IPE for IENs Placement Program



IPE learning objectives were integrated into the clinical placement experience of the *IPE for IENs Placement Program* and piloted with three groups of six IENs enrolled in GBC's "*Enhanced Academic Pathways for Nurses Graduate Certificate Program*". The IPE for IENs Placement Program was designed to enable IENs to describe their own role and the roles of others; collaborate interprofessionally towards patient and family goals; and use effective interprofessional communication.

Purpose of this Resource

This resource is intended to assist anyone interested in developing an Interprofessional Education Program for groups of IENs enrolled in a clinical placement, who wishes to promote learning around the competencies involved in interprofessional collaboration and care.

This resource contains a description of the 12-week program, the key team members and their roles, and sample materials that will assist in implementing the program in a new organization. You are invited to **adapt this program** and the supporting materials to meet the needs of the organization – depending upon available staff resources, and the needs of the IENs or other internationally educated healthcare professionals who are enrolled in a clinical placement program.

An Overview of IPE and IPC

What is Interprofessional Education (IPE)?

The World Health Organization (2010) described IPE as occurring when Learners/ Professionals, "...from two or more professions learn *about*, *from and with* each other to enable effective collaboration and improve health outcomes" (p. 7). "Professional is an all-encompassing term that includes individuals with the knowledge and/or skills to contribute to the physical, mental and social well-being of a community" (p. 14).

Why does IPE matter?

IPE is a necessary step in preparing a "collaborative practice-ready" health workforce that is better prepared to respond to local health needs. Interprofessional healthcare teams that have received effective training in interprofessional education, understand how to optimize the skills of their members, share case management and provide better health services to patients and the community. The World Health Organization (2010) recognizes interprofessional collaboration in education to be an "innovative strategy that will play an important role in mitigating the global health workforce crisis" (p. 7) and result in a strengthened health system and improved health outcomes.

What is Interprofessional Collaboration (IPC)?

CIHC describes IPC as "...the process of developing and maintaining effective interprofessional working relationships with learners, practitioners, patients/clients/families, and communities to enable optimal health outcomes. Elements of collaboration include respect, trust, shared decision-making, and partnerships" (CIHC, 2010a, p. 8).

The term "Interprofessional" (IP) means that each partner's expertise is added, discussed, and evaluated in an atmosphere of sharing and respect. This term is used as opposed to "Multiprofessional," which refers to team members who function in parallel, for they work relatively independently amongst a group of healthcare providers, with little communication between them (Oandasan & Reeves, 2005a, p. 24).

What are the benefits of IPC?

Collaborative practice can "positively impact current health issues such as wait times, healthy workplaces, health human resources, patient safety, rural and remote, chronic disease management, and population health and wellness" (CIHC, 2010b, p. 1).

Professions as Cultures: Considerations for IENs

Each healthcare profession has its own culture, (composed of values, beliefs, attitudes, customs and behaviours based on its historic development). According to Hall (2005), these professional cultures can act as a barrier to effective interprofessional collaboration. Understanding the educational, systemic and personal factors, which contribute to the culture of the profession, can help inform how to approach IPE (Hall, 2005). The following table identifies professional cultural considerations for IENs.

Table 1: List of Professional Cultural Considerations for IENs

- Often, IENs have been educated in a learning culture where a strict hierarchy exists and where questioning is regarded as a sign of disrespect.
- Frequently, lack of knowledge or skills is regarded as shameful. This requires very explicit teaching around the roles of the Teacher and the Learner, and an explanation of how the content will be addressed.
- IENs may come from an education system almost exclusively relying on lecture-based formats with an emphasis on memorization rather than critical thinking.
- IENs may not have experienced the interprofessional approach to developing treatment and care plans.
- Some IENs may have had limited contact with patients throughout their education and training. Patient contact may have been further limited by age or gender of either the patient or the nurse.

(Marten-Daniel, 2008).

For more information on clinical education for IENs, please contact George Brown College, Continuing Education Program for Nursing.

An Overview of the IPE for IENs Placement Program

This 12-week IPE for IENs Placement Program was designed to provide IENs with tailored learning and exposure to interprofessional collaboration and interprofessional care within Canadian healthcare teams. Three different groups of six IEN Learners, each with a Nurse Clinical Instructor from George Brown College, were placed on Toronto Rehab’s Complex Continuing Care Unit for two days per week from January to April 2011. The IPE for IENs Placement Program was designed by the GBC IPE Coordinator in collaboration with the Host Organization IPE Lead. The IEN groups were provided an overview of the program before starting, and then were invited to a series of organized IP Learning Opportunities with staff and students on the Unit. Each week, IPE Co-Facilitators

led the discussion and reflection of these activities within their groups. In the last stage of their placement, the three groups presented their IP learnings to staff and students on the Unit. Refer to the Timeline Diagram and Tables 2, 3, & 4 for a snapshot of the Program during the pre-placement, placement and evaluation phases.

Learning Objectives

At the end of the clinical placement experience, IENs will be able to:

- ▶ describe their **own role** and the **roles** of those in other professions
- ▶ use **interprofessional collaboration**, as appropriate, to work towards patient- and family-centred goals
- ▶ use effective **interprofessional communication**

Format of the IPE for IENs Placement Program

Program Timeline

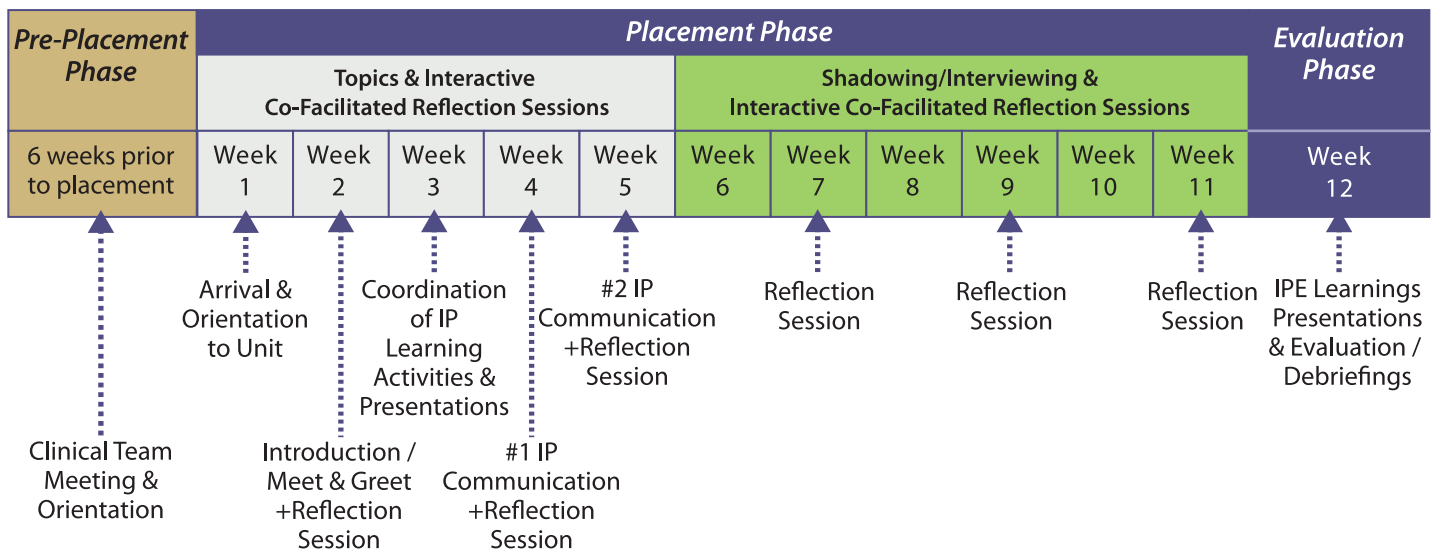


Table 2: Program Format for Pre-Placement Phase

Pre-Placement Phase		
Timing	Activity	Details and Topics
6 weeks prior to placement	Clinical Team Meeting at Toronto Rehab	– Introduction to the <i>IPE for IENs Placement Program and Tips for Collaborating with IEN Learners</i> (Toronto Rehab IPE Leader and GBC IPE Coordinator)
	GBC IEN Student and Preceptor Orientation at GBC	– Brief overview of the IPE aspects of the clinical placement, for example: objectives and components (GBC IPE Coordinator)

Table 3: Program Format for Placement Phase

Placement Phase		
Timing	Activity	Details and Topics
Weeks 1 to 5 of placement	Weekly interactive discussions Reflection Sessions interprofessionally co-facilitated by the GBC IPE Coordinator (Nurse) and another professional from the Unit based on organized IP learning opportunities	– Introduction to Team Members and their roles and responsibilities
Weeks 6 to 11 of placement		– Introduction to IPE and IPC, for example, definitions of collaborator competencies, impact of IPE and IPC on patient outcomes
		– Reflection on identity as a Team Member
		– Interprofessional communication, for example, the Situation Background Assessment Recommendation (SBAR) communications model, decision-making, providing feedback, dealing with IP conflict
		– Reflection on weekly coordinated IP learning experiences (individual or in groups), for example, interviewing and shadowing another professional, attending team education sessions, participating in team rounds and meetings

Table 4: Program Format for Evaluation Phase

Evaluation Phase		
Timing	Activity	Details and Topics
Week 12 of placement	Group presentations by IENs	– Learnings Presentations are based on the Reflection Sessions on IPE and IPC learnings that were experienced over the course of the placement

How is this *IPE for IENs Placement Program* different from structured IPE placements?

Groups of IEN Learners are placed on the Unit and participate in IPE learning activities (individually, in pairs, or in groups, as appropriate) with interprofessional staff team members and/or other students. Reflection Sessions are led by IPE Co-Facilitators (GBC IPE Coordinator and Unit staff member) once per week to discuss IPE topics and to debrief on the week's IP experiences. The students participate in these Reflection Sessions as a uniprofessional group, unlike other structured IPE placements in which students from a range of different professions work together in the same group.

"It is not appropriate for me to speak up back home."

Internationally Educated Nurse

"We have some specialists back home, but they don't collaborate with each other, like in person, and they just [guess about other professionals responsibilities and scopes of practice]."

Internationally Educated Nurse

What are the key enablers for a successful *IPE for IENs Placement Program*?

A successful *IPE for IENs Placement Program* is enabled by having:

- ▶ A strong commitment to IPE and IPC clinical placement programming, and strong leadership from the Host Organization and College
- ▶ A Unit or Clinical Area that works well as an interprofessional and collaborative team, to further build on its successes. (The selection of such a Unit will provide the opportunity to pilot an *IPE for IENs Placement Program* with a team that can "role model" interprofessional teamwork)
- ▶ A Unit or Clinical Area that is familiar with, and has had previous clinical placements with, the IEN Learners
- ▶ Experienced IPE Co-Facilitators from the Host Organization or Hospital
- ▶ Experienced IPE Mentorship and Coordination from the College
- ▶ Intentional and careful planning and preparation of the placement program

(Refer to the next section, [Section 2: Leading and Coordinating IPE for IENs](#), for more details on planning and preparing a placement program).



Section 2: Leading and Coordinating IPE for IENs

This section highlights the unique aspects of planning and designing the *IPE for IENs Placement Program*. It defines the roles, responsibilities, and resources required for a successful program, and provides sample IPE learning activities and a sample Program Plan that can be adapted by the Host Organization.

What is needed prior to getting started?

(Refer to [Appendix A: Checklist of Tasks for Pre-Program Planning](#))

Before launching an *IPE for IENs Placement Program*, it is important to:

- ▶ Provide clarity of roles and responsibilities of all Team Members
- ▶ Include a GBC Nurse Clinical Instructor as a member of the each team, and align IPE Learning Objectives with Clinical Learning Objectives from the beginning
- ▶ Inform all Unit Team Members of the goals of the program and prepare them for the needs of the IEN Learners (refer to [Appendix B: Overview of the Placement Program for Staff + Tips for Collaborating with IEN Learners](#))
- ▶ Leverage ongoing IP learning opportunities that already exist in the organization

“[I learned that] my role on the team is being the eyes and ears of the patient. I felt like a team member when they asked me for data and rely on my assessment.”

Internationally Educated Nurse

How is leading and coordinating an *IPE for IENs Placement Program* different from a structured IPE student placement?

The IENs are a uniprofessional group of six to eight Learners placed on the Unit two days per week for a period of 12 weeks. The group aspect of this placement experience and the uniprofessional nature of the IENs differ from structured IPE student placement programs. The interprofessional aspect comes from inviting IENs to participate in IP opportunities outside of the IEN group meetings, whereas with structured placements, students from a range of different professions work together as an interprofessional group within and between group meetings. The IENs are accompanied by a GBC Nurse Clinical Instructor who facilitates the nursing practicum experience and an IPE Coordinator from GBC who ensures integration of IPE Learning

"[I learned how to...] play a role of collaborator in the team by communicating with clients, peers, and other health professionals about patient care."

Internationally Educated Nurse

Objectives. The GBC IPE Coordinator works with the IPE leadership of the organization to build any IPE or IPC learning opportunities that exist at the Host Organization, into a scheduled Learning Plan. These activities are followed with regularly scheduled debriefings (Reflection Sessions) in the uniprofessional IEN group, led by the GBC IPE Coordinator (Nurse) and staff IPE Co-Facilitators from different professions.

Who is involved in the Program, and how much time should be allocated for each Team Member?

Developing an *IPE for IENs Placement Program* requires some planning time up front, due to the many team members involved and scheduling logistics. Table 5 provides a guide to the time allocation of each phase of the program for each professional role or project team member.

NOTE: Depending on available personnel, the Host Organization IPE Lead and the GBC IPE Coordinator may decide to share and adapt responsibilities as needed.

Table 5: Proposed Time Allocations by Role and Phase for one IEN Group

Role: Host Organization or Hospital IPE Lead		
Pre-Placement Planning Phase (6 weeks prior to placement)	Placement Phase (weeks 1 to 11 of placement)	Evaluation Phase (week 12 of placement)
<p>8 hours total</p> <ul style="list-style-type: none"> – Works with Clinical Unit Staff to determine the pre-existing IP activities (Team Meetings and presentations) that may be possible for Learners to attend (individually, paired, or in groups, as appropriate) that align with IEN clinical placement days 2 days per week – Attends Unit Team Meeting to provide an overview of the <i>IPE for IENs Placement Program</i> and enables the networking of IP Team Members with GBC IPE Coordinator to facilitate program goals – Supports the GBC IPE Coordinator in building IP learning activities and Reflection Sessions into a scheduled Learning Plan – Selects other Host Organization or Hospital IPE Co-Facilitators, as available, to support Reflection Sessions – Selects and recruits IP Team Members for shadowing or interviewing opportunities – Determines Evaluation Plan for the <i>IPE for IENs Placement Program</i> from the Host Organization or Hospital perspective 	<p>3 hours per week</p> <ul style="list-style-type: none"> – Co-facilitates a select number of Reflection Sessions, as available – Supports the GBC IPE Coordinator in facilitating IPE Learning goals – Assumes accountability for ensuring that the expectations of the <i>IPE for IENs Placement Program</i> are reasonable for the Unit – Addresses the needs of Staff IP Team Members and the IPE Co-Facilitator, and supports communications with Unit Staff 	<p>2 hours total</p> <ul style="list-style-type: none"> – Supports the GBC IPE Coordinator in planning the IPE Learnings Presentation – Advertises IPE presentations to staff and other on-site students – Attends the IEN IPE presentations – Leads the program evaluation from the Host Organization or Hospital perspective, and leads IPE learnings and program success with students, staff, and the GBC IPE Coordinator

Role: GBC IPE Coordinator		
Pre-Placement Planning Phase (6 weeks prior to placement)	Placement Phase (weeks 1 to 11 of placement)	Evaluation Phase (week 12 of placement)
<p>8 to 12 hours per week</p> <ul style="list-style-type: none"> – Collaborates with the Host Organization IPE Lead to integrate the <i>IPE for IENs Placement Program</i> – Collaborates with the Host Organization IPE Lead to clarify roles and build Unit IP opportunities into a Learning Plan – Attends Unit Team Meeting(s) with the Host Organization IPE Lead to provide an overview of the program – Contacts key IP Team Members to schedule IP opportunities into the Program Plan – Meets with IENs to provide an overview of the program and learning goals – Holds a preliminary planning meeting with the GBC Nurse Clinical Instructor – Leads Evaluation Planning for the <i>IPE for IENs Placement Program</i> from GBC's perspective 	<p>8 to 12 hours per week</p> <ul style="list-style-type: none"> – Leads the facilitation of the IPE Learning Objectives – Leads the scheduling and coordination of the IP learning opportunities with support from the Host Organization IPE Lead – Is responsible for all correspondence with IENs and the GBC Nurse Clinical Instructor, and works with the GBC Nurse Clinical Instructor to integrate IPE Learning Objectives into clinical curriculum – Provides support and mentorship for the GBC Nurse Clinical Instructor to find creative ways to enable critical thinking and leadership of IENs – Leads the planning, coordinating and co-facilitating of all IPE Reflection Sessions in collaboration with the Host organization Co-Facilitators 	<p>1 day</p> <ul style="list-style-type: none"> – Leads IPE presentation planning and provides support to students – Introduces the IPE presentation to staff and student audience – Is responsible for the evaluation of <i>IPE for IEN Placement Program</i> with the GBC senior sponsor

Role: IPE Co-Facilitators (Host Organization clinicians)		
Pre-Placement Planning Phase (6 weeks prior to placement)	Placement Phase (weeks 1 to 11 of placement)	Evaluation Phase (week 12 of placement)
30 minutes – Are oriented to the program and Learner needs by the Host Organization IPE Lead and/or the GBC IPE Coordinator	1.5 hours per Reflection Session – Includes meeting with the Co-Facilitator (GBC IPE Coordinator or designate) before or after the Reflection Sessions to brief and debrief on session	– Are invited to attend the IENs IPE Learnings Presentation

Role: IP Team Members (Host Organization clinicians)		
Pre-Placement Planning Phase (6 weeks prior to placement)	Placement Phase (weeks 1 to 11 of placement)	Evaluation Phase (week 12 of placement)
Activities integrated into regular schedule – Listen to an overview of the <i>IPE for IENs Placement Program</i> during a regular Unit Team Meeting, and consider volunteering for shadowing and interviewing activities and/or co-facilitating an IPE Reflection Session – Consider attending a “Meet & Greet” session with IENs	Activities integrated into regular schedule – Welcome IENs to shadow and interview them during a regular scheduled day – Are invited to co-facilitate the Reflection Sessions (refer to Co-Facilitator role) – Involve IENs in team discussions	– Are invited to attend the IENs IPE Learnings Presentation

Role: GBC Nurse Clinical Instructor		
Pre-Placement Planning Phase (6 weeks prior to placement)	Placement Phase (weeks 1 to 11 of placement)	Evaluation Phase (week 12 of placement)
1 hour – Meets with GBC IPE Coordinator to understand the goals of the program and how to integrate IPE Learning Objectives into clinical placement	1 hour per week – Supports the coordination and facilitation of the IPE learning goals and opportunities	1 hour per week – Works with the GBC IPE Coordinator to support the IENs IPE Learnings Presentation

Role: Administrative (support staff if available)		
Pre-Placement Planning Phase (6 weeks prior to placement)	Placement Phase (weeks 1 to 11 of placement)	Evaluation Phase (week 12 of placement)
1 hour – Provides logistical support, such as, books rooms and AV equipment, books team meetings, provides scheduling support, collates contact lists and IP activity lists, helps with ongoing communications	2 hours – Provides logistical support, such as, tracks activities, books meetings, helps with ongoing communications, and provides scheduling support	1 hour – Provides logistical support, such as, books rooms, assists with advertising the Learnings Presentation

Designing the *IPE for IENs Placement Program Plan*

What activities lend themselves as possible IP Learning Opportunities?

IP learning does not have to be a formal learning experience. There are many ways to build IP learning opportunities into existing IP collaboration that is already happening between Team Members on the Unit, by making IP learning opportunities more explicit.

Depending on the range of IP opportunities available in the clinical environment, and the needs of the Learners, the GBC IPE Coordinator and the Host Organization IPE Lead can adjust the Learning Plan as appropriate.

The sample learning activities in the following table, address all of the *IPE for IENs Placement Program* Learning Objectives.

Table 6: Sample IP Learning Activities

- Reflect on IPE and IPC experiences (before and during the program)
- Complete the “Centre for IPE, University of Toronto, Flexible Activity 1: Participation in Interprofessional Team Education” (Refer to [Appendix I: Activity 1](#))
- Complete the “Centre for IPE, University of Toronto, Flexible Activity 2: Interviewing/ Shadowing a Team Member” (Refer to [Appendix I: Activity 2](#))
- Complete the “Centre for IPE, University of Toronto, Flexible Activity 3: Participation in Team Meetings” (Refer to [Appendix I: Activity 3](#))
- Participate in specialized interprofessional rounds (generally, or in relation to) specific topics such as wound care, oral care, seating and positioning, etc.
- Work with Team Members from other professions on joint projects, tasks or, patient-care issues
- Co-assess or co-treat patients with other IP Team Members, as appropriate
- Set interprofessional patient goals with at least one other Team Member
- Gather feedback from the patient and/or family regarding their experience with interprofessional teamwork, and their opinion of how the IEN collaborated with them. For example, in working with patients and families, did the IEN:
 - introduce him/herself clearly?
 - outline his/her role and check for understanding?
 - invite the patient and family members to describe their perceptions of the issues and situation?
 - work with the patient and family members to plan for assessment and intervention?

(Adapted from Sinclair, Lowe, Paulenko & Walczak, 2007).

"I became aware of the limitations of my role, overlapping roles, and the importance of other disciplines."

Internationally Educated Nurse

How can IP Learning Opportunities be built into a schedule?

- ▶ Capitalize on regularly scheduled activities that already exist. Contact key Team Leads to survey existing IP Team Meetings (e.g., Rounds or Specialized Rounds) and IP Team Education Sessions within the Unit or Host Organization (refer to [Appendix C: Surveying Template for IP Learning Opportunities for IENs](#)). Share the surveying template with the GBC IPE Coordinator to enable direct communication and coordination with staff contacts and IENs, and to align the IPE program schedule with organizational opportunities.
- ▶ Invite IP Team Members to commit to one or two shadow/interview times with IENs. IENs should be responsible for arranging specific times with the clinicians (refer to [Appendix D: E-mail to Recruit Staff for Shadowing/Interviewing Opportunities for IENs](#) and [Appendix E: Sign-Up Sheet for Staff to Provide Shadowing/Interviewing Opportunities for IENs](#))
- ▶ Invite IENs to shadow and interview IP Team Members during their regular work schedule. Observing Team Members who are working with the same patients, with whom the IENs are working, further enhances the learning process.
- ▶ Work with the GBC Nurse Clinical Instructor to capitalize on IP learning activities or IPE teachable moments in which the GBC Nurse Clinical Instructor routinely engages and determines the best times to integrate IP opportunities into each IEN's clinical schedule.
- ▶ Conduct Reflection Sessions:
 - Reflection Sessions are 1.5 hours long, including planning and debriefing
 - During weeks 1 to 5, schedule weekly Reflection Sessions
 - During weeks 6 to 12, schedule bi-weekly Reflection Sessions (IP learning activities begin during these weeks)
 - Recruit three to four Unit Staff as IPE Co-Facilitators from non-nursing professions depending on availability (refer to [Appendix F: E-mail to Recruit IPE Co-Facilitators for the IPE for IENs Placement Program](#)). The IENs benefit from exposure to IPE Facilitators from many different professions
 - Combine two groups of IENs (= 12 to 16 Learners) in Reflection Sessions, depending on the scope of the program and each Learner's needs

Sample “Program at a Glance”

The Reflection Sessions can be scheduled to align with any of the scheduled IP opportunities offered by the Host Organization. Refer to the Timeline Diagram and Table 7 for a snapshot of the 12-week program. For more details about planning and scheduling the program, refer to [Appendix G: Program Plan and Schedule for the IPE for IENs Placement Program](#).

Sample Program Timeline

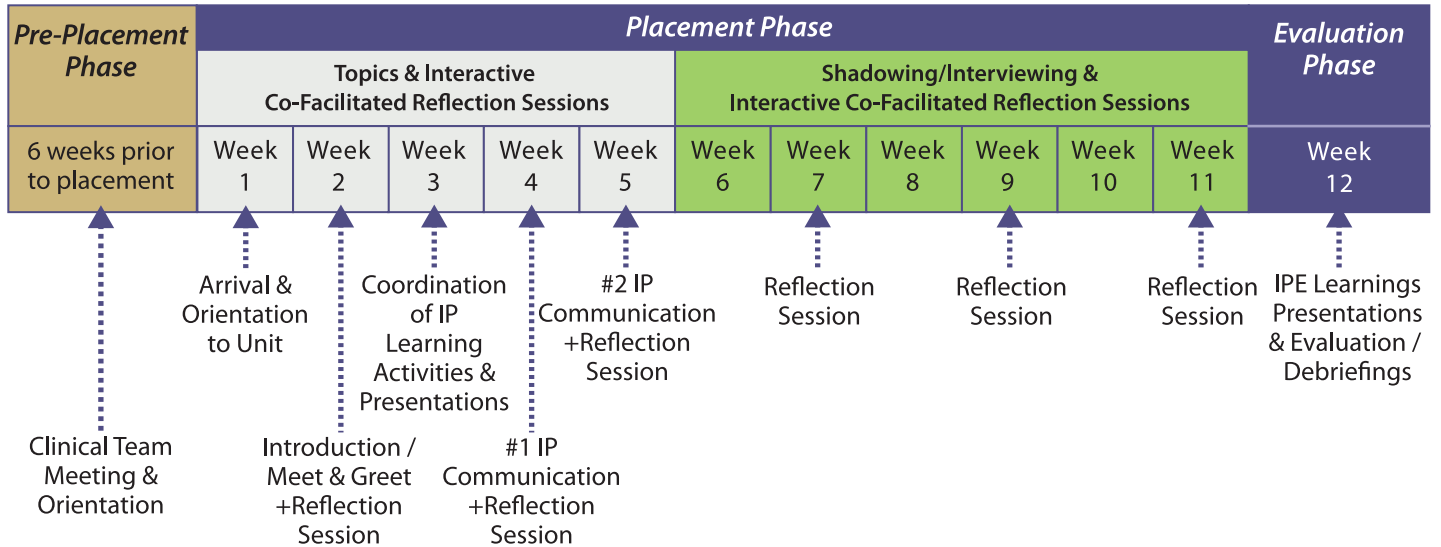


Table 7: Sample “Program at a Glance”

Session	Description
Pre-Program Orientation	GBC-led Orientation: Goals and Format of IPE Program and Pre-Program Reflection (distribute Appendix H: Overview of Placement Program for IENs)
1	IENs Arrival and Orientation to Unit
2	Introduction to Team Members Roles and Responsibilities: Meet & Greet Team Members; Introduction to IPE and IPC Competencies
3	GBC IP Learning Activity Coordination and IPE Presentation Planning
4	Interprofessional Communication 1 (e.g., Jargon)
5	Interprofessional Communication 2 (e.g., Interprofessional Team Communication Model such as SBAR)
6 to 11	Shadowing/Interviewing Team Members, IP Team Meetings (i.e., Rounds etc.), and IP Team Education (e.g., Bi-Weekly IPE Reflection Sessions)
12	IENs IPE Learnings Presentation and Debriefing



Section 3: Facilitating IPE for IENs Reflection Sessions

This section is to be used as a resource for IPE Co-Facilitators working with IEN groups during Reflection Sessions.

What is the role of IPE Co-Facilitators?

The role of IPE Co-Facilitators is critical in making IP learning explicit for IENs, in addition to bringing another professional lens to group discussions. This is especially true since the Reflection Sessions are with a uniprofessional group of IENs. Unlike GBC Nurse Clinical Instructors, the IPE Co-Facilitators are not expected to be content experts; “instead of teaching to learners, facilitators need to work with learners” (Oandasan & Reeves, 2005a, p. 32).

“For all the years I have either worked or taught [on the unit], I did not always know the names of the interprofessional team. Because of this learning experience I now know this and will feel much more comfortable in approaching [team members]. I got to learn something about them all.”

Nurse Clinical Instructor

Furthermore, IPE Co-Facilitators need to be “attuned to the dynamics of IP learning skilled in optimizing learning opportunities, valuing the distinctive experience and expertise which each profession brings” (Barr, 1996, p. 244).

It is recommended that each IPE Co-Facilitator in this program:

- ▶ Volunteers to be an IPE Co-Facilitator with the GBC IPE Coordinator or the designate (e.g., three to four staff sign up for two Reflection Sessions each, over the course of the 12-week program)
- ▶ Prepares and plans for each session with the session Co-Facilitator (may include Unit Staff, the GBC IPE Coordinator or the Host Organization IPE Lead) and get to know each other
- ▶ Clarifies roles with the GBC IPE Coordinator and with oneself
- ▶ Debriefs and reflects after each session, individually and with the Co-Facilitator, to discuss lessons learned
- ▶ “Role-models” IPC and associated competencies (e.g., valuing diverse opinions, addressing conflict)

- Creates a safe learning climate
- Uses flexibility and openness to address the IENs' needs as they emerge.

What is the format of the IPE Reflection Sessions?

Each weekly Reflection Session is 45 minutes long and involves a uniprofessional group of six to eight IENs, and the GBC IPE Coordinator (Nurse). IPE learning is ideally co-facilitated by staff from non-nursing professions in order to provide different professional lenses for the IENs. For each Reflection Session, the goal is to elevate or make explicit the specific IP learnings from the various interprofessional opportunities in which the IENs have engaged over the course of each

week. Reflection Questions from the Centre for Interprofessional Education, University of Toronto are used to facilitate discussions (refer to [Appendix I: Activities 1, 2 and 3](#)).

For example, in a Reflection Session, the facilitator would ask about the opportunities that the IENs had experienced during that week of placement (such as shadowing a Team Member, participating in Team Education or Team Rounds) or IEN group members might report that they had participated in IP Oral Care Rounds. A discussion could then be generated based on the questions listed in the following table:

Table 8: Sample Questions for Facilitating Reflection Sessions

- Which professionals were involved?
- What was the role of the IEN in the interaction?
- What was the role of the other Team Members (e.g., Speech Language Pathologist, Dental Hygienist, Patient, and Family)?
- What information was shared?
- What did they assess together? How did they decide on the treatment plan?
- How did they communicate and interact?
- How was conflict handled?
- What jargon was used?
- What was the impact of using jargon?
- With whom did each role or Team Member collaborate most closely?
- What did you learn about IPC from this experience?

To wrap up each Reflection Session, and to provide context for the next session, the group might discuss the questions listed in the following table.

From these questions, a rich discussion can be generated and many IPE teachable moments can be captured.

Table 9: Sample Wrap-Up Questions

<ul style="list-style-type: none">– What else do you want to learn about the team, its members, and collaborating towards patient goals? What new Learning Objectives have now emerged for you?– From our discussion, what will you do differently in your role as a professional, as well as a Team Member, until we meet next?

How much time is involved in being an IPE Co-Facilitator?

IPE Co-Facilitators spend approximately 1.5 hours in total per Reflection Session (45 to 60 minutes per session plus 30 minutes for planning and debriefing). If the staffing schedule permits, co-facilitating more than one session is ideal, since it allows time for the IENs and Co-Facilitators to get to know each other. Multiple non-nursing professionals co-facilitating across the 12-week program provides IENs with exposure to multiple professional lenses and enriched IPE learning.

“I feel more confident as an effective interprofessional team member because now I know where to find help and who to approach in different situations.”

Internationally Educated Nurse

How do you prepare to be an IPE Co-Facilitator?

Ideally, individuals from two different professions with the following experience and interest should consider being IPE Co-Facilitators:

- have a strong interest in enabling IPE learning and development
- want to learn *about, from and with* one another
- have small group facilitation skills on which to build

The role of the IPE Co-Facilitator is a key factor in the success of the *IPE for IENs Placement Program*; therefore, adequate preparation is crucial for this role. Ideally, IPE Co-Facilitators should have prior small group facilitation experience, particularly experience that is interprofessional in nature. The GBC IPE Coordinator and/or the Host Organization IPE Lead is responsible for providing IPE Co-Facilitators with an orientation to the *IPE for IENs Placement Program* and to the unique needs of the IEN Learners. In addition, the Coordinator or

Lead is responsible for providing ongoing support and coaching to IPE Co-Facilitators (refer to [Appendix B: Overview of the Placement Program for Staff + Tips for Collaborating with IEN Learners](#)).

Adequate preparation between Co-Facilitators before Reflection Sessions, as well as an informal debriefing, is critical in enabling successful facilitation. In the table below, are some sample introductory questions to discuss as Co-Facilitators.

"I learned about each interprofessional team member's roles and the interconnections among the professions. I also learned nurses are valued..."

Internationally Educated Nurse

Table 10: Sample Preparation Questions for IPE Co-Facilitators

- What small group facilitation experience (if any) do you have? (For example, experience with students or staff, problem-based learning, uni- or multi-professional).
- Have you participated in any formal education regarding small group facilitation? (For example, do you understand groups and teams in terms of task versus process or the stages of group development? What experience do you have with troubleshooting small group facilitation challenges?)
- How would you describe your strengths as a facilitator (current and anticipated)? What are you most concerned about in facilitating a small group of IENs?
- What supports may you need and how would you address these needs?
- How do you think your role in a specific profession may impact your IP facilitation? What specifically do you need to be aware of?
- What specific feedback would be most helpful for you throughout this process?
- What preconceptions might you hold about other professions? How might these perceptions be addressed?

(Adapted from Kim, Lowe, Srinivasan, Gairy & Sinclair, 2010).

Outlined in the table below are some sample debriefing and reflection questions to discuss as Co-Facilitators after each Reflection Session:

Table 11: Sample Debriefing Questions for IPE Co-Facilitators

- What worked well during our Reflection Session?
- What have we learned from a content perspective? What do we need to do to facilitate the IENs' continued learning?
- What have we learned from a process perspective? What changes should we consider to enable or support effective IP group functioning?
- Observing the group, how would you describe what is happening between the individuals?
- At an individual level, who is participating? Who isn't? What is the body language?
- At a group level, how is the group addressing tasks? How is group process being addressed? What is the energy or stress level of the group?
- How has IP communication and dialogue been enhanced? How have IP learning opportunities been optimized?
- What additional IP learning opportunities may be possible?
- What are you most curious about moving forward, in terms of your IEN Team of Learners?

Adapted from Kim et al., 2010.

IPE Co-Facilitators may also wish to consider specific planning questions to determine the best method of providing feedback to each other, and being transparent about roles and responsibilities. Please refer to sample questions in Section 3, page 5 of the toolkit entitled, "*Facilitating Interprofessional Clinical Learning: Interprofessional Education (IPE) Placements and Other Opportunities*" available at the Centre for Interprofessional Education, University of Toronto website. At the time of publication, the specific link was www.ipe.utoronto.ca/initiatives/ipc/implc/preceptorship.html.

"[I learned how to be].. an active participant on the team."

Internationally Educated Nurse

IPE for IEN Placement Program Reflection Session Facilitation Questions

Facilitation questions enable reflection on the IP learning opportunities that IENs participate in with staff members during each week of placement. Here are some facilitation questions categorized by the IPE activity that is taking place in a particular week. All questions shown in the table below, have been adapted from the Centre for Interprofessional Education, University of Toronto, Flexible Activities (2010), and are provided as samples to consider.

Table 12: Sample Facilitation Questions for each Reflection Session

Introduction to IPE and IPC	
Reflection Session and Description	Sample Facilitation Questions
<ul style="list-style-type: none"> - Introduce concepts of IPE, IPC, effective communication, IP conflict, team member roles, scopes of practice - Complete Icebreaker Discussion: "Why did you become a nurse?" - Introduce concept of IPE, IPC & CIHC (2010a) collaborator competencies. (For competency framework for Interprofessional collaboration, refer to page 17 of the document entitled "A National Interprofessional Competency Framework", posted at www.cihc.ca) - Discuss IPE and IPC 	<ul style="list-style-type: none"> - What is an IP team? Who is on the team? How is that decided? - What enables effective collaboration? - What is a professional? Are you a professional? What makes you a professional? - What has been your experience from your previous country, working with other professionals in the care of your patients? - How do you think you will work with other professionals on the Unit as an Internationally Educated Nursing Student during this placement? - How would you describe conflict? What is IP conflict? - What strategies may be helpful to address IP conflict?

Team Member Meet & Greet	
Reflection Session and Description	Sample Facilitation Questions
<ul style="list-style-type: none"> – Invite Team Members from Unit to meet IENs and discuss their roles within the team 	<ul style="list-style-type: none"> – Based on the role descriptions of Team Members, who is on the Unit Team? Are patients on the team? Are non-health professions such as Housekeeping and Security on the team? – How would you describe a high-functioning team experience? What enabled this? – How did the team speak of their collaboration with one another? How did the team speak of nursing? – How does the role of nursing that was described, compare with the nursing role back home? – How do the other professional roles that were discussed, compare to the roles back home?

Interprofessional Communication	
Reflection Session and Description	Sample Facilitation Questions
<ul style="list-style-type: none"> – Introduce the topic of jargon – Consider discussing Interprofessional Team Communication Model: SBAR (refer to the information and Toolkit found at: www.torontorehab.com/SBAR.aspx; Trentham et al., 2010) 	<ul style="list-style-type: none"> – What are the two essential components of effective communication? – What is jargon, why is it used, and what are the effects when jargon is used? – How did it make you feel when you did not understand the jargon you heard? – What jargon have you heard? Where is jargon most commonly used? Consider discussing an example (e.g., the term “uniform”). Consider breaking down the jargon into categories (i.e., acronyms, euphemisms, etc.) – When you heard professionals use jargon, what was the context? – Was the jargon clarified? How? If not, were you able to ask for clarification? – What are the advantages and/or disadvantages of using jargon? – Was jargon used when communicating with patients? How did you feel about that? How might the patient have felt? – Coming full circle, and looking at the interprofessional care we give, where do you think communication and patient/family care can be improved with regard to jargon? Did the use of jargon affect patient care? Did it affect decision-making?

Participation in Interprofessional Team Education	
Reflection Session and Description	Sample Facilitation Questions
<p>(Centre for Interprofessional Education, University of Toronto: Flexible Activity 1)</p> <ul style="list-style-type: none"> – For example, attend structured IPE Learnings Presentations or Unit Team IP Case Presentations 	<ul style="list-style-type: none"> – Who was involved in the IP Team? (For example, were patient/client, Team Members, other healthcare staff and/or, community members involved?) – How was the patient’s/client’s voice or goals addressed? – What was the value for you in learning in a group with other professionals? What were the benefits of, and challenges to, learning together in this experience? – How has this experience caused you to reflect on your professional role with patient/clients and on teams? – In reflecting on this session, what do you think may enable additional interprofessional education or learning <i>about, from and with</i> each other? – What have you learned from this IPE experience? How will you apply what you learned today and in the future?

Interviewing/Shadowing Team Members	
Reflection Session and Description	Sample Facilitation Questions
<p>(Centre for Interprofessional Education, University of Toronto: Flexible Activity 2)</p>	<ul style="list-style-type: none"> – With whom did the professional you shadowed, collaborate and communicate most closely with on this team? Why? – How and when did that professional assess, plan and provide intervention collaboratively with others on the team? (What types of situations?) – How did the professional you shadowed communicate with you? How did you communicate with him/her? What questions were you asked, and did you ask? How did that professional demonstrate he/she listened, valued, and respected you? – What goals might you share with the professional you shadowed? – How did the professional contribute to effective decision-making on this team?

Interviewing/Shadowing Team Members (Cont'd)	
Reflection Session and Description	Sample Facilitation Questions
(Centre for Interprofessional Education, University of Toronto: Flexible Activity 2)	<ul style="list-style-type: none"> - How did that professional work to establish and maintain relationships on this team? - How did the professional interact with the patient/client and family member(s)? - How was the patient's voice or goals expressed? How might you assess the patient together? - Are you a professional? What makes you a professional? - What makes the professional you shadowed a professional? - What is your previous experience in working with this shadow role? - After getting to know the professional's role during your work shadow experience, did you have any misconceptions? - How did the actual shadowing experience compare with your expectations and assumptions? - What did you learn about the roles on this team that you previously did not know? - What are the similarities and differences between the roles (including yours)? - What else do you want to learn about the team and its members? What new Learning Objectives have now emerged for you? - How was the patient's voice or goals expressed? - How will this experience influence your role as a professional and as a Team Member? - What surprised you from this IPE shadow experience?

Participation in Interprofessional Team Meetings	
Reflection Session and Description	Sample Facilitation Questions
(Centre for Interprofessional Education, University of Toronto: Flexible Activity 3)	<ul style="list-style-type: none"> – Briefly describe the team experiences. (For example, what was the reason for the meeting? What tasks were completed? Were the meeting objectives met?) – Who was involved? (For example, were patient/client, Team Members, other healthcare staff, and community members involved?) Who was not there and how was information from that person or profession shared? (For example, how was the patient’s voice expressed?) – How did the team conduct the meetings? (Include in the discussion, which group roles were evident, such as chair, facilitator, mediator, clarifier, etc.) – Describe how you think the team facilitated the need for all members to have opportunities for active participation. – Describe your role in the meetings as a Team Member. How did you display flexibility and adaptability? How did you promote effective decision-making? – How would you describe the relationship (anticipated or actual) between how the team functioned in these meetings and the impact on patient/client care and Team Member satisfaction? – Describe the group process or team interaction (For example, consider how Team Members behaved, communicated, solved problems, made decisions, provided and responded to feedback, and addressed conflict. Was everyone on time? How was respect shown? Were all voices heard? Was there an opportunity for group reflection?) – What structures or supports impacted team collaboration? (For example, did attendance at meetings, or having a clear and agreed-upon meeting agenda, impact team collaboration?) – What did you learn from your role that you can apply to your own practice? What learning will you take away as a Team Member in the future?

Preparing for IPE Presentation: Program Debrief and Wrap-Up	
Reflection Session and Description	Sample Facilitation Questions
Use the IEN group answers to facilitation questions, as ideas for topics for the IEN IPE <u>Learnings</u> Presentation, as well as for gathering feedback from the Learners when debriefing on the program	<ul style="list-style-type: none"> – What was the value, and what were the challenges of learning <i>about, from, and with</i> each other over the past 11 weeks? What enabled the IP learning? Other Reflection Questions: Choose any questions from above topics, for example: – How did the team interact (communicate, solve problems, make decisions, provide or respond to feedback, and address conflict)? – How does the way the team functions impact on patient care and Team Member satisfaction? – What did you learn that you can apply to your own practice in your role? Are there roles on the team you previously did not know about? How are they similar and how do they differ from your role? – How will this experience influence your role as a professional and as a Team Member in the future? What IPE and IPC learnings will you take forth to your next placement or future work? – How can you act as a role model to other nurses or the nursing team when collaborating with IP Team Members? – How can you demonstrate your knowledge and skills going forward, such as in your résumés, interviews, role modeling, etc.?

For more information on developing IPE and small group facilitation skills, refer to the toolkit entitled, *“Facilitating Interprofessional Clinical Learning: Interprofessional Education (IPE) Placements and Other Opportunities”* that is available at the Centre for Interprofessional Education, University of Toronto website. At the time of publication, the specific link was www.ipe.utoronto.ca/initiatives/ipc/implc/preceptorship.html.

The Centre for Interprofessional Education, University of Toronto also has DVDs (as do many of the Toronto Academic Health Sciences Network (TAHSN) hospitals) that can support the learning and development of IPE Co-Facilitators (e.g., “Facilitating Interprofessional Collaboration with Students”). IPE facilitation workshops are provided regularly at many Toronto teaching hospitals, or at the University of Toronto, (e.g., Centre for Interprofessional Education – www.ipe.utoronto.ca).

“(As a result of this experience, I noticed) a lot of changes to myself not just as a nurse, but also my views and perception as a person being part of something vital. I had never expected that IPE would make me feel more comfortable in my work environment, broaden my skills not just from the field of nursing, make me realize that the rest of the team needs me as I need them and alter my perception about conflict and being assertive. My sense of purpose in the workplace area broadened from being an advocate of my clients to advocate for other nurses and the rest of the healthcare team.”

Internationally Educated Nurse



Section 4: Evaluation – Gathering Feedback

While GBC independently assesses the IPE learning component for IENs, the Host Organization can also gather feedback from Unit Staff involved in the program, using a number of methods and tools.

Informal feedback from the IENs about their IPE program learnings can be gained in week 12, during the IPE learnings presentations and program debriefings. For sample feedback questions, refer to Section 3, [Table 12 \(p29\)](#) “Preparing for IPE Presentation: Program Debrief and Wrap-Up.”

More formal feedback in the way of Feedback Forms and Evaluation Forms can also be used:

- ▶ **Learnings Presentation Feedback Form**
(refer to [Appendix J: Feedback Form for the IPE Learnings Presentations](#))
Unit Staff Members are invited to the IENs’ presentation of their learnings from this IPE placement program. This is a way to assess student IP learning informally, and for the students to share their learnings with staff. Staff members are encouraged to give feedback on what they learned from the presentation.
- ▶ **Evaluation for Staff Involved in the Program**
(refer to [Appendix K: Evaluation Form for the IPE for IENs Placement Program](#))
This form can be used to gather feedback from all staff involved in this program (e.g., Unit Staff, Co-Facilitators, Team Members involved

in interviewing/shadowing, Team Meetings or Education Sessions, and/or from Unit Managers).

- ▶ For a listing of other select **standardized tools** used in measuring knowledge, attitudes, beliefs and/or behaviours that impact interprofessional learning and collaboration, go to:

www.ipe.utoronto.ca/educators/evaluation.html

“Wherever I’m going in my future, I’m taking [my IPE experience] with me.”

Internationally Educated Nurse

“Most importantly [it’s] the confidence that I’ve built from this experience.”

Internationally Educated Nurse

"This experience will greatly influence my role as a professional and team member because I have gained knowledge and ideas about what my role should be."

Internationally Educated Nurse



Section 5: References and Resources

This section provides references to information that is used in this document and other resources that support or describe IPE, IPC, IENs, and related topics.

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Appendices

"I learned the importance of interprofessional team collaboration. A nurse's individual work would not be sufficient without the involvement of other team members in providing the best patient care."

(Internationally Educated Nurse)





APPENDICES: Sample Materials for the *IPE for IENs Placement Program*

Appendix	Item	Recipient and/or Intended Audience
A	Checklist of Tasks for Pre-Program Planning	Host IPE Lead, GBC IPE Coordinator, GBC Nurse Clinical Instructors, and administrative support staff
B	Overview of the Placement Program for Staff + Tips for Collaborating with IEN Learners	All Unit Staff
C	Surveying Template for IP Learning Opportunities for IENs	Key Team Leads on Unit
D	E-mail to Recruit Staff for Shadowing/Interviewing Opportunities for IENs	All Unit Staff
E	Sign-Up Sheet for Staff to Provide Shadowing/Interviewing Opportunities for IENs	All Unit Staff
F	E-mail to Recruit IPE Co-Facilitators for the <i>IPE for IENs Placement Program</i>	All Unit Staff
G	Program Plan and Schedule for the <i>IPE for IENs Placement Program</i>	Host IPE Lead, GBC IPE Coordinator, GBC Nurse Clinical Instructors, and administrative support staff
H	Overview of the Placement Program for IENs	All IENs
I	Activities 1, 2 & 3 (from IPE Component in a Clinical Placement: Centre for Interprofessional Education, University of Toronto, 2010) <ul style="list-style-type: none"> – Flexible Activity 1: Participation in Interprofessional Team Education – Flexible Activity 2: Interviewing/Shadowing a Team Member – Flexible Activity 3: Participation in Team Meetings 	IPE Co-Facilitators and IP Team Members, as appropriate
J	Feedback Form for the IPE Learnings Presentations	Staff and other students to provide feedback to IENs
K	Evaluation Form for the <i>IPE for IENs Placement Program</i>	Staff involved in the program

APPENDIX A: Checklist of Tasks for Pre-Program Planning



Note to Organizers: Begin 6 weeks before Program starts

* MRP = Most Responsible Person

Pre-Program Task	Target Date	MRP*
Schedule meetings for the GBC IPE Coordinator and the Host Organization IPE Lead to discuss Program Objectives, scheduling, and clarification of all roles, for example, the roles of the Host Organization IPE Lead, GBC IPE Coordinator, GBC Nurse Clinical Instructor, and administrative support (refer to Section 2: Who is involved in the Program, and how much time should be allocated for each Team Member?)		
Consider setting up an e-mail account for the GBC IPE Coordinator to enable room bookings and communication with Unit Staff IP Team Members and key organizational contacts		
Consider setting up a shared network folder to make it easier for staff to sign up to provide IP shadowing opportunities (refer to Appendix E: Sign-Up Sheet for Staff to Provide Shadowing/Interviewing Opportunities for IENs)		
<p>Notify and Prepare the Clinical Team on Unit:</p> <ul style="list-style-type: none"> – Host Organization IPE Lead: Ask permission from Unit Managers to attend scheduled Unit Team Business Meetings, together with the GBC IPE Coordinator, in order to introduce the <i>IPE for IENs Placement Program</i> and the IEN Learners (distribute Appendix B: Overview of the Placement Program for Staff + Tips for Collaborating with IEN Learners) – Host Organization IPE Lead: Facilitate networking between the GBC IPE Coordinator and key IP Team Members so that the IPE Coordinator can correspond directly with key Team Leads to coordinate and schedule IP opportunities for the IENs 		

Pre-Program Task	Target Date	MRP*
<p>Contact key Team Leads to survey existing IP Team Meetings (e.g., Rounds or Specialized Rounds) and Team Education Sessions within the Unit during the placement term (refer to Appendix C: Surveying Template for IP Learning Opportunities for IENs). Share the completed surveying template with the GBC IPE Coordinator to enable direct contact and coordination with identified staff contacts</p>		
<p>Recruit and select three to four IPE Co-Facilitators from the Unit (depending on availability – it requires 1.5 hours of commitment per session) (refer to Appendix F: E-mail to Recruit IPE Co-Facilitators for the IPE for IENs Placement Program)</p>		
<p>Identify and contact possible IP Team Members from the Unit for shadowing/interviewing activities (seek one to two Team Members from each profession on the Unit) (refer to Appendix D: E-mail to Recruit Staff to Provide Shadowing/Interviewing Opportunities for IENs and Appendix E: Sign-Up Sheet for Staff to Provide Shadowing/Interviewing Opportunities for IENs)</p>		
<p>Plan the “Meet & Greet” with Unit IP Team Members (as available) as part of the Introduction to the IPE and IPC Session</p>		

Pre-Program Task	Target Date	MRP*
<p>GBC IPE Coordinator: Hold a preliminary planning meeting with the GBC Nurse Clinical Instructor to clarify roles and discuss the integration of Clinical and IPE Program Goals:</p> <ul style="list-style-type: none"> – Reflect on the GBC Nurse Clinical Instructor’s previous IPE and IPC experience – Discuss the GBC Nurse Clinical Instructor’s role, for example, role at the Reflection Sessions, role of content expert vs. facilitating interprofessional learning (refer to Section 3 for more information) – Capitalize on IP learning activities and IPE teachable moments in which GBC Nurse Clinical Instructors routinely engage IENs – Build trust and understanding that the IENs will obtain the nursing content and knowledge they require, such as, by integrating their IPE experience with the nursing content 		
<p>GBC IPE Coordinator: Provide an overview and orientation of the IPE placement program and objectives to the IENs (distribute Appendix H: Overview of Placement Program for IENs)</p>		
<p>Confirm scheduled IP Learning Opportunities and send meeting requests where applicable</p>		
<p>Confirm IPE Co-Facilitators for upcoming Reflection Sessions and send meeting requests</p>		
<p>Book rooms for regular Reflection Sessions and AV equipment, as needed</p>		
<p>Meet with IPE Co-Facilitators to discuss their previous IPE facilitation experiences, and outline the difference between being a content expert and facilitating a group (refer to Section 3 for more information). As well, discuss the Reflection Session topics and format (planning and debriefing), and outline the unique needs of IENs (refer to Appendix B: Overview of Placement Program for Staff + Tips for Collaborating with IEN Learners)</p>		

APPENDIX B: Overview of the Placement Program for Staff + Tips for Collaborating with IEN Learners

B

Overview of the *IPE for IENs Placement Program*

Thank you for welcoming the IENs in this new IPE (Interprofessional Education) clinical placement program!

When: A group of eight IENs from GBC will be on placement with a Nurse Clinical Instructor on [day of week] and [day of week] from [start date] to [end date] on [the Unit].

Who: Internationally Educated Nurses (IENs) are nurses who have been educated in a different country from the one in which they are currently working. Many have worked in several countries and are able to speak several languages fluently. IENs are highly motivated to complete their studies and join the workforce. They know what nursing is and how to practice.

What: Our Unit will be working with the IPE Coordinator from George Brown College (GBC) to run a new program called the “IPE for IENs Clinical Placement Program”. This program offers targeted IPE learnings about:

- ▶ Interprofessional roles and responsibilities
- ▶ Interprofessional collaboration
- ▶ Interprofessional communication

How: We will be looking to have the IENs learn about the interprofessional collaboration on our Unit Team during regular daily schedules by: shadowing and interviewing you (e.g., while you visit a patient), participating in Team Education Sessions (e.g., Interprofessional (IP) case-based presentations) and participating in IP Team Meetings (e.g., IP Rounds)

Tips for Collaborating with IEN Learners

- ▶ English may not be an IEN's first language. Provide additional time for IENs to express themselves, assist with pronunciation, explain jargon and acronyms (written and verbal), and speak slowly, as required.
- ▶ IENs are experienced nurses; often with extensive nursing knowledge. Provide a safe learning environment by accepting differences in knowledge, and sharing your interprofessional practice resources and your Canadian expertise.
- ▶ Since both the Canadian nurses' scope of practice and our culture may be new to IENs, it is important to be explicit about responsibilities – provide clear direction, ensure understanding, and outline expectations and required follow-up.
- ▶ Move beyond rote or memorized thinking styles by using best practices and resources specific to the patient population (e.g., fall-prevention strategies, wound management, and assistive device use,) in order to foster IENs' critical thinking.
- ▶ Although our healthcare equipment (e.g., IV pumps, suction units, and computers) may be familiar to IENs, it is important to explicitly support them in using our technology and practice processes.
- ▶ The variety of Team Members and professions may be new. Provide opportunities for education about your profession, your role, and how you collaborate with Team Members when providing patient-centred care (e.g., empowering patients and families, defining roles, making referrals, using preferred communication).
- ▶ IENs may not be comfortable dealing with interprofessional conflict given their home country experiences (e.g., they may not have been allowed or expected to raise issues, make recommendations to other professionals). Interprofessional conflict may not be the norm for them, but it is a professional expectation in the Canadian healthcare setting, as an essential part of the shared decision-making process to achieve patient-centred care goals.
- ▶ Most of all have fun learning *about, from, and with* each other!

Adapted from Support for internationally educated nurses: An integrative literature review. Tilley, C. M. (2007b). Retrieved from http://nursing.uvic.ca/research/documents/Tilley_C.pdf

APPENDIX C: Surveying Template for IP Learning Opportunities for IENs



Instructions

To capitalize on regularly scheduled interprofessional learning activities that IENs could participate in, contact the Key Team Leads to survey existing IP Team Meetings (e.g., Rounds or Specialized Rounds) and Team Education Sessions happening on the Unit during the IEN placement term. This template is to be shared with the GBC IPE Coordinator to coordinate with staff contacts and IENs, and to align the IPE program schedule with organizational opportunities.

Interprofessional Learning Opportunities: TEAM MEETINGS

IP Team Meeting	Day	Time	Room	Team Members	Lead and Contact Information	Appropriate Number of IENs to attend at one time
e.g., Unit Rounds	2 nd and 4 th Tuesday of each month	2 to 3 p.m.	411	Nurse, MD PT and OT	Manager x1111	4 maximum
e.g., Family Conferences	Dependent on patient and family availability	Dependent on patient and family availability	To be determined	Case dependent	Manager x1111 Social Worker x2222	Invited to attend if IEN works with patient and family
e.g., Specialized Rounds						

Interprofessional Learning Opportunities: TEAM EDUCATION SESSIONS

IP Team Education Session	Date	Time	Room	Team Members	Lead and Contact info	Appropriate Number of IENs to attend at one time
e.g., Structured Student IPE Presentation	Thursday, February 2	12 to 1 p.m.	411	Dietetics, RPN, RN, MD PT, OT	Host Organization IPE Lead	Everyone Welcome!
e.g., IP Staff Case-Based Presentation	Friday, March 4	12 to 1 p.m.	511A	To be determined	Manager x1111	Everyone Welcome!

APPENDIX D: E-mail to Recruit Staff to Provide Shadowing/Interviewing Opportunities for IENs

D

Hello Everyone,

We are contacting you as leaders for your respective professions. As most of you are aware through team meetings, a group of eight IENs (Internationally Educated Nurses) will be on placement from **January 18 to April 15 on Unit S5**. As part of a new initiative with George Brown College (GBC), this group of IENs is involved in targeted interprofessional learning (e.g., shadowing and interviewing other Team Members, and participating in team education, meetings, and discussions).

To minimize the time required for participation, we are hoping that you will help us provide one shadowing/ interviewing opportunity for each IEN (n=8) during your regular work schedule. In particular, it is advantageous for IENs to observe Team Members who are working with the same patients, as it enhances their learning process.

From February 22 to March 25, we are asking **each professional group to provide one to two shadowing/ interviewing opportunities**. The IENs are here Thursdays and Fridays. **The IENs will be responsible for contacting you to arrange a time** convenient to you, and will come prepared with questions they may ask you. Please encourage IPC and ask them questions in return! Please refer to the attached resources on “Interviewing / Shadowing a Team Member,” as well as an “Overview of Placement Program for Staff + Tips for Collaborating with IEN Learners.”

Please sign up by Friday by accessing the file called “Sign-Up Sheet for Staff to Provide Shadowing Opportunities for IENs” found in the shared folder.

If we have missed anyone, please feel free to forward this e-mail. Please do not hesitate to contact me if you have any questions.

Thank you for supporting this exciting IPE learning initiative in partnership with GBC.

[Signed/Sent by Interprofessional Education Leader]

(Include Attachments: [Appendix B: Overview of Placement Program for Staff + Tips for Collaborating with IEN Learners](#) and [Appendix I: Flexible Activity 2-Interviewing / Shadowing a Team Member](#) by the Centre for Interprofessional Education, University of Toronto)

APPENDIX E: Sign-Up Sheet for Staff to Provide Shadowing/Interviewing Opportunities for IENs



Please Sign Up to Provide IENs with Shadowing/Interviewing Opportunities to take place on Thursdays or Fridays, between February 22 and March 25

Goal: That each IEN gets an opportunity to shadow one Team Member, individually or in pairs (with approval from the person being shadowed).

- ▶ IENs are required to contact the interested Team Member using the information below, to organize a time that is convenient to both of them. **Note: Please try to keep the 11 a.m. to 12 p.m. time-slot free for Team Meeting opportunities.**
- ▶ GBC Nurse Clinical Instructor: Please keep a record of which staff person that each IEN is shadowing.

Role Description or Profession	Name, Contact and Scheduling Notes (IEN Clinical Days: Thursdays and Fridays)	IENs: Individual or Paired?
e.g., Social Work	Sarah Smith x1111 (please call to set up a time) Note: unavailable February 11 th	Two Learners at a time

APPENDIX F: E-mail to Recruit IPE Co-Facilitators for the *IPE for IENs* *Placement Program*

F

Hello Everyone,

We are contacting you as leaders for your respective professions. As most of you are aware through team meetings, a group of eight Internationally Educated Nurses (IENs) will be on placement from **January 18 to April 15 on Unit S5**. As part of a new initiative with George Brown College (GBC), this group of IENs is involved in targeted interprofessional learning (e.g., shadowing and interviewing other Team Members, and participating in team education, meetings, and discussions) during their clinical placement.

From March 2 to March 24, we are hoping to offer IPE Reflection Sessions. I am contacting you, as you have been involved in, or have expressed interest in, co-facilitating IPE sessions, for example at IPE Student Placements, or other IPE Programs.

You will be partnered with the GBC IPE Coordinator, or with me (the IPE Leader). Each Reflection Session is approximately 1.5 hours, including planning and debriefing, and it is guided by Reflection Questions to make explicit for the IENs, the IP learnings from the various IP opportunities that they have engaged in during the previous week. The GBC IPE Coordinator will orient you to the program and to the IEN Learners.

For each session, much like the IPE structured clinical placements, the goal is to elevate learning around the competencies involved in interprofessional collaboration. As this is a uniprofessional learning group, the IENs are provided with IP opportunities during their placement with IP Team Members on the unit, and then they reflect and discuss these experiences in regularly scheduled Reflection Sessions. For example, at today's session, members of one IEN group reported they had participated in oral care rounds. We talked about: which professionals were involved, what the role of the IEN was in this interaction, the role of the other Team Members (e.g., Speech Language Pathologist, Dental Hygienist, patient, family), what information was shared, what they assessed together, how they decided on the treatment plan, how they communicated and interacted, how conflict was handled, and who they collaborate most closely with, and so on.

We are looking for IPE Co-Facilitators for the following days and times to co-facilitate an IPE Reflection Session. **Please let us know your interest and availability by [date].**

Date of Reflection Session	Time	Name and Profession of Staff Co-Facilitator
e.g., Thursday, March 9 th	12:30 to 1:30 p.m.	Stacy Smith, PT

Thank you once again for supporting IPE in Practice.

[Signed/Sent by Interprofessional Education Leader]

(Include Attachments: [*Appendix B: Overview of Placement Program for Staff + Tips for Collaborating with IEN Learners*](#))

APPENDIX G: Program Plan and Schedule for the IPE for IENs Placement Program



Week and Description	Logistics	Reflection Session, Co-Facilitator, and Scheduling	Sample Facilitation Questions
<p>Pre-Program Placement</p> <p>GBC Orientation</p>	<p>Led by GBC IPE Coordinator:</p> <ul style="list-style-type: none"> – Provide IENs with an overview of the <i>IPE for IENs Placement Program</i> (e.g., learning goals, activities, roles involved, background of IPE and IPC, expectations for group presentation of IPE and IPC learnings in week 12) (Distribute Appendix H: Overview of Placement Program for IENs) – Administer GBC’s pre-clinical placement personal IPE Reflection Exercise (Evaluated by GBC) 	<p><i>No Reflection Session</i></p>	<p>n/a</p>
<p>Week 1</p> <p>Arrival and Orientation to the Unit</p>	<p>Led by GBC IPE Coordinator and GBC Nurse Clinical Instructor:</p> <ul style="list-style-type: none"> – Confirm and coordinate Team Rounds and patient-family conference schedule with IENs who have relevant patients on rounds list (refer to Appendix C: Surveying Template for IP Learning Opportunities for IENs) – Confirm availability and send reminder e-mail to Team Members for next week’s Meet & Greet – Prepare IENs for Team Member Meet & Greet: Discuss possible questions for Team Members (refer to Appendix H: Overview of Placement Program for IENs for sample question) 	<p><i>No Reflection Session</i></p>	<p>n/a</p>

Week and Description	Logistics	Reflection Session, Co-Facilitator, and Scheduling	Sample Facilitation Questions
<p>Week 2</p> <p>Introduction to Team Members Roles and Responsibilities (Meet & Greet)</p>	<p>Led by GBC IPE Coordinator:</p> <ul style="list-style-type: none"> – Introduce concept of IPE and IPC and CIHC Collaborator Competencies: For more details on a competency framework for interprofessional collaboration, refer to “A National Interprofessional Competency Framework” (2010a) posted at www.cihc.ca – Team Members Meet & Greet <ul style="list-style-type: none"> – Make 5-minute introduction about roles and responsibilities, then field questions from students – Introduce IP communication, and concept of jargon: ask students to make a list of jargon over the coming weeks 	<p>Co-Facilitators:</p> <p>GBC IPE Coordinator, Host Organization IPE Lead</p> <p>Team Members and Manager to join</p> <p>Date/Time:</p> <p>Room:</p>	<p>Refer to Section 3, Table 12 “Introduction to IPE and IPC” and “Team Member Meet & Greet”</p>
<p>Week 3</p> <p>GBC IP Activity Coordination and IPE Presentation Planning</p>	<p>Coordinated by GBC IPE Coordinator and GBC Nurse Clinical Instructor:</p> <ul style="list-style-type: none"> – Coordinate the following items with IENs in preparation for Weeks 6 to 11: <ul style="list-style-type: none"> – Shadow/Interview Schedule (refer to Appendix E: Sign-Up Sheet for Staff to Provide Shadowing/Interviewing Opportunities for IENs) 		

Week and Description	Logistics	Reflection Session, Co-Facilitator, and Scheduling	Sample Facilitation Questions
<p>Week 3 (Cont'd)</p> <p>GBC IP Activity Coordination and IPE Presentation Planning</p>	<ul style="list-style-type: none"> – Coordinate IP Team Meeting Opportunities (Rounds and Specialized Rounds) and IP Team Education Sessions (refer to Appendix C: Surveying Template for IP Learning Opportunities for IENs). As appropriate, coordinate IENs in groups of two to four for Specialized Rounds. For regular Team Rounds and family conferences, IENs attend depending on the relevance of the patient – Discuss expectations and format of IPE Learnings Presentation (Week 12) <ul style="list-style-type: none"> – Book IEN presentation and GBC evaluation rooms – Advertise IPE presentations to Unit and other students – Remind IENs that the focus of the next session will be on jargon 	<p><i>No Reflection Session</i></p>	<p>n/a</p>
<p>Week 4</p> <p>Interprofessional Communication 1 (e.g., Jargon)</p>	<p>Led by GBC IPE Coordinator:</p> <ul style="list-style-type: none"> – Assign GBC Mid-Placement Exercise: Written Self-Reflection on IP Communication (Evaluated by GBC) – IENs prepare for shadowing/interviewing opportunities (refer to Appendix H: Overview of Placement Program for IENs) – Facilitate discussion on the jargon IENs have experienced so far 	<p>Co-Facilitators: Date/Time: Room:</p>	<p>Refer to Section 3, Table 12 “Interprofessional Communication”</p>

Week and Description	Logistics	Reflection Session, Co-Facilitator, and Scheduling	Sample Facilitation Questions
Week 5 Interprofessional Communication 2 (e.g., SBAR)	Led by GBC IPE Coordinator: <ul style="list-style-type: none"> – Introduce and discuss IP Team Communication Model: SBAR (Information and Toolkit found at: www.torontorehab.com/SBAR.aspx) 	Co-Facilitators: Date/Time: Room:	Refer to Section 3, Table 12 <i>"Interprofessional Communication"</i>
Week 6 to 11 Shadowing/ Interviewing Opportunities (Team Members, Meetings, and Education)	Led by GBC IPE Coordinator: <ul style="list-style-type: none"> – Invite IENs to begin attending Scheduled Team Education Sessions, Shadowing and Interviewing Opportunities, and Team Meetings – Conduct Bi-Weekly IPE Reflection Sessions: Facilitate reflection on IEN IP experiences. Choose facilitation questions based on the IP Learning Opportunities that were scheduled. Work in case discussions, for example if there is a discussion around Mr. X and his pain management, bring in an IPE focus: Learn about the role of a Physiotherapist or Social Worker for instance via shadowing, and with patients and families, as appropriate 	Bi-weekly IPE Reflection Sessions Co-Facilitators: Date/Time: Room:	Refer to Section 3, Table 12 <i>"Participation in Interprofessional Team Education"</i> , <i>"Interviewing/ Shadowing Team Members"</i> , and <i>"Participation in Interprofessional Team Meetings"</i>
Week 12 IPE Learnings Presentations	Led by GBC IPE Coordinator: <ul style="list-style-type: none"> – Attend IPE for IENs Learnings Presentation and provide Certificate of Completion for Students – Administer the Organizational Evaluation (refer to Section 4: Evaluation - Gathering Feedback) – Administer the GBC Evaluation of IEN Learnings – Send thank-you notes/e-mails to IP Team Members involved in offering IP learning opportunities 	Co-Facilitators: Date/Time: Room:	Refer to Section 3, Table 12 <i>"Preparing for IPE Presentation: Program Debrief and Wrap-Up"</i>

APPENDIX H: Overview of the Placement Program for IENs

H

This 12-week *IPE for IENs Placement Program* is designed to provide IENs tailored learning and exposure to interprofessional collaboration and interprofessional care in Canadian healthcare teams.

Learning Objectives

At the end of the clinical placement experience, IENs will be able to:

- Describe their own **role** and the roles of those in other professions
- Use **interprofessional collaboration**, as appropriate, to work towards patient-/family-centred goals
- Use effective **interprofessional communication**

Interprofessional Learning Activities

You will join other Unit Team Members (individually or in groups) during their regular daily schedules to:

- Shadow and interview another profession (e.g., while caring for a patient)
- Participate in Team Education Sessions (e.g., Interprofessional Case-Based Presentation)
- Participate in Team Meetings (e.g., Interprofessional Rounds)

Format

Each week IPE Co-Facilitators will lead a discussion and reflection on these activities within your group. In the last stage of your placement, your group will present your IP learnings to staff and students on the Unit.

Topics for Weeks 1 to 5

- Team Members and their roles and responsibilities
- Introduction to Interprofessional Education (IPE) and Interprofessional Collaboration (IPC), such as definitions, collaborator competencies, the impact of IPE and IPC on patient outcomes, etc.
- Reflection on identity as a Team Member
- Interprofessional communication, such as Jargon, SBAR (Situation, Background, Assessment, Recommendations), decision-making, feedback, IP conflict, etc.

Topics for Weeks 6 to 11

- ▶ Reflection on weekly coordinated IP learning experiences during activities as outlined above

Week 12

Group presentations based on reflection of IPE and IPC learnings over the course of the placement program, for example, a presentation, discussion, or skit describing your learning *about, from and with* each other and other professions over the course of the placement program. Staff and other students are invited to this 45-minute presentation.

Interprofessional Learning Activities: Sample Questions for IENs

(Adapted from the Centre for Interprofessional Education, University of Toronto (2010), Flexible Activities 1, 2 and 3)

1. Participation in Interprofessional Team Education

As the IEN, choose an interprofessional Team Education Session that you participated in from the past, for example, an interprofessional “Lunch & Learn” Session or a patient/client team-based case discussion. This education session must have involved two or more professions who had significant interactivity with opportunities to learn *about, from and with* one another and at which interprofessional learning moments were discussed (such as, what contribution each profession made, how professionals communicated with each other, etc.) With this example in mind, be prepared to answer the following questions:

1. Who was involved (for example, patient/client, Team Members, other healthcare staff, community members)?
2. How were the patient/client’s voice/goals addressed?
3. What were the benefits of, and challenges to, learning with other professionals in this experience?
4. How did this experience cause you to reflect on your professional role with patients/clients and with Team Members?
5. What do you think may enable additional interprofessional education or learning *about, from and with* each other?
6. What surprised you about the education session or IP experience? What resonated with you?

2. Interviewing and Shadowing a Team Member from a different profession

As the IEN learning about the professional's role and collaboration on this team, consider asking your shadow Team Member the following questions:

1. How would you describe your scope of practice?
2. What are the biggest challenges in enacting your role?
3. On this team, what does your assessment and intervention usually involve? When do you assess and treat collaboratively with others on the team?
4. With whom do you collaborate most closely on this team? Why? Can you provide a specific example or patient story to illustrate?
5. How do you work to establish and maintain relationships on this team?
6. In reflection to the answers you received, what surprised you about the professional's role? What resonated with you?

3. Participation in Team Meetings

As the IEN, choose an interprofessional Team Meeting in which you participated in the past (e.g., patient/client rounds, discharge planning meeting or patient-family meetings). Reflect and be ready to discuss:

1. What the meeting was about. Who was involved? Who was not there and how was that person's information shared? How was the patient's voice expressed?
2. What was your role in the meeting?
3. How did the team conduct the meeting? What *group roles* were there on the team (e.g., a chair, facilitator, mediator, and clarifier)? How did the team facilitate all members participating?
4. How did team members interact (e.g., communicate, solve problems, make decisions, provide and respond to feedback, address conflict)?
5. What structures or supports had an impact on team collaboration (e.g., attendance at meetings, having a clear and agreed upon meeting agenda)?
6. What was the relationship between how the team functioned in these meetings and the impact on patient care and Team Member satisfaction?
7. What surprised you? What resonated with you?

APPENDIX I: Activities 1, 2 and 3

I(i)



IPE Component in a Clinical Placement - Flexible Activity 1: Participation in Interprofessional Team Education

Description

In this experience, you (student) will have the opportunity to learn *about, from and with* colleagues (e.g., staff/students from other professions). Examples of educational sessions that may be appropriate include: interprofessional lunch and learn sessions, journal club discussions, patient/client team-based case discussions, and interprofessional grand rounds. Given the diversity of the sessions possible, the opportunities to address the objectives below may vary accordingly.

An interprofessional Team Education Session should include:

- ▶ Involvement of two or more professions
- ▶ Significant interactivity between participants
- ▶ Opportunities to learn *about, from and with* one another
- ▶ Interprofessional teaching/learning moments are discussed/addressed

Learning Objectives

- ▶ Consider how to contribute to advancing effective interprofessional team function through a variety of strategies including, but not limited to:
 - reflection
 - identification of factors that may contribute to or hinder team collaboration, including power and hierarchy
 - assuming diverse roles in an interprofessional group and support others in their roles
- ▶ Reflect on how to establish and maintain effective interprofessional working relationship partnerships with others (e.g., team members) to support achievement of common goals

Structure

A minimum of one hour participation in interprofessional (IP) Team Education is suggested in addition to written reflection and discussion (reflection could be with supervisor, or organization's clinical IPE leader). You may wish to consider completing this activity near the beginning of the student placement to build on learning throughout.

Things to consider before you begin

- ▶ The pre and post-session questions on page 2 are a suggested guide and may be modified.
- ▶ This activity does not have to be completed in one day.
- ▶ Review the learning objectives (above), interview and reflection questions (page 2) and modify as appropriate. Discuss these with your supervisor, along with any potential challenges you see arising.
- ▶ Record your pre-session reflections (questions provided on page 2) and share these with your clinical supervisor.
- ▶ Ensure that the session leaders are in agreement with your (student's) participation.

Pre-Session Reflections

It is recommended that students record for discussion with supervisor:

1. What is the purpose of the education session?
2. What do you hope to learn through participating in the education session:
 - ▶ About the topic?
 - ▶ About the team/other team members?

Post-Session Reflections

After completing this activity, consider the questions below in a written reflection (one page suggested).

1. Who was involved (for example, patient/client, team members, other healthcare staff, community members)?
2. How was the patient/client's voice/goals addressed?
3. What was the value for you in learning in a group with other professionals? What were the benefits of and challenges to learning together in this experience?

4. How has this experience caused you to reflect on your professional role with patient/clients and on teams?
5. In reflecting on this session, what do you think may enable additional interprofessional education or learning *about, from and with* each other?
6. What have you learned about this experience? How will you apply what you learned today in the future?

Debrief

Clinician Instructions

- ▶ Ensure that the student discusses their reflections, either with you, another healthcare provider, and/or the clinical IPE Leader in the organization.
- ▶ Consider what surprised you in reviewing the reflections, what resonated with you and how can you continue to guide and support this student's reflections and interprofessional education.

Centre for Interprofessional Education – University of Toronto, at Toronto Western Hospital
399 Bathurst Street, Nassau Annex, Toronto, ON, M5T 2S8
Tel: 416-603-5800 ext. 2577 Fax: 416-603-5580
e-mail: ipe.info@utoronto.ca www.ipe.utoronto.ca

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NOTE

From "Flexible Activity 1: Participation in Interprofessional Team Education,"
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IPE Component in a Clinical Placement - Flexible Activity 2: Interviewing/Shadowing a Team Member

Description

Through interviewing and shadowing, you (student) will have the opportunity to learn *about, from and with* other team members such as patients/clients, family members or other healthcare professionals.

Learning Objectives

- ▶ Describe own role, responsibilities, values and scope of practice effectively to a patient/client and how other professions are involved in patient/client/family care
- ▶ Establish an effective working relationship with a patient/client based on patient/client/family needs, consider that preferred practice is interprofessional collaboration
- ▶ Be prepared to explain the concept of a team
- ▶ Perform as an effective team member by:
 - sharing information effectively
 - listening attentively
 - using understandable communications
 - reflecting on own learning needs in relation to team function
 - responding to feedback from others

Structure

Suggested time to complete this activity is 4 hours total with at least two team members in different roles (e.g., pharmacist, nurse, patient/client). The interviewing/shadowing may be completed individually or on a group basis (e.g., 3 students could interview and shadow an occupational therapist at the same time if appropriate).

Things to consider before you begin

- ▶ Ensure that confidentiality and consent are addressed.
- ▶ The questions are a suggested guide and may be modified.
- ▶ The order and timing of the activity can be adapted (e.g., shadow first & interview second; interview 1 hour & shadow 3 hours).
- ▶ Review the Learning Objectives, interview questions and reflection questions; modify as appropriate. Discuss this with your supervisor and any potential challenges that you see.
- ▶ You may wish to conduct additional research on the professions you will be observing (e.g., review the professional association websites) or the patient/client (e.g., review chart).

How do you select the Team Members?

- ▶ List all of the members on this team and reflect on your knowledge about their roles.
- ▶ Discuss this list with your supervisor and together select at least 2 team members to interview and shadow.
- ▶ You may want to select the 2 that you know the least about or one you know the least about and one with whom you will collaborate regularly.
- ▶ The clinical supervisor/student should explain the purpose of the activity to the team members and obtain consent. The supervisor must obtain consent from the patient/client.
- ▶ Interviewing/shadowing a patient/client can be a very rewarding and interesting experience as it will enable you to learn about their collaboration from their perspective.

Interviewing Experience (suggest 1 hour per Team Member)

Suggested Questions – Health Care Professionals

A) Learning about you and your role

1. How did you decide to enter your profession?
2. How would you describe your scope of practice and is this a typical role for your profession?
On this team, what does your assessment & intervention usually involve?
3. What are the biggest challenges in enacting your role?
4. I would like to practice explaining my role (student's professional role) to other team members.
Please provide me with feedback on the following description of my role...
5. I am also learning how to describe other team members' roles. Knowing what I now know, here is how I would describe your role. What feedback do you have for my description of your role?

B) Learning about collaboration on this team

1. How and when do you assess, plan and provide intervention collaboratively with others on this team?
(e.g., in what types of situations).
2. Who do you collaborate most closely with on this team? Why? Can you provide a specific example/
patient/client story to illustrate?
3. How do you in your professional role usually interact with mine on this team? What goals might
we share?
4. How do you contribute to effective decision making on this team?
5. How do you work to establish and maintain relationships on this team?

Suggested Questions – Patients/Family Members

A) Learning about you

1. What brought you to this team?
2. What difficulties and changes have you noticed in yourself recently?
3. What strengths/resources do you use that help you?
4. What are your hopes and plans for the future?
5. Is there anything else you would like me to know about you?

B) Learning about collaboration on this team

1. Please tell me about your involvement with this team. Who do you consider a part of your team here and outside of here? How would you describe your role as part of the team?
2. I am a student in _____ (profession). Have you met an individual from my profession previously? What would you like to know about my profession?
3. Who on the team do you work with most closely? Can you provide a specific example?
4. How would you describe the teamwork here? (e.g., Does the work seem coordinated? Do the team members seem to be communicating well with each other?)

Shadowing Experience (suggest 1 hour per Team Member)

- ▶ Shadow healthcare professionals interacting with patients/clients/family members. For patient/client shadows, shadow the patient/client as he/she interacts with other team members.
- ▶ How did the professional interact with the patient/client/family member?
- ▶ How did the actual shadowing compare with your expectations and assumptions?

Reflection

- ▶ After completing this activity, consider the questions below in a written reflection (one page suggested).
- ▶ What did you learn about the roles on this team that you did not know previously?
- ▶ What are the similarities & differences between the roles (including yours)?
- ▶ What else do you want to learn about the team and its members? What new learning objectives have now emerged for you?
- ▶ How was the patient's voice/goals expressed?
- ▶ How will this experience influence your role as a professional and Team Member?

Debrief

Clinical supervisor Instructions

- ▶ Ensure that the student discusses their reflections, either with you, another healthcare provider, and/or the clinical IPE Leader in the organization.
- ▶ Consider what surprised you in reviewing the reflections, what resonated with you and how can you can continue to guide and support this student’s reflections and interprofessional education.

Centre for Interprofessional Education – University of Toronto, at Toronto Western Hospital
399 Bathurst Street, Nassau Annex, Toronto, ON, M5T 2S8
Tel: 416-603-5800 ext. 2577 Fax: 416-603-5580
e-mail: ipe.info@utoronto.ca www.ipe.utoronto.ca

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IPE Component in a Clinical Placement - Flexible Activity 3: Participation in Team Meetings

Description

In this experience, you (student) will participate in a minimum of 2 team meetings in which at least 2 team members are involved (ideally with the same team). Examples of team meetings include: patient/client rounds, discharge planning meetings, and patient/client/family meetings.

Learning Objectives

- ▶ develop awareness of and contribute to continual improvement of interprofessional team dynamics and group processes through effective interprofessional communication
- ▶ advance effective interprofessional team function through identification of factors that contribute to or hinder team collaboration and addressing conflict
- ▶ work collaboratively with others to assess, plan and/or provide intervention to optimize patient/client outcomes and quality of care
- ▶ perform as an effective team member by promoting effective decision making and displaying flexibility and adaptability

Structure

Suggested time to complete this activity is 2 hours plus time for written reflection and discussion with clinical supervisor; however, this may vary based on your setting.

Things to consider before you begin

- ▶ Review the objectives for this activity and add additional ones that may be important for you. Share with your supervisor.
- ▶ The clinical supervisor will select a minimum of 2 team interactions/meetings and ensure that the team is clear about the purpose of this activity and your role.

Pre-Meeting Questions

- ▶ Consider the following and discuss with your supervisor:
 1. What supports will you need to perform as an effective interprofessional team member and how you should prepare for collaborating in team meetings?
 2. What do you expect will happen through collaborating (e.g., what type of information do you expect you will receive, what information will they expect from you)?
 3. What do you expect will happen when you participate in and observe the team meetings (e.g., how will the team function, what will support the team to reach its goals)?

Post-Meeting Reflection

After completing this activity, consider the questions below in a written reflection (one page suggested).

Description of Team Meetings

- ▶ Briefly describe the team experiences (why/what was the reason for the meeting, what tasks were completed, were objectives for the meetings met, etc.)
- ▶ Who was involved? (e.g., patient/client, team members, other healthcare staff, community members). Who wasn't there and how was information from that person/profession shared? (e.g., how was the patient's voice expressed)
- ▶ How did the team conduct the meetings? (Including what group roles were evident such as chair, facilitator, mediator, clarifier, etc.) Describe how you think the team facilitated the need for all members to have opportunities for active participation.
- ▶ Describe your role in the meetings as a team member. How did you display flexibility and adaptability? How did you promote effective decision making?

Reflections on Team Collaboration

- ▶ How would you describe the relationship (anticipated or actual) between how the team functions in these meetings and the impact on patient/client care and team member satisfaction?
- ▶ Describe the group process or how the team interacted. (For example, consider how team members behaved, communicated, solved problems, made decisions, provided and responded to feedback, addressed conflict, etc.)
- ▶ What structures or supports impacted team collaboration? (e.g., attendance at meetings, having a clear and agreed upon meeting agenda, etc.)
- ▶ What did you learn that you can apply to your own practice in your role? What learning will you take as a team member in the future?

Debriefing

Supervisor Instructions

Review the student's recorded reflections with the student. Consider what surprised you in reviewing the reflections, what resonated with you and how can you continue to guide and support this student's reflections and interprofessional education.

Centre for Interprofessional Education – University of Toronto, at Toronto Western Hospital

399 Bathurst Street, Nassau Annex, Toronto, ON, M5T 2S8

Tel: 416-603-5800 ext. 2577 Fax: 416-603-5580

e-mail: ipe.info@utoronto.ca www.ipe.utoronto.ca

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APPENDIX J: Feedback Form for the IPE Learnings Presentations



This feedback form is for any staff member who attended an IEN Learnings Presentation. Your feedback is greatly appreciated.

Please answer the following questions:

	Strongly Disagree			Strongly Agree	
1 Did you learn what you were expecting to learn from this session?	1	2	3	4	5
2 Were the presenters:					
Enthusiastic?	1	2	3	4	5
Knowledgeable?	1	2	3	4	5
Clear and well organized?	1	2	3	4	5
3 Were the principles of interprofessionalism clearly demonstrated?	1	2	3	4	5
4 What did you like about the presentation overall?	<input type="text"/>				
5 What suggestions do you have for improvement?	<input type="text"/>				
6 Please share any other comments regarding the presentation or the IEN for IPE Placement Program	<input type="text"/>				

Thank you for taking the time to provide feedback.

APPENDIX K: Evaluation Form for the IPE for IENs Placement Program

K

This evaluation form is for any staff member who has been involved with the IPE for IENs Placement Program. Your evaluation feedback is greatly appreciated.

Objectives of the Program
By the end of the program, IENs will be able to:

- describe and understand their own roles and the roles of those in other professions,
- use interprofessional collaboration, as appropriate, to work towards patient- and family-centred goals, and
- use effective interprofessional communication.

Based on the Objectives of the program, please answer the following questions.

- 1 From your perspective, were these objectives addressed? Yes No Don't Know

(If yes, please provide a specific example)

- 2 How do you think participating in IP Learning Opportunities and delivering the presentation affected the IENs and their learnings or attitudes overall?

(Please be as specific as possible)

- 3 In comparing this IPE IEN program to other group nursing placements, have you noticed any differences in these IENs' learnings or your experience with them? Yes No Don't Know N/A

(If so, how would you describe this difference?)

4 In reflecting on this *IPE for IENs Placement Program*, what do you think worked well?

5 What suggestions do you have that will increase students' interprofessional learning and collaboration in our organization?

6 Do you have any suggestions regarding the *IPE for IENs Placement Program* overall?

Thank you for taking the time to provide feedback.





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