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

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

Materials Developed:
- Detailed case study/video scripts on the journey of patient “Mabel” prior to stroke, through her journey in the healthcare system and to recovery.
- 19 short video clips totaling 46 minutes
- Settings: emergency, acute, rehabilitation, continuing/home care
- Professions portrayed: Physician, Medical Office Assistant, Paramedic, Volunteer Firefighter, Nurse, Combined Lab X-ray Technologist, Respiratory Therapist, Medical Laboratory Technologist/Assistant, Medical Radiologic Technologist, Diagnostic Medical Sonographer, Occupational Therapist,
- Topics: role blurring, patient centered care, IP communication, team tools for patient safety (e.g. safe surgery checklist), IP conflict.
- Worksheets/guiding questions were developed to supplement each video to elicit conversation in an IP group of students.

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

Pilot Implementation/Feedback:
- The videos were used in the face-to-face portion of IPHE1201, a 45 hour blended course (2 hours face-to-face, 1 hour online/week).
- Student feedback: helpful to see the patient’s entire journey through the health system; enjoyed seeing all the health care providers/learning more about roles; videos were too spread out throughout the course
- Instructors: more detailed support material needed to understand teaching points in each video

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

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