

# 10 YEARS OF INTERPROFESSIONAL EDUCATION AT THE UNIVERSITY OF SASKATCHEWAN



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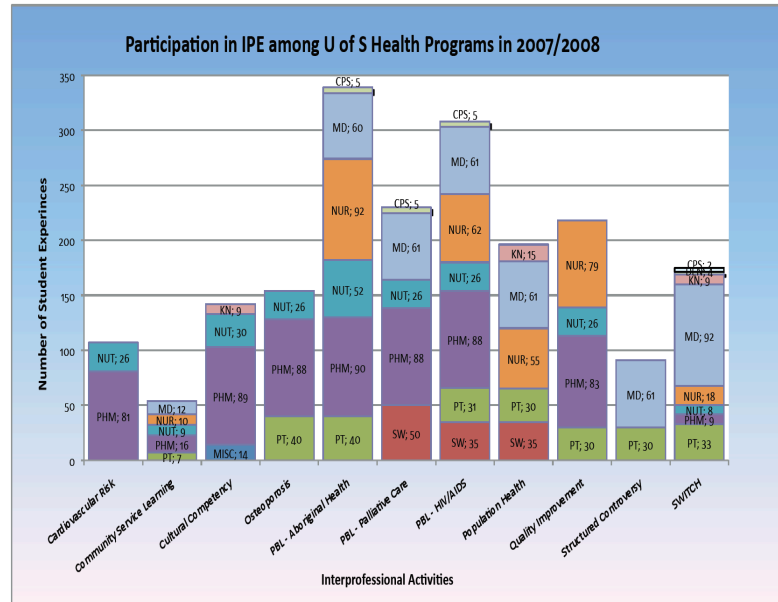
**BACKGROUND** ■ The University of Saskatchewan offers nine different health science programs on one campus in Saskatoon, Saskatchewan, Canada (Clinical Psychology, Dentistry, Kinesiology, Nursing, Nutrition, Medicine, Pharmacy, Physical Therapy, and Veterinary Medicine). In June 2005, the province of Saskatchewan obtained a \$1.2 million grant entitled Patient-Centered Interprofessional Team Experience (P-CITE) from Health Canada to support interprofessional education (IPE) initiatives. The funds were divested to a wide variety of IPE projects over three years via a “mini-granting” process. Groups and individuals applied for these funds (up to \$20,000) based on clearly defined criteria.

**AIMS** ■ To report on the depth, range, and breadth of various IPE initiatives for health science students on one university campus in the province of Saskatchewan, Canada over a ten year period (1998 – 2008).

**MATERIAL AND METHODS** ■ A baseline survey undertaken in December 2001 determined the number and types of interprofessional education initiatives in health sciences during the period 1998-2001. A follow-up survey conducted in December 2007 identified IPE offerings in the same professional programs up to the academic year of 2007 – 2008.

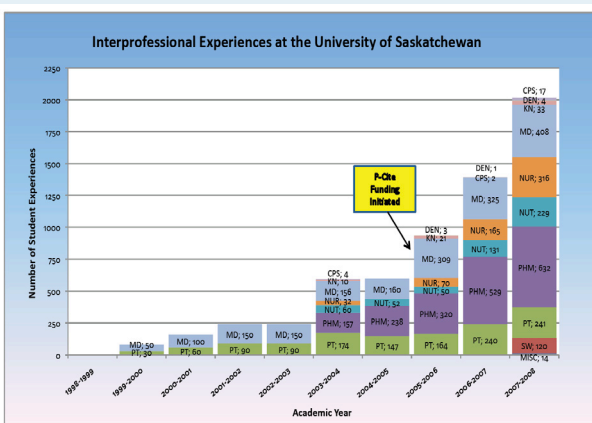
**RESULTS** ■ Prior to 1998, there were no formal opportunities for health science students to engage in IPE. After 1998, this began to change through isolated initiatives. However, there were no dedicated resources for these initiatives, and they remained limited in scope. Starting in 2005, the number and types of IPE experiences expanded rapidly. In 2007/2008, there were 12 different IPE activities representing more than 2000 student experiences across the health science programs.

**CONCLUSIONS** ■ The infusion of \$1.2 million led to a rapid increase in the number of activities and opportunities for IPE. As P-CITE funding comes to an end (March, 2008) the challenge will be to effectively embed IPE as a core component of all health science curricula at the University of Saskatchewan.



## INTERPROFESSIONAL ACTIVITIES IN 2007– 2008

- Cardiovascular Risk Assessment Lab** 1 Interviewing a standardized patient, calculating risk of a CV event, and preparing a patient care plan
- Community Service Learning with Elderly Patients** 2 Interviewing a senior citizen over several encounters to understand life and health issues related to aging.
- Cultural Competency** 3 Learning about values and interests involved in providing health and social services to a culturally diverse population
- Osteoporosis Lab** 4 Interviewing a standardized patient-actor with osteoporosis, developing a patient care plan, and assessing the quality of patient care plans
- Aboriginal Culture, Health and Healing Problem-based Learning (PBL) Module** 5 Considering the ‘problem’ or ‘case’ of a 64 year old man, admitted to hospital from a Cree First Nation with diabetes, while respecting the health beliefs of another culture
- Palliative Care Problem-based Learning (PBL) Module** 6 Considering the ‘problem’ or ‘case’ of a 60 year old man, referred to palliative care with metastatic prostate cancer, while constructing a holistic end of life management plan
- HIV/AIDS Problem-based Learning (PBL) Module** 7 Considering the ‘problem’ or ‘case’ of a 40 year old woman, referred to a primary health care team with HIV disease, with a focus on social determinants of health
- Interdisciplinary Population Health** 8 Gaining hands-on experience with recognizing the impact of poverty on health through a community “plunge”
- Quality Improvement** 9 Analyzing actual health data, choosing priorities for improvement, and developing strategies to initiate and monitor projects
- Structured Controversy** 10 Engaging in a modified “debate” re: increasing private sector involvement in Canada’s health care system
- Student Wellness Initiative Toward Community Health (SWITCH)** 11 Participating in a student-run health clinic serving the core neighbourhood



### LEGEND

CPS – Clinical Psychology  
 DEN – Dentistry  
 KN – Kinesiology  
 MED – Medicine  
 NUR – Nursing  
 NUT – Nutrition  
 PHM – Pharmacy  
 PT – Physical Therapy  
 SW – Social Work  
 MISC – Agriculture and Science Students

### ACKNOWLEDGEMENTS

Thank you to all faculty, staff, students, practitioners, community partners and funding agencies who contributed to the successful development of IPE at the University of Saskatchewan (1998 – 2008).