



MEDICAL EDUCATION
SCHOLARSHIP CENTRE

Medical Education Scholarship Forum Proceedings

Implementation of an Interprofessional Education (IPE) module for pediatrics residents: Development of the CanMEDS collaborator role for complex medical patients

Jennifer O’Dea, Discipline of Pediatrics; Vernon Curran, Associate Dean of Educational Development

Background: In pediatric practice there is an increasing number of children with chronic medical conditions. These children are often cared for by interprofessional health care teams. During pediatric residency, it is important that pediatric residents gain appropriate experience in both acute care and out-patient management strategies. However, opportunities for development of collaboration skills can be challenging.

Purpose: To develop an interprofessional education (IPE) module for a pediatric resident academic half day. **Goals:** To promote curriculum development of the CanMEDS

Collaborator role. To enhance interprofessional communication skills. To provide pediatric residents with better understanding of the roles of interprofessional team members in the care of complex medical patients. **Methods:** Focus groups were held with junior and senior pediatric residents to identify knowledge level regarding collaborative practice and learning needs. An IPE module was designed in collaboration with other interprofessional team members. Six (n=6) small-group learning stations were created and scripts formulated. Stations were designed to demonstrate typical medical problems requiring collaboration for complex medical children. Prior to the session a general lecture on care of complex medical patients was held. A one-group pre-post evaluation study design was employed. Pre and post questionnaire- surveys were administered to assess knowledge of roles of interprofessional team members.

Results: Ten (n=10) residents participated in the teaching module with 8 completing pre and post surveys. Results demonstrated a gain in knowledge, particularly the roles of Social Work, Psychology and Nursing. 12.5% of residents identified Social Work’s counselling role pre-module. Post module 100% of residents were aware. All residents felt that the half day met with the stated educational objectives and felt that they gained skills in complex patient care and collaboration with team members.

Conclusions: Complex care is a growing area of pediatric medicine. Development of collaborative skills in residency is essential. The findings from this pilot evaluation study suggest that instructional model with small-group, interactive learning stations may be an effective means for introducing pediatric residents to Collaborator competencies. Limitations of the module were small sample size and descriptive results. Further work may be directed at enhancing assessment opportunities of collaborator competency in our pediatric residency program.