



Addressing the elephants in the interprofessional room: Memorial University's model

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Background: Given the challenges with scheduling interprofessional education (IPE), many universities have introduced cross-bar curricular structures for IPE within which learners come together for a brief period of joint study but may never interact with one another again during their training. The context of a brief one-time session affords limited opportunity to engage learners in the exploration of the complex and contentious issues which often pose significant challenges to effective interprofessional collaboration (IPC) such as power differentials, conflict, role overlap and team failure. It is critical to have learners educated about these “elephants in the room” and to appreciate how they personally can contribute to both the problem and the solution before they enter practice. This occurs most productively in a setting in which there is trust and guided reflection. Memorial University's Interprofessional Skills Training (IPST) curriculum model, in which interprofessional facilitated small-group learning teams meet for eight half-day sessions over a two year period forming consistent learner groups, helps to promote trust and a safe learning environment. Facilitators are trained to lead interprofessional group discussions and to manage team process issues. IPST is based on an eclectic mix of behavioural, social constructivist and critical reflection learning principles, and engages learners in reflecting on and resolving clinical health care dilemmas as members of a team. The IPST activities are competency-based and focus on building skills to manage the complex and challenging processes surrounding effective interprofessional teamwork.

OBJECTIVES:

1. Describe the components of the IPST curriculum model for developing collaborator competencies

2. Explain how the IPST curriculum model addresses the challenging and often ignored interprofessional issues

3. Analyze how the IPST principles and curriculum might be adapted for participants' use

TEACHING METHODS:

1. The workshop will comprise interactive large and small-group learning exercises, role playing, and opportunities for questions and discussion (Objectives 1 and 2).

2. To achieve Objective 3 we have exercises designed to promote the discussion and evaluation of the feasibility of using Memorial's IPST Model.