A Guide to Interprofessional Student Placements in a Rural Primary Health Care Team
An IPCP & LE Initiative

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Welcome Address

Welcome to the Rural West Primary Health Care Team! We want you to feel confident that you are part of this team.

In Rural West, we strongly believe that collaborative practice provides a safe and integrated environment that supports student learning.

To ensure successful practice, student placement needs are addressed and plans are coordinated between team members and students in order to fit into team goals. This package offers a guide that needs to be considered in relation to the academic expectations of the student.

The following document will outline the requirements and expectations that could enhance an Interprofessional placement in the Sun Country Health Region.

If you have any questions or concerns at any time, please feel free to contact your team member.

Sincerely,
GOAL OF INTERPROFESSIONAL STUDENT PLACEMENTS
Interprofessional student placements are designed to provide students from different professions with practice experience that assists them in developing their ability to work collaboratively in teams.

OVERVIEW OF INTERPROFESSIONAL PLACEMENTS
Interprofessional placements are usually undertaken as part of a student’s program specific practice experience. Hence, in many cases students participate in the interprofessional placements as an ‘enhancement’ to their regular placement. During this time, each student is supervised by a program specified health professional (preceptor) who assists the student in providing input into care that reflects discipline specific practice standards. In addition, a team lead(s)/facilitator(s) guides the interprofessional student in their collaborative team work.

WHAT IS THE DIFFERENCE BETWEEN AN INTERPROFESSIONAL PLACEMENT AND A NORMAL PLACEMENT?
Interprofessional student placements allow students in different health and social care programs to work together and learn about the roles and knowledge of each other’s professions.

WHAT IS INTERPROFESSIONAL COLLABORATIVE PRACTICE (IPCP)?
“A partnership between a team of health professionals and a patient where the patient retains control over his/her care and is provided access to the knowledge and skills of team members to arrive at a realistic team shared plan of care and access to the resources to achieve the plan” (Orchard, 2007)

WHAT IS INTERPROFESSIONAL EDUCATION (IPE)?
“Interprofessional education occurs when two or more professions learn with, from and about each other in order to improve collaboration and the quality of care” (CAIPE, 2002)

IPE involves:
• socializing health care providers in working together, in shared problem solving and decision making, towards enhancing the benefit for patients, and other recipients of services;
• developing mutual understanding of, and respect for, the contributions of various disciplines; and,
• instilling the requisite competencies for collaborative practice.

Interprofessional education helps students develop the following collaborative skills (Barr, 2005):

• Describe one’s roles and responsibilities clearly to other professions.
• Recognize and observe the constraints of one’s role, responsibilities and competence, yet perceive needs in a wider framework.
• Recognize and respect the roles, responsibilities and competence of other professions in relation to one’s own.
• Work with other professions to effect change and resolve conflict in the provision of care and treatment.
• Work with others to assess, plan, provide and review care for individual patients.
• Tolerate differences, misunderstandings and shortcomings in other professions.
• Facilitate interprofessional case conferences, team meetings, etc.
• Enter into interdependent relations with other professions.

INTERPROFESSIONAL COMPETENCIES
The CIHC National Interprofessional Competency Framework describes the competencies required for effective interprofessional collaboration. Six competency domains highlight the knowledge, skills, attitudes and values that together shape the judgments that are essential for interprofessional collaborative practice.

The six competencies include for effective interprofessional collaboration include:

• Role Clarification
• Team Functioning
• Patient/Client/family/Community-Centred Care
• Collaborative Leadership
• Interprofessional Communication
• Interprofessional Conflict Resolution

In Sun Country Health Region, the CIHC National Competency Framework model forms the basis of our collaborative work. We challenge you to focus on these competencies to build on collaboration during your interprofessional placement.
Figure 1: The National Competency Framework

**Goal:** Interprofessional Collaboration

A partnership between a team of health providers and a client in a participatory, collaborative and coordinated approach to shared decision making around health and social issues.

- **Role Clarification:** Learners/practitioners understand their own role and the roles of their colleagues in the team, and engage appropriately in activities to achieve patient/client family and community goals.

- **Interprofessional Conflict Resolution:** Learners/practitioners actively engage with others, including the patient/client/family, in dealing effectively with interprofessional conflict.

- **Collaborative Leadership:** Learners and practitioners work together with all participants, including patients, clients, families, to formulate, implement and evaluate care/services to enhance health outcomes.

- **Team Functioning:** Learners/practitioners understand the principles of team dynamics and group processes to enable effective interprofessional team collaboration.

- **Contextual Issues:** Learners/practitioners critically reflect on the context in which health care is delivered, and evaluate the effects of the context on practice.

- **Quality Improvement:** Learners/practitioners critically reflect on the context in which health care is delivered, and evaluate the effects of the context on practice.

References:
EXPECTATIONS FOR INTERPROFESSIONAL PLACEMENTS

Measurement Activities
Students in interprofessional placements are required to complete:

- Pre-Placement Questionnaire (Tool A)
- Mid-Placement Questionnaire (Tool B)
- Post-Placement Questionnaire (Tool C)
- Interprofessional Practice-Based Learning: Competency Reflection Journal (Tool D)
- Preceptor(s)/Lead/Facilitator Post-Placement Interview (Tool E)
- Optional Interview with Student IP Placement (Tool F)

Placement Questionnaires (Tool A, B & C)
Students will participate in research data collection which involves completing evaluation tools at the beginning (Pre-Placement Questionnaire, Tool A), middle (Mid-Placement Questionnaire, Tool B) and at the conclusion of the placement (Post-Placement Questionnaire, Tool C).

The collection of this data is critical to understanding the impact of IPE placements on future health care professionals’ attitudes, skills and knowledge with respect to interprofessional collaborative practice.

Interprofessional Practice-Based Learning: Competency Reflection Journal (Tool D)
The Competency Reflection Journal is a tool that was developed to encourage reflection among students in their Interprofessional placements about how interprofessional collaboration is demonstrated in practice settings. This journal is designed to enhance the interprofessional focus of the placement in which, in addition to the medical skills students will develop, students will be paying particular attention to how the interprofessional team with which they are working functions.

Preceptor(s)/Lead/Facilitator Post-Placement Interview (Tool E)
A questionnaire can be completed with the Preceptor and/or Lead/Facilitator at the conclusion of a Student IP Placement. The information gathered from this process will assist Rural West in improving future IP Placements while assisting in strengthening the team overall.
Optional Interview with Student IP Placement (Tool F)

An Interview may be arranged at the end of a Student Placement so that a Lead/Facilitator can gather further qualitative information on the Interprofessional aspect of the student experience with the Rural West Team.

Interprofessional Team Activities

Students in interprofessional placements are required to attend/complete the following activities:

- **Team Meetings**
- **Team Events**
- **Lead Facilitator Meetings**
- **Interprofessional Practice Project (Tool G)**

**Team Meetings**

In this team, students will begin to learn about other’s professional roles and plan how they will work together during the placement. An important aspect for students is their integration into the practice site team. By attending regular team meetings, students will learn about the roles of the members of the team and become active members of this dynamic interprofessional team. Please consult your preceptor or lead(s)/facilitator(s) about the date and time of the regularly schedule team meetings.

**Team Events**

The Rural West Primary Health Care Team believes that creating a sense of community is important for effective team functioning. The team encourages the participation in a variety of team building events such as attending Professional Development Learning Events and holding Community Consultations. Your preceptor or lead(s)/facilitator(s) will keep you informed of any upcoming team building events that you can be involved in.

**Lead/Facilitator Meetings**

The students meet their IPE practice lead(s)/facilitator(s)/ and the other students they will be working with at their placement sites. Student meetings take place regularly with their IPE practice lead(s)/facilitator(s) to foster collaboration in the placement settings.
**Interprofessional Practice Project**  
*(Tool G)*

The Interprofessional Practice Project of students in interprofessional placements will depend on the level of competence in their profession and the goals of their placement experience. While some students will focus on health promotion and education, other students may focus on primary care, please realize that some students may also have projects of their own.

The Current IP Project List with Preceptor/Lead/Facilitator:
1. School Wellness (Kim)
2. Voice of the Customer (Wanda)
3. Discharge Planning (Kelly, Dr. O)
4. Social Networking (Leila)
5. Promotional Material (Team/Wanda)
6. Academic Partnership (Dr. O/Leila)
7. Orientation to the team (Leila)
8. Privacy Security (Heather)
9. Code of Conduct (Susan/Kelly/Kim)
10. EMR- Standardized data entry document (Dawn/Heather)
11. Measures of Performance (Heather)
12. Chronic Condition (COPD/Spirometry/Diabetes/Depression care, etc)  
   (Kim/Laura/Dawn/Dr. O)

The Completed IP Project List with Preceptor/Lead/Facilitator:
Interprofessional Student Placement Learning Agreement

Student Information:

Name: ______________________________________________________________________

Email Address: ______________________________________________________________________

Primary Phone No.: _________________________________________________________________

Cellular Phone No.: _________________________________________________________________

Program: ______________________________________________________________________

Year in Program: ______________________________________________________________________

Placement Information:

Placement Preceptor: ______________________________________________________________________

Lead(s): ______________________________________________________________________

Facilitator(s): ______________________________________________________________________

In this Interprofessional Student Placement, I agree to participate in the outlined activities.

Date of Signing: ______________________________________________________________________

Student: ______________________________________________________________________

Placement Preceptor: ______________________________________________________________________

Lead(s): ______________________________________________________________________

Facilitator(s): ______________________________________________________________________

Tools:

- Pre-Placement Questionnaire (Tool A)
- Mid-Placement Questionnaire (Tool B)
- Post-Placement Questionnaire (Tool C)
- Interprofessional Practice-Based Learning: Competency Reflection Journal (Tool D)
- Preceptor(s)/Lead(s) Post-Interview (Tool E)
- Optional Face to Face Interview (Tool F)
- Interprofessional Practice Project (Tool G)

Please return the completed agreed to:
Pre-Placement Questionnaire
(Tool A)

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Mid-Placement Questionnaire
(Tool B)

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Post-Placement Questionnaire
(Tool C)

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Interprofessional Practice-Based Learning: Competency Reflection Journal (Tool D)

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Preceptor(s)/Lead/Facilitator
Post-Placement Interview (Tool E)

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Optional Interview with Student IP Placement (Tool F)

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Interprofessional Practice Project
(Tool G)

To be added by each team

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