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Abstract

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Interprofessional Education in Simulation: Integration of the CIHC Competencies for Patient-Centred Collaboration

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Abstract

Background: Interprofessional healthcare simulation (sim-IPE) is being increasingly used to improve technical and team collaboration skills in health professions education [1]. Sim-IPE can provide a safe environment in which learners can apply team-based skills to optimize patient safety and collective competence [2]. Best practices in sim-IPE include the use of a theoretical framework [3]. Such a framework exists in the Canadian Interprofessional Health Collaborative (CIHC) National Competency Framework for Patient-Centred Interprofessional Collaboration [4], which describes the six competency domains required for effective interprofessional collaboration.

Purpose: The learning objectives of this conference workshop were for participants to: 1. Use the CIHC Competency Framework for Interprofessional Collaboration to design, deliver and evaluate a simulation activity; 2. Integrate best practices for effective sim-IPE; and 3. Identify strategies in overcoming the challenges in the implementation of sim-IPE.

Methods: Three current Canadian examples of sim-IPE activities across the fidelity continuum were provided: pre-recorded videos with scenarios on team functioning (University of Toronto); real-time scenarios utilizing standardized clients focusing on interprofessional conflict resolution (University of Manitoba); and virtual reality focusing on team communication in the context of Indigenous-specific racism (University of British Columbia). Small groups utilized the Build an IPE Simulation Case worksheet developed by the University of Toronto to develop a sim-IPE activity based on a case scenario of a person with Diabetes.

Discussion/Conclusion: Development of a sim-IPE learning activity must include articulation of interprofessional learning objectives based on a valid conceptual framework of collaboration. Much of the learning takes place in the debrief, where facilitators trained in interprofessional education are key. Attention to a psychologically safe teaching and learning environment is critical for both the teacher and the learner, where issues of hierarchy, power, and implicit biases such as racism must be navigated [5].

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