



MANITOBA INSTITUTE
FOR PATIENT SAFETY

Make It Personal: Interview Series

May 2018

An Interview with the Office of Interprofessional Collaboration, University of Manitoba

Engaging Health Professionals of the Future

The University of Manitoba is using innovative and engaging teaching strategies to ensure that tomorrow's health care professionals will be prepared to work together to provide high quality and, safe patient care. The Office of Interprofessional Collaboration (OIPC) at the University of Manitoba has developed activities that span over a two-year period. Students from nine different health-related programs are placed into teams to learn with, from and about each other.



With this format, students learn about team formation and development, as well as engaging in content on patient care. In the second year, the main focus is on Safe Quality Care. Moni Fricke, an educator in the OIPC says, "Patient safety is a perfect focus for the OIPC. It is applicable across the health care professions; everyone has a role."

Participating Professional Education Programs:

- *Dental Hygiene
- *Dentistry
- *Medicine
- *Nursing
- *Occupational Therapy
- *Pharmacy
- *Physical Therapy
- *Physician Assistants
- *Respiratory Therapy

Patient Safety Through Teamwork

Content for hands-on activities related to patient safety was developed using resources from The Canadian Patient Safety Institute (CPSI), the Manitoba Institute of Patient Safety (MIPS) and the Canadian National Interprofessional Competency Framework (IPC). Moni explains that CPSI identifies six domains, in their Safety Competencies, with the first three being a perfect focus for these student teams as they overlap with the interprofessional competencies that students are developing by working in teams.

"For the patient safety activity," Moni says, "we chose a patient simulation activity. The teams have already been working together for some time, and simulation recognizes that they are more advanced in their knowledge as well as team development."



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The activities have also been designed to be more than meets the eye. Superimposed on an issue is a patient safety situation, such as a missed diagnosis that gradually unfolds over the course of the year. “As the case gets more complex, we also introduce interprofessional conflict – a situation where there was less than ideal care because of miscommunication. It is a systematic issue rather than an individual issue so that the team is forced to work together. We feel this reflects true health care where a patient comes in with one health issue but there is something else that is going on that is much more serious. The team needs to recognize something is different and learn how to communicate about that across team members.”

Helping Health Professionals “Find Their Voice”

Through hands on learning activities, the students learn about working together to achieve a common goal, similar to working to improve patient health in an interprofessional team in a health setting. Moni says, “Even though the different programs focus on their role in patient safety within their own curriculum, the OIPC focuses on taking patient safety to the next level – creating safe cultures within teams that allow individual team members to feel confident in making suggestions to improve patient safety.”

Moni explains, “Thinking back to past patient safety inquiries – people may have noticed that something was wrong, but they didn’t feel safe, they didn’t feel confident in voicing their concern. In the OIPC we continually ask ourselves, ‘How do we make sure our learners recognize their role in all patient safety activities, and how they can play a proactive role?’ It is about learners finding their voice and recognizing when there is something that can be improved. An important learning objective for this section of the program is for students to demonstrate a questioning attitude as a fundamental aspect of professional practice and patient care.”

When asked what Moni would most like to share with other practitioners and educators, she says, “The MIPS and CPSI resources are wonderful! We are so grateful for these resources – we have woven them into student activities so that hundreds of students will have working knowledge of these resources as they enter their health care careers.”

You can learn more about the OIPC and their curriculum at the following link:

http://umanitoba.ca/faculties/health_sciences/education/ipc/about_ipc.html

The Manitoba Institute for Patient Safety (MIPS) is an independent, not-for-profit corporation established in 2004 to promote and coordinate activities that improve patient safety and enhance quality healthcare in Manitoba.

Written by MIPS Volunteer, Cara Brown

