

# Doing 'to' 'for' or 'with'?

## Weaving a complex web for collaborative education

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# Objectives

- *Present an innovative, working model that introduces the citizen's experience as a patient into health education and the complex web of collaborative education*
- *Review and reflect upon the opportunities and challenges encountered*
- *Guide the audience to customize this model to fit their own communities of practice*



# Disclosures

- None of us present has any commercial interests related to our program development



# The goal: what do you want in a doctor?

## ➤ Community conversations: Themes

- Attentive communication
- Collaboration and resource seeking
- Humility

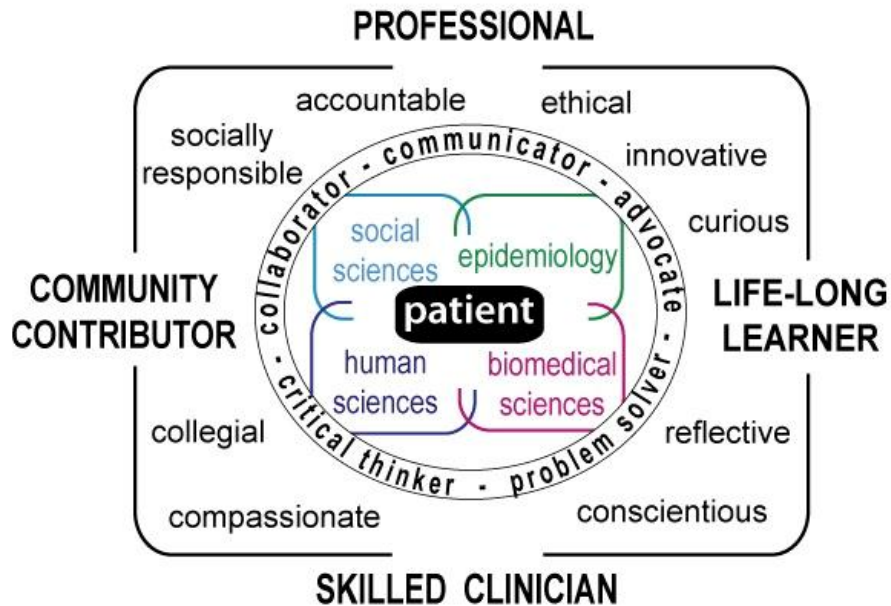
[http://news.medicine.dal.ca/Community\\_conversations\\_Summary.doc](http://news.medicine.dal.ca/Community_conversations_Summary.doc)



Public Meetings in Halifax, Sydney, Kentville, Saint John, Fredericton, Charlottetown; Fall 2009; Christy Simpson, Dalhousie Department of Bioethics; Cathy Simpson, Capital Health Ethics Support



# The new curriculum

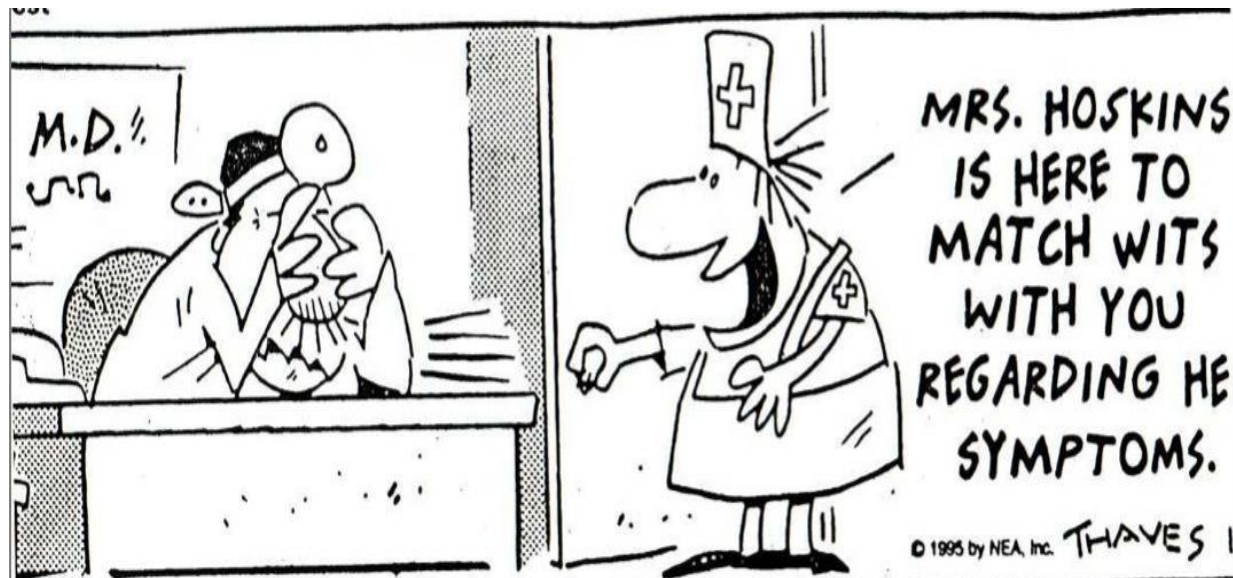


- Two-year integrated law/systems/policy/community care/critical thinking unit:
- Professional Competencies Unit



# Changing forms of life

➔ “Patient expertise” – What’s your understanding?



# The community *in the med school*

## ➤ Professional Competencies

- Co-authoring cases
- Co-tutoring
- Panelists, lecturers
- Selective project





## ➤ Videos

- Fiona Bergin
- Marilyn Peers
- Melissa Myers





# Clinical/Community context

## ➤ De-institutionalization

### ➤ Mental Health Commission

- “A home, a job, a friend”
- Recovery model
- *Why does a physician care?*  
*What does a physician do?*

## ➤ Collaborative Care

- 1997: CPA & CFPC: Locating mental health services in primary care; integrating mental health and addictions
- *Where is the patient in recovery? Where is the community?*



# ...and the students in the community

- *Brief community immersive experience*
- *Largely focuses on/preparation for mental health and addictions curriculum*
- *Framework:*
  - *Meeting “patients” in their context and in their strength*
  - *The unscripted encounter*



# The Fishbowl – The Crucible



- What did you bring?
- What did you take away?
- What are the possibilities/challenges?



# Student reflection

- *I visited Alcoholics Anonymous on my community engagement experience. What struck me most was how **appreciative the members were** to have someone from the health care field come visit them. The members were **more comfortable in this environment** compared to a doctor's office; as **we know a power differential exists** between health care workers and patients, whether we like it or not. The experience allowed me greater insight into addictions and mental health, **more so than I would have achieved if I had talked to the same individuals in a clinic.***



# Your crucible

- Your team has the opportunity design a three hour educational event for 2<sup>nd</sup> year medical students to create/catalyze “the physician of the future”
  - Pick your topic/case study.
  - How will you engage the patient voice?



# Debrief



# Ingredients for successful collaboration

- Who is making the invitation?
- Are the right people at the table at the right time? Who should be at the table?
- Do you need to decide on roles and responsibilities for each person?
- Do you need a recorder, facilitator and timekeeper? Should these positions be rotated?
- What process is in place, or what process do you want to create?
- How are decisions made on actions/strategies to be taken? Majority, consensus?
- Who can be/will be/is mandated to speak for the group?

