



UNIVERSITY OF ALBERTA
HEALTH SCIENCES COUNCIL



HEALTH SCIENCES COUNCIL

ANNUAL REPORT

2016-2017



Health Sciences Council

2016-2017 Annual Report

We're pleased to present our Annual Report on the activities and achievements of the Health Sciences Council (HSC). In pursuit of our mission to facilitate the development of innovative ways to collaboratively promote health and wellness across faculties and within the health system, we continue to support our health sciences faculties and other stakeholders so that collectively we can continue to positively affect health and wellness outcomes [For the Public Good](#).

To that end, we are committed to achieving our strategic goals outlined in our [five-year strategic plan](#).

We invite you to review our progress in our key strategic areas:

1. Interprofessional Education Report
2. Interdisciplinary Research Report
3. Positioning & Stakeholder Report
4. Sustainability Report

INTERPROFESSIONAL EDUCATION REPORT

GOAL Create a high quality, innovative curricular model (Interprofessional Learning Pathway) that supports and produces health science graduates who apply best evidence, knowledge, and skills to:

- deliver safe, high quality, person/family-centered care, and community oriented care
- advocate for their patients' or community's overall health and well-being
- lead in the creation and promotion of interprofessional health teams
- thrive in complex, adaptive health systems

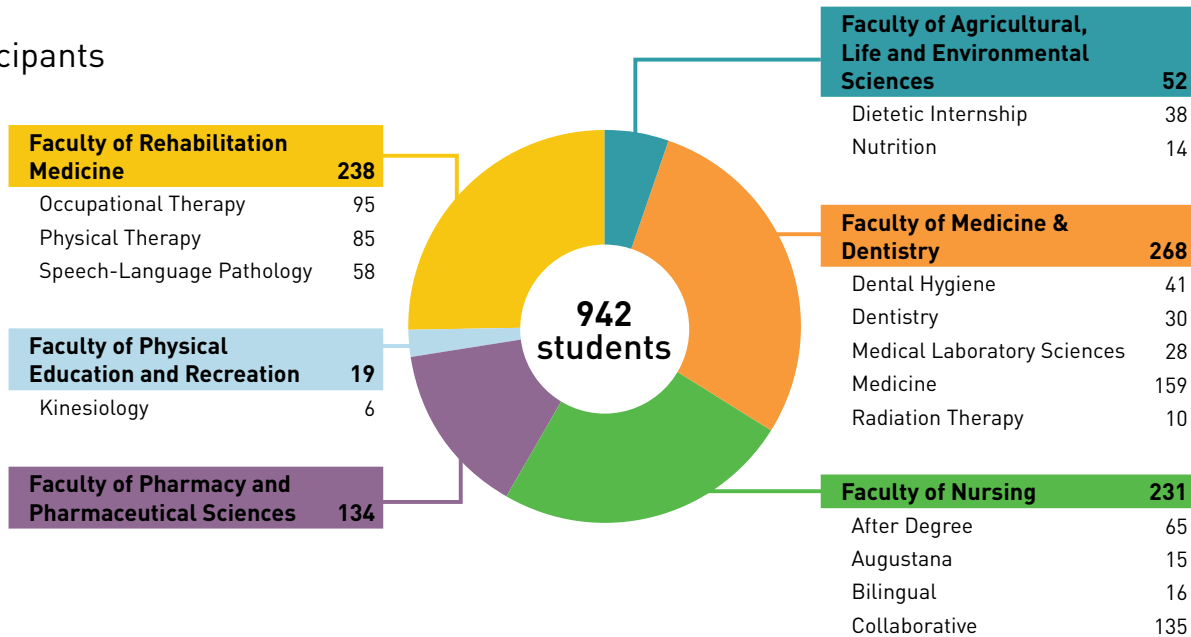
Objective 1.1 Developing, delivering, supporting, and evaluating innovative learning experiences in the Interprofessional Learning Pathway that support the needs of faculties

PROGRESS ON 1.1.1. Develop and refine learning experiences within the Interprofessional Learning Pathway

2016 Interprofessional Learning Pathway Launch

Students from different health science programs start working with each other from the very beginning of their program. The Interprofessional Learning Pathway Launch, a three hour session delivered in the first month of the first year, focuses on developing skills and relationships that will support learners through their education and into the practice setting. Learning is scaffolded on our Interprofessional Competency Framework.

Participants



Partners

20
Patient, or Patient Family Mentors

21
Professional Organizations
(Regulatory Bodies, Associations, Societies)

34
Faculty Facilitators

10
Community Facilitators

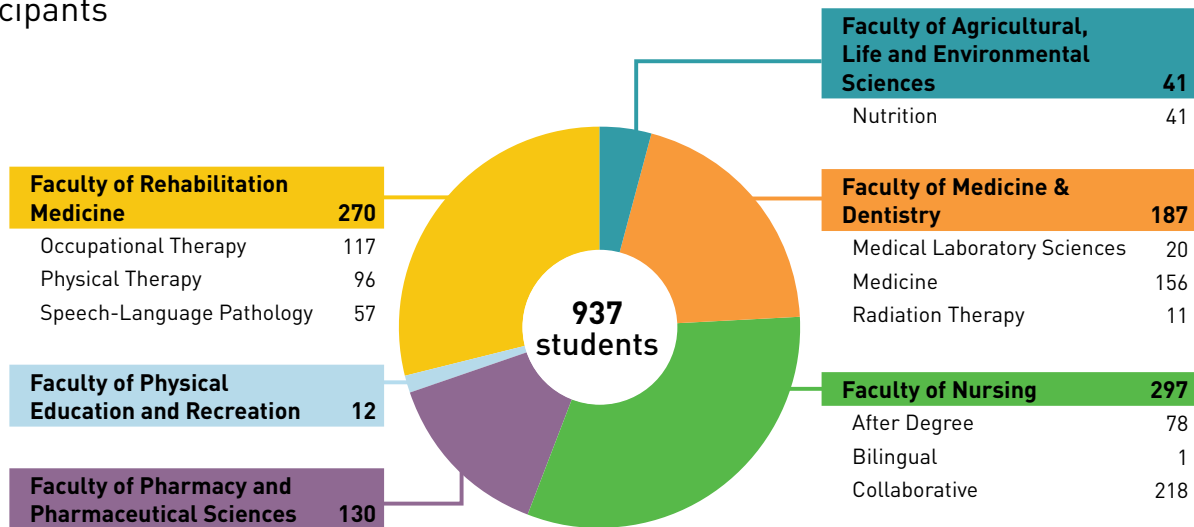
[Read the full infographic](#)

INT D 410 AT A GLANCE

FALL 2016 / WINTER 2017

Interprofessional Health Team Development (INT D 410) offers students the opportunity to develop the interprofessional team skills that will prepare them to meet the challenges of their future work environments. As a component of the Interprofessional Learning Pathway, INT D 410 enables students to develop core interprofessional competencies: **Communication, Collaboration, Role Clarification, and Reflection**. More information: [INT D 410 Learning Objectives](#)

Participants



Student numbers by Stream

Students were given the option of choosing a **specialized stream** to experience interprofessional health team development in a particular context.

Essentials of Collaborative Practice (ECP) offered students the ability to spread the course across the fall and winter terms.

Bariatric Health Care	46
Immigrant and Refugee Health Care	48
Online/Distance Education	84
Palliative Care	133
Pediatric & Family Practice	140
Vulnerable Populations	39
Essentials of Collaborative Practice [ECP]	447

Quick Facts

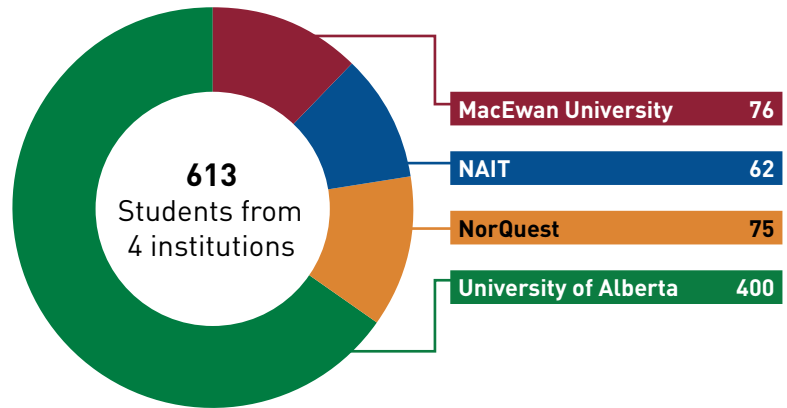
- **ECP Fall Program:** 447 students enrolled in the ECP stream; joined by students from Dentistry, Dental Hygiene, and Human Ecology participated in an online learning module and/or one of 37 experiential learning sessions held over the fall term.
- **Palliative Care Conference:** 133 students from the palliative care stream attended a conference organized by HSERC, with 15 speakers from Alberta Health Services, Covenant Health, University of Alberta, and various private practice organizations.
- **Seniors' Navigation Challenge:** 70 students took on the persona of an older adult to navigate health care and community supports in a game setting.

[Read the full infographic](#)

Help Save Stan: 2017 Fast Facts

Help Save Stan is an annual event at which students participate in day of interprofessional health team simulations and learning scenarios in a safe, but realistic environment. Standardized Patients, state-of-the-art mannequins, and genuine medical and hospital equipment are all used to create an authentic experience.

Participants



Attendance by Program

Cell Biology BSc	1
Combined Lab / X-Ray Technology	5
Cytotechnologist	1
Diagnostic Medical Sonographer	12
Emergency Medical Technician	4
Health Care Aide	5
Hospital Unit Clerk	4
Magnetic Resonance Imaging	1
Magnetic Resonance	2
Medical Laboratory Assistant	6
Medical Laboratory Technologist	1
Medical Radiological Technologist (MRT)	8
Medicine	69
Nursing	38
Nursing, After Degree	5
Nursing, Bilingual	1

Nursing, Collaborative	126
Nursing, Practical (LPN)	34
Nutrition	20
Occupational Therapy	42
Paramedic	6
Pharmacy	68
Pharmacy Technician	24
Physical Education	2
Physical Therapy	33
Police and Security	1
Recreation Therapist	5
Recreation Therapist Assistant	1
Respiratory Therapy	19
Social Work	2
Speech Language Pathology	33
Therapist Assistant (OTA/PTA)	36

[Read the full infographic](#)

PROGRESS ON 1.1.3. Develop an evaluation framework and educational research program to advance best practices in Interprofessional Education (IPE), IPE collaborations, health sciences team education, health professional collaborative practice, and the use of technology to enhance teaching and learning.

In 2016-2017 the following evaluation and educational research projects were completed or under development:

Evaluation Projects		
Interprofessional Attitude Scale (IPAS)	What are the long-term attitudes of health science students to IPE/CP?	HSERC
Interprofessional Pathway Launch – student and facilitator surveys	What is the post reaction to the learning experience – students and facilitators	HSERC
Research Projects		
Simulation Learning with Pharmacy and Nursing: A demonstration project	The purpose of this project is to build on findings from a pilot project and demonstrate that interprofessional simulation can be integrated into existing courses in the nursing and pharmacy programs.	Tanya Park
A Collaborative Interprofessional Curriculum Mapping Initiative	The purpose of this project is to develop an adaptable curriculum mapping system that can be tailored to professional faculties.	Cheryl Sadowski
INT D410 Blended Learning – Flipping the interprofessional classroom	What is the impact of the addition of multi-media materials to an experiential interprofessional course?	JoAnne Davies, Sharla King
Applied Research Projects		
From Cooperative Learning Strategies to Quality Continuing Care Workplaces (Learning Circles Project)	The goal of this project is to establish and evaluate learning circles as supports to clinical practice and structures for effective learning in the workplace.	Sharla King, Steve Friesen (Bethany Care Society)
Better Teams, Better Care: Enhancing interprofessional care through experiential learning	The purpose of the project was to: 1) develop an experiential learning program to enhance providers' capacity for interprofessional care processes; 2) implement the learning program at 2 health care sites (urban and rural); 3) evaluate the impact of the learning program on providers, patients and the health system.	Sharla King, Esther Suter (AHS)
Projects Under Development		
Identifying interprofessional competencies through student team videos using a 'think aloud' methodology	The purpose of this project is to identify assessment milestones with interprofessional student teams	Mary Roduta Roberts
Transitioning into interprofessional collaborative practice	The purpose of this project is to explore the aspects of pre-licensure IPE that recent graduates remember and value.	Sharla King, Liz Taylor

PROGRESS ON 1.1.4. Expand experiential interprofessional learning opportunities in the classroom and practice environments

Essentials of Collaborative Practice

2016 Fall Experiential Learning Sessions

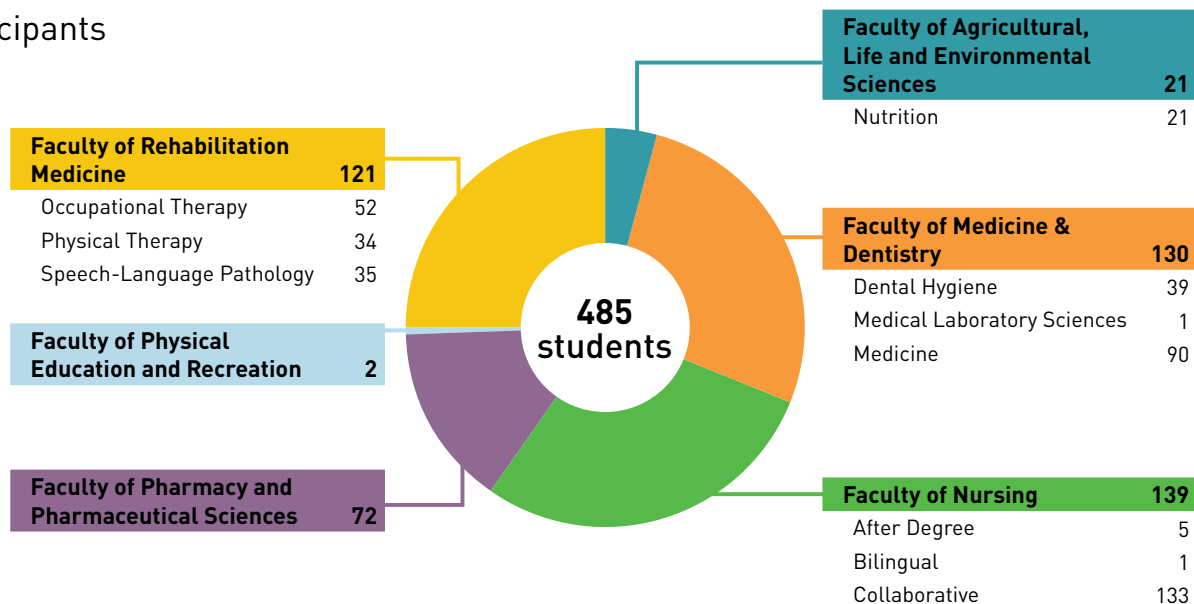
The Essentials of Collaborative Practice (ECP) course provides foundational knowledge and skills for health science students to work collaboratively in professional practice. This fall, ECP students participated in an experiential learning session in either a simulation lab or community/clinical setting.

These experiences focused on one or more of the following:

- **Team communication:** Students observed clinical teams in action or participated in team communication scenario in the HSERC simulation lab.
- **Role clarification:** Students actively observed health care practitioners at work.
- **Team problem solving :** Following a simulated patient experience, students discussed implications for delivery of team care.

Facilitators debriefed each session with a focus on how learning applied to the students future health practice.

Participants



Who makes this possible?

- 13 Community programs
- 29 ECP Course facilitators
- 8 Faculty facilitators (Non-ECP)
- 12 HSERC staff contributed to the planning, delivery, and/or debriefing

[Read the full infographic](#)

Objective 1.2 Building Capacity for Interprofessional Education

PROGRESS ON 1.2.2. Established professional and faculty development programs and communities of practice in key areas.

- In 2016-2017, 10 workshops were delivered, to over 100 faculty and community participants, to develop specific skills in debriefing and facilitating IPE experiences.

PROGRESS ON 1.2.3. Garner funding for, and develop IPE learning environments and resources

Business development activities (see [Sustainability Report](#)) provided funding that enabled the continued development, maintenance, and expansion of simulation modalities and simulation environment infrastructure. These improvements support faculty and practice educators in creating optimal learning experiences for students and clinicians.

2016-17 improvements include:

- installation of new timing system in the clinical exam area to support simulations
- control room and projector upgrades in the immersive lab
- acquisition of lapel microphones for improving the simulation experience
- upgrades to high fidelity mannequin control systems
- debriefing room upgrades

PROGRESS ON 1.2.5. Develop formal network or partnerships across the province related to simulation and IPE

The Interdisciplinary Health Education Partnership (IHEP) is a formal inter-institutional partnership between the University of Alberta, Northern Alberta Institute of Technology (NAIT), MacEwan, Norquest College, and Alberta Health Services e-SIM North that has been revitalized in 2016-17 as an educational consortium that focuses on IPE and collaborative practice opportunities and issues.

INTERDISCIPLINARY RESEARCH REPORT

GOAL Develop a culture of interdisciplinary research

Objective 2.1 Building Capacity for Interdisciplinary Research

PROGRESS ON 2.1.1. Provide incubation space to support interdisciplinary and cross-sector health research within and across faculties

In 2016-2017, 9 interdisciplinary teams were housed in the Health Sciences Council's Discovery Mall space.

Interdisciplinary Team	Overview	2016-2017 Highlights
Bariatric Care & Rehabilitation Research Group (BCRRG)	The BCRRG is a multidisciplinary research collaboration focussed on improving the care and rehabilitation outcomes for people with obesity.	<ul style="list-style-type: none"> • 4 team publications • Media: <ul style="list-style-type: none"> ◦ Risk of infection higher for patients with obesity after bypass surgery
Edmonton Cardio-Oncology Research (ENCORE)	The ENCORE programs aims to prevent diagnose and treat the cardiotoxic effects of cancer therapies.	<ul style="list-style-type: none"> • 28 team publications, published abstracts, & presentations • Media: <ul style="list-style-type: none"> ◦ Drugs prevent heart damage during breast cancer treatment ◦ Cardiology and oncology care providers join forces ◦ Database aims to personalize chemotherapy and reduce long-term heart risks • ~\$1.5 M in team funding
Institute for Continuing Care Education & Research (ICCER)	ICCER is a network of post-secondary institutions, continuing care provider organizations, and regulatory bodies collaborating to improve continuing care in Alberta.	<ul style="list-style-type: none"> • Conferences, education sessions, & events host: <ul style="list-style-type: none"> ◦ Networking events ◦ Implementing Music Care in Continuing Care ◦ Responsive Behaviors 2017 – Communication Tools to Enhance Care
CANHelp National Research Team Knowledge Translation	CANHelp's main purpose is to incubate knowledge translation or exchange strategies with community stakeholders and government as well as conduct capacity building with students who are developing new sub-projects related to the CANHelp goals.	<ul style="list-style-type: none"> • 25 team publications, published abstracts, & presentations • Media: <ul style="list-style-type: none"> ◦ Ongoing stomach infection study reaches Inuvik, N.W.T.

Interdisciplinary Team	Overview	2016-2017 Highlights
<p>Community-University Partnership (CUP): Enriching early childhood practice, program, and policy development to support cross-sectoral poverty reduction strategies</p>	<p>To foster the development of two new areas of research within CUP related to policy and poverty:</p> <ol style="list-style-type: none"> 1. Build knowledge and capacity to maximize the impact of evidence in early childhood public policy development. 2. Support the work of End Poverty Edmonton by optimizing the recommendations from the working groups and provide the City with the critical information it needs to develop specific implementation plans based on those recommendations. 	<ul style="list-style-type: none"> • 11 team publications, published abstracts, & presentations • Media: <ul style="list-style-type: none"> ◦ Young Parent Photovoice Exhibit at City Hall ◦ City hall photo exhibit aims to break stereotypes of teen parents ◦ A Glimpse into the lives of teenage moms ◦ Is there a way to get unused food to hungry families? ◦ Food program offers lifeline to immigrant and refugee families in need ◦ Program aims to tackle high rates of food insecurity in African community ◦ Building Brighter Futures ◦ Coming together to end poverty in Edmonton • \$263 K in team funding
<p>Head and Neck Research Network (HNRN) Translational Research Initiative iRSM</p>	<p>HNRN's main objective is to allow worldwide centers to participate in aggregating outcomes data and to undertake meaningful research on outcomes of care with emphasis on function and quality of life.</p>	<ul style="list-style-type: none"> • 8 team publications, published abstracts, & presentations • ~\$150 K in team funding
<p>SyMBIOTA Team Capacity Building</p>	<p>The SyMBIOTA program aims to investigate pre- and postnatal influences on infant gut microbiota and their connection to the development of allergic disease in childhood using data and fecal samples of 2,500 infants collected from the CHILD (Canadian Healthy Infant Longitudinal Development) pregnancy cohort study.</p>	<ul style="list-style-type: none"> • 28 team publications, published abstracts, & presentations
<p>Children's Environmental Health Centre (ChEHC)</p>	<p>ChEHC is a unique program addressing the impacts on children's health from environmental exposures (chemical, biological, physical and social). The program considers all environmental factors to assess exposures, by integrating clinical, research and educational components.</p>	<ul style="list-style-type: none"> • 5 team publications, published abstracts, & presentations

PROGRESS ON 2.1.2. Provide funding opportunities for graduate and postdoctoral fellows engaged in interdisciplinary research

In 2016-17, we provided three (3) \$10,000 studentships to students in the health science faculties who have active roles with an interdisciplinary health research team.

Award Recipient (Faculty/Program)	Project
Heather Morris <i>Program:</i> Health Services & Policy <i>Faculty:</i> School of Public Health	The role of mother's advocacy in ending the epidemic of opioid misuse Objectives: <ul style="list-style-type: none"> • advance academic knowledge on parents as advocates for substance use policy reform • build parent advocates' capacity to achieve evidence-based policy responses to opioid misuse in Canada
Quinn Boser <i>Program:</i> Biomedical Engineering <i>Faculty:</i> Medicine and Dentistry	A powered assistive device to facilitate hand grasping for individuals with impaired hand control. Objectives: <ul style="list-style-type: none"> • address current limitations in clinical translation through collaboration between engineers and clinicians • identification of patient driven objectives for a powered hand device, focusing on low cost and manufacturability • evaluation of the device in clinical trials
Andrew Yuen Hong Chan <i>Program:</i> Biomedical Engineering <i>Faculty:</i> Medicine and Dentistry	An image guidance method combining motion capture and ultrasound to guide pedicle screw insertion Objectives: <ul style="list-style-type: none"> • evaluation of reliability, accuracy and precision of motion capture in the operating room • investigation of feasibility and accuracy motion-capture-based 3D ultrasound • development of algorithm for ultrasound-CT mapping • validation of real-time integrated ultrasound navigation system

POSITIONING & STAKEHOLDER ENGAGEMENT REPORT

GOAL We continued efforts to reposition the Health Sciences Council as a collective entity that

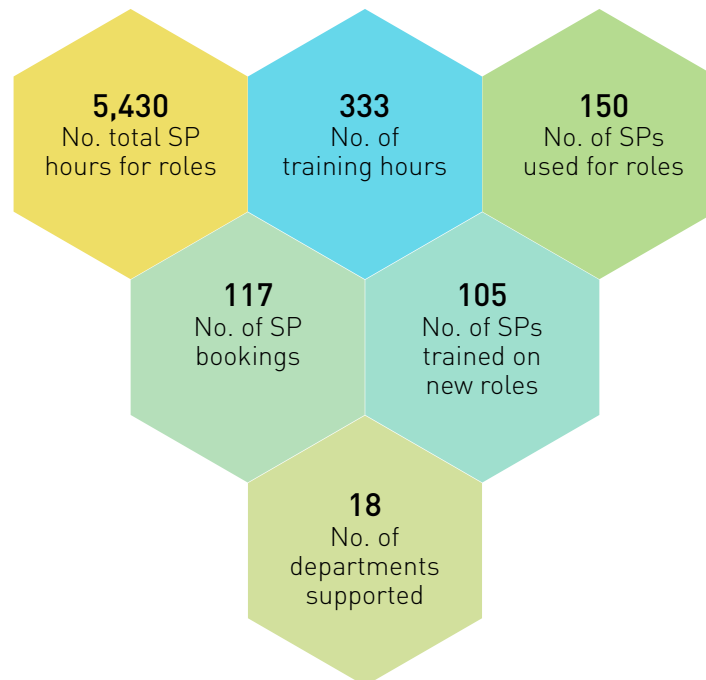
- aligns strategies of the HS faculties while allowing each to maintain independence
- collectively supports initiatives and makes recommendations to the Provost
- actively advocates and seeks opportunities for HSC within Alberta Health Services, Covenant Health, Alberta Health, and the Academic Health Network with regards to educational, clinical, or research based initiatives
- communicates the Council's Mission, Vision, and Strategic Goals and furthers the engagement of Health Sciences Council operations and the health sciences faculties in a focused, collaborative way

Our main area of focus this past year has been *Engaging Health Sciences Faculties through the provision of value added services*

Objective 4.7 Engage Health Sciences Faculties through the provision of value added services

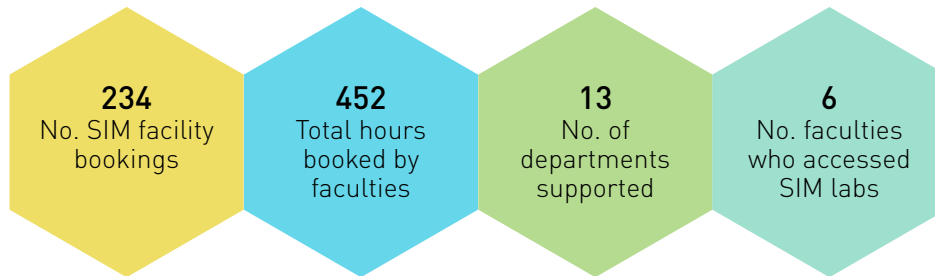
Our **Standardized Patient Program** provides trained standardized patients for educational programs across all faculties.

The Standardized Patient Program by the numbers (Internal/Faculties):



We provide Event Services and Support to faculties and programs who access the 1400 m² of HSERC Simulation Labs for simulation-based teaching, learning and research.

Event Services and Support by the numbers:



PROGRESS ON 4.7.1 Coordinate multi-faculty student placement matters

We continue to manage 35 current multi-faculty student placement agreements with health authorities, hospitals, and other public service organizations and institutions across Canada in order to create diverse experiential learning opportunities for health sciences students.

In 2016-17 we established 8 new student placement agreements across Canada.

- Nova Scotia Health Authority (Annapolis Valley)
- Stanton Territorial Health Authority
- Reginal Quappelle Health Region
- Government of Yukon Continuing Care Division
- Yukon Hospital Corporation
- Covenant Health
- Providence Health Care
- First Nations and Inuit Health Branch

PROGRESS ON 4.7.2. Lead / facilitate the development of health sciences polies and guidelines that affect multiple health sciences faculties

2016-17 highlights:

- development and full board approval of a new consolidated ([University infectious disease / Medical testing & immunization policy](#))

PROGRESS ON 4.7.3. Management of the Edmonton Clinic Health Academy shared administration office

ECHA Shared Administration Office by the numbers:



SUSTAINABILITY REPORT

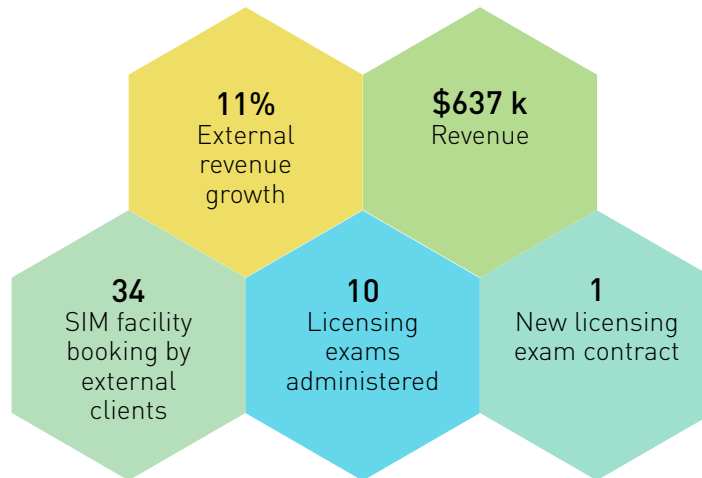
GOAL Maximize operational efficiencies; grow existing revenue streams; and generate novel funding/revenue streams to sustain operations over the long term.

Our main focus has been on **Business Development & Revenue Generation** and **Developing Other Sources of Funding**.

Objective 5.2 Business Development & Revenue Generation

PROGRESS ON 5.2.2. Establish and grow relationships with new corporate, government, and institutional clients that have potential uses for HSERC facilities, resources, programs, and services

Business Development by the numbers:



Objective 5.3 Develop other sources of funding

PROGRESS ON 5.3.1. Build sponsorship into relevant HSC events

2016-2017 sponsorship highlights:

- \$8,222 in sponsorship for 2017 Help Save Stan
- \$8,636 in sponsorship as of March 31, 2017 [Collaborating Across Borders VI conference]

Financials

Funding 2016/17	
Source	Amount
Office of the Provost & Vice President Academic	\$787,397
Flex (2015/16)	\$754,357
Cost Recovery:	
• Interprofessional Education	\$29,100
• Edmonton Clinic Health Academy Shared Administration	\$246,645
• Standardized Patient Program & Event Services and Support	\$493,273
Business Development	\$637,147
Special Allocated - (Indigenous Health, SHINE Youth Clinic, Institute for Continuing Care Education and Research)	\$158,389
Grants and Donation	\$22,445
Total	\$3,128,753

Expenses 2016/17	
Source	Amount
Salaries & Benefits	\$1,730,990
Operating Costs:	
• Interprofessional Education Programming	\$145,169
• Edmonton Clinic Health Academy Shared Administration	\$235,836
• Sustainability Initiatives	\$505,905
• Miscellaneous Costs	\$187,081
Total	\$2,804,981