
The Role of Interprofessional Education for Medical Laboratory Professionals

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Welcome

Land Acknowledgement

Ontario Tech University acknowledges the lands and people of the Mississaugas of Scugog Island First Nation. We are thankful to be welcomed on these lands in friendship. The lands we are situated on are covered under the Williams Treaties and the traditional territory of the Mississaugas, a branch of the greater Anishinaabeg Nation, including Algonquin, Ojibway, Odawa and Pottawatomi. These lands remain home to a number of Indigenous nations and people.

We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island, also called North America, from before the arrival of settler peoples until this day. Most importantly, we remember the history of these lands has been tainted by poor treatment and a lack of friendship with the First Nations who call them home.

This history is something we are all affected by as we are all treaty people in Canada. We all have a shared history to reflect on, and each of us is affected by this history in different ways. Our past defines our present, but if we move forward as friends and allies, then it does not have to define our future.

Learning Objectives

Describe

Describe why interprofessional collaborative practice is important in the practice of medical laboratory science.

Identify and describe

Identify and describe the competencies that support interprofessional collaborative practice.

Describe

Describe the challenges and barriers to implementing interprofessional education.

Explain

Explain why it is important for Medical Laboratory Professionals to participate in interprofessional education.

Definition of Interprofessional Education (IPE)

People from different professions learn about, from, and with each other.

It is a precursor for IPC



The Goal of IPE



TO DEVELOP KNOWLEDGE, SKILLS, AND ATTITUDES THAT RESULT IN INTERPROFESSIONAL TEAM BEHAVIORS AND COMPETENCE.



TO PROVIDE PATIENT-CENTERED CARE IN A COLLABORATIVE MANNER

Evolution of Interprofessional Education



In Canada, the Interprofessional Education for Collaborative Patient-Centered Practice Initiative was begun by Health Canada in 2003.



MLTs are required to pass the competency-based national certification examination offered by the CSMLS before becoming members of the College of Medical Laboratory Technologists of Ontario (CMLTO)



One CSMLS competency is the ability to work as part of a team which includes “effectively collaborating with others to maximize patient safety and the quality of care”.



In 2013 the US Institute of Medicine (IOM) recommends increasing collaboration among medical professionals to reduce diagnostic errors.

The How of IPE

Form an interprofessional team composed of members from at least 2 different health professions who have specialized knowledge, skills, and abilities.

The team establishes common goals and uses their individual expertise to create patient-centered goals.

What do you think are some potential benefits of IPE- IPC?

Useful Steps in IPE (Buring et al, 2009)

Step 1

Team members synthesize their observations and profession-specific expertise

Step 2

Collaborate and communicate as a team for optimal patient care

Step 3

Joint decision-making is valued

Step 4

Each team member is empowered to assume leadership on patient care issues appropriate to their expertise

Step 5

Sets respectful boundaries

This is different from the traditional model where the physician typically orders the services and coordinates the care

Step 6

Communication

Is a key skill in effective team functioning

What do you think are some potential barriers to IPE?

BARRIERS TO IMPLEMENTATION



Scheduling



Rigid curriculum

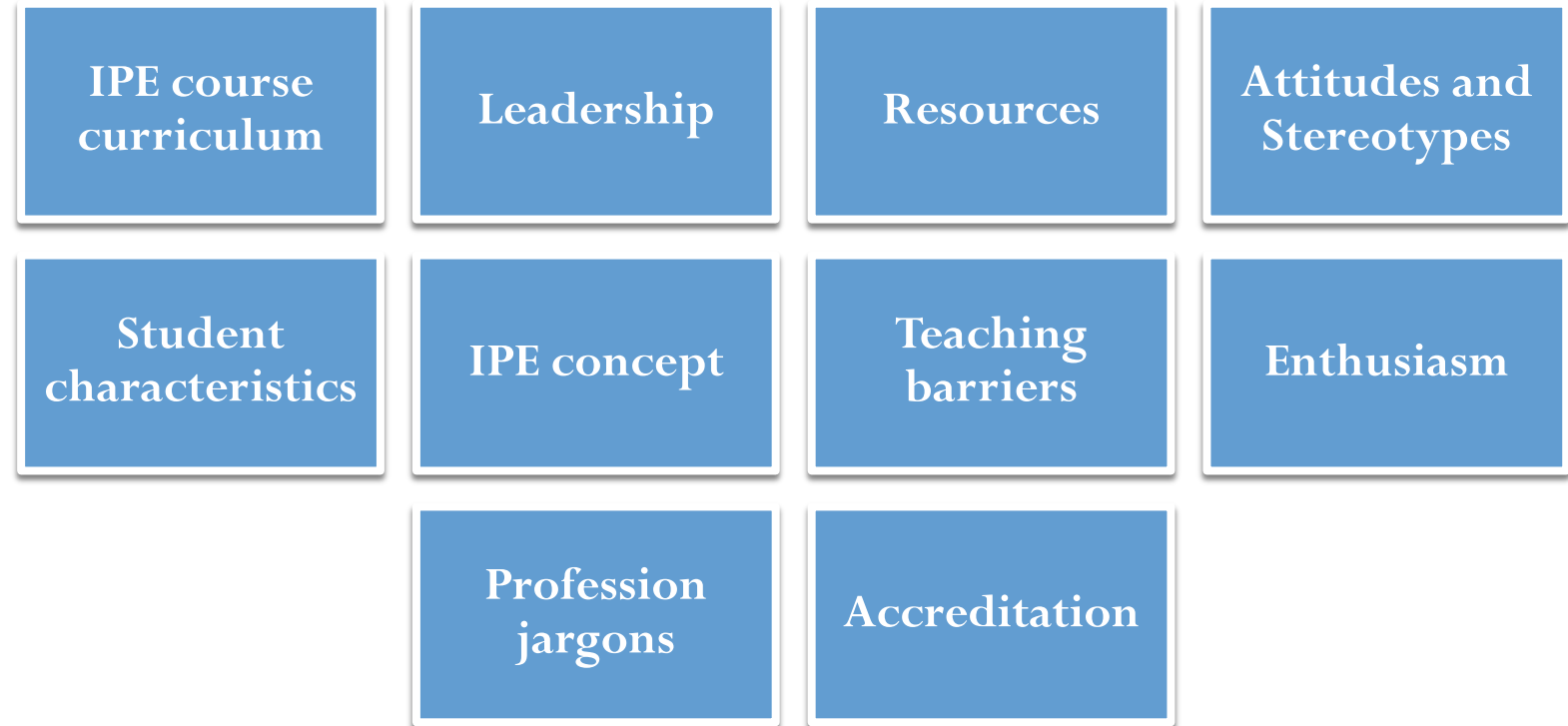


“Turf battles”



Lack of perceived value to IPE

BARRIERS TO IPE (Sunguya et al., 2014)



Why is IPE important for MLT?

The phrase “behind the scenes”
has been used, all too often, with the clinical
Laboratory.

**Use IPE to ensure a place at the table during patient
care discussions.**

Can you think of any examples of IPE- IPC in your scope of practice?

Choose Wisely

Place more effort into the study of “lab utilization,” which focuses on whether test orders are appropriate or inappropriate.

It sees patients, health care professionals, and the health system (resources and fiscal responsibilities) as intertwined, and none of these components are less important than others

(CSMLS, 2023)

Lab Wisely

At a department meeting, discuss which tests are over and under utilized in your lab.
Why is it occurring?

Ask coworkers if they have contributed to Choosing Wisely Canada projects.
What can you do together locally?

Hold a lunch and learn to educate staff on lab utilization initiatives.

Become curious about the "why" behind how things are done.
What evidence gaps exist?

Don't fall victim to the old adage "that's the way things have always been done around here." Question practices that might be out of date and educate your peers on new research.

Acknowledge and celebrate what is already improved.

Become more visible and connect with clinicians and other health providers. Attend the medical rounds and don't be afraid of participating.

Encourage staff to be part of lab utilization projects. Encourage others to provide feedback on what is going well and what needs to change.

Who is ordering outdated tests or using old protocols?
Discuss alternatives with them.

Lab Wisely

A real-life example of IPE

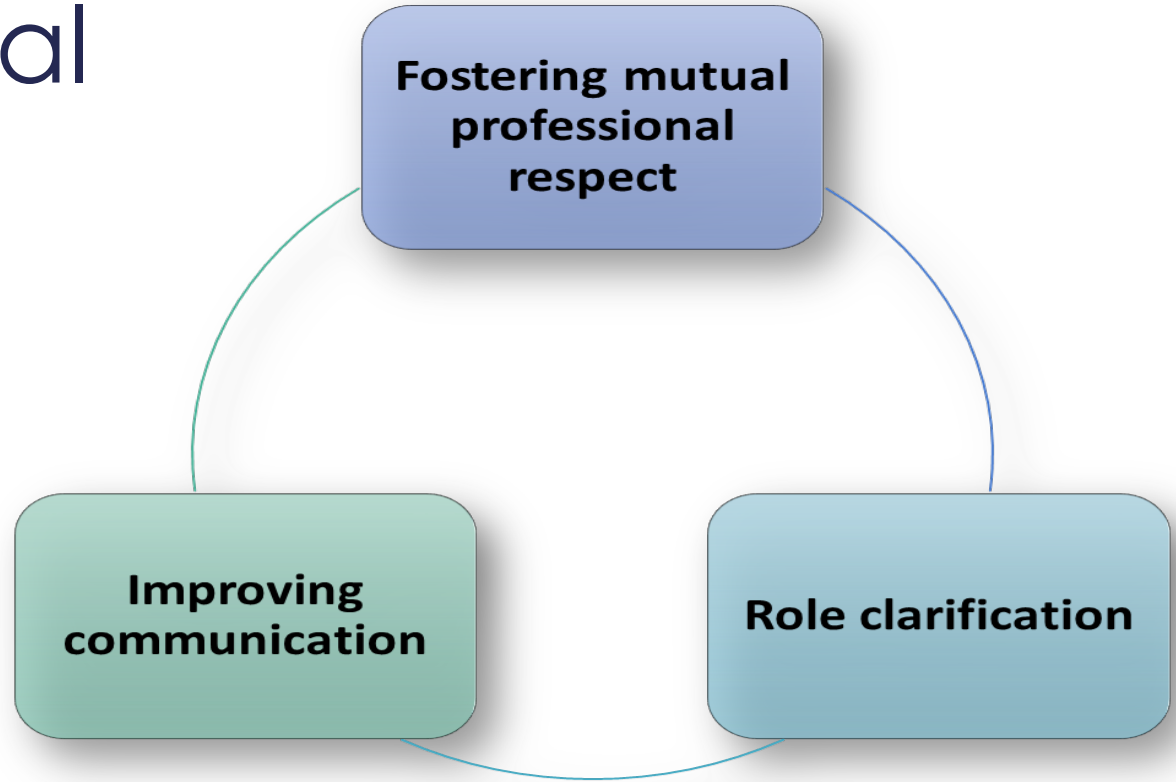


The Use of Interprofessional Simulations to Improve Collaboration and Problem Solving Among Undergraduate Medical Laboratory Science and BSCN Nursing Students



Lead by a team of researchers from Ontario Tech University and Durham College led by Helene Goulding (2019-present).

Project Goal



Project Description

- ❑ Simulated a "real-life" high-risk scenario of a deteriorating patient requiring a life-saving intervention.
- ❑ Began with a pre-briefing, followed by the Sim-IPE experience with a debriefing and feedback session
- ❑ The participants evaluated the facilitators, the experience, the facility, and the support team.



Simulation-Enhanced Interprofessional Education

The Rationale

- Didactic education continues to be driven by traditional delivery methods.
- Incorporation of other educational strategies such as Simulation allows MLT to engage in real-time simulated healthcare events

Definition of Simulation

“Simulation is a technique—not a technology—to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.” (Gaba,2004)

The implication of IPE for the medical laboratory sector.

1. CSMLS Competencies
2. QA requirements for continuing education (CMLTO)

Virtual Simulation

A team of researchers at Ontario Tech University led by Dr. Brenda Gamble obtained a Government of Ontario grant for a project titled “Micro-credential badges: Virtual interprofessional education for Medical Laboratory (ML) learners”.

The Project

The project involved the development of Six (6) stackable micro-credentials and upon completion, learners will receive an Interprofessional Collaboration Certificate.

Micro-credentials: Virtual interprofessional education for Medical Laboratory (ML) learners

Objective: Build six digital micro-credential to support interprofessional education for medical laboratory learners

Skills: Role clarification, Team functioning, Interprofessional communication, Interprofessional conflict resolution, Collaborative leadership and Cultural humility

Funding: Ministry of Colleges and Universities, and the Ministry of Labour, Training and Skills Development

Industry partners: AlphaLabs, Canadian Society of Medical Laboratory Science, Centennial College, College of Medical Laboratory Technologists of Ontario, Department of Pathology and Laboratory Medicine at Mount Sinai Hospital, Laboratory Department Thunder Bay Regional Health Sciences Centre, Laboratory Medicine Program at University Health Network, Lakeridge Health, Simulation Canada,

Team at Ontario Tech (Faculty of Health Sciences and Faculty of Business and Information Technology): Experts in content, instructional design, education theory, gamification, computer science, creative writing, and HQP

Micro-credentials Expertise in:

Role clarification

Team
functioning

Interprofessional
communication

Interprofessional
conflict
resolution

Collaborative
leadership

Cultural
humility.

**Participate in
our study**



And visit our website:
mlt.community





QUESTIONS & ANSWER



Thank You



References

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