

EDUCATION  EURO
SPINE

EUROSPINE Diploma in Interprofessional Spine Care

EDISC COURSE **2024**

Module 2: An interprofessional approach to
spine care - core skills 2

General Information

EUROSPINE, the Spine Society of Europe
c/o Pfister Treuhand AG
Bankstrasse 4, 8610 Uster-Zürich, Switzerland
W: www.eurospine.org

Chair of Education Committee

Paulo Pereira, MD PhD

Module Chair

Richard Brown, Chiropractor, UK
Jamiu Busari, General Paediatrician, NL

Chair, EDISC Committee

Pierre Côté, DC PhD

Module Faculty

Marco Campello, Physiotherapist, US
Nick Carleton-Bland, Neurosurgeon, UK
Steven Vogel, Osteopath, UK

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Quick Facts

LIVE SESSION DATE & TIME	19 and 20 February 2024 from 15:00 – 17:00 CET (Central European Time)
VENUE	Virtual (live)
MAX. ATTENDEES	40 participants
REGISTRATION FEE	EUROSPINE Member: €100 Non-member: €150
CME CREDITS	One CME certificate is awarded for this module. Accreditation by the European Board for Accreditation of Continuing Education for Health Professionals (EBAC) is pending.
LANGUAGE	English
DRESS CODE	Smart casual. You will be interacting with fellow participants on video and will be seen on camera.
E-LEARNING	<ul style="list-style-type: none"> • Preparatory readings and videos will be available and participants are encouraged to engage with the material before the live sessions. • Access will be provided 4 weeks before the first live session.
MODULE COMPLETION	Module completion is achieved when ALL the following are met: <ul style="list-style-type: none"> • Attendance of $\geq 90\%$ of the live session time AND • Completion of the CME evaluation and feedback surveys
TARGET AUDIENCE	Spine care professionals (non-surgical and surgical): primary care physicians and surgeons involved in spine care, physiotherapists, chiropractors, osteopaths, occupational therapists, clinical psychologists, nursing practitioners, naprapaths and others who are graduated as clinicians from a recognized institution (i.e. professional school or university).
IMPORTANT (!)	<ul style="list-style-type: none"> • A computer (Mac/PC) or tablet (Android/Mac) and stable internet connection are required to access the e-learning content and virtual live sessions. • This module has 2 virtual live sessions and attendance is mandatory. • Please log in to the Zoom session 10 minutes before live session start.

E-Learning Programme

Attendees are encouraged to engage with any preparatory material before a live session and actively participate in discussions and group work during live sessions.

Time Duration	Topic	Link
00:08:23	The Beauty of Collaboration In Healthcare: Juliane Zielonka at TEDxBarcelonaChange	https://youtu.be/pFXQWtS26Q4
00:09:51	Collaboration in Health Care: The Journey of an Accidental Expert? Joy Doll TEDxCreightonU	https://youtu.be/qOV-5h0FpAo

Virtual Live Sessions Programme

MONDAY 19 FEBRUARY 2024, 15:00-17:00 CET

Time	Topic	Faculty
Session 1: Overview		
15:00 – 15:10	Welcome and introduction	Richard Brown / Jamiu Busari
15:10 – 15:30	What do we mean by interprofessional collaboration	Richard Brown / Jamiu Busari
15:30 – 15:50	Factors that influence interprofessional collaboration	Richard Brown / Jamiu Busari
Break 15:50 – 16:00 (10 mins)		
Session 2: Interprofessional collaboration		
16:00 – 16:20	Focusing on common values of interprofessional collaboration	Jamiu Busari
16:20 – 16:40	The advantages and disadvantages of interprofessional collaboration	Jamiu Busari
16:40 – 17:00	Wrap up of day, questions/comments/ discussion	Richard Brown / Jamiu Busari
End of Day 1		

TUESDAY 20 FEBRUARY 2024, 15:00-17:00 CET

Time	Topic	Faculty
Session 3: Best practices		
15:00 – 15:10	Introduction	Richard Brown / Jamiu Busari
15:10 – 15:30	Steven Vogel	Richard Brown / Jamiu Busari
15:30 – 15:50	Factors that influence interprofessional collaboration	Facilitators: Marco Campello/ Nick Carleton-Bland/ Steven Vogel
Break 15:50 – 16:00 (10 mins)		
Session 4: Creating an interprofessional spine care team		
16:00 – 16:40	Creating an interprofessional spine care team	Facilitators: Jamiu Busari, Richard Brown
16:40 – 16:50	Closing remarks	All
16:50 – 17:00	Course evaluation (Mandatory for all participants)	All participants
End of Module		

Aims of the Module

This module aims to:

- Familiarise learners with the concepts and practice of interprofessional collaboration in the continuum of spine care.
- Identify the promoters and barriers to interprofessional collaboration in the continuum of spine care
- Enable learners to design and implement interprofessional collaborative models in in the continuum of spine care

Learning Outcomes

This module aims to enable learners to:

General outcomes and objectives

- Identify the key features of interprofessional collaboration;

- describe the benefits and challenges to the development of models of interprofessional collaboration;
- Understand how interprofessional spine care benefits patients;
- Review different approaches to interprofessional collaboration;
- Analyse best practices and their implementation in inpatient and outpatient settings;
- Design the framework for an interprofessional spine care team;
- Evaluate patient outcomes within an interprofessional environment;
- Identify important factors that promote or hinder interprofessional collaboration
- Demonstrate knowledge of the roles of other health disciplines involved in in the continuum of spine care.
- Ability to collaborate with other members of the interprofessional spine care team

Outcomes and objectives for session 1: Overview

- Describe the benefits and challenges to the development of models of interprofessional collaboration;

Outcomes and objectives for session 2: Interprofessional collaboration

- Examine and discuss how interprofessional spine care benefits patients;
- Review different approaches to interprofessional collaboration;

Outcomes and objectives for session 3: Best practices

- Analyse best practices and their implementation in inpatient and outpatient settings;

Outcomes and objectives for session 4: Creating an Interprofessional Team

- Design the framework for an interprofessional spine care team;
- Evaluate patient outcomes within an interprofessional environment;
- Identify important factors that promote or hinder interprofessional collaboration

Outcomes and objectives for Pre-learning Activities:

- Identify the key features of interprofessional collaboration.

Instructional Methods

The following instructional methods will be employed in the teaching of this module:

- Pre-learning activities: Preparatory assignments
- Classroom teaching: includes the implementation of transformative learning theory, opportunity for exploring and exposing different points of view, adult learning theory
- Problem solving and critical learning activities: Assignments to work on before the face to face learning sessions
- Workshops: Dialogue groups where issues can be safely explored in a small group setting

All instructional methods should require active participation, consistent with the range of motivations for pursuing the EDISC programme. There should also be a strong emphasis on self-directed learning and pre-reading.

Educational Activities

- Pre-learning activities: Preparatory reading.
 - Learners will be asked to build foundational knowledge for the module with 4 hours of pre-module learning. This will include:
 - familiarisation with the most common models of interprofessional collaboration; reading relevant material on topic
 - understanding of the core elements of collaborative practice in healthcare; watching pre-assigned video
- Classroom teaching
 - Each of the subjects mentioned above will have a short plenary introduction as a lecture given by one of the faculty members. The introduction will provide an overview of the theme based on the literature.
- Workshops: Facilitated group discussions and practical workshop
 - Following each introduction the learners will be divided into workshop groups to discuss the translation of the theoretical learning into practice. Role-plays and examinations may be performed using case studies, videos, scans and other relevant learning material.

Assignment

For the completion of the module, participants will be required to complete the module feedback, which includes questions for self-reflection.

CME Module Evaluation

In line with EBACs requirements for accredited activities, participants will be requested to complete a mandatory evaluation at the end of the module in the form of a short online survey. Responding to the survey is a condition in order for participants to obtain their CME certificates.

List of Resources

Mandatory Readings

- Patient-centered professional practice models for managing low back pain in older adults: a pilot randomized controlled trial. Christine M. Goertz, Stacie A. Salsbury, Cynthia R. Long, Robert D. Vining, Andrew A. Andresen, Maria A. Hondras, Kevin J. Lyons, Lisa Z. Killinger, Fredric D. Wolinsky and Robert B. Wallace. *BMC Geriatrics* (2017) 17:235. DOI 10.1186/s12877-017-0624-z
- Interprofessional collaboration in primary health care: a review of facilitators and barriers perceived by involved actors. I. Supper, O. Catala, M. Lustman, C. Chemla, Y. Bourgueil, L. Letrilliart, *Journal of Public Health*, Vol. 37, No. 4, pp. 716–727. doi:10.1093/pubmed/fdu102, Advance Access Publication December 18, 2014

Recommended Readings

- Collaborative practice, Canadian Interprofessional Health Collaborative (2010) www.cihc.ca
- A Spinal Triage Programme Delivered by Physiotherapists in Collaboration with Orthopaedic Surgeons Brenna Bath, PhD, MSc, BScPT;* Stacey Lovo Grona, MSc, BScPT;* Bonnie Janzen, PhD† Physiotherapy Canada 2012; 64(4);356–366; doi:10.3138/ptc.2011-29
- Interprofessional teamwork: Professional cultures as barriers Pippa Hall, Journal of Interprofessional Care, (May 2005) Supplement 1: 188 – 196
- The conceptual basis for interprofessional collaboration: Core concepts and theoretical frameworks. D'Amour D, Ferrada-Videla M, San L, Rodriguez, Beaulieu M-D. Journal of Interprofessional Care, (May 2005) Supplement 1: 116 – 131
- Interprofessional Collaboration in Health Care: Education and Practice, Linköping University Medical Dissertations No.1543 Annika Lindh Falk (2017)
- Collaborative Care for Older Adults with low back pain by family medicine physicians and doctors of chiropractic (COCOA): study protocol for a randomized controlled trial. Christine M Goertz, Stacie A Salisbury, Robert D Vining, Cynthia R Long, Andrew A Andresen, Mark E Jones, Kevin J Lyons, Maria A Hondras, Lisa Z Killinger, Fredric D Wolinsky and Robert B Wallace, Trials 2013, 14:18 <http://www.trialsjournal.com/content/14/1/18>
- The Benefits and Challenges of Implementing Interprofessional Collaboration in the Canadian Healthcare System, Yan Li, Fall 2007 | The Canadian Journal of Medical Radiation Technology
- Inter-Professional Practices of Private-Sector Physiotherapists for Low Back Pain Management: Who, How, and When? Kadija Perreault, PhD, PT; Clermont E. Dionne, PhD, OT; Michel Rossignol, MD, MSc; Ste´phane Poitras, PhD, PT; Diane Morin, RN, PhD Physiotherapy Canada 2016; 68(4);323–334; doi:10.3138/ptc.2015-37
- What's So Great About Rehabilitation Teams? An Ethnographic Study of Interprofessional Collaboration in a Rehabilitation Unit Lynne B. Sinclair, MA (Ad Ed), Lorelei A. Lingard, PhD, Ravindra N. Mohabeer, PhD Arch Phys Med Rehabil Vol 90, July 2009
- Understanding the impact of interprofessional collaboration on the quality of care: a case report from a small-scale resource limited health care environment. JO Busari, FM Moll, AJ Duits (2017) Journal of Multidisciplinary healthcare 2017 (10), 227-234.
- The resident physician as leader within the healthcare team: An exploratory inquiry into the perspectives of interprofessional clinicians", Lyn Kathryn Sonnenberg, Lesley Pritchard-Wiart, Jamiu Busari (2018) Leadership in Health Services, <https://doi.org/10.1108/LHS-08-2017-0046>
- Interprofessional and transdisciplinary teamwork in health care, Andre Vyt, Diabetes Metab Res Rev 2008; 24(Suppl 1): S106–S109. Published online 7 April 2008 in Wiley InterScience (www.interscience.wiley.com) DOI: 10.1002/dmrr.835

Examples of Best Practices

Participants will be instructed to come with examples of best practices from within their organizations or beyond. This is part of the required preparatory assignment before attending the workshop.