



**EUROSPINE DIPLOMA IN
INTERPROFESSIONAL SPINE CARE (EDISC)**

**MODULE 2 (CORE SKILLS 2):
AN INTERPROFESSIONAL APPROACH
TO SPINE CARE**

2 July 2019

PRELIMINARY PROGRAMME

QUICK FACTS

WHEN:	2 July 2019
WHERE:	Geneva, Switzerland SWISS Foundation for Innovation and Training in Surgery (SFITS) Rue Gabrielle-Perret-Gentil 4 1205 Geneva SWITZERLAND +41 22 322 91 00 https://www.sfits.ch
MAXIMUM ATTENDEES:	30 delegates
REGISTRATION FEE:	EUROSPINE Member: €300 Non-member: €400
CME CREDITS:	Application to EACCME pending
LANGUAGE:	English
DRESS:	Casual
IMPORTANT NOTE:	Attendance at every session is mandatory. This will be a paperless course and no printed programme will be provided. A wireless Internet device (mobile phone/tablet/computer) will be necessary to access on-line resources during the course and for completing the course evaluation. Please bring one with you. The course evaluation is mandatory to obtain the CME certificate.

TARGET AUDIENCE

Chiropractors, medical practitioners, naprapaths, osteopaths, physiotherapists, and other health professionals engaged in spine care, graduated as a clinician from a recognised institution (i.e. professional school or university).

At least two years of clinical experience is recommended but all new graduates are encouraged to register.

AIMS OF THE MODULE

This module aims to:

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

LEARNING OUTCOMES

Upon successful completion of this module, learners will be able to:

- 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 conservative spine care.
- Ability to collaborate with other members of the interprofessional spine care team

SESSION 1 OVERVIEW

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

SESSION 2 INTERPROFESSIONAL COLLABORATION

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

SESSION 3 BEST PRACTICES

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

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

PRELEARNING ACTIVITIES

identify the key features of interprofessional collaboration.

INSTRUCTIONAL METHODS

Recognising the nature and needs of adult learners, 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 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 physical examination on each other may be performed. Participants will not be required to undress for this exercise.

ASSESSMENT

The methodological approach we shall be using for this is under review and is subject to further development.

COURSE EVALUATION BY THE PARTICIPANTS

In line with EACCME's requirements for accredited activities, participants will be requested to complete a mandatory course 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

COMPULSORY READING/VIEWING

- 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
- The Beauty of Collaboration In Healthcare: Juliane Zielonka at TEDxBarcelonaChange.
<https://youtu.be/pFXQWtS26Q4>
- Collaboration in Health Care: The Journey of an Accidental Expert? | Joy Doll | TEDxCreightonU
<https://youtu.be/qOV-5h0FpAo>
- Inter professional practice Framework
<https://youtu.be/oKKhQa5XGM0>

RECOMMENDED READING

- 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 (COCO): 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 would 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.

COURSE CHAIRS

RICHARD BROWN	CHIROPRACTOR, GLOUCESTERSHIRE, UNITED KINGDOM
JAMIU BUSARI	GENERAL PAEDIATRICIAN AND MEDICAL EDUCATIONALIST, MAASTRICHT, NETHERLANDS

FACULTY

MARCO CAMPELLO	PYSIOTHERAPIST, NEW YORK, UNITED STATES
STEVEN VOGEL	OSTEOPATH, LONDON, UNITED KINGDOM
TIM PIGOTT	NEUROSURGEON, LIVERPOOL, UNITED KINGDOM

**SCIENTIFIC PROGRAMME
AN INTERPROFESSIONAL APPROACH TO SPINE CARE**

TUESDAY, 2 JULY 2019

COURSE ATTENDANCE IS MANDATORY

TIME	TOPIC	FACULTY
08:30-08:50	Course Registration & Welcome Coffee	
SESSION 1: OVERVIEW		
08:50 - 09:00	Welcome and Introduction	All faculty
09:00 - 10:00	What do we mean by interprofessional collaboration	Richard Brown / Jamiu Busari
10:00 – 10:30	Factors that influence interprofessional collaboration	Tim Pigott / Steven Vogel
Coffee Break 30 min		
SESSION 2: INTERPROFESSIONAL COLLABORATION		
11:00 - 11:30	Focusing on common values of interprofessional collaboration	Jamiu Busari
11:30 - 12:30	The advantages and disadvantages of interprofessional collaboration	Richard Brown / Jamiu Busari
Lunch 60 min		
SESSION 3: BEST PRACTICES		
13:30 - 14:00	Best practices in interprofessional collaboration	Tim Pigott / Steven Vogel
14:00 – 15:00	Group discussion: experiences in interprofessional collaboration	Facilitator: Marco Campello
Coffee Break 30 min		
SESSION 4: CREATING AN INTERPROFESSIONAL SPINE CARE TEAM		
15:30-17:00	Creating an interprofessional spine care team	Facilitators: Jamiu Busari, Richard Brown
17:00 - 17:15	Closing remarks	All
17:15-17:30	Course evaluation (Mandatory for all participants)	All participants
17:30	END OF MODULE	

CONTACTS

EUROSPINE, the Spine Society of Europe

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COURSE ORGANISATION

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SCIENTIFIC CONTENT

Dr Richard Brown & Dr Jamiu Busari

Course Chairmen

Prof. Margareta Nordin & Prof. Pierre Côté

Co-chairs, Non-surgical Diploma Task Force

Prof. Bernhard Meyer

Chairman, Education Committee of EUROSPINE