EUROSPINE DIPLOMA IN INTERPROFESSIONAL SPINE CARE (EDISC)

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

2 July 2019

FINAL PROGRAMME
QUICK FACTS

WHEN: 2 July 2019
WHERE: Geneva, Switzerland
University Medical Centre – CMU (Centre médical universitaire)
Rue Michel-Servet 1
1206 Geneva
SWITZERLAND
+41 22 379 15 15
https://www.unige.ch/presse/plans/cmu/

MAXIMUM ATTENDEES: 30 delegates
REGISTRATION FEE: EUROSPINE Member: €200
Non-member: €300
CME CREDITS: Accredited by EACCME® (European Accreditation Council for Continuing Medical Education) for 6 ECMEC®s
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 for the app and minimum of tablet/laptop for support documentation) 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

Healthcare professionals in Europe in order of availability and access: Primary Care Physicians and Surgeons, Physiotherapy, Chiropractors, Osteopaths, Naprapath and others who are graduated as clinicians from a recognized 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 promotors and barriers to interprofessional collaboration 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.
  o 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
  o 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
  o 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


- The Beauty of Collaboration in Healthcare: Juliane Zielonka at TEDxBarcelonaChange. [Video](https://youtu.be/pFXQWtS26Q4)

- Collaboration in Health Care: The Journey of an Accidental Expert? | Joy Doll | TEDxCreightonU [Video](https://youtu.be/qOV-Sh0FpAo)

- Inter professional practice Framework [Video](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


• 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 Salsbury, 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


• 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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>RICHARD BROWN</td>
<td>CHIROPRACTOR, GLOUCESTERSHIRE, UNITED KINGDOM</td>
</tr>
<tr>
<td>JAMIU BUSARI</td>
<td>GENERAL PAEDIATRICIAN AND MEDICAL EDUCATIONALIST, MAASTRICHT, NETHERLANDS</td>
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## FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Location</th>
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<tbody>
<tr>
<td>MARCO CAMPELLO</td>
<td>PYSIOTHERAPIST, NEW YORK, UNITED STATES</td>
</tr>
<tr>
<td>STEVEN VOGEL</td>
<td>OSTEOPATH, LONDON, UNITED KINGDOM</td>
</tr>
<tr>
<td>TIM PIGOTT</td>
<td>NEUROSURGEON, LIVERPOOL, UNITED KINGDOM</td>
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### SCIENTIFIC PROGRAMME
AN INTERPROFESSIONAL APPROACH TO SPINE CARE
TUESDAY, 2 JULY 2019
COURSE ATTENDANCE IS MANDATORY

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>FACULTY</th>
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<tbody>
<tr>
<td>08:30-08:50</td>
<td>Participants’ check-in and welcome</td>
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<tr>
<td><strong>SESSION 1: OVERVIEW</strong></td>
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<tr>
<td>08:50 - 09:00</td>
<td>Welcome and Introduction</td>
<td>All faculty</td>
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<tr>
<td>09:00 - 10:00</td>
<td>What do we mean by interprofessional collaboration</td>
<td>Richard Brown / Jamiu Busari</td>
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<tr>
<td>10:00 – 10:30</td>
<td>Factors that influence interprofessional collaboration</td>
<td>Tim Pigott / Steven Vogel</td>
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<td></td>
<td>Coffee Break 30 min</td>
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<tr>
<td><strong>SESSION 2: INTERPROFESSIONAL COLLABORATION</strong></td>
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<tr>
<td>11:00 - 11:30</td>
<td>Focusing on common values of interprofessional collaboration</td>
<td>Jamiu Busari</td>
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<tr>
<td>11:30 - 12:30</td>
<td>The advantages and disadvantages of interprofessional collaboration</td>
<td>Richard Brown / Jamiu Busari</td>
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<td>Lunch 60 min</td>
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<td><strong>SESSION 3: BEST PRACTICES</strong></td>
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<tr>
<td>13:30 - 14:00</td>
<td>Best practices in interprofessional collaboration</td>
<td>Tim Pigott / Steven Vogel</td>
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<td>14:00 – 15:00</td>
<td>Group discussion: experiences in interprofessional collaboration</td>
<td>Facilitator: Marco Campello</td>
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<td>Coffee Break 30 min</td>
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<td><strong>SESSION 4: CREATING AN INTERPROFESSIONAL SPINE CARE TEAM</strong></td>
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<td>15:30-17:00</td>
<td>Creating an interprofessional spine care team</td>
<td>Facilitators: Jamiu Busari, Richard Brown</td>
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<td>17:00 - 17:15</td>
<td>Closing remarks</td>
<td>All</td>
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<tr>
<td>17:15-17:30</td>
<td>Course evaluation</td>
<td>All participants</td>
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<td>17:30</td>
<td>END OF MODULE</td>
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EUROPEAN UNION OF MEDICAL SPECIALISTS (UEMS)
EUROPEAN ACCREDITATION COUNCIL ON CME (EACCME®)
Rue de l’Industrie 24, BE- 1040 BRUSSELS
T + 32 2 649 51 64
https://eaccme.uems.eu - accreditation@uems.eu

EUROSPINE, the Spine Society of Europe
Operngasse 20b
1040 Vienna
Austria

Brussels, 06/06/2019

Dear Ms Wagner

Subject: EACCME® Accreditation of event reference #IEE19-00251

We are pleased to inform you that your application for EACCME® accreditation of

EUROSPINE Education Week 2019: EDISC Module 2 - An Interprofessional Approach To Spine Care, Geneva, Switzerland, 02/07/2019-02/07/2019

has been granted 6 European CME credits (ECMEC®s) by the European Accreditation Council for Continuing Medical Education (EACCME®).

Accreditation Statement

Accreditation by the EACCME® confers the right to place the following statement in all communication materials including the event website, the event programme and the certificate of attendance. The following statements must be used without revision:

“The EUROSPINE Education Week 2019: EDISC Module 2 - An Interprofessional Approach To Spine Care, Geneva, Switzerland, 02/07/2019-02/07/2019 has been accredited by the European Accreditation Council for Continuing Medical Education (EACCME®) with 6 European CME credits (ECMEC®s). Each medical specialist should claim only those hours of credit that he/she actually spent in the educational activity.”

“Through an agreement between the Union Européenne des Médecins Spécialistes and the American Medical Association, physicians may convert EACCME® credits to an equivalent number of AMA PRA Category 1 Credits™. Information on the process to convert EACCME® credit to AMA credit can be found at: www.ama-assn.org/education/earn-credit-participation-international-activities.

“Live educational activities, occurring outside of Canada, recognised by the UEMS-EACCME® for ECMEC®s are deemed to be Accredited Group Learning Activities (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada.”

EACCME® credits
Each participant can only receive the number of credits he/she is entitled to according to his/her actual participation at the event once he/she has completed the feedback form. Cf. criteria 9 and 23 of UEMS 2016.20.

In order to help you issue individual certificates to each participants, please find below the breakdown of ECMEC®s per day:

**02.07.2019 - 6.00**
The EACCME® awards ECMEC®s on the basis of 1 ECMEC® for one hour of CME with a maximum of 8 ECMEC®s per day. Cf. Chapter X of UEMS 2016.20.

**Logo**
The UEMS-EACCME® logo is a service mark of the European Union of Medical Specialists – European Accreditation Council for CME. Only after confirmation of accreditation has been received can the Provider use the UEMS-EACCME® logo on material related to the LEE. The logo may only be used in conjunction with, and in proximity to, the EACCME® accreditation statement and must not be associated with any commercial logo. The logo cannot be used in notices, advertising, or promotion of activities other than in association with the EACCME® accreditation statement.

**Feedback report**
Based on the participants' individual feedback, the provider must submit an event report to the EACCME® within four weeks of the completion of the event. This report must include the participants' feedback, information on the total number of participants and any perception of bias by participants. Failure to provide feedback could jeopardise recognition of any future applications.

**Final programme**
The EACCME® also requires you to send by post a copy of the final printed programme brochure/book.

The UEMS-EACCME Secretariat
CONTACTS

EUROSPINE, the Spine Society of Europe
Seefeldstrasse 16
8610 Uster
Switzerland
www.eurospinemeeting.com

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youtube.com/EUROSPINE

COURSE ORGANISATION

Dr Julie-Lyn Noël
Director of Education and Research
E: noel@eurospinemeeting.org
T: +41 76 417 90 03

Ms Sandy Sutter
Manager of Education and Research
E: sutter@eurospinemeeting.org
T: +41 79 316 92 78

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