EUROSPINE DIPLOMA IN INTERPROFESSIONAL SPINE CARE (EDISC)

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

12 January 2021

PRELIMINARY PROGRAMME
QUICK FACTS

WHEN: 12 JANUARY 2021
WHERE: IRCAD
Hôpitaux Universitaires
1, place de l’Hôpital
67091 Strasbourg, France
www.ircad.fr
+ 33 (0)3 88 11 90 00

MAXIMUM ATTENDEES: 50 delegates
REGISTRATION FEE:
EUROSPINE Member: €200
Non-member: €300

CME CREDITS: Application to EACCME pending
LANGUAGE: English
DRESS: Casual

CME CREDITS: Accreditation by EACCME® (European Accreditation Council for Continuing Medical Education) pending
LANGUAGE: English
DRESS: Casual

IMPORTANT NOTE: Attendance at every session is mandatory.
This will be a paperless course and not printed programme will be provided.
A wireless Internet device (mobile phone/Ipad/computer) is mandatory 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 involved in spine care, physiotherapist, chiropractors, osteopaths, occupational therapists, clinical psycholoigists, nursing practitioners, 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
- 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

For the completion of the module, participants will be required to submit a reflective essay. Requirements and structure will be given at the end of the module.

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. 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


• 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</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>
</tr>
</tbody>
</table>

FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>TIME</td>
<td>TOPIC</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>08:30-08:50</td>
<td>Participants’ check-in and welcome</td>
</tr>
<tr>
<td><strong>SESSION 1: OVERVIEW</strong></td>
<td></td>
</tr>
<tr>
<td>08:50 - 09:00</td>
<td>Welcome and Introduction</td>
</tr>
<tr>
<td>09:00 - 10:00</td>
<td>What do we mean by interprofessional collaboration</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Factors that influence interprofessional collaboration</td>
</tr>
<tr>
<td></td>
<td>Coffee Break 30 min</td>
</tr>
<tr>
<td><strong>SESSION 2: INTERPROFESSIONAL COLLABORATION</strong></td>
<td></td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Focusing on common values of interprofessional collaboration</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>The advantages and disadvantages of interprofessional collaboration</td>
</tr>
<tr>
<td></td>
<td>Lunch 60 min</td>
</tr>
<tr>
<td><strong>SESSION 3: BEST PRACTICES</strong></td>
<td></td>
</tr>
<tr>
<td>13:30 - 14:00</td>
<td>Best practices in interprofessional collaboration</td>
</tr>
<tr>
<td>14:00 – 15:00</td>
<td>Group discussion: experiences in interprofessional collaboration</td>
</tr>
<tr>
<td></td>
<td>Coffee Break 30 min</td>
</tr>
<tr>
<td><strong>SESSION 4: CREATING AN INTERPROFESSIONAL SPINE CARE TEAM</strong></td>
<td></td>
</tr>
<tr>
<td>15:30-17:00</td>
<td>Creating an interprofessional spine care team</td>
</tr>
<tr>
<td>17:00 - 17:15</td>
<td>Closing remarks</td>
</tr>
<tr>
<td>17:15-17:30</td>
<td>Course evaluation (Mandatory for all participants)</td>
</tr>
<tr>
<td>17:30</td>
<td>END OF MODULE</td>
</tr>
</tbody>
</table>
CONTACTS

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

Follow us on:
www.eurospinemeeting.org
facebook.com/EUROSPINE
twitter.com/EUROSPINESoc
youtube.com/EUROSPINE

COURSE ORGANISATION

Julie-Lyn Noël, MD, MBA
Director of Education and Research
E: noel@eurospine.org
T: +41 76 417 90 03

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

SCIENTIFIC CONTENT

Richard Brown, DrChir & Jamiu Busari, MD, PhD
Course Chairmen

Margareta Nordin, Dr.Med.Sci., PT & Pierre Côté, DrChir, PhD
Co-chairs, EDISC Task Force

Dominique A. Rothenfluh, MD, PhD
Chairman, Education Committee of EUROSPINE