



EDISC  
MODULE 2

EDUCATION / EURO  
SPINE

Core skills 2

# An interprofessional approach to spine care

## General Information

*Please note: This programme is a preliminary version and may be updated.  
Final details will be confirmed closer to the course date.*

### Chair of Education Committee

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## Quick Facts

|   |  |
|---|--|
| <b>LIVE SESSION DATE &amp; TIME</b>   | 16 and 17 February 2026 from 15:00 – 17:00 CET (Central European Time)   |
| <b>VENUE</b>  | Virtual (live)   |
| <b>MAX. ATTENDEES</b>   | 40 participants  |
| <b>REGISTRATION FEE</b>   | EUROSPINE Member: €100<br>Non-member: €150   |
| <b>CME CREDITS</b><br>     | <p>One CME certificate is awarded for this module.</p> <p>Accreditation by the European Board for Accreditation of Continuing Education for Health Professionals (EBAC) is pending.</p>  |
| <b>LANGUAGE</b>   | English  |
| <b>DRESS CODE</b>   | Smart casual. You will be interacting with fellow participants on video and will be seen on camera.  |
| <b>E-LEARNING</b>   | <ul style="list-style-type: none"> <li>• Preparatory readings and videos will be available and participants are encouraged to engage with the material before the live sessions.</li> <li>• Access will be provided 4 weeks before the first live session.</li> </ul>  |
| <b>MODULE COMPLETION</b>  | <p>Module completion is achieved when ALL the following are met:</p> <ul style="list-style-type: none"> <li>• Attendance of <math>\geq 90\%</math> of the live session time <b>AND</b></li> <li>• Completion of the CME evaluation and feedback surveys</li> </ul>   |
| <b>TARGET AUDIENCE</b>  | 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).      |
| <br><b>IMPORTANT (!)</b> | <ul style="list-style-type: none"> <li>• A computer (Mac/PC) or tablet (Android/Mac) and stable internet connection are required to access the e-learning content and virtual live sessions.</li> <li>• This module has 2 virtual live sessions and attendance is mandatory.</li> <li>• Please log in to the Zoom session 10 minutes before live session start.</li> </ul> |

## 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             | <a href="https://youtu.be/pFXQWtS26Q4">https://youtu.be/pFXQWtS26Q4</a> |
| 00:09:51      | Collaboration in Health Care: The Journey of an Accidental Expert?   Joy Doll   TEDxCreightonU | <a href="https://youtu.be/gOV-5h0FpAo">https://youtu.be/gOV-5h0FpAo</a> |

## Virtual Live Sessions Programme

MONDAY 16 FEBRUARY 2026, 15:00-17:00 CET

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

TUESDAY 17 FEBRUARY 2025, 15:00-17:00 CET

| Time  | Topic  | Faculty          |
|---|--|------------------|
| <b>Session 3: Best practices</b>                                |  |                  |
| 15:00 – 15:10   | Introduction   |                  |
| 15:10 – 15:30   |  |                  |
| 15:30 – 15:50   | Factors that influence interprofessional collaboration |                  |
| <b>Break 15:50 – 16:00 (10 mins)</b>                            |  |                  |
| <b>Session 4: Creating an interprofessional spine care team</b> |  |                  |
| 16:00 – 16:40   | Creating an interprofessional spine care team          |                  |
| 16:40 – 16:50   | Closing remarks  |                  |
| 16:50 – 17:00   | Course evaluation<br>(Mandatory for all participants)  | All participants |
| <b>End of Module</b>  |  |                  |

Draft Version - Updates to Follow

## 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 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 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. Létrilliart, 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](http://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 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
- 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.

Draft Version - UK

PLEASE FOLLOW