

McMaster Interprofessional Student Collective (MISC)

The **McMaster Interprofessional Student Collective (MISC)** is a team of student leaders from programs across the FHS aiming to drive a movement towards interprofessional collaborative practice through events, social media campaigns and a podcast.



Original design by: Sarah Curtay, 2020-2021 MISC Co-Chair

We would like to **thank our two outgoing co-chairs** for their outstanding leadership and contributions to the MISC!

Michelle Kim, BHSc

Amy Paul, BHSc



"My time as MISC Co-Chair was invaluable, as being able to directly collaborate with students from different professional programs helped me understand and apply diverse perspectives, knowledge, and skills. In a similar way, I found that the IPE/PIPER initiatives are engaging incentives to integrate interprofessional learning in various areas of study to help McMaster students gain a holistic and realistic understanding of our healthcare system and delivery."

- Amy Paul, 2022-23 MISC Co-Chair

"Through my involvement with MISC, I had the opportunity to expand my knowledge of interprofessional education and leadership, which I look forward to applying as I continue my journey in the health sciences and medicine. MISC & PIPER provided valuable insights into the roles of various healthcare professionals/students, their scope of practice, and access to resources, equipping students with the tools and skills to navigate the dynamic healthcare system collaboratively."

- Michelle Kim, 2022-23 MISC Co-Chair



"MISC students come from a wide variety of backgrounds but we are all connected by our love for helping others."

-Tasnia Noshin, BHSc
2023-24 MISC Co-Chair



@Professional Student Podcast



@Professional Student Podcast



@mcmaster_misc



@mcmasterstudentinterprofessionalcollaborative

PIPER In The News

McMaster Daily News: Art meets (health) science in new collaborative anatomy class
In 2023 students from the School of the Arts were offered a parallel learning opportunity with Faculty of Health Sciences students in the interprofessional education (IPE) dissection course.

"Having that kind of connection between the two groups of students means they're connecting with another way of knowing," she says. "Both groups looking through the others' lens is the fantastic thing about this program and this collaboration."

Click the QR Code to see the full article!

DAILY NEWS



Funding & Organization (2018-2023)

	Sponsored		Fully Funded (not PIPER organized)		Fully Funded (PIPER organized)	
	# of Sessions Funded					
2018-19:	11	\$8,000	2	\$15,910	22	\$42,876
2019-20:	6	\$3,000	1	\$13,300	27	\$11,312
2020-21:	1	\$500	1	\$14,000	30	\$11,142
2021-22:	0	—	3	\$30,354	37	\$10,876
2022-23:	2	\$1,100	4	\$28,426	36	\$11,126
TOTAL:	20	\$12,600	11	\$101,990	116	\$87,332

PIPER provides different levels of financial support for a variety of interprofessional education events. PIPER hosted a call for proposals in 2021, in which 7 total proposals were received. Funding in the amount of \$10,000 was awarded to the SILO project.

Our Core Events

1. Communication Skills Lab (Immersion):

220 Total Attendees | 2018-2023
2018-2023 Student Satisfaction Rate: 93%

3. Team Based Curriculum (Immersion):

1122 Total Attendees | 2018-2023
2021-2022 Student Satisfaction Rate: 87%

2. Serious Play (Exposure):

170 Total Attendees | 2019-2023
2019-2023 Student Satisfaction Rate: 94%

4. Anatomy Skills Lab (Mastery):

150 Total Attendees | 2018-2023
2021-2023 Student Satisfaction Rate: 95%

Student Feedback:

Team Based Curriculum:

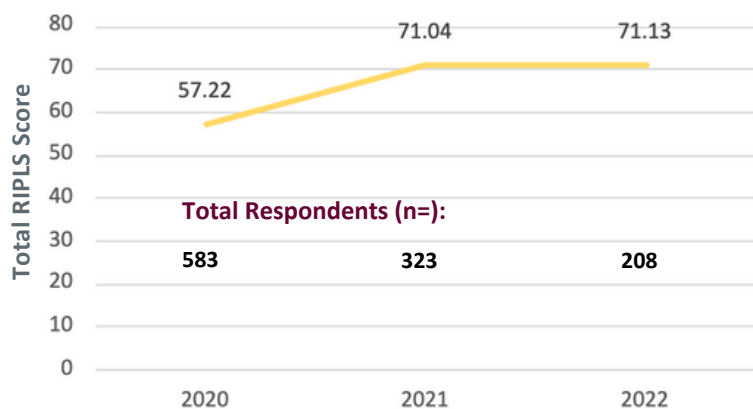
"I thought it was a great session to become familiar with our group members and their professional pathways and collaborate on some interesting case studies. I look forward to the next session!"
- Event participant, 2017-18

Anatomy Skills Lab:

"I learned about the scope of practice of many different healthcare professions and problem solved with them to develop a full treatment plan for cases. I also learned an in depth anatomy of various systems in the body through dissections"
- Event participant, 2020-21

Assessment of IPE Readiness

Entry Readiness for Interprofessional Learning 2020-2022



A total of **1114 responses** were collected from students upon entry of their program across 3 years and 3 degree specializations (**graduate, undergraduate professional, and undergraduate general**).

The Readiness for Interprofessional Learning Scale (RIPLS) is a 19-item, 5-point Likert scale self-reporting tool used to evaluate students' readiness for interprofessional learning. Students were asked to rate 19 statements from 1 (strongly disagree) to 5 (strongly agree). **A higher RIPLS score is reflective of a higher level of readiness for IPE at the beginning of the program.**

Results:

- Students entering in 2020 were less likely prepared for IPE, compared to the entering classes of 2021 and 2022 which were more accepting and positive towards IPE.
- The COVID-19 pandemic may explain students' characteristics
- Students in professional programs may be more prepared

NEW Affiliate Program Pilot

PIPER will be launching the **Affiliate Program Pilot** in September 2023. Programs not currently engaged with PIPER are invited to 'register' for affiliate member status (with no cost to them or their student) to receive notifications about available IPE learning opportunities.

IPE Research Conferences and Publications



Access our Conference Presentations at MacSphere

PIPER has presented at a total of 8 conferences, both national and international. These presentations capture the program's most recent research findings based on IPE and student learning outcomes.



Publications:

Piloting an interprofessional virtual cadaveric dissection course: Responding to COVID-19

Due to barriers to in-person education during the COVID-19 pandemic, we developed, piloted and evaluated a virtual interprofessional cadaveric dissection (ICD) course.



Readiness for interprofessional learning among health science students: a cross-sectional Q-methodology and likert-based study

This study characterizes IPE readiness across 1st year undergraduate and graduate students using the readiness for interprofessional learning Likert Scale (RIPLS) and Q-methodologies.



A longitudinal Q-study to assess changes in students' perceptions at the time of the pandemic.

In this study we evaluated the changes in students' perceptions regarding an undergraduate anatomy and physiology course fall 2020; and if and how it changed in the winter 2021 when more was learned about the efficient use of technology for teaching and student evaluations.

LibGuide

Interprofessional Education: Getting Started

Launched in 2022, **LibGuide** is intended to help clinicians, students, instructors, and any individuals interested in IPE to find the content and resources they require.

This LibGuide was developed collaboratively between the Health Sciences Library (HSL) and PIPER.

Funding for this project was provided by the MacPherson Institute as part of the Student Partners Program.

