

# INTERPROFESSIONAL COLLABORATION OPPORTUNITIES FOR THERAPEUTIC RECREATION TO SHINE



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**DOUGLAS COLLEGE**  
Therapeutic Recreation

# LEARNING OUTCOMES

- ❑ Describe the importance of interprofessional collaboration (IPC) in Therapeutic Recreation between educational institutions, community agencies and future practitioners
- ❑ Discuss the role of Service-Learning projects in student development within IPC
- ❑ Identify relevant interprofessional collaboration opportunities
- ❑ Describe Aphasia and the role of TR for persons living with aphasia

# TODAY...

- Interprofessional collaboration
- Sea to Sky Aphasia Camp
  - What is aphasia
  - Student experiences at camp
  - What is the role of TR for person's living with aphasia?
- Service-learning
  - Service-learning and the benefits
  - Sea to Sky Aphasia Camp Service-Learning Project– student recruitment video
  - Student experiences with Service-Learning
- Interprofessional collaboration
  - Benefits to TR
  - Opportunities
- Wrap up and Questions
- Evaluation



# DOUGLAS COLLEGE PROGRAM

- Certificate program 40 years ago
- Diploma program 27 years ago
- Degree program 9 years ago
  
- Offer a Bachelors of Therapeutic Recreation - BTR (4 years)
- And a Diploma in TR(2 years)
  
- Students can enter year I of either program

# INTERPROFESSIONAL COLLABORATION

## IPC

- ❑ Interprofessional collaboration is the process of developing and maintaining **effective interprofessional working relationships** with learners, practitioners, patients/clients/ families and communities to enable **optimal health outcomes**.
- ❑ Elements of collaboration include **respect, trust, shared decision making, and partnerships**.

■ Canadian Interprofessional Health Collaborative (2010)

# 6 COMPETENCY DOMAINS FOR IPC

- Interprofessional communication
  - Patient/client/family/community-centred care
  - Role clarification
  - Team functioning
  - Collaborative leadership
  - Interprofessional conflict resolution
- Canadian Interprofessional Health Collaborative (2010)

# COMPETENCIES

## ▶ Interprofessional Communication

- ▶ Learners /practitioners from varying professions **communicate with each other in a collaborative, responsive and responsible manner**

## ▶ Patient/Client/Family/Community-Centred Care

- ▶ Learners/practitioners **seek out, integrate and value, as a partner, the input and the engagement of patient/ client/ family and community in designing and implementing care/services**

▶ Canadian Interprofessional Health Collaborative (2010)

## ► Role Clarification

- Learners/practitioners **understand their own role and the role of those in other professions, and use this knowledge appropriately** to establish and meet patient/client/family and community goals

## ► Team Functioning

- Learners/practitioners understand the **principles of team dynamics and group processes** to enable effective interprofessional team collaboration

► Canadian Interprofessional Health Collaborative (2010)



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- ▶ Collaborative Leadership

- ▶ Learners and practitioners **work together with all participants**, including patients/clients/families, to formulate, implement and evaluate care/services to **enhance health outcomes**

- ▶ Interprofessional Conflict Resolution

- ▶ Learners/practitioners **actively engage self and others**, including the patient/client/family, in **dealing effectively with interprofessional conflict**

- ▶ Canadian Interprofessional Health Collaborative (2010)



# INTERPROFESSIONAL COLLABORATION



Speech Language Pathology

Nursing

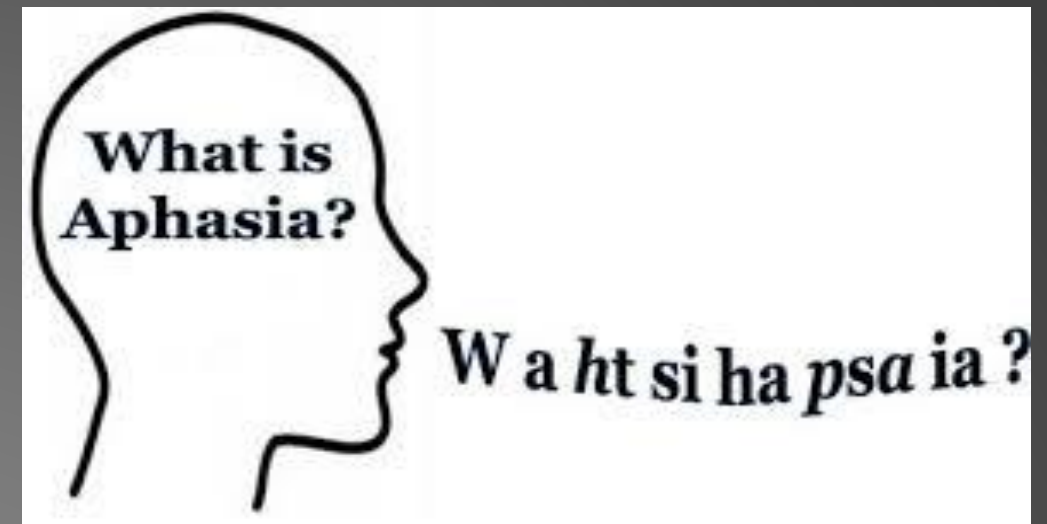
Therapeutic Recreation





# WHAT IS APHASIA?

- Speech and Language Impairment
- Can affect understanding, speaking, reading and writing
- Can range from Mild to Severe - word finding difficulties to minimal communication challenges
- Many people can understand better than they can speak
  - Expressive Aphasia and Receptive Aphasia
- Aphasia does not affect intelligence
- Aphasia has a greater negative impact on a person's quality of life than cancer or Alzheimer's disease (Lam & Wodchis, 2010)



# CAUSES AND MISCONCEPTIONS

- Most common cause is from a Stroke
- Brain injuries are also a common cause
- Brain tumours and other neurological conditions may also result in Aphasia
- No cure but most people improve even over a long period of time
- Persons are commonly thought of as being:
  - Drunk or under the influence of drugs
  - Unintelligent – learning disability
  - Lazy and unwilling to try
- More common than Cerebral Palsy, Muscular Dystrophy or Spinal Cord Injuries yet most have never heard of it unless it has impacted you/family/friends



- Wernike's Aphasia – fluent language but impaired meaning
- <https://www.youtube.com/watch?v=3oef68YabD0>
- Jack and Chris CBC News Sunday April 2008 – only showing Broca's Aphasia
- [https://youtu.be/9\\_IITKsi8io](https://youtu.be/9_IITKsi8io)
- Jack and Chris CBC News Sunday, April 2008 – full
- <https://www.youtube.com/watch?v=eXiQ2cgmEV4&t=3s>

# SEA TO SKY APHASIA CAMP – A LITTLE HISTORY...



- Christy Campbell, had a stroke at the age of 31. At a similar camp in the US, Christy and her husband were challenged to start an Aphasia Camp in BC
  - Christy was awarded the Coast Mental Health's Courage to Comeback Award in 2016
- First camp in 2010 with Dr. Barbara Purves, UBC Speech Pathology
- Initially University- Community Partnership - Strive Living Society (formally Howe Sound Rehabilitation)
- Douglas College, Therapeutic Recreation approached to join in 2013
- March of Dimes Canada joined for 2015

# MAIN PLAYERS

- UBC Speech Pathology
- March of Dimes Canada
- Douglas College Therapeutic Recreation
- Advisory members: Rob, James, and Christie
  - ▶ 30 Adults living with Aphasia
  - ▶ Students from UBC Health Sciences Programs (24) and Douglas College TR Program (6)
  - ▶ Community Practitioners as mentors



# CLINICAL PRACTITIONER'S ROLE

- Include practitioners from :
  - 2 SLP; 1 TRS, 1 PT; 2 OT; 1 Nursing,
- Each Clinical Practitioner has a team of students
  - one student from each discipline on each team
- Students set personal goals for the camp and discuss with CP
- CP's evaluate students at the end of camp – educate and advise on areas of strength and areas for growth
- Teams meet daily during the camp



# PURPOSE OF APHASIA CAMP - 3 GOALS

- **Opportunity for people living with aphasia to meet others also living with aphasia**, to get support, to explore new activities that are adapted to meet their needs
- **Interprofessional collaboration** that demonstrates to both students and people living with aphasia and their caregivers the importance of collaborative health efforts
- For future health care professionals to **increase awareness of aphasia** and knowledge of how to communicate with people living with aphasia



# STUDENT EXPERIENCES

- ▶ Interprofessional Collaboration – communication; role clarification; team functioning; collaborative leadership; conflict resolution; patient/client/family/community-centred care
- ▶ Understanding of Aphasia and how to communicate with persons with aphasia
- ▶ Benefits from participating and what tools and resources are available for campers
- ▶ Role of Therapeutic Recreation



# OTHER STUDENT EXPERIENCES

- “The inter-professional collaboration was highly beneficial in not only learning what the other professions can do, but being able to show them what TR can do through first hand experience”
- “These skills are ones that are invaluable to my future success as a professional in the field of working with people of any ability”
- It was powerful to hear the student professionals who worked with the clients in a different setting other than a hospital or clinic describe the change they saw in the campers. “I saw my camper go from being completely closed off and quiet to dancing like crazy around the camp fire and communicating to people” “I saw them as a person with a life instead of a patient I was to treat.”

















# LEISURE RESOURCE FAIR











# ROLE OF TR FOR PERSONS LIVING WITH APHASIA

- ▶ In Partners, discuss some ideas on the role of TR
- ▶ Dignity of Risk
- ▶ Finding meaningful leisure roles
- ▶ Opportunities for success – considering abilities
- ▶ Adaptation of past or future leisure pursuits
- ▶ Experiencing new leisure opportunities
- ▶ Opportunities to meet others – support groups or developing friendships
- ▶ Community re-integration - connection to resources – personal; home; community
- ▶ Supporting family and friends
- ▶ Alternate opportunities for self-expression other than communication
  - ▶ Music; art; dance; drama.

# SERVICE-LEARNING

- ▶ Opportunity for students to LEARN while providing SERVICE to an agency
- ▶ Douglas College TR Department incorporates Service-Learning as a class assignment
- ▶ Service-Learning is an interprofessional collaboration between practitioner/student/educational institution
- ▶ Key component for Service-Learning is to have a reflection component where the student reflects on their journey of learning and how the learning impacts their future practice.

# INTERPROFESSIONAL COLLABORATION BETWEEN:

- ▶ Douglas College – Therapeutic Recreation faculty
  - ▶ provide the structure and relationships
    - ▶ Management focus and must include research component – as final component of Department 4 year Research Framework
    - ▶ Guidelines - Due dates; mid-term evaluation; minimum number of check ins with agency; final evaluation format
- ▶ Students in Therapeutic Recreation – 4<sup>th</sup> year
  - ▶ THRT 470I Management in TR and Health Promotion course requirement
  - ▶ Communicate with the agency clarifying their requirements and with the TR faculty member on the course requirements
- ▶ Agency
  - ▶ Mentorship role to student
  - ▶ Relationship with Douglas College TR Department



# BENEFITS TO STUDENTS

- ▶ Preparation for Practice – Real world issues
- ▶ Meaningful and Useful – provides a purpose for learning
- ▶ Transition of skills from academics to practice
- ▶ Develop a professional network
- ▶ Develop critical thinking skills; problem solving skills; collaboration skills; communication skills; leadership skills
- ▶ Expand on current skills and knowledge; explore new skills and knowledge
- ▶ Develop a portfolio



# BENEFITS TO AGENCIES

- ▶ Access to current research
- ▶ Increased energy and enthusiasm
- ▶ Increased human resources to achieve organizational goals
  - ▶ Completing a portion or a complete project that would have been difficult without the extra HR
- ▶ Mentorship opportunity
- ▶ Interact with future employees

# EXAMPLES OF SL PROJECTS

- ▶ Community Integration (New Program) Justification Report with supplementary research paper and supported binder of program ideas and resources for application
- ▶ Response to the Senior's Advocate Focus Group - Full Program Protocol with evidence-based research, goal attainment scale; behaviour checklist
- ▶ Volunteer orientation process/ Orientation Manual/ Policies and Procedures
- ▶ Marketing – website review, research and recommendations
- ▶ Terms of Reference for Student Group
- ▶ Coaching manual – research current, create coaching outline; develop coaching manual
- ▶ Marketing video
- ▶ Family Fact Sheets – summary of evidence-based research then written for easy reference for families
- ▶ Grant proposal – new programs/equipment

# SERVICE-LEARNING PROJECT

## - MARKETING VIDEO

- Promoting the Sea to Sky Aphasia camp to potential student volunteers at both UBC and DC
- <https://www.youtube.com/watch?v=6Spb7uBToGE>



# SERVICE LEARNING PROJECT EXPERIENCE

- ▶ Interprofessional Collaboration Opportunities – communication with agency; role clarification; leadership; conflict resolution
- ▶ Benefits from the learning and for future practice
- ▶ Learned how to use digital programming tools (Adobe – audition, animate, Photoshop, & Creative Cloud)



# OTHER STUDENT EXPERIENCES

- Coaching Manual – Courtney Knight
- Terms of Reference – TR Student Group – Sarah Carver

**O**

- Outcome

**S**

- Scaling

**K**

- Know-how & Resources

**A**

- Affirm & Action

**R**

- Review



# 6 COMPETENCY DOMAINS FOR IPC

## OPPORTUNITIES FOR TR TO SHINE

- Interprofessional communication
  - Patient/client/family/community-centred care
  - Role clarification
  - Team functioning
  - Collaborative leadership
  - Interprofessional conflict resolution
- 
- What are some opportunities in your worksite or community for TR to shine in interprofessional collaboration?

# ADDITIONAL RESOURCES TO LOOK AT:

- ▶ Aphasia (Movie) by Jim Gloster (2010)
- ▶ Aphasia Institute of Canada – [www.aphasia.ca](http://www.aphasia.ca)
- ▶ CIHC Canadian Interprofessional Health Collaborative (2010). *A national interprofessional competency framework*. Vancouver, BC: College of Health Disciplines, University of British Columbia
- ▶ Lam, J.M.C. & Wodchis, W. P. (2010) The relationship of 60 disease diagnoses and 15 conditions to preference-based health-related quality of life in Ontario hospital-based long-term care residents. *Medical Care*, 48, 380-387.
- ▶ National Aphasia Association (US) – [www.aphasia.org](http://www.aphasia.org)



# QUESTIONS?



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