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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Vancouver

ACADEMIC

CALENDAR

2019/20

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THE UNIVERSITY OF BRITISH COLUMBIA

The College of Health Disciplines

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Introduction

On March 18, 2015, Senate approved the disestablishment of the College of Health Disciplines and the transfer of its activities into the Office of the Provost, effective July 1, 2015. The IHHS courses have been transferred to the School of Social Work, School of Population and Public Health and the Faculty of Land and Food Systems.

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L. Nasmith, Principal
L. Bainbridge, Associate Principal
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Health Disciplines Website (<http://www.chd.ubc.ca>)

The College is an affiliation of seven faculties that fosters, enhances, and sustains a culture of interprofessional education and interdisciplinary education research for future health and human service practitioners through innovative student learning, collaborative research, and best practices. The affiliated faculties are Applied Science, Arts, Dentistry, Education, Land and Food Systems, Medicine, and Pharmaceutical Sciences. Each of these faculties either represents a health discipline, or is academic home to one (or more) of the health service school(s) or department(s). The term "health" in the title for the College is situated in a broad definition of health that is inclusive of all health and human service programs.

¹ World Health Organization's Thirteenth World Health Assembly in 1977.

The College recognizes the importance of:

- a common set of pedagogic approaches to interprofessional health education;
- the need to examine collaborative approaches to practice (clinical) education;
- the goal of integrated policy approaches in UBC's relations with government;
- the contribution of the College's divisions to UBC's health and human service programs, and to *Place and Promise: The UBC Plan* (<http://www.strategicplan.ubc.ca/>).

The College provides an academic home for a range of interprofessional activities both within and outside the University, activities that are enhanced through collaboration among faculties and programs. Through the programs of the affiliated faculties, the College addresses the need to prepare students who are graduating from health and human service programs, with the knowledge, skills, and attitudes central to interprofessional collaborative practice. These include, for example, an understanding of the role of interprofessional education in educating collaborative practitioners; the role of professional groups in supporting interprofessional practice through competencies, accreditation, and (where appropriate) licensure; using interprofessional curricula to guide health human resource planning and, conversely, using health care trends and strategic directions to inform interprofessional education; working in partnership with the interests of the health and human service system to facilitate interprofessional practice (clinical) education of students; and conducting research into tools for developing and evaluating interprofessional education, health policy, quality of care, and integrated health human resource planning.

The Council of the College is chaired by the Principal and consists of the directors and heads of faculties, schools, and programs that offer health and human service degrees. Council members are responsible for providing policy direction to the College on issues relating to interprofessional education and related research.



The operational components of the College focus on curriculum, practice education, professional development, research, health care communication (Division), and interprofessional activities/communication. In addition, it sponsors the Health Sciences Student's Association, the Community Health Initiative by University Students, and the Interprofessional Student Advisory Group. The College is administratively responsible for all shared facilities in the Instructional Resources Centre.

The **Curriculum Committee** provides leadership for issues and initiatives related to theory-based interprofessional education. Specifically, this division:

- Oversees the evaluation of interprofessional courses and other learning activities supported by the College
- Assists all the health and human services programs to define educational objectives related to the core competencies for collaborative practice
- Assists all the health and human service programs to identify educational opportunities to learn about collaborative practice
- Conducts research to advance knowledge in the area of entry level and graduate interprofessional education
- Collaborates with the Professional Development Division to ensure that classroom based learning is facilitated by "teachers" knowledgeable and skilled in the area of IPE
- Collaborates with other post-secondary institutions in the development, implementation, and evaluation of interprofessional learning experiences
- Participates in research relevant to IP curriculum

The **Practice Education Committee** provides leadership for issues and initiatives related to practice education in the health and human service programs and practice education that are common across programs. Specifically, this division:

- Oversees the development, implementation, and evaluation of collaborative practice education experiences
- Assists the health and human service programs to identify collaborative practice educational opportunities
- Promotes and facilitates collaborative practice education projects
- Engages in problem-solving regarding practice education placements
- Supports and/or provides education for preceptors (e.g., workshops)
- Participates in research relevant to interprofessional practice education

Division of Health Care Communication

W. Godolphin, Co-Director
A. Towle, Co-Director

The aim of the Division is to improve patient/client involvement in health care decision-making through collaborative research, program development and patient/client participation in health professions education. Research is conducted with both patients/clients and health professionals. We work in the community and within academe. Our work is to understand the drivers and barriers that influence client-professional communications and consequent health outcomes. The objective is to effect change in professional practice, curriculum of health and human service programs, and patient/client communication.

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Health Sciences Student's Association

The Health Sciences Student's Association (HSSA) is an organization that promotes the interaction of health science students on an academic and social basis. The aim of the HSSA is to promote interprofessional teamwork amongst health sciences students and to increase awareness about the role of each health care provider on a health care team. This is accomplished through a variety of activities such as the elementary and high school outreach programs, community service, conferences and social activities. The HSSA also creates opportunities for health sciences students to develop trusting relationships with each other and to learn the value of interdisciplinary teamwork and collaborative practice. The executive body of the HSSA is comprised of dedicated and enthusiastic students who share the same goal as the HSSA.

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Courses of Instruction

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Under the auspices of the Council, the College is responsible for the administration of Interprofessional courses (IHHS) which are recommended as electives to students in Audiology and Speech Sciences; Counseling Psychology; Dentistry and Dental Hygiene; Food, Nutrition and Health; Kinesiology; Medicine; Nursing; Occupational Therapy; Pharmaceutical Sciences; Physical Therapy; and Social Work.

IHHS 200	Understanding the Social Determinants of the Health of Populations
IHHS 300	Working in International Health
IHHS 400	Health Care Team Development
IHHS 402	HIV/AIDS Prevention and Care
IHHS 403	Interdisciplinary Practice with Children and Families
IHHS 404	First Nations Health: Historical and Contemporary Issues
IHHS 405	Palliative Care
IHHS 406	Aging from an Interdisciplinary Perspective
IHHS 407	Disability and Justice
IHHS 408	Aboriginal Health: Community-based Learning Experience
IHHS 409	International Indigenous Experiences of Colonization
IHHS 410	Improving Public Health: an Interprofessional Approach to Designing and Implementing Effective Interventions
IHHS 411	Violence Across the Life Span
IHHS 480	Special Topics in Collaborative Healthcare

Affiliated Faculties

Affiliated Faculties > Academic Staff from Affiliated Faculties



L. Akagi, Pharmacy
J. Andrew, Medicine
J. Baumbusch, Nursing
M. Brondani, Dentistry
B. Casson, Social Work
K. Charnley, Institute for Aboriginal Health
M. Choi, Audiology and Speech Sciences
C. Collier, Women's Health Centre
L. Donnelly, Dentistry
C. J. Frankish, Centre for Population Health Promotion Research
B. Grierson, Nursing
M. Petty, Social Work
T. Sakakibara, Medicine
M. Seear, Medicine
T. Stainton, Social Work
M. Thumath, Vancouver Coastal Health
L. Walker, Division of Aboriginal People's Health

Affiliated Faculties > Council of the College of Health Disciplines

Allied Health Programs	W. Miller, Associate Dean, Health Professions
Applied Science: School of Nursing	S. Campbell, Director
Arts: School of Social Work	T. Stainton, Director
Audiology and Speech Sciences (Medicine)	V. Ciocca
Clinical Psychology	B. McGee
College of Health Disciplines	L. Nasmith, Principal & Associate Provost Health
	L. Bainbridge, Associate Principal
Dentistry: Dental Hygiene	K. Mathu-Muju
Education: School of Kinesiology	B. Sparks, Director
Education & Counselling Psychology & Special Education	M. Buchanan
Health Care Communication	A. Towle, W. Godolphin
Land and Food Systems: Food, Nutrition and Health	K. Traviss
Medicine	D. Snadden
Midwifery Program (Medicine)	M. Butler, Head
Occupational Science and Occupational Therapy (Medicine)	C. Backman
Pharmaceutical Sciences	W. Riggs
Physical Therapy (Medicine)	J. Garland, Director
UBC Library	A. Greenwood

Affiliated Faculties > Committees: Interprofessional Curriculum, Practice Education, Health Care Team Challenge, and Awards

L. Avery, Audiology and Speech Sciences
L. Bainbridge, Health Disciplines
L. Best, Dentistry



S. Bryson, Social Work
N. Clark, Social Work
P. Colozzo, Audiology and Speech Sciences
V. Da Costa, College of Health Disciplines
C. DePalma, Health Disciplines
D. DeWitt, Faculty of Medicine
S. Dharamsi, Dentistry
D. Drynan, Occupational Science and Occupational Therapy (Chair, Practice Education)
C. Dyck, Rehabilitation Sciences
L. Eccott, Pharmaceutical Sciences (Chair, Interprofessional Curriculum)
C. Ellis, Midwifery
S. Foster, School of Health Sciences
A. Greig, Rehabilitation Sciences
M. Groening, Nursing
L. Harvey, Social Work
L. Jones, Social Work
P. Kennedy, Kinesiology
A. Kim-Sing, Pharmaceutical Sciences
M. Lee, Occupational Science and Occupational Therapy
D. Lin, Dentistry
P. Miller, Medicine / Pharmaceutical Sciences
S. Murphy, Physical Therapy
C. Newton, Medicine
C. Nguyen, Dentistry
G. Noel, Faculty of Medicine
T. Oh, Children's & Women's Health Centre of B.C.
M. Pearson, Pharmaceutical Sciences
A. Rankin, Rehabilitation Sciences
J. Scott, B.C.C.A. Hereditary Cancer Program
S. Small, Audiology and Speech Sciences
L. Soon, Health Disciplines
E. Tan, Nursing
K. Traviss, Land and Food Systems
K. Vogt, Food, Nutrition and Health