The Medical Psychiatry Collaborative Care Certificate Program:

Building care provider capacity for integrated collaborative care

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BACKGROUND

- System-wide change is essential for 1.3 million
 Ontarians with co-morbid physical and mental health illness.
- Clinicians lack training and education to optimize management of these complex co-morbid conditions.
- Medical Psychiatry Collaborative Care Certificate (MP3C) program is a continuing professional development initiative designed to build on collaborative care capacity of interprofessional care providers.
- Didactic learning: case studies, tools and coordinated care plans delivered via four Foundational and eight Clinical and Skills-Building modules (Figure 1).

METHODS

- Modules delivered across a range of health care educational platforms
- 2. Participants completed pre/post-module assessments
- 3. Feedback collected via module evaluation.
- 4. MP3C modules are being evaluated based on Moore's Continuing Education Framework.

IMPACT/RESULTS

Participant Overview

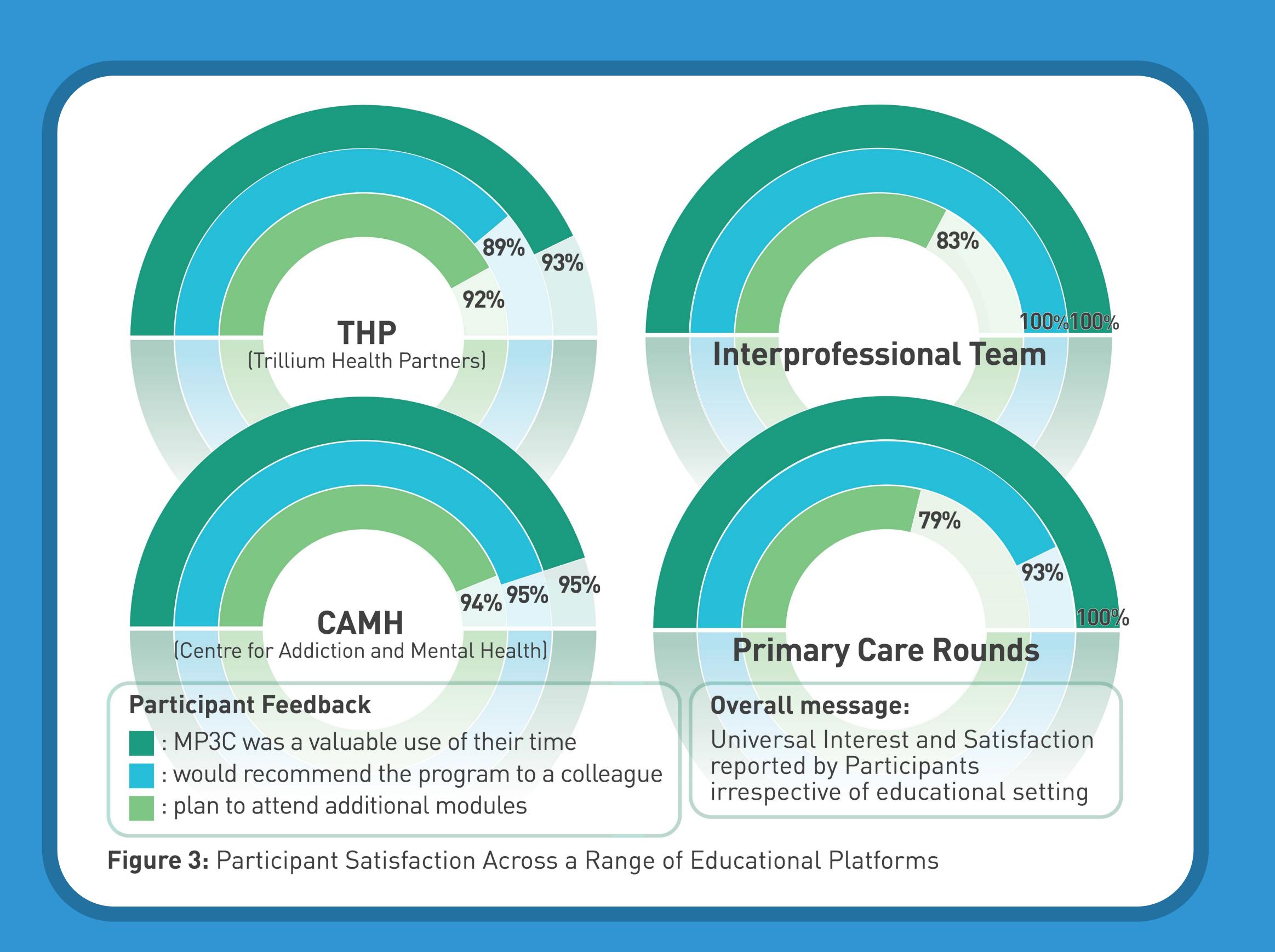
To date, **341 unique participants** including: **101** nurses, **13** Nurse Practitioners, **40** Physicians, **65** Administration, **110** Allied health, **7** Students, and **5** categorized as Other.

Module Evaluation Highlights

- Participant feedback illustrated feasibility and relevance to clinical practice across a range of educational platforms. (Figure 3)
- Evaluation in progress of pre/post module selfperceived confidence in competencies.
- Semi-structured interviews are being conducted to provide an in-depth look at participant intent towards practice change and performance.



The MP3C program demonstrates potential for systematic change. Interdisciplinary health care providers irrespective of setting endorsed the modules as a valuable use of time, expressed interest in future attendance, and reported intent to refer colleagues.







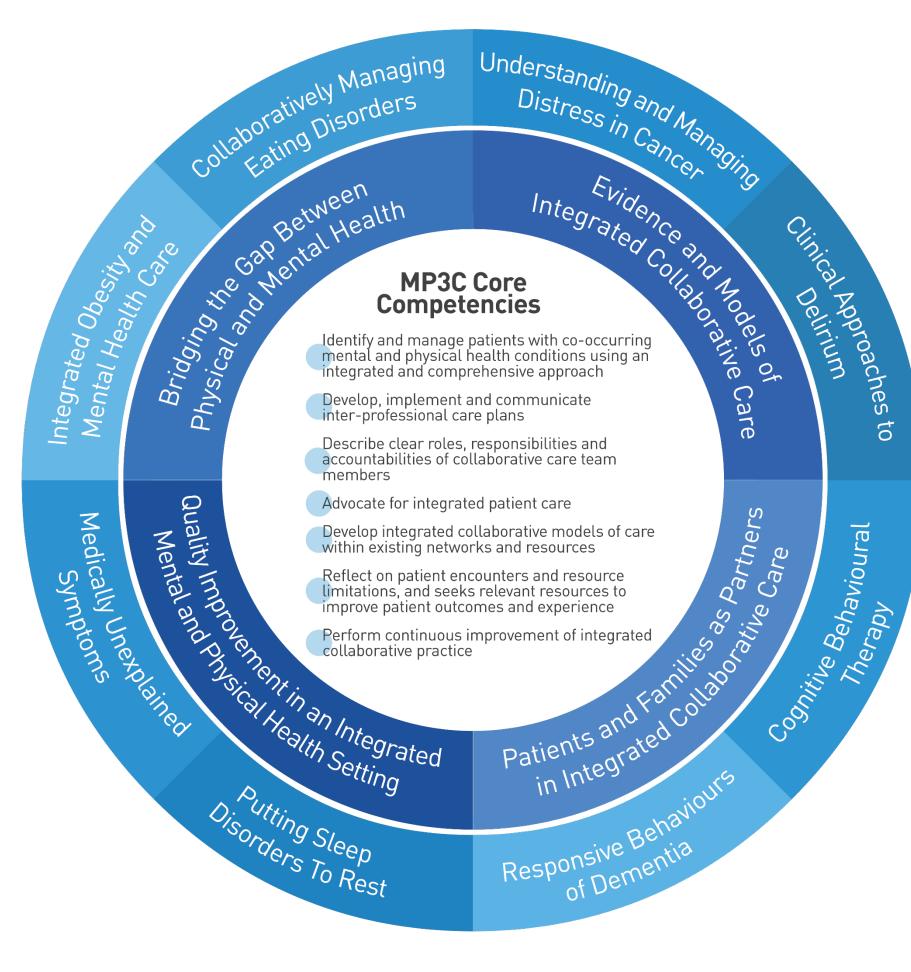


Figure 1: MP3C Core Competenci
Foundational Modules
Clinical Skills Modules

OBJECTIVE

MP3C has three key objectives:

- To have versatility to adapt to a range of medical settings and inter-professional teams
- To provide continuous improvement and innovation in the delivery of
- evidence-based approaches to providing collaborative care
- To lead team-based approaches that value the experiences of all team members including educators with lived experience

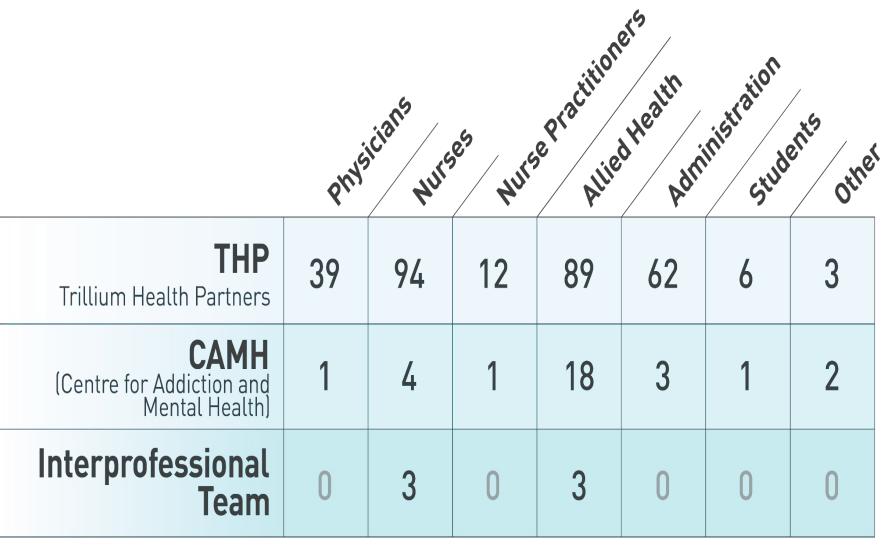


Figure 2: Participant Overview by Occupational Discipline per Educational Setting