

University of Toronto
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 Centre for Interprofessional Education

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Objectives

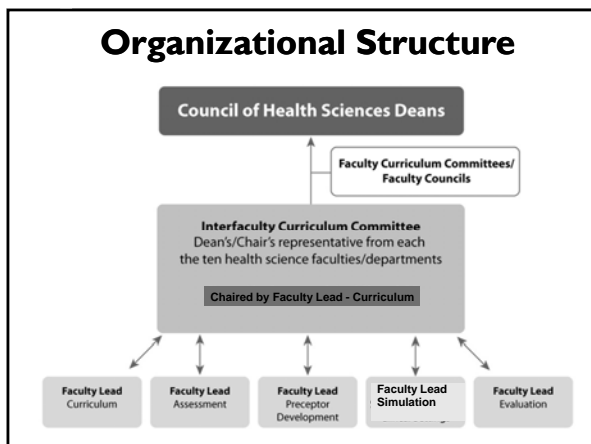
- To highlight the IPE Curriculum at University of Toronto
- To identify issues & challenges

Acknowledgements

- Centre for IPE –
 - Director: Maria Tassone
 - Faculty Lead - Curriculum and Placements: Susan Wagner

Institutional Commitment

- Office of IPE – created 2006
Transition to:
- Centre for IPE – 2010 – space provided by University Health Network
- Health Sciences Deans – recognize/allocate faculty resources
- Interfaculty Curriculum Committee (IFCC)– meets monthly



Academic Program

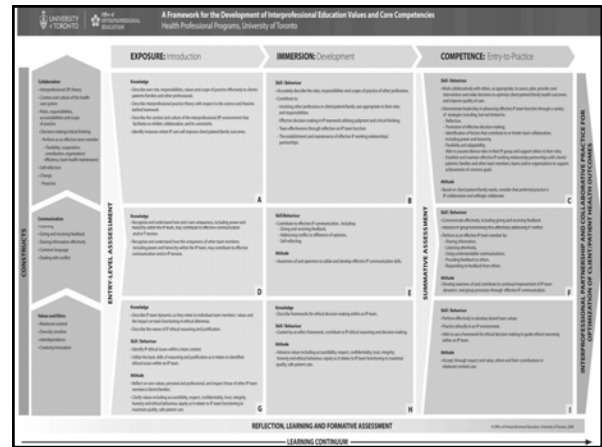
IPE Curriculum –

- collaborative development of a competency-based framework – 2007-2008
- active implementation process – 2008-present
- assessment measures
- ongoing program evaluation



- ### Competency Levels
- **Exposure** – introduction – pre-placement
 - **Immersion** – development - interprofessional placement component
 - **Competence** – entry-to-practice

- ### Hierarchy of constructs
- Values and Ethics
 - Communication
 - Collaboration
- ### Specific competencies aligned with constructs
- Knowledge
 - Skills/Behaviours
 - Attitudes



- ### Core Learning Activities
1. Values/ethics: **Year 1- Teamwork: Your Future in Health Care**
 2. Roles in patient care: **Case-Based** (e.g., Pain Curriculum, Palliative Care)
 3. Communication: **Conflict in Interprofessional Life**
 4. Collaboration: **IPE Component in a Clinical Placement**

- ### Elective Learning Activities
- Menu of IPE learning sessions
 - Identified in environmental scan
 - Build upon those in existence and create new opportunities
 - Diverse range of topics and methods of learning (e.g. online, face to face)
 - Designed for 2 or more professions and different levels
 - Collaborate with other Centres, e.g. Patient Safety
 - Point system developed to review/rate/accept each proposed session

Examples of Sessions Held:

- Bioethics
- Cases: ALS, Autism Spectrum Disorder, Developmental Disabilities, Geriatric, Learning Disabilities, Mental Health, Stroke, WSIB
- Global Health
- Health Care Team Challenge
- Health Mentorship
- Interprofessional Disaster/Emergency Action Studies (IDEAS)
- Maternity Care



Student engagement

- Student organization – Interprofessional Healthcare Students Association (IPHSa)
- Student – organized sessions and clinic
- Student representatives on planning committees
- Student representatives on Interfaculty Curriculum Committee
- Evaluation process for each session

Faculty engagement

- Faculty liaison member on IFCC
- Academic Coordinators of Clinical Education group
- Community of Practice for Interprofessional Collaborative Care (regular meetings)
- IPE Newsletter – bi-monthly
- Annual Awards – Excellence in IPE/IPC
- Faculty Development - Courses

Resources

- Centre for IPE – infrastructure 
- Blackboard used to register/track attendance
- Faculty time allocated 
- Space at clinical sites
- Preceptors – IPE faculty development – e.g. facilitator training
- Refreshments for evening sessions?

Issues....

- Building capacity to ensure all students can attain required number of elective sessions to satisfy IPE Curriculum agreement
- How to measure achievement of 'competencies'
- Resource - intensive (faculty time, and space)
- Integration with profession-specific needs/schedules/curriculum

Comments/questions?

- www.ipe.utoronto.ca

