

CENTRE FOR INTERPROFESSIONAL EDUCATION

BIENNIAL REPORT

JULY 1, 2015 – JUNE 30, 2017



DIRECTOR'S MESSAGE

Welcome to our 2015-2017 Biennial Report!



Maria Tassone

With a crispness in the fall air and the December holidays ahead, I'm reminded that this is the season for gratitude. In our work at the Centre for Interprofessional Education (CIPE), we often talk about making the implicit explicit. As such, I would like to be

explicit about and grateful for the exceptional people and collaborations that are behind the milestones and accomplishments in this Report.

I typically 'shout-out' to the core members of the CIPE team, who are all remarkable, passionate and committed colleagues. They shepherd our work as a small and mighty team. But, like the movie "Hidden Figures", there are masses of people behind the CIPE. If you haven't seen the movie, it celebrates the role of pioneering African-American women working for NASA in the 1960s during the race to get 'man' on the moon; women who anticipated the future (Dorothy Vaughn), stood elegantly amongst power and hierarchy within their traditional systems (Katherine Johnson), and challenged this status quo (Mary Jackson) to advance what was needed to lead innovation and transformation. Sound familiar? So do the many hidden figures behind the collective successes across interprofessional education (IPE) and practice in Toronto — all of the patient mentors, students, clinicians, CIPE award nominees, clinical and academic faculty, leaders, funders, researchers and external partners — who generatively inform, challenge, innovate and lead our collaborative initiatives. Thank you for all of your contributions that have fueled the first two years of our *Strategic Plan, 2015-2019*.

The content of this Report shares with you, our broad community, some of the work we've been doing towards our vision of '*transforming care through collaboration*,' and our three strategic priorities: (1) Integrating IPE and Team-Based Care, (2) Demonstrating Value and (3) Cultivating System Change. You'll see the progress on student-led environments that unlock the infinite potential of interprofessional student teams.

This collaboration between students, practice sites, the University of Toronto and the CIPE aims to develop and test innovative IPE and team-based care models that reach patients and learners across the continuum of learning and care. We highlight the launch of our research program and a new study that uncovers the theory of impact of introducing IPE into practice settings. And, you'll hear the voices of participants in our professional development programs as we build partners' capacity to lead and catalyze transformations in their own systems, locally to globally.

I would also like to take this opportunity to welcome a new team member to the CIPE. We were delighted to announce the appointment of Elizabeth McLaney to the role of Associate Director last April. Elizabeth comes to us from Sunnybrook Health Sciences Centre, and her appointment represents a new collaboration that builds on each of our organizations' strengths. Elizabeth becomes the first Associate Director from a Toronto Academic Health Sciences Centre hospital beyond the University Health Network, our lead hospital.

We hope you enjoy reading our Report and we welcome your thoughts and insights in the year ahead.



INTERPROFESSIONAL EDUCATION: AT A GLANCE

Integrated Interprofessional Education Curriculum: What the Numbers Say

Through continued collaboration and engagement between the CIPE, Faculty at the University of Toronto, and Practice Partners, all health professional students have the opportunity to develop collaborative competencies through the Integrated Interprofessional Curriculum in both the university and practice settings.

Curriculum

Integration of 2 new Scheduled Learning Activities



Roles of Health Professions & Team Dynamics and *Understanding Patient Client Partnerships in a Team Context* was achieved through the collaborative alignment of program schedules.

Roles of Health Professions and Team Dynamics

950 Students gathered in teams to learn about the roles and scopes of practice of their own and other health professionals.

Understanding Patient/Client Partnerships in a Team Context

900 Students explored partnerships with patients/clients in a team context by learning from experiences of patient educators and through engaging in a verbatim Reader's Theatre script developed by University of Toronto faculty and students.

Students

1650+ New students each year



11 Health Science Programs

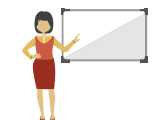


900+ Student attendance for each new scheduled activity



Facilitators and Patient Educators

869 IPE Facilitators



40+ IPE Patient Educators





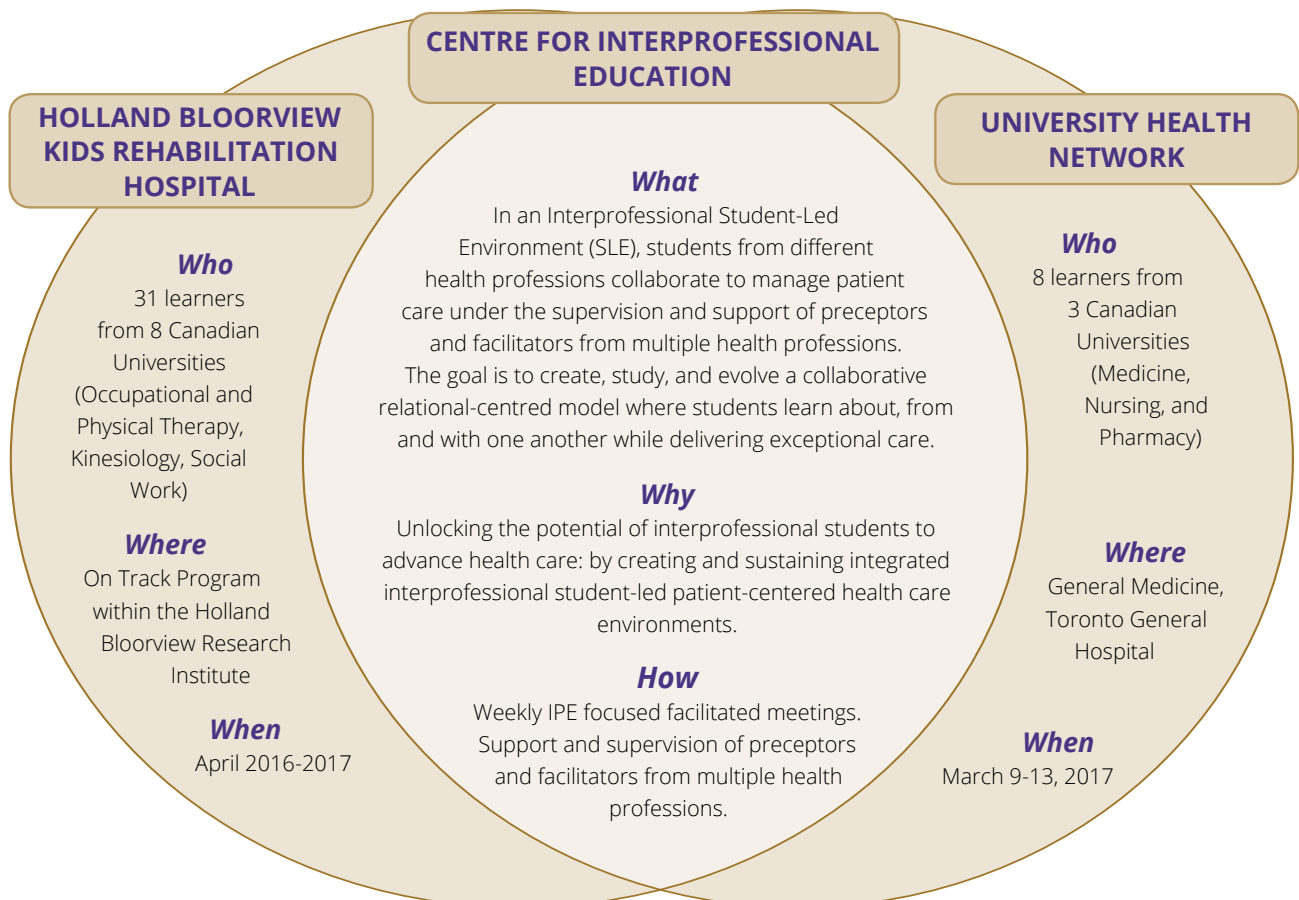
INTERPROFESSIONAL EDUCATION: IN ACTION

Student-Led Environments

Leaders and staff from the Centre for Interprofessional Education (CIPE), Holland Bloorview Kids Rehabilitation Hospital and University Health Network (UNH) partnered together to tap into “the infinite potential of interprofessional students” to collaborate together and advance patient care.

Two student-led programs were developed and implemented: one in ambulatory paediatric rehabilitation care at Holland Bloorview (with occupational therapy, physiotherapy, kinesiology & social work students supporting “On TRACK concussion” clinic patients), as well as another in acute care general medicine at University Health Network (with nursing, medical and pharmacy students focused on medication-related care). Over the year, 31 students actively participated to

co-create the innovative models of care with their interprofessional preceptors. Successes, challenges, and lessons learned were continuously shared by the organizational partners on student-care delivery models, student/ preceptor feedback, learner supervision approaches, as well as optimally preparing learners and patients for the unique experience. Increasing intensity and emphasis on student-led patient management is planned with future iterations.





RESEARCH AND SCHOLARSHIP: AT A GLANCE

Research, Grants, Publications, Presentations

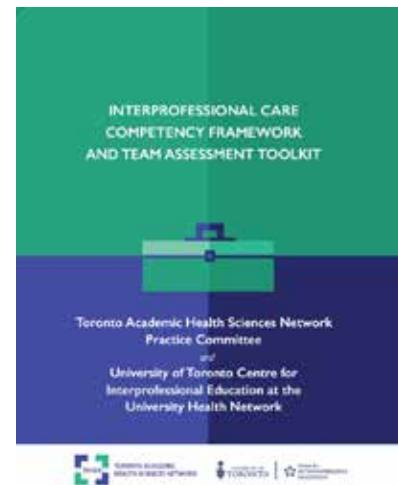


- 50** Peer-Reviewed Presentations
- 30** Invited Lectures, Presentations, Workshops
- 14** Peer-Reviewed Publications
- 3** Books, Chapters, Technical Writings
- 50** Professional Development / Site Consultations

Toronto Academic Health Science Network-Wide Toolkit

Led through a collaboration by the CIPE and the Toronto Academic Health Science Network (TAHSN) Practice Committee, two working groups, composing of practice and education leaders, developed the TAHSN-Wide Interprofessional Care (IPC) Competency Framework and a Team Assessment Toolkit.

The IPC Competency Framework defined the critical competencies and behaviours required for individuals and teams collaborating in care. The Team Assessment Toolkit provided an analysis of compiled team assessments key IPC competencies to identify and achieve collaborative care. The work also collected organizational examples of IPC initiatives related to competencies and team assessment.



20 Organizations
37 Members



RESEARCH AND SCHOLARSHIP: IN ACTION

Assessing Interprofessional Collaboration in Practice

The Interprofessional Competence Assessment (IPCA) is a newly developed 360-assessment of collaborative competencies to be used by senior students in a practice setting.

The IPCA is currently being piloted at the University Health Network with 50 senior students and 150 clinical participants.

Once validated, the IPCA will be a critical measure of individual competency development.

Theory of Impact

Recent research on IPE concludes that there is a need for further investigation into how IPE learning changes attitudes and knowledge, affects long-term behavioural change, and produces patient and system outcomes.

Holland Bloorview Kids Rehabilitation Hospital and the UHN are collaborating to examine the most significant impact of IPE in these two clinical environments and how IPE works to achieve impact (*IPE's Theory of Impact*). We are using the Most Significant Change method to build such a theory; a first in healthcare education evaluation.



Research and Scholarship Program Launch

Having had a long and rich history in scholarship, the CIPE has launched a focused research program on team-based care that will enrich the field and position of the CIPE as a collaborative hub for academics, practitioners, and educators.

As an example, the CIPE is leading work in collaboration with UHN, exploring UHN's ambitious continuing education plans to improve patient safety within clinical sites. The aim of the project is to explore how concepts of safety, teams, and teamwork are traditionally considered within the IPE curricula and how the same concepts are being treated in emerging workplace based change efforts.

The project looks for opportunities for alignment, cross-fertilization, and learning between the two curricula.

This project reflects a fruitful collaboration between multiple Extra Departmental Units (EDUs), the Centre for Quality Improvement and Patient Safety, members of UHN, and patient volunteers from the Canadian Patient Safety Institute. This is just one example of how we bring our combined knowledge, our various networks, and our shared commitments to excellent care into one project. Through innovative partnerships with other EDUs, practice sites, and patient groups, the CIPE will continue leading towards a vision of transforming care through collaboration.



PROFESSIONAL DEVELOPMENT: AT A GLANCE

Perspectives Across the System of Care

"The CIPE faculty generated a lot of enthusiasm and many team members left interested in continuing their understanding and learning related to IPC! We couldn't have asked for a better way to start our interprofessional clinical team interactions."

- Melissa Hill, RN, National Manager, Clinical Practice & Education, CBI Health Group/We Care Home Health

"With the guidance of faculty from the CIPE, we advanced on three parts of our mission: professional development, curriculum development and engagement of clinical partners. The faculty and clinicians who attended the customized ehpic™ (now) have strong foundational knowledge."

- Heather Hageman, Director, Center for IPE and Education at Washington University Medical Center

Home



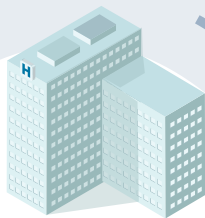
Academic



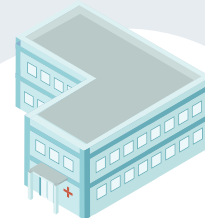
School



Clinical



Community



"Our expectations were exceeded as the workshops provided us with a wonderful opportunity to begin our work together to improve opportunities for IPE. Our academic staff have also come away with a much deeper and shared understanding of IPE and its value."

- Sarah Roberts-Thomson, Associate Dean (Academic), Faculty of Health and Behavioural Sciences, The University of Queensland

"The BOOST! sessions met all of the goals we had wanted and more. The sessions were the right balance of research, content and interactive exercises to engage our staff and classroom partners."

- Gerry Bernicky, Director, TRE-ADD, School Support Program & ASD Training, Surrey Place



Community Engagement



Community of Practice: 500+ Subscribers



Newsletter: 1800+ Subscribers



120+ Followers



520+ Followers

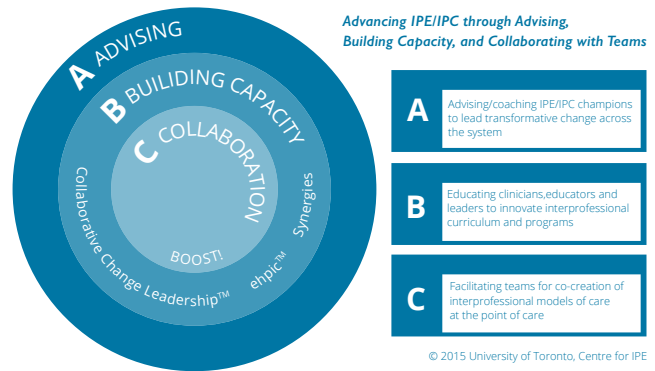


PROFESSIONAL DEVELOPMENT: IN ACTION

The ABC's of Professional Development

The CIPE continues to focus on interprofessional education and interprofessional care (IPE/IPC) capacity building through Professional Development for our local, provincial, national and international communities. There has been a high demand for our established certificate programs and customized workshops, for Centre visits and onsite consultations. In large part, this is a result of the unique role the CIPE plays as an international exemplar of success and sustainability at the education-practice interface.

Organizations who are just starting on their IPE/IPC journey and those with growing programs continue to look to the CIPE for its innovative approach to capacity building.



BOOST! (BUILDING OPTIMAL OUTCOMES FROM SUCCESSFUL TEAMWORK) WORKSHOPS



Through our work with practice partners, a need for a focused capacity-building program to develop intact teams was identified. Building on previous professional development programs, interprofessional best practices and models of care, the CIPE developed an innovative and interactive, competency-based foundational team-based care workshop, entitled BOOST!, with an aim to improve collaborative practice for clinical teams.

The objectives focus on exploring innovative, collaborative models of care to enhance quality and safety across health care teams, collaborative learning of tools and resources to promote improved clinical team-based care; and reflection/application of best practices to their own team process.

To date, 306 participants have attended BOOST! workshops since 2016.



Professional Development



2,300 Participants Since 2007



8 Provinces



24 States



15 Countries

***A SPECIAL THANKS TO OUR COMMUNITY,
EDUCATION AND PRACTICE PARTNERS***
FOR THEIR CONTINUED DEDICATION AND SUPPORT TO IPE



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