Process for Interprofessional Education System (PIPES)
Interprofessional Education (IPE) Curriculum

All learning activities in the IPE curriculum must be interprofessional, according to the definition of the World Health Organization (2010).

*Interprofessional education (IPE) is education that occurs when two or more professions **learn about, from and with each other** to enable effective collaboration and improve health outcomes. Professional is an all-encompassing term that includes individuals with the knowledge and/or skills to contribute to the physical, mental and social well-being of a community.*

During the approval process, the proposed activity will be considered for both process (how the activity is designed and conducted) and content (what content and competencies are being addressed).

PIPES Application

Date submitted: _____

Activity Lead(s) (Include name, profession, and email): _____

Title of Proposed Learning Activity: _____

Date(s) of Proposed Learning Activity (Please indicate if this is a single date or multiple dates in a series): _____

Proposed Length of Activity:

Maximum number of learners that can be accommodated:

Summary of the Proposed Learning Activity:

Please comment on the following:
☐ A description of the activity
☐ Learning objectives
☐ Collaborative competencies to be addressed (see links for U of T, CIHC Frameworks)
☐ Target level of learner where applicable (see links below for developmental curriculum levels)
☐ Agenda outlining content

Brief Description (50 Words Maximum): *Note: This description will be used on the IPE Learning Activity Calendar for students and facilitators (if applicable).*

Collaborative Competencies to be Addressed: (See [CIHC Competency Framework](#) & [UofT Framework](#)[1] for more detail).

Developmental levels in curriculum: Please review the [UofT Framework](#) for description of developmental levels in curriculum.

Process and Content Criteria: (how the learning occurs and what is being learned)

Criteria:	Minimum Requirements:	Process and Content Details:
Level of interactivity: Appropriate mix of information and interaction.	Minimum of 50% (preferably) of the activity is interactive involving discussion or activity between learners.	Identify nature of interactivity (eg. discussion, role play, simulation): If less than 50% interactivity, describe how interactivity across learners will be optimized:

Educated interprofessional facilitators/leads: Facilitators/leads should ideally represent different professions/roles and be adequately prepared to facilitate IPE.	Minimum of two professions/roles involved in leadership and/or facilitation of learning activity.	Identify professions/roles represented: Describe how facilitator/leads are prepared/trained to facilitate IPE:
Number of professions represented among learners and small groups: Distribution of profession/roles in a group of learners.	Minimum of two distinct professions/roles must be involved among learners, with an aim towards no more than 50% representation preferably from one profession within student group distribution.	Identify target number of professions/roles among learners: If more than 50% representation of one profession, describe how equity of interprofessional discussion will be facilitated:
Realistic or authentic IPE learning activity: The activity should be based on active engagement in realistic and/or authentic learning experiences.	Examples of realistic and/or authentic learning experiences include patient-based cases, team scenarios/simulations, patient/client/family member participation (speaker/facilitators).	Describe how this activity prepares learners for collaborative practice using realistic and/or authentic experiential learning:

Debrief period with students and, where applicable, facilitators.	A formal debrief discussing development of collaborative competencies.	List proposed debrief questions and format:
What format and steps will you be taking to ensure an environment of mutual respect and psychological safety?	Some examples include setting group norms, encouraging participants to have a voice, etc.	