

Points 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.*

This differs from multi-professional education where students from various professions may be learning together, but not from each other and their professional perspectives.

The points system was developed as a two-phase project. A modified Delphi technique was employed to develop a list of the key components of an IPE session. The Delphi is a decision-making process that uses expert opinion, gathered anonymously, under the guidance and direction of a facilitator. Using the Delphi process, an expert panel was asked to select key criteria applicable to the IPE curriculum. The initial round list was generated containing an amalgamation of all the ideas suggested. The list, 27 criteria, was then distilled down to 11 distinct criteria. During the second round the panel were requested to rank them in order of importance, the results of which are noted in Table 1.

Table 1.

Round Two: (Delphi results in order of priority)

1. Realistic/authentic learning activities that mirror real - life healthcare teams and healthcare delivery
2. Interactive instead of didactic
3. Facilitators from different professions and educated to provide IPE
4. Explicit IPE learning outcomes
5. Debriefing period after IPE session
6. Minimum of three professions involved
7. Case-based learning
8. Frequency of sessions (many interactions across length of training)
9. Students are within similar levels of their professional programs
10. IPE learning assessment
11. Length of session

The second phase involved the Centre for Interprofessional Education (CIPE), formerly Office of Interprofessional Education (OIPE), Core Competency and Points Working Group (CCPWG) taking this information and applying it to the University of Toronto's IPE curriculum in the form of a points system. Through the CCPWG meetings and with the assistance of a biostatistician, the 11 criteria from the modified Delphi were carefully analyzed and eight items were selected for final inclusion in the points system. The three criteria that were removed were ranked lowest. Their removal was also a result of redundancy or their use elsewhere within the curriculum. The remaining criteria were then divided evenly into two different categories: Process and Content. The Process Category involves criteria that describe **how** the learning occurs within the learning activity. Content Criteria refer to **what** will be learned.

All eight criteria were awarded a range of points on a three-point scale – ‘0’, ‘5’ and ‘10’ - with ‘0’ points given when none or low levels of interprofessional educational activity occur with respect to each criteria, ‘5’ points are earned for an acceptable or moderate amount and ‘10’ points when strong interprofessional education principles are attained. (See Table 2). To ensure greater validity and reliability, the CCPWG developed descriptors for each anchor on the rating scale and with each criterion.

The intention is that each learning activity, core or elective, will be awarded a number of points as a result of their rating on the criteria. To be incorporated in the IPE curriculum, all learning activities must have two process and two content criteria and a minimum of 15 process, 10 content and 30 points overall. For example, the introductory *Teamwork: Your Future in Interprofessional Healthcare* accrues a total of 45 points with 25 content and 20 process points, while the structured *IPE Component in a Clinical Placement* may accrue 80 points, as it entails more of the criteria deemed to be crucial to IPE.

The points system will ensure that students take sufficient elective learning activities to compliment the core learning activities. In this way, a minimum number of points will be required in order to cover the core competencies and successfully complete the IPE curriculum.

Table 2.
PIPEs Allocation Table

Points	0	5	10	Number
A. PROCESS (How)				
P1 - Level of IP interactivity	Didactic	Discussion	Interactive	
P2 -Number of professions with IPE educated facilitators	1	2	>2	
P3 - Number of professions represented in student participants	<3	3	>3	
P4 - Frequency of interactions across the learning activity	1	2	≥3	
PROCESS SUB-TOTAL				
B. CONTENT (What)				
C1 - Realistic and authentic IP learning activity (performance-based)	See/hear	Talk/Dialogue	Do/ Real Life	
C2 - Explicit IPE learning outcomes - number of IPE constructs	1	2	3	
C3 - Debrief period with students and facilitators after IPE learning activity	None	Informal debrief: reflection focusing on content	Facilitated debrief: reflection focusing on content and process (guidelines provided)	
C4 - Case-based learning	No cases	Case presentation with some application (adjunct to learning activity)	Dedicated case presentation and in- depth dialogue (primary focus of learning activity)	
CONTENT SUB-TOTAL				
TOTAL LEARNING ACTIVITY POINTS				

NOTE: To be incorporated into the IPE curriculum, each learning activity must have two process and two content criteria. In addition, a minimum of 15 process, 10 content and 30 points overall must be accrued.

Learning Categories: Exposure: 30 - 45 points Immersion: 50 – 60 points Competence: > 60 points

Points for Interprofessional Education System (PIPEs) Allocation

This document accompanies the *PIPEs Allocation Table* and defines the criteria and terminology used within it. The PIPES is a quality measure and serves to guide the process of bringing learning activities into the IPE curriculum. It allows the weighting of different types of IPE learning activities to ensure that students take necessary and sufficient electives to compliment the core learning activities and thus cover the core competencies and complete the IPE curriculum.

Points are allotted on a three point scale with '0' points given when none or low levels of interprofessional educational activity occur with respect to each criteria, '5' points are earned for an acceptable or moderate amount and '10' points when strong interprofessional education principles are attained.

Process Criteria

These criteria refer to **how** the learning occurs within the activity. Three Process Criteria must receive points to be included in the curriculum, with a minimum of 15 points accrued in this category.

P1 – Level of IPE interactivity

This refers to the degree of interactivity with other professionals within a learning activity. This may include very minimal interactivity, as exemplified by a didactic lecture where most of the information-giving is one-way from the lecturer(s) to the students (0 points). Moderate interactivity is seen when large and small group discussion occurs on a topic or issue within the activity (5 points). Finally, maximum interactivity is noted when students are engaged in interaction with a client/patient/family or other professionals, or an IPE simulation (10 points).

P2 – Number of professions with IPE educated facilitators

This criterion refers to the number of different professions that are represented in the facilitator group. The higher the number, the greater the points accrued. The term *profession* here is defined as any health care group that is involved in patient/client/family care. The term *health* should be interpreted broadly to include a variety of settings, including those in the education, corporate and beyond. A health care group may be a regulated or non-regulated profession, or may not be typically considered a profession per se. As well, the client/patient/family may be considered as a health care group and so should also be counted in this number, as appropriate. When possible, a co-facilitation model is preferable.

If session facilitators have not received any education in the facilitation of interprofessional groups, then no points are earned. When some information, through either an informal discussion, session or a handout, is given, then '5' points are tallied. When facilitators have received formal facilitator education session (e.g. *ehpic™* IPE Leadership course, Centre for Faculty Development Stepping Stones Workshop - *Facilitating Groups in Interprofessional Education: Getting Started*, Pain Curriculum Facilitator Education, Hospital IPE Clinical Placement Facilitator Education), then the maximum '10' points are accrued.

P3 – Number of professions represented in the student participants

This criterion is a simple count of the number of distinct professional student groups involved in the learning activity. Again, the more involved, the higher the number of points earned. See the note on *professions* above.

P4 – Frequency of IPE interactions across the learning activity

The more discrete occasions the students meet across the length of a learning activity, the more points that are accrued. For example, if a learning activity occurs only once, no points are earned. However, if the activity takes place over two days in one week, '5' points are given and if the activity occurs over three or more discrete sessions, '10' points are accrued. For 5 or 10 points, it is critical that the learning activity builds on prior learning with the same team of learners as opposed to more 'stand-alone' learning.

Content Criteria

These criteria focus on **what** is being learned. Again, three Content Criteria must receive points to be included in the curriculum, with a minimum of 10 points accrued in this category.

C1 – Realistic or authentic IPE learning activity (performance-based)

More points are awarded the more realistic or authentic the content of the IPE learning activity is. Thus, if the activity involves only watching and listening, such as in an observation or lecture experience, the authenticity level is low and no points are given. When talking or conversation around IPE themes, as a whole group, team discussion or a guided shadowing experience, moderate realism or authenticity is present and '5' points is earned. Finally, when the activity involves performing a task or completing a real-life undertaking in an actual or simulated IPE situation, such as dealing with conflict with simulated learners or interviewing a live client/patient, then full authenticity is present and '10' points are earned.

C2 – Explicit IPE learning outcomes – number of IPE constructs

A learning activity must be designated at **either** *Exposure, Immersion or Competence* levels (see *A Framework for the Development of Interprofessional Education Values and Core Competencies: Health Professional Programs, University of Toronto, 2008*). Each learning activity must be mapped onto the IPE Core Competencies and then explicit IPE learning outcomes developed. For this criterion, the number of IPE constructs (i.e., values and ethics, communication and collaboration) – one, two or all three - addressed by the learning activity are tallied and given the appropriate points.

C3- Debrief period with students and facilitators after IPE learning activity

Learning activities with a formal, facilitated debriefing where the learnings are reflected upon, with respect to both process and content, and consolidated are most beneficial interprofessionally. Thus, if a debriefing period does not occur, no points are awarded. If an informal debriefing occurs where reflection is primarily focused on content, then '5' points are given. The comprehensive facilitated debrief is given the maximum '10' points. The Centre for Interprofessional Education has recommended questions and process debrief component of the session available for distribution.

C4 – Case-based learning

Case-based learning is a powerful IPE teaching and learning vehicle. Therefore, if cases are not utilized for the content of the session, no points are awarded. If a case presentation is used more as an adjunct to the learning activity with some application of learnings involved during the session, then '5' points are gained. When the IPE learning activity focuses on a dedicated case presentation with in-depth dialogue concerning it, then the maximum '10' points are accrued.

Allocation

Once the points are totaled, each elective learning activity can be categorized into one of three colours, as follows:

Exposure: 30 - 45 points

Immersion: 50 – 60 points

Competence: >60 points

Characteristics of Learning Activities:

Exposure Learning Activity: These learning activities are usually an exposure to a topic. They are generally interactive and topic-based rather than case-based. Examples include learning activities related to quality and patient/client safety or communication.

Immersion Learning Activities: These learning activities are usually at an immersion level. They are often case-based and have a higher degree of team interactions.

Competence Learning Activities: These learning activities involve multiple interactions among teams of students, are usually project or case-based and may extend longitudinally (e.g. 3 interviews over the course of the year).

Frequently Asked Questions

Q: Why do I have to submit forms for my IPE Activity?

The points system allows for the categorization of elective learning activities in the IPE curriculum. This aids in ensuring that the core competencies are included. Each elective learning activity receives points based on the PIPEs criteria. Three process and three content criteria must be present for each activity with a minimum of 15 process, 10 content and 30 points overall accrued.

Q: Who should complete the forms?

Anyone who would like to have their IPE student learning activity recognized as part of the University of Toronto's Interprofessional Education Curriculum as an elective.

Q: What are the steps I need to take to submit my learning activity?

1. Ensure activity meets the definition of IPE:

“Interprofessional education occurs when two or more professionals learn about, from and with each other to enable effective collaboration and improve health outcomes.”

World Health Organization, 2010

2. Download the following documents by contacting ipe.utoronto@utoronto.ca or following the link below:
<http://ipe.utoronto.ca/webform/elective-approval-form-pipes>
 - a. PIPEs Information Package
 - b. PIPEs Approval Form
 3. Complete PIPEs Application Document
 4. Submit completed forms to ipe.utoronto@utoronto.ca
-

Q: What does the colour system mean?

Sessions are broken down by competency levels. **Exposure Learning Activities:** These learning activities are usually an exposure to a topic. They are generally interactive and topic-based rather than case-based. Examples include learning activities related to quality and patient/client safety or communication. **Immersion Learning Activities:** These learning activities are usually at an immersion level. They are often case-based and have a higher degree of team interactions. **Competence Learning Activities:** These learning activities involve multiple interactions among teams of students, are usually project or case-based and may extend longitudinally (e.g. 3 interviews over the course of the year).

Q: When will I hear the results of my submission?

Our reviewers aim to have a response within 10 business days. You will be informed if your submission response will be later than this period, and every effort will be made to review your material in a timely manner.

Q: What steps do I need to take should changes need to be made to my session? Do I need to resubmit an application form?

Should you wish to make changes to the session after approval, you will need to inform the Centre for Interprofessional Education (CIPE). Please submit a PIPEs Renewal Form with changes to your session. The CIPE will guide you through any additional requirements.

Q: When do I need to submit a Renewal Form?

The Renewal Process for sessions will take place every 2 years. You are required to submit the *Interprofessional Education Elective Learning Activities Renewal Form*. This form can be attained by contacting ipe.utoronto@utoronto.ca or following the link below: <http://ipe.utoronto.ca/webform/elective-approval-form-pipes>

Q: Why do I have to choose from the UT Core Competencies?

The University of Toronto created the Core Competencies to provide a structure for the curriculum. These competencies were identified following an extensive review of the literature, as well as consultation with experts in numerous fields. Since the university has opted to develop and implement a competency-based curriculum, all learning activities are to be linked to the identified competencies; Collaboration, Communication and Values and Ethics.

Q: How do I choose if my learning activity is at the “Exposure”, “Immersion” or “Competence” level?

Consider the level of students who are likely to be involved in the proposed learning activity and the content of the session. Next, review the columns of Exposure, Immersion and Competence to determine which level of competencies seem to fit best with your proposed learning activity and determine congruence with your expectations of the anticipated level.

Q: What happens if I anticipate an interprofessional group of students but only those from a single profession attend? Can the learning activity still proceed if the presenting team/facilitators are an IP group?

If you have designed a learning activity for students from a number of professions and students from a single profession attend, then the session does not meet the criteria for an interprofessional learning opportunity. Although presenters may be from other professions, the World Health Organization definition identifies that students learn with, from and about each other. Thus, the University of Toronto requires that learning activities have learners from at least two professions attending. Please contact the CIPE for guidance on these matters.

Q: Do all of our facilitators need to have IPE training?

Formalized IPE training is recommended for facilitators, although not required. Courses in interprofessional facilitation are offered periodically through the Centre for Faculty Development. As well, many sessions offer Facilitator Education.

Q: How do I get the accompanying material (evaluations, attendance sheets)?

Once you have received a response from your learning activity submission, please contact the Education Coordinator at the Centre for IPE, who will prepare these materials. If time permits, these forms can be pre-printed and mailed to you. Alternately, you will be provided with digital versions and may print out the appropriate number of copies at your leisure.

Q: What do I do with the completed forms once the session has finished? When should I send them?

All completed student forms (pre and post self-assessments, evaluations, and attendance) should be sent directly to the Centre for Interprofessional Education, Attention: Administrative Assistant (see address below). The information will be entered and analyzed, and student attendance officially recorded. In an effort to keep the students' records as up-to-date as possible, we ask that materials be returned to *us promptly upon completion of your IPE session*.

Attn: Administrative Assistant
Centre for Interprofessional Education
399 Bathurst Street
Nassau Annex
Toronto, Ont.
M5T 2S8

Q: Will I get a copy of the results from the assessments and evaluations?

Once we have received the evaluations we will enter this data and analyze it. Should you wish to receive a copy of the results, please contact the Administrative Assistant at the CIPE.

Q: How do I recruit students?

Depending on what time your session will be hosted and its location, there are different options for announcing the information to students and having them register:

OPTION 1: My session will be held at the university and it is open to all students who are involved in the IPE Curriculum: Announcements for these sessions are posted on the IPE Portal, and registration occurs on the IPE RSVP site. The Education Coordinator will keep the organizers of the session up-to-date on registration numbers in the days leading up to the session.

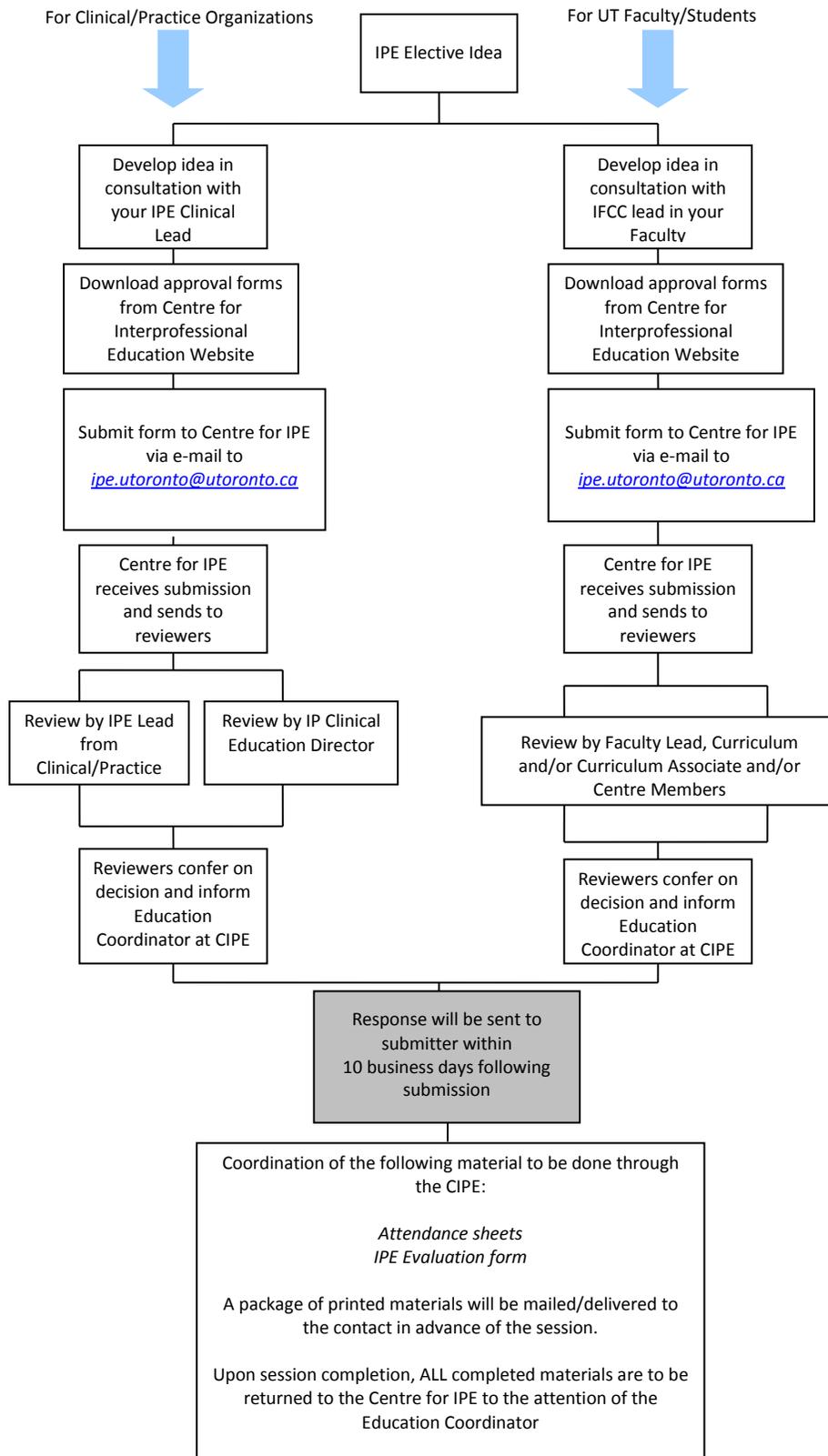
OPTION 2: My session will be held at a clinical site/hospital and it is open to all students who are involved in the IPE Curriculum (even if they are not on placement at my site):

Announcements for these sessions are posted on the IPE Portal, and registration can occur on the IPE RSVP site, or students can be instructed to contact an individual at the clinical site who will manage the registration. Clarification on the preferred registration process will be requested upon response following review of the learning activity submission.

OPTION 3: My session will be held at a clinical site/hospital and it is ONLY open to students who are on placement at my site:

Announcements for these sessions can be posted on the IPE Portal if requested. You will be responsible for managing the registration of students.

Process Diagram for Elective Approval



Please do not hesitate to contact us with any questions.

Centre for Interprofessional Education, University of Toronto
399 Bathurst Street
Nassau Annex
Toronto
Ontario
M5T 2S8

ipe.utoronto@utoronto.ca

p: 416. 603. 5800 x 5119

f: 416. 603. 5580