

## IPE Component in a Practice Setting: Flexible Activities Tip Sheet for Preceptors/Supervisors

### What is Interprofessional Education?

Interprofessional education (IPE) for students occurs when individuals from at least 2 different roles or professions learn about, from and with each other to collaborate effectively as team members in working towards best outcomes.

### What is an interprofessional education activity?

Consider using this checklist to support students' involvement in clinical IPE activities.

- Are 2 or more professions involved?
- Does significant interactivity between participants occur?
- Are there opportunities to learn about, from and with one another?
- Are interprofessional teaching/learning moments addressed? (e.g. Is learning about how team members work together discussed?)

### What does the University of Toronto IPE curriculum mean for students in clinical settings?

As part of the U of T IPE curriculum, students are expected to address competencies for IPE through participating in specific learning activities in clinical settings. Currently, this includes a structured (student team) IPE placement or participation in specific **flexible activities**.

### What do I need to know to support the student's learning in the flexible activities?

Each of the activities is described in 3 separate documents that list learning objectives, activity structure, things to consider before beginning, specific expectations for the student and key questions for discussion and student reflection.

### What are the 3 flexible activities? How might they impact me?

#### Activity 1 - Shadowing and/or Interviewing Team Members

**Description:** Through shadowing and/or interviewing team members, students will have the opportunity to learn about, from other professions and/or roles, as well as learn with the patient/client/family as part of the team.

- Student will consult with preceptors/supervisors about opportunities to shadow/interview team members, considering both regulated and non-regulated profession and roles.
- Students will reflect on other scope of practices and roles as they shadow and/or interview team members as they work with patients/clients/family members, guided by questions listed in the activity documents.



- Students are asked to discuss their reflections, with either you, or a delegate as a valuable opportunity to relate this experience to your work with other professions/roles on the team.

### Activity 2 - Analyzing Interprofessional Interactions of Team Members

**Description:** Through observing and/or participating in interprofessional team interactions, learners have the opportunity to analyze the nature of the interactions as well as the impact on their patients/clients/family.

- The format of interactions could be face-to-face meetings, team rounds, team huddles, phone or online meetings and should involve two or more team members of different professions/roles.
- Students will use a structured team observation tool to analyze the interaction for the learner's reflection but the learner is not expected to give feedback to the team.
- Students will reflect on relationships, decision making, communication and collaborative processes of a team, guided by questions listed in the activity documents.
- Students are asked to discuss their reflections, with either you, or a delegate as a valuable opportunity to relate this experience to your interaction and communication with team members.

### Activity 3 - Collaborating with Team Members

**Description:** In this activity, learners engage in a collaborative activity, inclusive of tasks that have interdependence with one or more team members (ie staff member, provider, learner) from another profession/role, and reflect on the factors that enabled or hindered the collaboration.

- Students will consult with preceptor/supervisors about identification of collaborative activity, that occurs as part of assigned responsibilities while on placement or can be arranged with preceptors/supervisors.
- Examples could include history, assessment, treatment, education, care or service planning activities, as relevant to the placement and may be guided by your profession's U of T clinical coordinators.
- Student will reflect on how they functioned and collaborated with other team members and any factors that enabled or hindered teamwork.
- Students are asked to discuss their reflections, with either you, or a delegate as a valuable opportunity to relate this experience to your collaboration and work with team members.



### **What are 10 tips to help students get the most from interprofessional learning?**

- Consider how you might describe your role and scope of practice to students
- Be prepared to talk about who is on your team, e.g. think about how your team builds and maintains relationships with each other, consider examples of collaboration you could discuss, etc.
- Reflect on your own actions as a collaborative team member - what might be inferred only from what is seen? How do you role model collaboration?
- Share your own reflections regarding collaboration with students (e.g. What questions do you have about other team members? How did you learn about collaboration?)
- Discuss students' interprofessional learning priorities (e.g. What are the student's interprofessional, collaborative strengths and areas for development?)
- Treat the student as team member (e.g. introduce team members by name; orient students to team roles, processes and structures)
- Share the range of interprofessional learning opportunities that exist in your day to day work (e.g. speaking one on one with another team member, working on team projects)
- Raise issues related to collaboration with students (e.g. What is the impact of collaboration on patient/client outcomes?)
- Discuss and role model ways to enable interprofessional communication (e.g. clarify jargon and acronyms used)
- Support the student to learn from other team members (e.g. learning about others' roles)

### **What supports and resources are available for me?**

- Your profession's Coordinator of Clinical Education or equivalent role at the University of Toronto
- Your organization may have IPE resources (e.g. library, IPE Lead position, Journal of Interprofessional Care, etc.)
- Centre for IPE, University of Toronto
  - [www.ipe.utoronto.ca](http://www.ipe.utoronto.ca)