



## **Centre for Advancing Collaborative Healthcare & Education (CACHE)**

### **University of Toronto's 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 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)** (Please 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:**

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**Maximum Number of Learners that can be Accommodated:**

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**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).*

**Proposed Learning Objectives:** *Describe what students are expected to achieve as a result of participation in learning activity.*



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

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**Developmental levels in curriculum:**

## EXPOSURE: Introduction

Explore concepts, values and contexts; practice skills.

## IMMERSION: Development

Apply knowledge and skills; analyze concepts, values, and contexts.

**COMPETENCE: Entry-to-Practice**

Use and adapt knowledge and skills in practice; translate knowledge; seek new knowledge; act for change.

UNSURE: CACHE to determine developmental level

[illegible]



<b>IPE facilitators/leads:</b> Facilitators/leads should ideally represent different professions/roles and be adequately prepared to facilitate the learning activity.	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 learning activity:
<b>Number of professions represented among learners and small groups:</b> 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:
<b>Realistic or authentic IPE learning activity:</b> 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:



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