



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

What is interprofessional education (IPE)?

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 IPE 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 (i.e., staff member, provider, learner) from another profession/role, and reflect on the factors that enabled or hindered the collaboration.

- Students will consult with preceptors/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 CACHE resources (e.g., library, CACHE Lead position, etc.)
- Centre for Advancing Collaborative Healthcare & Education (CACHE), University of Toronto
 - www.ipe.utoronto.ca