



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:

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 Framework¹](#) & [UofT Framework](#) 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 (e.g., discussion, role play, simulation): If less than 50% interactivity, describe how interactivity across learners will be optimized:

¹ The CIHC Framework is being introduced to co-brand and align with the University of Toronto Framework, to ensure greater consistency across the system.



<p>IPE facilitators/leads: Facilitators/leads should ideally represent different professions/roles and be adequately prepared to facilitate the learning activity.</p>	<p>Minimum of two professions/roles involved in leadership and/or facilitation of learning activity.</p>	<p>Identify professions/roles represented:</p> <p>Describe how facilitator/leads are prepared/trained to facilitate learning activity:</p>
<p>Number of professions represented among learners and small groups: Distribution of profession/roles in a group of learners.</p>	<p>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.</p>	<p>Identify target number of professions/roles among learners:</p> <p>If more than 50% representation of one profession, describe how equity of interprofessional discussion will be facilitated:</p>
<p>Realistic or authentic IPE learning activity: The activity should be based on active engagement in realistic and/or authentic learning experiences.</p>	<p>Examples of realistic and/or authentic learning experiences include patient-based cases, team scenarios/simulations, patient/client/family member participation (speaker/facilitators).</p>	<p>Describe how this activity prepares learners for collaborative practice using realistic and/or authentic experiential learning:</p>

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.	