

A GUIDE TO PIPES

Designing and Delivering Learning
Activities in the University of Toronto
Interprofessional Education Curriculum



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Designing and Delivering Learning Activities in the University of Toronto Interprofessional Education Curriculum

What is Interprofessional Education (IPE)?

“Interprofessional education (IPE) occurs when students from two or more professions* learn about, from, and with each other to enable effective collaboration and improve health outcomes.” ([World Health Organization, 2010](#))

*We extend this to include the broader health and social care workforce, including patients/clients, families, caregivers, unregulated care providers, and others.

What does the UofT IPE Curriculum look like?

The UofT IPE Curriculum is a continuously co-created, integrated, evidence-informed, interprofessional curriculum that prepares learners from [12 health and social care programs](#) for collaborative practice and system transformation.

The UofT IPE Curriculum consists of two interconnected components:

- **Foundational learning activities** establish the essential [interprofessional competencies](#) required for collaborative practice (CIHC, 2024). These activities provide a shared foundation for all learners.
- **Elective learning activities** complement foundational activities by enabling learners to deepen their interprofessional learning based on individual interests and goals. Learners choose from a suite of 100+ electives spanning a range of topics, formats, learning contexts, and educational approaches.

Elective learning activities can take place within the university or within the workplace:

- **University-based electives** are led/facilitated by faculty, students, organizations, or CACHE team members. They are typically delivered on campus or virtually.
- **Workplace-based electives** are led/facilitated by students on placement, practice-based staff, and people with lived experience. These electives are often delivered in hospital or community settings.

What is PIPES (Pathway for Interprofessional Education Sessions)?

PIPES is the quality assurance, consultation, and approval process through which **learning activities** are developed and offered within the UofT IPE Curriculum.

PIPES aims to ensure electives reflect best practices in education and support excellence in collaborative learning and practice.

PIPES is grounded in longstanding UofT IPE principles that emphasize collaboration, communication, and values-based practice ([UofT Framework for the Development of Interprofessional Education Values and Core Competencies, 2012](#)), alongside the national Canadian Interprofessional Health Collaborative Competency Framework for Advancing Collaboration ([CIHC, 2024](#)).

Who can propose an IPE elective through PIPES?

Elective learning activities can be proposed by any individual or group with an interest in IPE, both internal and external to UofT, including:

- Faculty and staff
- Clinicians and practice leaders
- Students and student groups
- Patient/client/family/caregiver partners
- Community organizations

You do **not** need to have a fully developed elective to begin the PIPES process. Ideas at early stages are welcome.

What are the requirements for an elective offered as part of the UofT IPE Curriculum?

All elective learning activities must:

1. involve participants from at least two distinct professions (e.g., learners, preceptors, facilitators, practitioners), with no more than 40% representation from a single profession.
2. include a minimum of 60% interactive learning (e.g., activities, discussion, reflection, debriefing).
3. explicitly address at least one [CIHC collaborative competency](#) and include structured opportunities for debriefing on collaborative learning.
4. align with the purpose and objectives of the [UofT IPE Curriculum](#).
5. be offered for a minimum of two academic years (from the date of approval).

What does the PIPES process look like?

Step 1: Explore Alignment

Review the PIPES Guide. Connect with the CACHE team if you would like feedback about whether your idea fits within the UofT IPE Curriculum.

Step 2: Submit a PIPES Form

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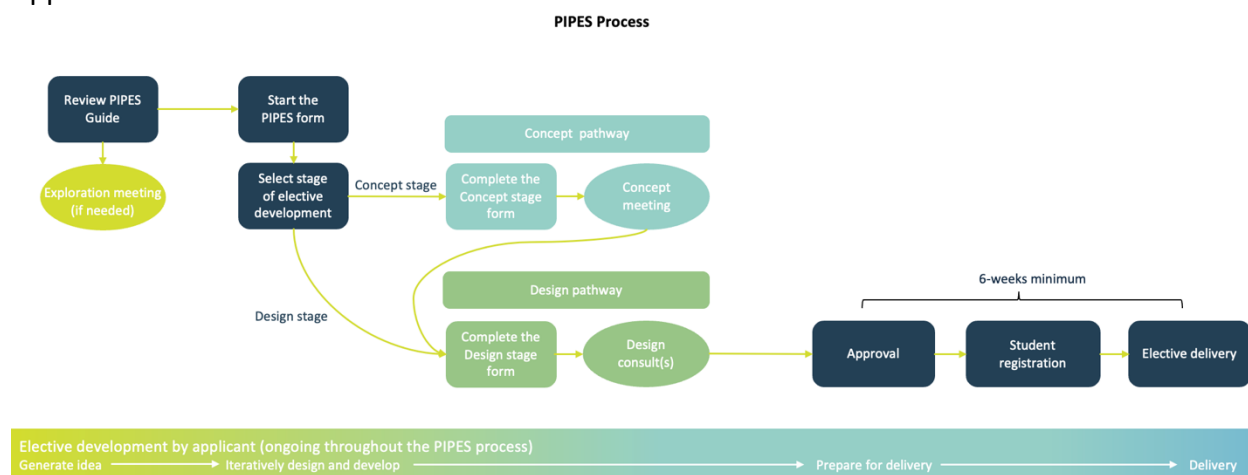
Complete the PIPES form. Depending on the stage of development of your elective, you'll move through the Concept Pathway first, or go directly to the Design Pathway.

Step 3: Consultation and Refinement

Following submission of the PIPES form, applicants may be invited to one or more consultation meetings.

Step 4: Approval and Delivery

Approved electives are scheduled and delivered within the UofT IPE Curriculum.



What is the purpose of the PIPES form?

The PIPES form is a first step in the process and is designed to support you at any stage of elective development – from early ideas to more fully developed proposals. The form serves multiple, interconnected purposes:

1. **Design consultation and support:** to help applicants clarify and refine elective ideas through consultation with the CACHE team.
2. **Knowledge mobilization:** to share best practices in IPE.
3. **Capacity-building:** to build applicants' capacity to design effective interprofessional learning experiences.
4. **Quality assurance and approval:** to support the ongoing delivery of high-quality, engaging, and educationally sound electives that prepare learners for collaborative practice and system transformation.

How does the PIPES form work?

The PIPES form is adaptive, meaning it adjusts based on the 'stage of elective development' you select in Section 1. Your selection will determine which PIPES Pathway you enter:

- a. **Concept Pathway:** For early-stage ideas.
 - This pathway includes a shorter form focused on helping you clarify your concept and identify areas for guidance. After further development of the elective, you will move into the Design Pathway.

- b. Design Pathway: For electives with preliminary designs.
 - This pathway includes the full PIPES form and gathers more detailed information to support refinement and preparation for delivery.

If you wish to have an initial meeting before filling out the PIPES form (e.g., to learn about the UofT IPE Curriculum), please email Victoria at victoria.boyd@uhn.ca.

Key functions of the PIPES form

Save and return later: You do not need to complete the PIPES form in one sitting. Use the “Save & Return Later” feature to save your progress and return to the form at any time.

Share and co-complete: If you are working with collaborators, share your unique return link so that colleagues can review, edit, or contribute to the form.

Receive a copy of your submission: Once submitted, a PDF copy of the completed form will be automatically sent to the email address provided.

What happens after I fill out the PIPES form?

After submission, you will be invited to schedule one or more meetings aligned with the needs of your elective:

1. Concept Meeting(s): focused on idea shaping, alignment with the UofT IPE Curriculum, and early design guidance.
2. Design Consultation(s): focused on refining the elective structure, strengthening the design, supporting approval, and preparing for delivery.

The goal of these meetings is to provide timely, targeted support as your elective moves forward. Please note that multiple Concept Meetings and Design Consultations may take place.

What are the application deadlines and timelines for offering an elective?

There is a minimum **six-week** turnaround time between final approval of an elective and when an elective can be delivered. This allows time for scheduling and learner registration.

PIPES has three application windows per year. To offer your elective in a given term, you must submit the full PIPES application (not just the Concept application) during a preceding application window:

1. **April 1 to August 1** → for electives delivered in the Fall Term (September to December)
2. **September 1 to December 1** → for electives delivered in the Winter/Spring Term (January to April)
3. **January 1 to March 1** → for electives delivered in the Summer Term (May to August)

The above application windows indicate the earliest term in which your elective could be delivered. You may choose to deliver in a later term (e.g., submit your application during the April 1 to August 1 application window but choose not to deliver until the Winter/Spring Term).

Sustainability and Auditing

Electives must be offered for at least two academic years (from the date of approval).

For student-led electives, applicants must outline a succession plan in the PIPES application if the current lead(s) are graduating and/or will not be able to offer the elective in the second year.

Electives may undergo a review after five years.

Data Use Statement

By participating as a developer/facilitator within the University of Toronto's (UofT) Interprofessional Education (IPE) Curriculum, you acknowledge and consent to the sharing of your name, role, and contact information with the UofT for the purposes of facilitator recruitment, program coordination, academic communication, and formal recognition of your contributions to the IPE Curriculum.

This information may be shared with UofT faculty, program leaders, and administrative partners to support the coordination and delivery of IPE activities, and to appropriately recognize and celebrate the important role facilitators play in advancing interprofessional education. Your information will be used exclusively for IPE-related programming and academic purposes. If you have any questions or concerns, please contact ipe.utoronto@utoronto.ca.

Acknowledgements

This version of PIPES builds on the strengths of earlier iterations, including the original PIPES developed in 2009 through the foundational work of Susan J. Wagner, B.Sc. (SPA), M.Sc. (CD), Reg. CASLPO, Reg. SLP (C) and Brian Simmons, BSc(Hons), BM, FRCPC, FAAP. As PIPES has shifted to meet evolving system needs, its core aim has remained consistent: to support excellence within the UofT IPE Curriculum.

This version of PIPES was collaboratively developed by a team consisting of IFCC and IPEL members, faculty, clinicians, students, patient/client/family/caregiver partners, community partners, and CACHE staff, as well as through conversations with 24 IPE community members. This work was led by Victoria Boyd, PhD and Sasha Bagnall, MEd as part of their Collaborative Change Leadership Program (CCL) capstone project.