



Flexible IPE Activities Tip Sheet for Field Instructors

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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.

1. More than one profession is involved.
2. The activity is clearly linked to the six NICF competencies.
3. Students have the opportunity to actively <i>learn</i> together about the roles and scopes of other health and social care providers and to consider such issues as stereotypes, assumptions, hierarchies and areas of overlap within a team (learning about, from and with each other)
4. Students have the opportunity to <i>practice</i> skills related to the competencies.
5. Students have the chance to <i>reflect</i> upon the nature and process of interprofessional, collaborative practice and the personal development of competencies related to this practice.

What does IPE learning mean for students in clinical settings?

As part of the University of Victoria and Partners BSN curriculum, students are expected to address competencies for IPE through participating in specific learning activities in clinical settings. Currently in the CPE course syllabus, this includes participation in specific **flexible activities** and **other available IPE activities**.

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

Each of the flexible IPE activities is described in three separate appendices 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 IPE activities? How might they impact me?

Activity 1 - Participation in a team educational session:

Description: In this activity, students learn about, from and with each other and/or staff members through participation in a team educational session (e.g. lunch and learn sessions, journal club discussions). See checklist above for criteria.

Potential impact: Students may participate in team educational sessions with you and may ask questions about, for example, how and what this team learns in these sessions

Activity 2 - Interview and shadow 2 team members:

Description: Through interviewing and shadowing, students will have the opportunity to learn about, from and with team members (e.g. patients/clients, family members or other healthcare professionals).

Potential impact: Students may ask to interview and shadow you as you work with patients/clients/family members. Interview questions that students may ask you are listed in the outline for this activity should you want to refer to any in advance, e.g. How do you describe your role here? What is included in your assessment?

Activity 3 - Participation in team meetings:

Description: In this experience, the student will participate in team discussions (with at least 2 other team members) across at least 2 team meetings (ideally with the same team). e.g. patient rounds, discharge planning meeting, patient/family meeting

Potential impact: Students may participate in team meetings as team members. Questions the students have been asked to reflect upon are included in the outline for this activity if you are interested in learning more about them e.g. What enables collaboration on this team?

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

1. Consider how you might describe your role and scope of practice to students
2. 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.
3. 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?
4. 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?)
5. Discuss students' interprofessional learning priorities (e.g. What are the student's interprofessional, collaborative strengths and areas for development?)
6. Treat the student as team member (e.g. introduce team members by name; orient students to team roles, processes and structures)
7. 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)
8. Raise issues related to collaboration with students (e.g. What is the impact of collaboration on patient/client outcomes?)
9. Discuss and role model ways to enable interprofessional communication (e.g. clarify jargon and acronyms used)
10. Support the student to learn from other team members (e.g. learning about others' roles)

What supports and resources are available for me?

- On-line faculty learning sites (ie. Course Spaces)
- Your organization may have IPE resources (e.g. library, IPE Lead position, Journal of Interprofessional Care, etc.)
- Health authority intranet resources and additional web resources in UVIC and Partners IPE Plan