Creating Exceptional Interprofessional Teaching and Learning in Clinical Settings: The University of Toronto Journey

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Centre for IPE

Success has been built on an explicit focus and partnership between education and practice
This webinar will focus on the approaches taken by the University of Toronto Centre for Interprofessional Education (IPE) to create exceptional interprofessional learning environments for student and health care professionals at the interface between education and practice.
The Toronto Context

• 11 health sciences programs
• 1400 first year students
• 12 fully-affiliated teaching hospitals
• “Full curriculum”
How can they work together if they don’t learn together?
Health Sciences Programs

- Dentistry
- Kinesiology
- Medical Radiation Sciences – **Michener Institute**
- Medicine
- Nursing
- Occupational Therapy
- Pharmacy
- Physical Therapy
- Physician Assistants
- Social Work
- Speech-Language Pathology
Why the Centre for IPE?

Interprofessional Education  Interdependent  Collaborative Practice
Interprofessional Education for Collaborative Patient-centred Practice: An Evolving Framework

Educational System (eg. Accreditation, institutional structures)
- Institutional Factors (Meso)
  - Leadership/Resources
  - Administrative processes
- Teaching Factors (Micro)
  - Faculty development
- Educators & Attitudes
- Professional Beliefs

Systemic Factors
- Organizational Factors (Meso)
  - Culture
  - Efficiency
- Interactional Factors (Micro)
  - Collaboration
  - Communication
- Professionals
  - Task Complexity
  - Sense of belonging

Professional System (eg. Regulatory bodies, liability)
- Organizational Factors
  - Structure
  - Policy
- Interactional Factors
  - Sharing goals/Vision
- Professionals

LEARNER
- Social & Cultural Values
- Government Policies: Federal/Provincial/Regional/Territorial (eg. education, health and social services)
- Educators & Attitudes
- Professional Beliefs

PATIENT
- Social & Cultural Values
- Government Policies: Federal/Provincial/Regional/Territorial (eg. education, health and social services)
- Educators & Attitudes
- Professional Beliefs

Research to Inform & to Evaluate
- Understand the processes related to teaching & practicing collaboratively
- Measure outcomes/benchmarks with rigorous methodologies that are transparent
- Disseminate findings

Adapted with permission, Oandasan 2013

PRACTICE EDUCATION SYSTEM!
Centre for IPE Context

• IPE as an enabler of health care priorities
  – Quality and safety
  – Patient-centered care
  – Value of care
• Recruitment and retention
INTRODUCING AN IPE CURRICULUM

INTEGRATION
Introducing the IPE Curriculum

- Core competencies
- Development phase
- Scaling successes
- Embedding and strengthening intra-professional curriculum
- Making it requisite
Core Learning Activities

1. **Year 1 – Teamwork: Your Future in Health Care**

2. **Case-based session** (Pain or Palliative Care)

3. **Conflict in Interprofessional Life**

4. **IPE Component in a Practice Setting**
   - Structured IPE placement
   - Flexible learning activities
Key Elements of Structured IPE Placements

1. Interprofessional students placed together in a shared practice area at same time
2. Introductory tutorial
3. Four weekly, patient-themed group discussion tutorials
4. Shared preparation and delivery of a formal group presentation
Flexible Learning Activities

- Activity 1: Interview & Shadow Two Team Members
- Activity 2: Participation in Team Meetings
- Activity 3: Participation in IP Team Education

- Can be used with as few as one learner
- Used across settings
- Critical elements remain reflection and facilitated discussion
Elective Learning Activities

• > 140

• Over 50 are within practice settings
  – Dual diagnosis and developmental disabilities
  – Oncology and Reader’s Theatre
  – Pain
  – IP Journal Club
  – Head & Neck Cancer
  – Simulation
Examples of Elective Learning Activities in Practice Settings

• Interprofessional Skills Fair
  • Features posters and interactive displays from a variety of health professions and departments. The focus is on learning about the roles of different health professions in a community hospital environment.

• Community Resources and Discharge Planning
  • Identification of resources that facilitate safe discharge home
Examples of Elective Learning Activities in Practice Settings

• Post Traumatic Stress and Compassion Fatigue
  – Participants discuss how a collaborative approach and teamwork can facilitate compassion satisfaction for health care providers

• My First Death
  – Current approaches to end of life care and strategies to build coping and resiliency and as part of the interprofessional team.
TIPs for Making Learning Activities more “Interprofessional”

✓ 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 discussed/addressed?
  – E.g. Are important contributions of different team members highlighted?
  – E.g. Is learning about how team members work together discussed?
  – E.g. Are strategies that enable interprofessional communication discussed?
# Points for Interprofessional Education System (PIPEs)

<table>
<thead>
<tr>
<th>Points</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>Number</th>
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<tbody>
<tr>
<td><strong>A. PROCESS (How)</strong></td>
<td></td>
<td></td>
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<tr>
<td>P1 - Level of IP interactivity</td>
<td>Didactic</td>
<td>Discussion</td>
<td>Interactive</td>
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<tr>
<td>P2 - Number of professions with IPE educated facilitators</td>
<td>1</td>
<td>2</td>
<td>&gt;2</td>
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<tr>
<td>P3 - Number of professions represented in student participants</td>
<td>&lt;3</td>
<td>3</td>
<td>&gt;3</td>
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<tr>
<td>P4 - Frequency of interactions across the learning activity</td>
<td>1</td>
<td>2</td>
<td>&gt;3</td>
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<tr>
<td><strong>PROCESS SUB-TOTAL</strong></td>
<td></td>
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<td><strong>B. CONTENT (What)</strong></td>
<td></td>
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<tr>
<td>C1 - Realistic and authentic IP learning activity (performance-based)</td>
<td>See/hear</td>
<td>Talk/Dialogue</td>
<td>Do/ Real Life</td>
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<tr>
<td>C2 - Explicit IPE learning outcomes - number of IPE constructs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
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<tr>
<td>C3 - Debrief period with students and facilitators after IPE learning activity</td>
<td>None</td>
<td>Informal debrief: reflection focusing on content</td>
<td>Facilitated debrief: reflection focusing on content and process (guidelines provided)</td>
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<tr>
<td>C4 - Case-based learning</td>
<td>No cases</td>
<td>Case presentation with some application (adjunct to learning activity)</td>
<td>Dedicated case presentation and in-depth dialogue (primary focus of learning activity)</td>
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<tr>
<td><strong>CONTENT SUB-TOTAL</strong></td>
<td></td>
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<tr>
<td><strong>TOTAL LEARNING ACTIVITY POINTS</strong></td>
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What Students Say

Greatest value placed on clinical experiences with other students and real patients/clients; practice-based experiences
Student-Led Curriculum

• IHI and Quality Improvement
  – Observerships and practicums
• IMAGINE (student-run clinic)
Developing our Educators

• Key strategy to build capacity in practice
• Educational resources
  – DVD series
  – IPE placement handbook & coaching
• Development programs
  – ehpic™
  – Collaborative change leadership
  – Customized training
Cultural context in practice

The InterProfessional Collaborative Organization Map and Preparedness Assessment Project (IP-COMPASS)
IP-COMPASS:  
Interprofessional Collaborative Organization Map and Preparedness Assessment Tool

• IP-COMPASS is a guided self-assessment, quality improvement tool that provides a structured process to help understand the types of organizational values, structures, processes, practices and behaviours that, when aligned, can create an environment that is conducive to interprofessional learning.
Successes to Date

- Stability after the funding ends
- Enhanced curriculum capacity
- Strong partnerships with TAHSN
- Evidence of student impact
- Professional development
- Organizational impact
- Global reach – Institute of Medicine
LOOKING AHEAD…
IMPACT

• Improved Patient Outcomes
  – Access and Quality
  – Care Experience

• Cost Efficiency

• Health Professional Satisfaction
Accreditation in IPE/IPC

• What are the opportunities to:

  – Leverage accreditation for IPE/IPC?
  – Influence educational and practice accrediting bodies in your own systems?
WHAT MUST BE CORE FOR ALL PROFESSIONS?

• Admission/recruitment attributes
• Orientation in practice settings
• Curricular content
• ENABLERS
  – Common time
  – Technology
Assessment of Competence
LEARNINGS
at the interface of education and practice
Partnerships & Engagement

• Partnerships between the university and practice settings is critical for success
• Identify champions at the universities/colleges and in the practice settings
• Develop vision, goals and build curriculum opportunities together
• Build on what is already working
Structures that connect
Structures that connect

- Executive Committee (Deans & CEOs)
- IPE/C Leaders in practice
- Academic Coordinators of Clinical Education
- Inter-faculty Curriculum Committee
- 250+ Community of Practice
- Annual Curriculum Planning Day
Critical Enablers

• Interprofessional roles
  – Expanded VP Education mandate
  – IPE/C Leads in practice
  – Facilitators from both education and practice
• Engaged leaders
• Student voices
• Scaling successes
• Creating a community
IPE as a Lever for Collaborative Practice

- Collaboratively identify areas of strength
- Create opportunities for professions to learn more about each other
- Foster opportunities for reflection amongst practitioners/practice partners
Key Learnings from Our Journey

• *Explicit focus and partnership between education and practice*
• Not waiting for everything to be just right
• “Naming it” – links to the practice setting
• Sharing stories (e.g. narratives, marketing)
• “Fan the fires” – strengths-based
• The real work is about culture change
Additional Resources

http://www.cornellpress.cornell.edu/book/?GCOI=80140100065220
Additional Resources

- www.ipe.utoronto.ca

Contact Information

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