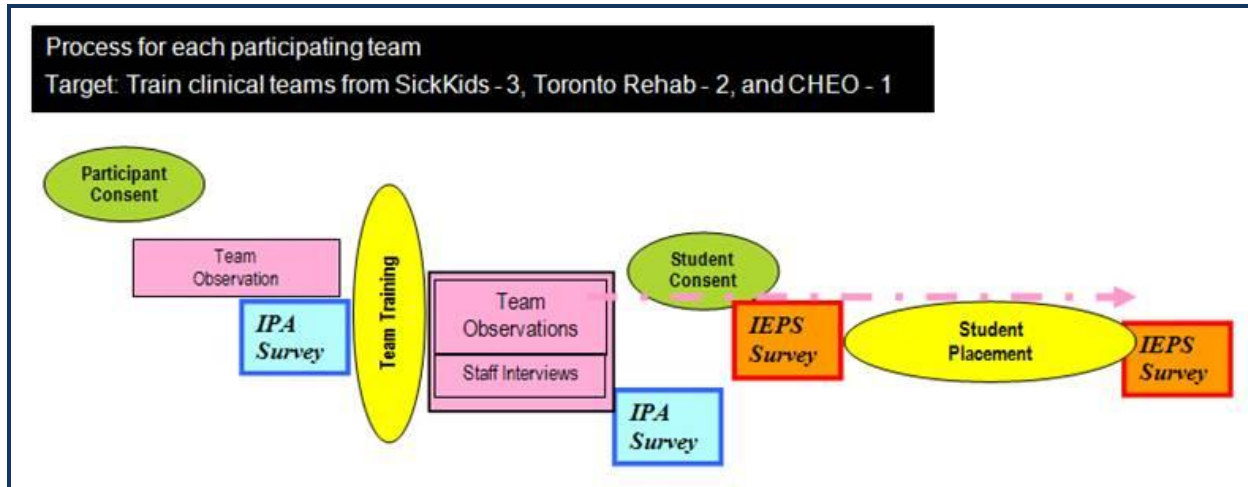


PLP Partner Feedback Report

PLP Process Diagram



Executive Summary

The Partnered Learning Project (PLP) brought together Toronto Rehabilitation Institute (Toronto Rehab), SickKids, and The Children's Hospital of Eastern Ontario (CHEO) in a research study focused on enhancing interprofessional collaboration capacity in both staff and students. This study's simultaneous focus on practicing healthcare professionals and pre-licensure students heightened the complexity of the project while reinforcing the interdependence of IPC & IPE.

Project planning and management practices, applied consistently over the course of the project contributed to a successful completion of the implementation and data gathering phase of the research. Resources that were most stretched during the implementation were time and human resources. The short length of time (18 months) allotted for this project was particularly challenging considering the lead time required for pre-implementation activities such as money transfers and research ethics approvals. Several staff changes also had an impact, particularly in relation to the sensitive role of researcher.

Consistent with the qualitative nature of this research, selected implementation adjustments or enhancements were made at certain points during the study. These included: changes to the IPC workshop in length and curriculum design, enhancements to the IPE curriculum; accommodations to student placement arrangements to satisfy learner group requirements; the addition of staff feedback sessions; and data collection priority adjustments. Other project changes included the introduction of video conferencing to strengthen the linkage between CHEO staff and the Toronto-based project members, the decision to proceed with one rather than two teams at CHEO, and contracting for co-ordination and research assistant services at the CHEO site.

Some PLP achievement indicators can be readily identified, even prior to the completion of the data analysis and publication of results. Among these early indicators are: the enhanced deliverables, feedback and reporting produced by the project team; the overall positive comments and evaluations received from both staff and student participants; the direct participation of 115 staff and students in IPC/IPE learning activities; and the successful project implementation at three sites, resulting in the opportunity for comparing implementation experiences in different situations.

PLP Capacity Building Achievements

Team IPC Workshop Participants

Institution	Team	Workshop		
		Hours	# of Participants	Date
PILOT	• SickKids - Pilot	8	7 + 4	Apr, 2008
Toronto Rehab	• Team 2	4	4	Oct, 2008
	• Team 3	4	14	Oct, 2008
SickKids	• Team 4	4	14	Nov, 2008
	• Team 5	3	12	Mar, 2009
CHEO	• Team 6	3	10	Mar, 2009

Total 64 Workshop Participants

Student IPE Participants

Students participated in a series of IPE tutorials. Typically these would be scheduled weekly for approximately 2 hours but actual hours and timing would depend upon student availability. Hours represent combined tutorial and presentation time. .

Institution	Team	Students	
		Total Hours	# Students x Profession
PILOT	• SickKids - Pilot	9	5 = (show breakdown by profession)
Toronto Rehab	• Team 2	8.5	5 = (show breakdown by profession)
	• Team 3	10	6 = (show breakdown by profession)
SickKids	• Team 4	9	5 = (show breakdown by profession)
	• Team 5	6	4 = (show breakdown by profession)
CHEO	• Team 6	7	6 = (show breakdown by profession)

Total 31 Students IPE Participants

Additional IPE Facilitators

Several workshops were held in conjunction with the PLP project to expand the group of trained IPE facilitators across the three hospitals, and ensure sufficient volunteers would be available to lead the PLP student sessions. Through these workshops **20 IPE facilitators** were trained. (SickKids = 14, Toronto Rehab = 4, CHEO = 2)