

IPE Toolkit: A Toolkit to Assist in the Planning and Implementation of an Interprofessional Education Program for Healthcare Students

A knowledge sharing product
from the

Partnered Learning Project

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Project Partners

The Hospital for Sick Children (SickKids), Toronto

Toronto Rehabilitation Institute (Toronto Rehab), Toronto


Children's Hospital of Eastern Ontario (CHEO), Ottawa





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Introduction

The Partnered Learning Project was an 18-month research study with the purpose of enhancing the interprofessional collaboration capacity of both staff and students in healthcare settings. This IPE Toolkit focuses specifically on the adaptation and development of IPE learning activities for healthcare students on placement with interprofessional healthcare teams. This Toolkit reflects the practices and lessons that emerged from PLP placements which took place in paediatric healthcare facilities that had not previously provided student placements with a focused IPE learning program.

The development of the IPE activities reflected in this toolkit was grounded in the well documented IPE curriculum emerging from the University of Toronto – Office of IPE. It is recommended that users of this IPE Toolkit download the original curriculum, **Facilitating Interprofessional Clinical Learning** to use in conjunction with this Toolkit. The link is provided below. To avoid confusion, hereafter we will refer to the original curriculum document as “the manual”. The icon  , along with a page reference, directs the reader to this important foundational material. Two other symbols are also used in this Toolkit to assist the reader.

 = PLP developed materials  = processes and insights from the SickKids implementation

Download related resources

- PLP developed materials are available under the Resources tab of www.partneredlearningproject.ca
- Facilitating Interprofessional Clinical Learning <http://ipe.utoronto.ca/initiatives/ipc/implc/preceptorship.html>

This IPE Toolkit focuses on the resources, activities, monitoring and evaluation tools used to support the introduction of IPE placements in a paediatric, teaching hospital setting. The material in this Toolkit is organized under the following four broad headings, as appropriate to the subject: process, adaptation or development of materials, lessons learned, and ongoing challenges.

IPE Toolkit - Table of Contents:

1. Role Descriptions

- a) IPE Leader and Placement Co-ordinator
- b) IPE Facilitator
- c) Faculty Development for IPE Facilitators
- d) Preceptor/Clinical Faculty
- e) Clinical Team
- f) Students

2. IPE Placement Components

- a) Introductory Tutorials
- b) Weekly Patient-themed Tutorials
- c) Student Presentation

3. Monitoring Strategies

- a) Facilitator Meetings

4. Evaluation Instruments

- a) Student Evaluations
- b) Preceptor Evaluations

3. Monitoring Strategies

a) Facilitator Meetings

Process

- Meetings between the IPE leader and the co-facilitators were scheduled pre-, mid- and post- the IPE placement in order to assess the students' progress and need for intervention. The focus of the pre- and mid-placement meetings was a review of the placement's organization, the content and design of the tutorials, and the students' engagement in the placement. The meetings also served to keep the IPE leader up to date with respect to the specific details of the placement, and allowed the co-facilitators to strategize for the placement.
- The post-placement meeting allowed the co-facilitators to reflect on the process and provide insight into how the placement could be enhanced and or adapted for different teams.

Adaptation of Materials



Agenda's for each meeting were either used or adapted from Toronto Rehab.
(see Resources *Sample IPE Facilitator Prep Mtg Agenda*)

Lessons Learned



- Formal meeting times are useful to ensure that there is sufficient time for discussion. With busy schedules the co-facilitators felt that without having set time aside that the de-brief meeting may not have occurred.
- While there were agendas in place, an open discussion generally elicits feedback and is an effective strategy to review progress.