

IPE Component in a Practice Setting: Flexible Activities Tip Sheet for Preceptors/Supervisors

1. 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.

2. What is the IPE curriculum?

Health professional students from 11 programs at University of Toronto have the opportunity to develop collaborative competencies through an integrated developmental IPE Curriculum in both the university and practice settings. As part of the U of T IPE curriculum, students are expected to address competencies for IPE through participating in specific learning activities in clinical settings. Currently, this includes a structured (student team) IPE placement or participation in **3 flexible activities**.

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

Each of the activities is described in 3 separate documents that list learning objectives, activity structure, things to consider before beginning, specific expectations for the student and key questions for discussion and student reflection. As you guide a student on exploring suitable activity in implementing IPE flexible activities, please consider the following checklist:

What is an interprofessional education activity?

- 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 addressed? (e.g. Is learning about how team members work together discussed?)

4. What are the 3 flexible activities? How might they impact me?

Activity 1 - Shadowing and/or Interviewing Team Members

Full document available through the following [link](#).

Description: Through shadowing and/or interviewing team members, students will have the opportunity to learn about, from other professions and/or roles, as well as learn with the patient/client/family as part of the team.



- Student will consult with preceptors/supervisors/coordinators about opportunities to shadow/interview team members, considering both regulated and non-regulated profession and roles.
- Students will reflect on other scope of practices and roles as they shadow and/or interview team members as they work with patients/clients/family members, guided by questions listed in the activity documents.
- Students will discuss their reflections with preceptors/supervisors/coordinators or delegates as a valuable opportunity to relate this experience to your work with other professions/roles on the team.

Virtual Options (Only if face-to-face practice opportunities are not available):

- Option A:
 - Consider virtual **shadowing** of a team member as they conduct their role through a secure virtual platform. This could be in a telehealth appointment with a client, caregiver, family/team meeting in which the shadowed profession plays a significant role. The activity, debrief and permissions should be conducted in the same format as the current flexible activity.
- Option B:
 - Consider virtual **interviewing** of a professional / team member to understand their roles through a secure virtual platform. The activity, debrief and permissions should be conducted in the same format as the current flexible activity.
- If consent is granted (patient and team), privacy/security measures should be taken, this could be pre-recorded and shown to the student to carry out the full activity debrief.

As described in the flexible activity, there is an option to have a collaborative debrief (e.g. with other team members or learners involved in the activity) follow the activity. A virtual debrief could be arranged as a beneficial opportunity for collaborative learning for learners and team members.

Activity 2 - Analyzing Interprofessional Interactions of Team Members

Full document and team observation tool available through the following [link](#).

Description: Through observing and/or participating in interprofessional team interactions, learners have the opportunity to analyze the nature of the interactions as well as the impact on their patients/clients/family.

- The format of interactions could be face-to-face meetings, team rounds, team huddles, phone or online meetings and should involve two or more team members of different professions/roles.
- Students will use a structured team observation tool to analyze the interaction for the learner's reflection but the learner is not expected to give feedback to the team.
- Students will reflect on relationships, decision making, communication and collaborative processes of a team, guided by questions listed in the activity documents.
- Students are asked to discuss their reflections, with either you, or a delegate as a valuable opportunity to relate this experience to your interaction and communication with team members.

Virtual Options (Only if face-to-face practice opportunities are not available):

- Option A:
 - Consider attending a virtual team interaction or group meeting virtual shadowing of a profession as they conduct their role through a secure virtual platform. This could be in a team phone or video call where team members will be communicating information about client services or the program more broadly. The activity, debrief and permissions can be conducted in the same format as the current flexible activity.
 - If permissions are granted, privacy/security measures are taken and team members consent, this could be pre-recorded and shown to the student to carry out the full activity.
- Option B:

Alternative team simulation videos are available for students to analyze team interactions but only if no team interaction opportunity (virtual and non-virtual) are available in their practice settings. See Appendix A for team video simulation links and/or contact your faculty's coordinator of clinical education or equivalent role for profession-specific videos if available.

As described in the flexible activity, there is an option to have a collaborative debrief (e.g. with other team members or learners involved in the activity) following the activity. A virtual debrief could be arranged as a beneficial opportunity for collaborative learning for learners and team members.

Activity 3 - Collaborating with Team Members

Full document and team observation tool available through the following [link](#).

Description: In this activity, learners engage in a collaborative activity, inclusive of tasks that have interdependence with one or more team members (i.e. staff member, provider, learner) from another profession/role, and reflect on the factors that enabled or hindered the collaboration.

- Students will consult with preceptor/supervisors about identification of collaborative activity, that occurs as part of assigned responsibilities while on placement or can be arranged with preceptors/supervisors.
- Examples could include history, assessment, treatment, education, care or service planning activities, as relevant to the placement and may be guided by your profession's U of T clinical coordinators.
- Student will reflect on how they functioned and collaborated with other team members and any factors that enabled or hindered teamwork.
- Students are asked to discuss their reflections, with either you, or a delegate as a valuable opportunity to relate this experience to your collaboration and work with team members.

Virtual Options (Only if face-to-face practice opportunities are not available):

- Option A:



- Virtual collaborative practice activities, projects and initiatives where students work with another team member (staff member, provider, learner) from another profession or role in an interdependent collaborative activity as approved by preceptors/supervisors.
- Virtual collaborative teaching presentation which requires interdependent work (preparation and delivery) with one or more team members (i.e. staff member, provider, learner) from another profession/role and reflection on the factors that enabled or hindered the collaboration.
- Option B:
 - A virtual self-reflection assignment can be adapted for your profession's clinical placement if there are no options for a virtual collaborative activity with another role. Please contact your placement coordinator for details.

As described in the flexible activity, there is an option to have a collaborative debrief (e.g. with other team members or learners involved in the activity) follow the activity. A virtual debrief could be arranged as a beneficial opportunity for collaborative learning for learners and team members.

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

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



- Support the student to learn from other team members (e.g. learning about others' roles)

What supports and resources are available for me?

- Your profession's Coordinator of Clinical Education or equivalent placement coordinator role at the University of Toronto
- Your organization may have IPE resources (e.g. library, IPE Lead position, Journal of Interprofessional Care, etc.)
- Centre for IPE, University of Toronto
 - www.ipe.utoronto.ca

Appendix A: Interprofessional Team Video Simulation Links

- Team Rounds Interaction (Ineffective)
<https://www.youtube.com/watch?v=NBNrYOBfWds>
- Team Rounds Interaction (Effective)
<https://www.youtube.com/watch?v=1r31pL1aZDQ>
- One-to-one interaction (Ineffective)
<https://www.youtube.com/watch?v=CtdNQ-sfKg8>
- One-to-one interaction (Effective)
<https://www.youtube.com/watch?v=fsazEArBy2g>
- Teamworks! Gaming Simulation: Team Rounds Meeting
<https://de.ryerson.ca/games/teamworks/#/>