

Interprofessional Education during Fieldwork

Students develop competencies for interprofessional collaborative practice through participation in learning activities in their fieldwork settings. In order to fulfill clinical education IPE requirements, **the student must either participate in:**

- **A Structured (student team) IPE Placement**
- **OR three Flexible IPE Activities**

See the following pages for more information on these topics:

- *IPE Flexible Activity descriptions and requirements for each (Pages 2-13)*
- *IPE Flexible Activities reflection submissions and/or IPE Structured Placement certificates (Page 14)*
- *Frequently asked IPE related questions (Page 15-19)*

IPE Component in a Practice Setting: Flexible Activity 1

Shadowing and/or Interviewing Team Members

Description

Through shadowing and/or interviewing, learners will have the opportunity to learn about, from and with a team member (i.e., a staff member or provider) from another profession and/or role, as well as learn with the patient/client/family as part of the team. This activity could be completed at any point, but is most appropriate for learners in early placements.

Learning Objectives

- Describe role, responsibilities and scope of practice of the person shadowed and/or interviewed in relation to others they collaborate with. Discuss the impact of role interactions on patient/client/family relationships and outcomes.
- Describe the context and culture of the interprofessional environment that enables or hinders collaboration.

Structure

- During the activity, information will be gathered through shadowing (accompanying and observing a team member in practice) and/or interviewing (asking questions of a team member). The choice of whether to shadow, interview or do both will be discussed with the preceptor/supervisor in consideration of the placement setting.
- Suggested time to complete this activity totals approximately three hours, plus preparation and debrief. This includes time spent with at least two team members from another profession/role and debrief with preceptor/supervisor. Consider team members that are both regulated and non-regulated (e.g. pharmacist, home care coordinator, personal support worker, etc.).
- Consider asking the patient/client/family questions about how the different professions and roles work together as a team.
- After completing this activity, consider the Post-Activity Reflection questions in a written (one-page single spaced) reflection or any other form of submission if suggested by your professional program.
- This activity will be followed by a debrief discussion with your preceptor/supervisor.

Note: The activity may be completed individually or as a group (e.g. 2-3 learners could interview and/or shadow an occupational therapist at the same time and, if appropriate, debrief together).

Preparation:

- Review the learning objectives, interview questions and reflection questions, in consultation with your preceptor/ supervisor.
- List all of the team members with whom you interact and reflect on your knowledge of their professions and roles.
- Discuss this list with your preceptor/supervisor and together select at least two team members to shadow and/or interview. Consider selecting professions/roles about whom you know the least and/or one with whom you will collaborate regularly.
- Inquire how to best accommodate the team member being interviewed and/or shadowed. Consider gathering information to support your experience by speaking with a patient/client/family as part of the team. This can be a very rewarding and interesting experience, as it will enable you to learn about collaboration from their perspective.
- Consider your understanding of the professions and roles and come prepared to ask questions of any learning gaps of the profession or setting. Conduct additional research on the profession and/or provider role to be interviewed/shadowed (e.g. review the professional association websites or the patient/client/family chart).

Note: Your preceptor/supervisor should explain the purpose of the activity to team members and obtain consent. Consent must be obtained from the patient/client/family and confidentiality maintained as per organizational policy.

Shadowing Experience

- Shadow team members as they work with others in their role and interact with patients/clients/family/staff members/providers.
- As you shadow and observe the team member, consider the learning objectives of this activity to better understand the role, responsibilities and scope of practice and the interaction of the different professions/roles on patient/client/family relationships and outcomes.
- Ensure that you reflect on the context and culture of the interprofessional environment that facilitates or inhibits collaboration.

Interviewing Experience:**Suggested Interviewing Questions As Applicable – Staff Member or Provider**

1. Learning about you and your role:
 - a. What factors led to you deciding to enter your profession/role?
 - b. How would you describe the scope of practice of your profession and the role you play on this team?
 - c. What do you consider the biggest challenges in enacting your role?
 - d. I would like to practice explaining my role (learner's professional role) to other team members. Please provide me with feedback on the following description of my role...
 - e. I am also learning how to describe other team members' roles. Knowing what I now know, here is how I would describe your role...what feedback do you have for my description of your role?

2. Learning about collaboration on this team:

- a. How and when do you collaborate (e.g. assess, plan and provide intervention) with others on this team? With whom do you collaborate most closely on this team and why? Can you provide a specific example/patient/client/family experience to illustrate?
- b. How do you usually interact with my profession on this team? What goals might we share? How do you contribute to effective decision-making on this team? What factors facilitate or hinder effective decision-making?
- c. Conflict happens in health care and can help benefit a team to make best decisions when managed well. When considering conflict with other team members, to what extent was that conflict related to your roles? What strategies facilitated or hindered a resolution?
- d. Are there areas where you perceive some hierarchies in relationships with other team members? If yes, how do you manage them? If no, what may have contributed to managing differences?
- e. How do you work to establish and maintain relationships on this team?

Suggested Interviewing Questions as Applicable - Patients/Client/Family

1. Learning about collaboration on this team:

- a. Please tell me about your involvement with this team. Whom do you consider a part of your team here and outside of here?
- b. Who on the team do you work with most closely? Can you provide a specific example?
- c. In what ways do you feel part of the team and what enables this? Please provide an example.
- d. Think of the people and processes involved in addressing your health issues here. Are you able to think of any examples of teamwork? If yes, what do you think the impact of these examples might be on how they have managed your health issues? If no, are there instances where teamwork might have been helpful?
- e. I am a learner in _____ (profession). Have you met an individual from my profession previously? What would you like to know about my profession?

Post-Activity Reflection Questions:

After completing this activity, consider the questions below in your reflection. Reflect on your own feelings and learnings from the interaction:

1. What did you learn about the professions/roles on this team that you did not know previously?
2. What are the similarities and differences between the professions/roles (including yours)?
3. What else do you want to learn about the team and its members? What new learning objectives have now emerged for you?
4. How were the patient/client/family voice/goals expressed?
5. Did anything about the experience surprise you or make you uncomfortable? If there was conflict, what were the positions/perspectives behind the conflict and any strategies used to resolve it?
6. What did you learn that you can apply to your own role as a professional and team member in future practice?

Debrief

Preceptor/Supervisor Instructions

- An accompanying Facilitation Tip Sheet and additional facilitation resources are available for Preceptor/Supervisor. These can also be shared with staff prior to the activity.
- Ensure that the learner discusses their reflections, either with you, or a delegate. As an alternative, consider also the opportunity to create time and space for a collaborative debrief (e.g. with other team members or learners involved in the activity) following the activity.
- Review the post-activity reflection questions with the learner. Consider sharing your own reflection on what surprised/resonated with you and any key implications for practice as a professional and team member.
- This is also an opportunity to engage the learner on how you can continue to guide and support this learners understanding of interprofessional collaboration on their placement.

Evaluation:

Your feedback for the flexible activity is welcomed and are used for quality improvement of our learning activities. Please evaluate the content and format of the flexible activity with the link below.

<https://www.surveymonkey.com/r/NNC9XC2>

IPE Component in a Practice Setting: Flexible Activity 2

Analyzing Interprofessional Interactions of Team Members

Description

Successful interprofessional team interactions are based on communication, shared decision-making, respect and shared leadership. 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. This activity could be completed at any point but is most appropriate for learners in intermediate to senior level placements.

Learning Objectives

- Apply the use of a structured team assessment tool.
- Analyze the interactions among team members through the use of a structured tool and reflection on the interprofessional interactions in light of effective team functioning and communication.
- identify factors that contribute to or hinder team collaboration and address conflict, including role ambiguity, power gradients, and differences in goals.
- Synthesize observations to consider recommendations to enhance team functioning and communication.

Note: This will only be used for the learner's reflection and the learner is not expected to give feedback to the team, though it can be reviewed with their preceptor/supervisor.

Structure

- Observe or participate in interprofessional team interactions or team meetings (minimum two recommended).
- Suggested time is at least one hour for the activity, plus preparation and debrief. Interprofessional team interactions/meetings could involve collaborative team planning or clinical interactions such as joint goal-setting, assessments, interventions or service planning.
- The format of interactions could be face-to-face meetings, team rounds, team huddles, phone or online meetings; they should involve two or more team members of different professions/roles.
- Apply a team assessment tool to analyze team interactions. The Jefferson Team Observation Guide (below, page 3) was designed for this purpose; however, a preceptor/supervisor may suggest another similar team assessment tool commonly used at the organization. The tool is ideally completed after the interaction so that the learner remains focused while observing. The tool and notes are not to be submitted as a reflection but rather to inform the final reflection paper.
- After completing this activity, consider the Post-Activity Reflection questions in a written (one-page single spaced) reflection or any other form of submission if suggested by your professional program.
- This activity will be followed by a debrief discussion with your preceptor/supervisor.

Note: Your preceptor/supervisor should explain the purpose of the activity to team members and confidentiality maintained as per organizational policy.

Preparation:

- Review the objectives for this activity and add additional ones that may be important for you. Share any additional objectives with your preceptor/supervisor and any potential challenges that you see.
- With your preceptor/supervisor, select a minimum of two team interactions/meetings (consider group, team or individual-to-individual) to analyze and ensure that the team is clear about the purpose of this activity and your role.

Consider the following reflection questions with your preceptor/supervisor/leader prior to interactions:

1. What supports will I need to perform as an effective interprofessional team member?
2. How I can prepare for collaborating in team meetings?
3. What do I expect will happen when I participate in and observe the team meetings (e.g. how will the team function, what will support the team to reach its goals)?

Rate your level of agreement with each of the following statements:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. There appeared to be a team leader that coordinated the discussion					
2. The team leader facilitated the discussion rather than dominated it					
3. Members of the team came prepared to discuss the case/situation from their discipline specific perspective					
4. Members of the team who were involved in the case/situation contributed to the discussion.					
5. Discussion was distributed among all team members					
6. Members of the team appeared to understand the roles and responsibilities of other members of the team					
7. Team members appeared to have respect, confidence, and trust in one another					
8. Team members listened and paid attention to each other					
9. Team members listened to and considered the input of others before pressing their own ideas					
10. Team members added other supporting pieces of information from their discipline specific perspective regarding the case/situation					
11. The opinions of team members were valued by other members					
12. Team members appeared to feel free to disagree openly with each other's ideas					
13. Team members sought out opportunities to work with others on specific tasks					
14. Team members engaged in friendly interaction with one another					

Adapted from the JEFFERSON TEAM OBSERVATION GUIDE, USED WITH PERMISSION

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Post-Activity Reflection Questions:

After completing this activity, consider the questions below in the reflection followed by a debrief with the preceptor. The bolded questions are the primary questions to consider with additional questions to deepen reflection and discussion as appropriate.

1. Briefly describe the team based interactions that you observed today:

What was the reason for the interaction/meeting and were objectives for the meetings set and met? Consider who was involved (e.g. patient/client/family, providers, support staff, community members, etc.)? Was anyone missing and if so, how was information from that person shared? How was the patient/client/family voice expressed?

2. How did the team members conduct the interactions/meetings?

How would you describe the relationships between team members and how do you think these relationships impact service delivery, patient/client/family care, and team member satisfaction? Consider how decisions were made in the interaction and did all members seem comfortable with the decision? Were there any power differentials or hierarchies and how did they address it (if at all)? If there was conflict, what were the positions/perspectives behind the conflict and any strategies used to resolve it?

3. Describe any factors that enabled or hindered teamwork and collaboration:

Did you observe any structures used to support the team interaction (team ground rules or norms, agendas, technology, phone or video communication)? Where did the interaction take place and how did that impact the communication (location, seating, distractions)? Were there any roles evident such as leader, chair, facilitator, recorder/time keeper, etc. that supported team functioning and participation?

4. Reflect on your own feelings and learnings from the interaction:

Did anything about the experience surprise you or make you uncomfortable? What did you learn that you can apply to your own role and future practice? What recommendations might you suggest for future interprofessional team interactions/meetings?

Debrief

Preceptor/Supervisor Instructions

- An accompanying Facilitation Tip Sheet and additional facilitation resources are available for Preceptor/Supervisor. These can also be shared with shadowed staff prior to the activity.
- Ensure that the learner discusses their reflections, either with you, or a delegate. As an alternative, only if the learner wishes and feels safe to do so, consider a collaborative debrief (e.g. with other team members or learners involved in the activity) following the activity.
- Review the post-activity reflection questions with the learner. Consider sharing your own reflection on what surprised/resonated with you and any key implications for practice as a professional and team member.
- This is also an opportunity to engage the learner on how you can continue to guide and support this learners understanding of interprofessional collaboration on their placement.

Evaluation:

Your feedback for the flexible activity is welcomed and will be used for quality improvement of our learning activities. Please evaluate the content and format of the flexible activity with the link below.

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IPE Component in a Practice Setting: Flexible Activity 3

Collaborating with Team Members

Description

In this activity, learners engage in a collaborative activity with one or more team members (ie staff member, provider, learner) from another profession/role, and reflect on the factors that enabled or hindered the collaboration. This activity focuses on an interdependent task, collaborating with other team members, that occurs as part of assigned responsibilities while on placement or can be arranged with preceptors/supervisors. This activity can be completed at any point but is most appropriate for learners in senior level placements who have a stronger understanding of their professional contributions and are able to work with greater independence.

Learning Objectives

- Work collaboratively with others to perform a shared activity to optimize the quality of service delivery and/ or client/patient/family outcomes/ experiences.
- Effectively facilitate discussions, interactions and collaboration with/among team member(s).
- Analyze factors that enabled or hindered the collaboration.
- Reflect on how to establish and maintain effective interprofessional working relationships with others (e.g. team members) to support achievement of common goals.

Structure

Consult with the preceptor/supervisor to identify a collaborative activity, or multiple activities if available, and determine level of consent and supervision needed. Suggested time is a minimum of a cumulative total of 1 hour time commitment for all collaborative activities, plus preparation and debrief. After completing all activities, consider the Post-Activity Reflection questions in a written (one-page single spaced) reflection or any other form of submission if suggested by your professional program. This will be followed by a debrief discussion with your preceptor/supervisor reflecting on the collaborative activity, as well as factors that enabled or hindered collaboration.

A collaborative activity should:

- Be part of daily practice activities of placement, where possible;
- Involve team members from another profession or role;
- Include interactivity and interdependency between participants regarding a shared goal;
- Provide opportunities to learn about, from and with one another;
- Support the appropriate confidentiality, consent and supervision to manage any risk to a patient/client/family/learner.

Examples of Collaborative Activities

These are examples to support activity choices with preceptor/supervisor. Activities need to be relevant to the profession and placement setting and may be guided by your professional program.

- Screen, interview, assess, plan intervention or treat a patient/client with team members from another profession/role.
- Develop and/or co-lead patient/client/family or staff education with team members from another profession/role.
- Participate in quality Improvement, safety meetings or activities with team members from another profession/role.
- Participate in service delivery, discharge, strategy or care planning with team members from another profession/role.

Preparation:

In consultation with the Preceptor/Supervisor, the following must be ensured:

- Confidentiality, consent and supervision are addressed, as per organizational policy, prior to learners engaging in the activity. Learners should be aware of whom to contact for any questions or support regarding activity or supervision. Appropriate supervision should be clarified for any task involving any risk to a patient/client/family/learner.
- Team members, patients/clients/family and other stakeholders are aware and in agreement with the learners' participation in the activity.
- Timing of activities within the placement and schedule should be considered. This can be completed in one day or occur over the length of a placement.
- The learning objectives and reflection questions are reviewed in advanced and modified as appropriate.
- Any potential challenges should be discussed and addressed with preceptor/supervisor.

Consider the following preparation questions with your preceptor/supervisor prior to collaborative activity:

- What is the goal of the collaborative practice activity?
- Have you clarified your roles and responsibilities and how you will communicate with team members?
- What do you hope to learn through participating in the collaborative activity with a team member from another profession/role?
- Is there anything you need to review or learn in advance to best prepare for collaboration?

Post-Activity Reflection Questions:

After completing this activity, consider the questions below in the written reflection followed by a debrief with the preceptor. Reflect on your own feelings and learnings from the interaction:

1. What did you learn about the role of other team members (e.g. patient/client/family, learners, providers, support staff, community members, etc.)?
2. Did anything about the experience surprise you or make you uncomfortable?
3. How did you work together and make decisions as a team? If there was a difference of opinion or conflict, how was it managed?
4. What factors (relationships, environment, scheduling etc.) enabled or hindered the collaboration?
5. How was the patient/client/family/community voice addressed (as applicable to activity)?
6. What were the benefits of and challenges to collaborating and learning together in this experience?
7. What did you learn that you can apply to your own role and future practice? How will this experience influence your role as a professional and team member?

Debrief

Preceptor/Supervisor Instructions

- An accompanying Facilitation Tip Sheet and additional facilitation resources are available for Preceptor/Supervisor. These can also be shared with team members prior to the activity.
- Ensure that the learner discusses their reflection either with you, or a delegate. As an alternative, consider a collaborative debrief (e.g. with other team members or learners involved in the activity) following the activity.
- Review the post-activity reflection questions with the learner. Consider sharing your own reflection on what surprised/resonated with you and any key implications for practice as a professional and team member.
- This is also an opportunity to engage the learner on how you can continue to guide and support this learners understanding of interprofessional collaboration on their placement.

Evaluation:

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Submission of IPE Structured Placement Certificate and IPE Flexible Activity Reflection Papers

IPE Flexible Activities

- Student completes flexible activity
- Student completes reflection paper following flexible activity, and submits to preceptor / alternate for review and debrief. Student and preceptor / alternate sign the reflection paper and student uploads scanned copy to Quercus website for Mentorship Course (OCT1190Y)
- Student maintains copy of reflection paper in professional portfolio

Structured IPE Placement

- Student completes the placement and receives certificate from placement facilitator(s)
- Student uploads scanned copy of certificate to Quercus website for Mentorship Course (OCT1190Y).
Student maintains copy of certificate in professional portfolio

Fieldwork Interprofessional Education (IPE) Requirements Answers to Frequently Asked Questions

1. What are the IPE Fieldwork requirements?

Students develop competencies for IPE through participation in specific learning activities in clinical/fieldwork settings. In order to fulfill clinical education IPE requirements, during the student's fieldwork experiences the student must either participate in a Structured (student team) IPE Placement **OR** complete three Flexible IPE Activities over the course of their fieldwork experiences.

2. What is the definition of a Structured IPE Placement?

Structured IPE placements must have four primary elements:

- A group of students from a variety of professions,
- Students participate in a series of weekly patient/client-themed tutorials
- Students prepare and share the delivery of a joint presentation or project.
- Structured IPE placements are offered by specific fieldwork sites and will be identified on the placement description as being a Structured IPE Placement.

3. What are the three Flexible IPE Activities?

A brief description of each IPE Flexible Activity is listed below:

Activity 1 – Shadowing and/or Interviewing Team Members

Description: Through shadowing and/or interviewing, students will have the opportunity to learn about, from and with staff/providers from another profession/role who may be involved with the patient/client/family.

Activity 2 – Analyzing Interprofessional Interactions of Team Members

Description: Successful interprofessional team interactions are based on communication, shared decision making, respect and shared leadership. Through observing or participating in interprofessional team interactions, students have the opportunity to analyze the nature of the interactions as well as the impact on their patients/clients/family members.

Activity 3 – Collaborating with Team Members

Description: In this activity, students engage in a collaborative activity or activities with one or more team members or student(s) from another profession/role, and reflect on the factors that enabled or hindered the collaboration. This activity could focus on a task that occurs as part of assigned responsibilities while on placement or could be arranged with preceptors/supervisors.

Each of the flexible IPE activities are described in three 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.

4. When are students expected to work on these IPE Fieldwork requirements?

*Fulfillment of the IPE Fieldwork requirements is built into the Fieldwork 1 course objectives. During Fieldwork 1, students are **required** to complete the first two of the three Flexible IPE Activities OR a Structured IPE to satisfy the Fieldwork 1 requirements. The balance of the IPE requirements can be fulfilled during any subsequent fieldwork.*

5. Do students from other disciplines also have to do fieldwork/clinical placement IPE work?

Yes. Students from most health science programs at the University of Toronto must complete clinical education/fieldwork IPE requirements. The Structured IPE Placements and the three IPE Flexible Activities are essentially the same for each health profession.

6. How do I know if my placement is a ‘Structured IPE placement’?

A Structured IPE placement must contain ALL of the elements listed in the Fieldwork Resource Manual:

<http://ot.utoronto.ca/current/fieldwork-manual-index/mscot-curriculum-and-fieldwork-program/>

In most cases, the fieldwork descriptions posted for students will indicate if the placement offer is a structured IPE placement, or if one is available for registration at the commencement of placement. The fieldwork site will only offer a structured IPE placement if it meets the criteria indicated by the Centre for Interprofessional Education at the University of Toronto.

7. Do I have to let someone know if my fieldwork placement turns into a Structured IPE placement?

The university fieldwork office may not always be aware if / when a site is able to provide a Structured IPE placement, as it might be arranged after the placement offers have been submitted for students to review. If a student completes an IPE placement, they should scan and upload a copy of the certificate received onto the Quercus website for the Mentorship course.

8. If I participate in a Structured IPE Placement for Fieldwork 1, do I have to do the IPE Flexible Activities?

If a student completes a Structured IPE Placement during Fieldwork 1, then s/he has completed the minimum fieldwork IPE requirements for the MScOT degree. The student is not required to, but may (for their own learning and development) complete any additional IPE Flexible Activities during any other fieldwork period.

9. What happens if I am asked to complete a Structured IPE Placement but I have already completed/am completing the Flexible IPE Activities?

If a student has the opportunity to participate in both a structured placement and the three flexible IPE activities, Mentorship course directors will recognize completion as an additional elective Immersion learning activity and will apply it to the minimum IPE requirements.

10. My placement is really interprofessional and I think that it should be considered a Structured IPE Placement even though it has not been categorized as one. Is there any way for it to be considered a Structured IPE placement?

In order for a placement to be classified as a Structured IPE placement, it must contain ALL of the primary elements as listed in the Fieldwork Resource Manual. Only the site itself can confirm if it is an approved site for Structured IPE placements through the Centre for Interprofessional Education at U of T.

11. Do I have to participate in a Structured IPE Placement if the facility I am at decides to make the placement into a Structured IPE placement after I'm there?

Students are encouraged to participate in any Structured IPE Placement offered and available to them at their fieldwork site, at any point during their fieldwork courses. While the minimum requirement for IPE on fieldwork is to complete either three flexible IPE activities, or one Structured IPE placement, there is no maximum.

12. I am doing a presentation for my Fieldwork 2 (or Fieldwork 3 or Fieldwork 4) Structured IPE Placement. Do I have to do another presentation or project in addition to this one?

No, students do not have to do another project/presentation in addition to the one done with the other students for the Structured IPE Placement. If a student's preceptor is requesting that the student does an additional project or presentation and the student has concerns about this, s/he should contact the university fieldwork Instructor.

13. How do I submit proof of having done a Structured IPE placement?

At the end of the IPE Structured Placement, students will receive a certificate of completion. An electronic scanned version of the certificate is to be submitted through the Department of OS&OT OCT1190Y Mentorship Quercus course site.

14. What do I do with the original IPE Structured Placement Certificate?

The original certificate of completion for the IPE Structured Placement should be maintained in the student's professional portfolio.

15. I participated in a certain activity that I think should be considered a Flexible Activity. Can I count this activity as one of the three IPE Flexible Activities?

The IPE Flexible Activities have certain criteria that must be fulfilled. A proposed activity should be compared to the description and learning objectives for each of the three IPE Flexible Activities (see Appendix F of the Fieldwork Resource Manual: <http://ot.utoronto.ca/wp-content/uploads/2015/06/ipe-structured-placement-certificate.pdf>). If the proposed activity fulfills the description and learning objectives of one of the three IPE Flexible Activities, then it can be used as fulfillment for that particular Activity.

16. What if I can only get one IPE Flexible Activity done during Fieldwork 1?

If a student is unable to complete two of the three IPE Flexible Activities during Fieldwork 1, s/he can do so during Fieldwork 2, 3, or 4. IPE requirements must then be completed in Fieldwork 2, 3, or 4 in addition to a project/presentation.

A student should inform the University Fieldwork Instructor if they have not fulfilled the IPE Fieldwork requirements for Fieldwork 1, as access to interprofessional learning activities in future placements will be considered when matching students to placement offers for subsequent fieldwork courses.

17. Am I allowed to do all three IPE Flexible Activities during Fieldwork 1?

No. The Flexible Activities are designed to be developmental. No more than the first two activities can be completed during Fieldwork 1.

18. What if my preceptor wants me to do a project/presentation during Fieldwork 1 rather than the Flexible IPE Activities?

Students should contact the University Fieldwork Instructor if their preceptor wants them to do a project rather than, or in addition to, the Flexible IPE Activities.

19. If I only completed two Flexible Activities during Fieldwork 1, when do I do the third one?

You will need to complete the third IPE Flexible Activity during Fieldwork 2, Fieldwork 3, or Fieldwork 4. You will need to complete the Activity in addition to doing the required project/presentation for that placement block.

20. What happens if I do not complete the Fieldwork IPE requirements by the end of Fieldwork 4?

If a student does not complete the Fieldwork IPE requirements by the end of Fieldwork 4, then the student has not completed all of the requirements for the MScOT degree. At that point, the student would need to consult the university Fieldwork Instructor to arrange completion of any remaining components of the Fieldwork IPE requirements before being granted their degree.

21. If I do one or more IPE Flexible Activities during Fieldwork 2, Fieldwork 3, or Fieldwork 4, do I still have to do a project or presentation during that fieldwork period?

Yes, students will still have to do a project/presentation for Fieldwork 2, Fieldwork 3, and Fieldwork 4 in addition to the IPE Flexible Activities that still need to be completed.

22. Are Reflection papers for the Fieldwork IPE Flexible Activities marked?

There are no grade marks assigned to the Reflection papers for the IPE Flexible Activities. The Reflection papers must be signed by the preceptor/alternate at the fieldwork site, as proof of review and discussion with the student.

24. How do I submit proof of having done the Flexible Activities?

Scanned copies of the IPE Flexible Activity Reflection papers are submitted through the Department of OS&OT OCT1190Y Mentorship Quercus course site and are tracked within the Mentorship Course.

25. I am having problems electronically submitting my Reflection papers/Structured Placement certificate. What should I do?

It is important to carefully follow the instructions for electronic submission of proof of completion of IPE fieldwork requirements as outlined in Appendix F of the Fieldwork Resource Manual:

http://www.ot.utoronto.ca/cs/fieldwork/fieldwork_manual/documents/appendix_f_IPE_Flexible_Activities.pdf

If after reading and following the instructions, you continue to have difficulty with submission, please contact the course instructors for the Mentorship Course.

26. What do I do with the original copies of my Reflection papers on the three Flexible Activities?

The original copies of the Reflection papers for the IPE Flexible Activities should be maintained in the student's personal portfolio.

27. Where do I find out more about MScOT programme IPE requirements?

Please visit the University of Toronto Centre for Interprofessional Education website:

<http://www.ipe.utoronto.ca/>

28. Are there resources for my preceptor to learn more about the Fieldwork 1 IPE requirements?

Preceptors can review the following online resources:

- [The Fieldwork Resource Manual](#)
- [The OS&OT Fieldwork Website](#)
- [The University of Toronto Centre for Interprofessional Education](#)
- [The Fieldwork 1 Course Outline](#)

Preceptors can also contact the university Fieldwork Instructor with questions at any time.