

PROCESS GUIDE FOR IMBEDDING IPE LEARNING WITHIN EXISTING COURSES

1. Identify existing courses where professional practice competencies are developed with an emphasis on: communications, patient/client/family centred care; role clarification; team/group work; leadership; and conflict management
2. Review the course syllabus for the course and determine where one of the course components could be expanded into an interprofessional focus.
3. Consider which aspect(s) of the CIHC National IP Collaboration Competency Framework might fit with the course component identified.
4. Review the IPHER resources (www.ipe.uwo.ca) to identify developed materials that will fit with this component.
5. Consider whether your focus for student learning will be on knowledge, skill, and/or attitude development (see the competency descriptors for assistance).
6. Consider what learning outcomes you wish the students to achieve from this IPE learning component. To evaluate the learning outcomes, you may determine from the instrument set listed on the IPHER web-site (www.ipe.uwo.ca) which instrument will meet your needs.
7. Consider whether you may be able to collaborate with other health professional program(s) to include students in other professions, thus creating a true interprofessional learning experience.
8. If you have chosen an IPE learning component that is administered through the IPHER office, at least one month prior to implementing the component, submit a list of students and their email addresses to the IPHER office for registration into the chosen IPE learning activity.

[CIHC National Interprofessional Competency Framework](#)

Here are some more simple tips for embedding IPE into existing curricula:

- When using a case to help students integrate learning, ask them to identify other professions that might work with the client in the case and to explore what the roles of the other professions would be in meeting the client's health needs.
- Also ask students to identify areas where their own role may overlap with roles of other health/social care professionals and to consider how they could collaborate with other professionals and the client to come up with a plan to achieve the client's goals.
- Repeatedly asking students to consider other professional roles and the value of inter-professional collaboration helps them to develop their identity as collaborative team members while at the same time developing their own professional identity.

IDENTIFY COURSES WHICH EMPHASIZE IPE PROFESSIONAL COMPETENCY DEVELOPMENT

FOCUS: KNOWLEDGE, SKILLS AND/OR ATTITUDES?

ASSESSMENT

Course #

COMMUNICATION SKILLS



PATIENT/CLIENT /FAMILY CENTRED CARE



COMMUNITY CENTRED CARE/SERVICES



ROLE CLARIFICATION



TEAM FUNCTIONING



