

## ***Points for Interprofessional Education System (PIPEs) Allocation***

University of Toronto IPE Curriculum

This document accompanies the *PIPEs Allocation* table and defines the criteria and terminology used within it. The PIPEs allows the weighting of different types of IPE learning activities to ensure that students take necessary and sufficient electives to compliment the core learning activities and thus cover the core competencies and complete the IPE curriculum. Points are allotted on a three point scale with '0' points given when none or low levels of interprofessional educational activity occur with respect to each criteria, '5' points are earned for an acceptable or moderate amount and '10' points when strong interprofessional education principles are attained.

### **A. Process Criteria**

These criteria refer to how the learning occurs within the activity. Two process criteria must receive points to be included in the curriculum, with a minimum of 10 points accrued in this category.

#### *P1 – Level of interactivity*

This refers to the degree of interactivity within a learning activity. This may include very minimal interactivity, as exemplified by a didactic lecture where most of the information-giving is one-way from the lecturer(s) to the students (0 points). Moderate interactivity is seen when large and small group discussion occurs on a topic or issue within the activity (5 points). Finally, maximum interactivity is noted when students are engaged in interaction with a client/patient/family or other professionals or a simulation of the same (10 points).

#### *P2 –*

#### *Number of facilitators from different professions*

This criterion refers to the number of different professions that are represented in the facilitator group. The higher the number, the greater the points accrued. The term profession here is defined as any health care group that is involved in patient/client /family care. The term *health* should be interpreted broadly to include a variety of settings, including those in the education realm and beyond. A health care group may be a regulated or non-regulated profession or may not be typically considered a profession per se. As well, the client/patient/family may be considered as a *health care group* and so should also be counted in this number, as appropriate.

OR

### *Facilitators educated to provide IPE*

If no facilitator education is provided to the session facilitators, then no points are earned. When some information, through either an informal discussion, session or a handout, is given, then '5' points are tallied. When a formal facilitator education session is offered (e.g., ehpic IPE Leadership course, Centre for Faculty Development Stepping Stones Workshop - *Facilitating Groups in Interprofessional Education: Getting Started*, Pain Curriculum facilitator education, hospital IPE clinical placement facilitator education), then the maximum '10' points are accrued.

### *P3 – Number of professions represented in the student participants*

This criterion is a simple count of the number of distinct professional student groups involved in the learning activity. Again, the more involved, the higher the number of points earned. See the note on *professions* above.

### *P4 – Frequency of interactions across the learning activity*

The more discrete occasions the students meet across the length of a learning activity, the more points that are accrued. For example, if a learning activity occurs only once, no points are earned. However, if the activity takes place over two days in one week, '5' points are given and if the activity occurs over more than four discrete sessions, '10' points are accrued.

## **B. Content Criteria**

These criteria focus on what is being learning. Again, two content criteria must receive points to be included in the curriculum, with a minimum of 10 points accrued in this category.

### *C1 – Realistic or authentic learning activity (performance-based)*

More points are awarded the more realistic or authentic the content of the learning activity is. Thus, if the activity involves only watching and listening, such as in an observation or lecture experience, the authenticity level is low and no points are given. When talking or conversation is involved, as in whole or small group discussion or a guided shadowing experience, moderate realism or authenticity is present and '5' points is earned. Finally, when the activity involves performing a task or completing a real-life undertaking in an actual or simulated situation, like dealing with conflict with simulated learners or interviewing a live client/patient, then full authenticity is present and '10' points are earned.

### *C2 – Explicit IPE learning outcomes – number of IPE constructs*

Each learning activity must be mapped onto the IPE Core Competencies (see *A Framework for the Development of Interprofessional Education Values and Core Competencies: Health Professional Programs, University of Toronto, 2008*) and then explicit IPE learning outcomes developed. For this criterion, the number of IPE constructs (i.e., values and ethics, communication and collaboration) – one, two or all three - addressed by the learning activity are tallied and given the appropriate points.

### *C3- Debrief period with students and facilitators after IPE learning activity*

Learning activities with a formal, facilitated debriefing session where the learnings are reflected upon, with respect to both process and content, and consolidated are most beneficial interprofessionally. Thus, if a debriefing period does not occur, no points are awarded. If an informal debriefing occurs where reflection is primarily focused on content, then '5' points are given. The comprehensive facilitated debrief is given the maximum '10' points.

### *C4 – Case-based learning*

Case-based learning is a powerful IPE teaching and learning vehicle. Therefore, if cases are not utilized for the content of the session, no points are awarded. If a case presentation is used more as an adjunct to the learning activity with some application of learnings involved during the session, then '5' points are gained. When the IPE learning activity focuses on a dedicated case presentation with in-depth dialogue concerning it, then the maximum '10' points are accrued.

Once the points are totalled, each elective learning activity can be categorized into one of three colours, as follows: **Red for activities with fewer than 40 points, Orange for 40 – 50 points and Green for activities with more than 50 points.**

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