

## Mission

To graduate health professionals prepared to manage and adapt processes in interprofessional (IP) teams necessary to achieve optimum person- and family-centred health and wellness outcomes. This will be achieved through innovative education opportunities for students to learn about, with, and from each other at the University of Manitoba.

## Vision

Improved health and well-being for Manitobans by building a culture of interprofessional education and practice.

*taught*

## Priority Educational Strategies

The Initiative has defined a series of approved education strategies that include:

- Practice Education
- Case based learning
- Early learner IP opportunity

**Priority learning subjects have also been identified and include:**

- Social determinants of health
- Chronic disease prevention and management
- Oral and systemic health
- Patient safety and quality improvement
- Health education

## Definitions

### Interprofessional Education

Interprofessional Education (IPE) occurs when two or more professions learn about, with and from each other in order to improve collaboration and the quality of care. (adapted from World Health Organization (2010): Framework for Action on Interprofessional Education & Collaborative Practice)

### Collaborative Practice

Collaborative practice occurs when health providers work with people from within their own profession, with people outside of their profession and families/communities as required to support the health and wellness of individuals. Collaborative practice requires a climate of trust and value, where health providers can comfortably turn to each other to ask questions without worrying that they will be seen as unknowledgeable. (adapted from CIHC, 2010)

### Person Centred-Health and Wellness

Person Centred Health and Wellness means that the individual (and his/her family, if applicable) is in charge of their own health and wellness. Person-centred Health and Wellness involves listening to individuals and their families and engaging them as a member of the health team when making health promotion and care decisions. (adapted from CIHC, 2010)



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# The University of Manitoba Interprofessional Education Initiative



*Teamwork must be taught*

# The University of Manitoba Interprofessional Education Initiative

The University of Manitoba Interprofessional Education Initiative (the Initiative) was formed by the Deans of participating health science academic units within the University of Manitoba (UofM). In creating the Initiative, the Deans recognized the need to have a program that fosters respect for all professions and their unique requirements, embeds interprofessional learning activities into UofM curriculum, recognizes the role students play in all aspects of interprofessional education, includes faculty and staff across UofM and fosters opportunities and research in interprofessional education and collaborative practice at UofM.

The Initiative is comprised of students, faculty, administrators and staff from UofM who believe that interprofessional education and collaborative practice is fundamental in building a stronger health maintenance and care delivery system.

Since 2008, the Initiative has been led by Dr. Ruby Grymonpre. Under Dr. Grymonpre's leadership the Initiative has continued to flourish.



## Organizational Structure

Creating a comprehensive organizational structure within the UofM was an important first step for the Initiative. Such a structure ensures that the roles and responsibilities of all participants are clear, it allows for a comprehensive and transparent communications mechanism and ensures that activities within the Initiative are coordinated and strategic.

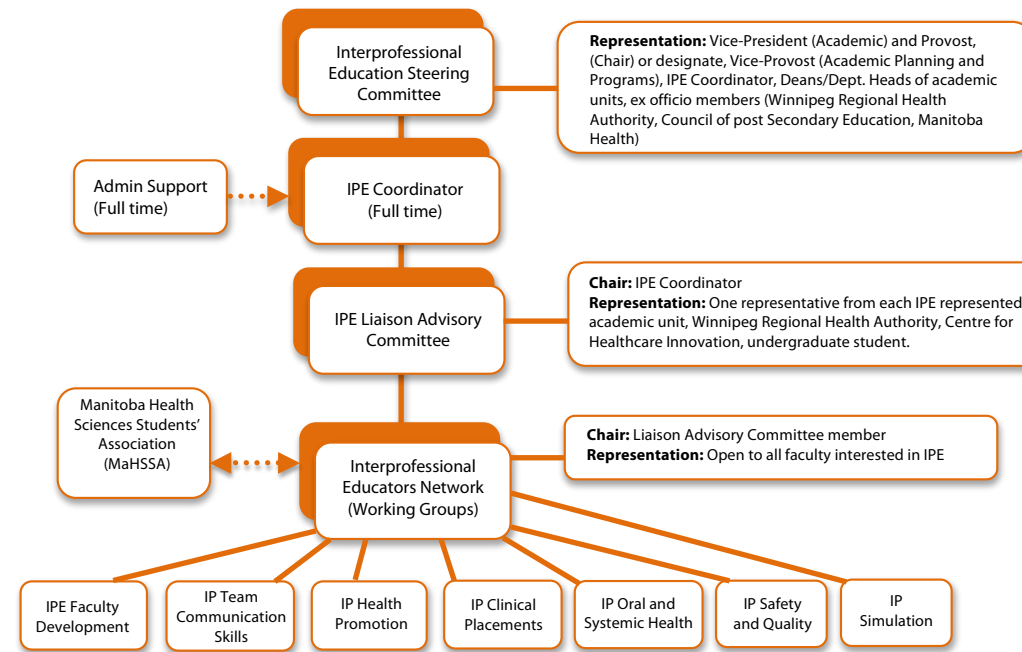
The IPE Coordinator answers directly to the VP (Academic) and Vice-Provost (Academic Planning and Programs). The IPE Steering committee, comprised of the Deans of participating academic units, serves as the decision making body. The IPE Coordinator is supported by a IPE Liaison Advisory Committee, with faculty representation from participating academic units to serve in an advisory capacity, oversee IP curriculum implementation and facilitate communications between the Initiative and the academic units. Various Working Groups are charged with the responsibility of designing, implementing and evaluating IPE Learning Opportunities.

## Participating Academic Units

Students, faculty, administrators and staff from:

- Clinical Health Psychology
- Dentistry
- Dental Hygiene
- Human Ecology
- Kinesiology and Recreation Management
- Medicine
- Nursing
- Occupational Therapy
- Pharmacy
- Physical Therapy
- Physician Assistants
- Respiratory Therapy
- Social Work

## Interprofessional Education (IPE) Organizational Structure



## Partners

Community partners are essential for effective implementation of interprofessional teamwork initiatives in clinical sites where students, staff and faculty work.

Partners include:

- The public
- Winnipeg Regional Health Authority
- Regional Health Authorities of Manitoba
- Professional Regulatory Bodies in Manitoba
- Professional Associations in Manitoba
- Manitoba Government – Manitoba Health – Health Human Resources
- Manitoba Government – Advanced Education – Council of Post Secondary Education
- Other health professional education programs in post secondary institutions in Manitoba
- Other interprofessional education university programs across Canada
- Faculty of Dentistry International
- Centre for Oral & Systemic Health (ICOSH)
- Faculty of Medicine Centre for Health Care Innovation (CHI)

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