Students are expected to address competencies for IPE through participating 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.

Fulfillment of the IPE Fieldwork requirements is built into the Fieldwork 1 course objectives. During Fieldwork 1, students are required to do at least two of the three Flexible IPE Activities OR a Structured IPE to satisfy the Fieldwork 1 requirements. The remaining Flexible IPE Activity must be done in Fieldwork 2, Fieldwork 3, or Fieldwork 4 in addition to the required presentation/project. Students can complete all three Flexible IPE Activities during Fieldwork 1 if desired.

If a student is unable to complete the IPE requirements during Fieldwork 1, the student must then complete a project/presentation to fulfill the Fieldwork 1 requirement. In addition, the IPE Flexible Activities or participation in a Structured IPE Placement must then be completed in Fieldwork 2, Fieldwork 3, or Fieldwork 4.

*Please see pages 2-7 of this document for descriptions and requirements for each IPE Flexible Activity.*

*Please see page 8 for the process to submit IPE Flexible Activities reflections and/or IPE Structured Placement certificates.*

*Please see pages 9-13 of this document for answers to frequently asked IPE questions.*
IPE Component in a Clinical Placement - Flexible Activity 1:
Participation in Interprofessional Team Education

Description:
In this experience, you (student) will have the opportunity to learn about, from and with colleagues (e.g. staff/students from other professions). Examples of educational sessions that may be appropriate include: interprofessional lunch and learn sessions, journal club discussions, patient/client team-based case discussions, and interprofessional grand rounds. Given the diversity of the sessions possible, the opportunities to address the objectives below may vary accordingly.

An interprofessional team education session should include:
- Involvement of 2 or more professions
- Significant interactivity between participants
- Opportunities to learn about, from and with one another
- Interprofessional teaching/learning moments are discussed/addressed

Learning Objectives:
consider how to contribute to advancing effective interprofessional team function through a variety of strategies including, but not limited to:
- reflection
- identification of factors that may contribute to or hinder team collaboration, including power and hierarchy
- assuming diverse roles in an interprofessional group and support others in their roles
- reflect on how to establish and maintain effective interprofessional working relationship partnerships with others (e.g. team members) to support achievement of common goals

Structure:
A minimum of 1 hour participation in interprofessional (IP) team education is suggested in addition to written reflection and discussion (reflection could be with supervisor, or organization’s clinical IPE leader). You may wish to consider completing this activity near the beginning of the student placement to build on learning throughout.

Things to consider before you begin:
The pre and post-session questions on page 2 are a suggested guide and may be modified. This activity does not have to be completed in one day.
Review the learning objectives (above) interview and reflection questions page 2) and modify as appropriate. Discuss these with your supervisor, along with any potential challenges you see arising.
Record your pre-session reflections (questions provided on page 2) and share these with your clinical supervisor.
Ensure that the session leaders are in agreement with your (student’s) participation.

Pre Session Reflections
It is recommended that students record for discussion with supervisor:
1. What is the purpose of the education session?
2. What do you hope to learn through participating in the education session: o About the topic?
   o About the team/other team members?
Post Session Reflections:
After completing this activity, consider the questions below in a written reflection (one page suggested).

1. Who was involved? (e.g. patient/client, team members, other health care staff, community members)
2. How was the patient/client’s voice/goals addressed?
3. What was the value for you in learning in a group with other professionals? What were the benefits of and challenges to learning together in this experience?
4. How has this experience caused you to reflect on your professional role with patient/clients and on teams?
5. In reflecting on this session, what do you think may enable additional interprofessional education or learning about, from and with each other?
6. What have you learned about this experience? How will you apply what you learned today in the future?

Debrief
Clinician Instructions:
Ensure that the student discusses their reflections, either with you, another health care provider, and/or the clinical IPE Leader in the organization.
Consider what surprised you in reviewing the reflections, what resonated with you and how can you continue to guide and support this student’s reflections and interprofessional education.

***Please note that a Supervisor/Staff IPE Tip Sheet for clinicians is available.

IPE Component in a Clinical Placement: Flexible Activity 2: Interviewing/Shadowing a Team Member

Description:
Through interviewing and shadowing, you (student) will have the opportunity to learn about, from and with other team members such as patients/clients, family members or other healthcare professionals.

Learning Objectives:
- describe own role, responsibilities, values and scope of practice effectively to a patient/client
- and how other professions are involved in patient/client/family care
- establish an effective working relationship with a patient/client
- based on patient/client/family needs, consider that preferred practice is interprofessional collaboration
- be prepared to explain the concept of a team
- perform as an effective team member
- by:
  - sharing information effectively
  - listening attentively
  - using understandable communications
  - reflecting on own learning needs in relation to team function
  - responding to feedback from others
**Structure:**
Suggested time to complete this activity is 4 hours total with at least two team members in different roles (e.g. pharmacist, nurse, patient/client). The interviewing/shadowing may be completed individually or on a group basis (e.g. 3 students could interview and shadow an occupational therapist at the same time if appropriate)
Things to consider before you begin:

Ensure that confidentiality and consent are addressed.
The questions are a suggested guide and may be modified.
The order and timing of the activity can be adapted (e.g. shadow first & interview second; interview 1hour & shadow 3 hours).
Review the learning objectives, interview questions and reflection questions; modify as appropriate. Discuss this with your supervisor and any potential challenges that you see.
You may wish to conduct additional research on the professions you will be observing (e.g. review the professional association websites) or the patient/client (e.g. review chart).

How do you select the team members?
List all of the members on this team and reflect on your knowledge about their roles.
Discuss this list with your supervisor and together select at least 2 team members to interview and shadow.
You may want to select the 2 that you know the least about or one you know the least about and one with whom you will collaborate regularly.
The clinical supervisor/student should explain the purpose of the activity to the team members and obtain consent. The supervisor must obtain consent from the patient/client. Interviewing/shadowing a patient/client can be a very rewarding and interesting experience as it will enable you to learn about their collaboration from their perspective.

Interviewing Experience (suggest 1 hour per team member)

Suggested Questions - Health Care Professionals

A) Learning about you and your role:
   1. How did you decide to enter your profession?
   2. How would you describe your scope of practice and is this a typical role for your profession? On this team, what does your assessment & intervention usually involve?
   3. What are the biggest challenges in enacting your role?
   4. I would like to practice explaining my role (student’s professional role) to other team members. Please provide me with feedback on the following description of my role...
   5. 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?

B) Learning about collaboration on this team:
   1. How and when do you assess, plan and provide intervention collaboratively with others on this team? (e.g. in what types of situations).
   2. Who do you collaborate most closely with on this team? Why? Can you provide a specific example/patient/client story to illustrate?
   3. How do you in your professional role usually interact with mine on this team? What goals might we share?
   4. How do you contribute to effective decision making on this team?
   5. How do you work to establish and maintain relationships on this team?
Suggested Questions - Patients/Family Members

A) Learning about you:
1. What brought you to this team?
2. What difficulties and changes have you noticed in yourself recently?
3. What strengths/resources do you use that help you?
4. What are your hopes and plans for the future?
5. Is there anything else you would like me to know about you?

B) Learning about collaboration on this team:
1. Please tell me about your involvement with this team. Who do you consider a part of your team here and outside of here? How would you describe your role as part of the team?
2. I am a student in ______________ (profession). Have you met an individual from my profession previously? What would you like to know about my profession?
3. Who on the team do you work with most closely? Can you provide a specific example?
4. How would you describe the teamwork here? (e.g. Does the work seem coordinated? Do the team members seem to be communicating well with each other?)

Shadowing Experience (suggest 1 hour per team member)
Shadow health care professionals interacting with patients/clients/family members. For patient/client shadows, shadow the patient/client as he/she interacts with other team members.
1. How did the professional interact with the patient/client/family member?
2. How did the actual shadowing compare with your expectations and assumptions?

Reflection:
After completing this activity, consider the questions below in a written reflection. (one page suggested).
1. What did you learn about the roles on this team that you did not know previously?
2. What are the similarities & differences between the 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 was the patient’s voice/goals expressed?
5. How will this experience influence your role as a professional and team member?

Debrief
Clinical supervisor Instructions:
Ensure that the student discusses their reflections, either with you, another health care provider, and/or the clinical IPE Leader in the organization.
Consider what surprised you in reviewing the reflections, what resonated with you and how can you can continue to guide and support this student’s reflections and interprofessional education.

***Please note that a Supervisor/Staff IPE Tip Sheet is available.
IPE Component in a Clinical Placement - Flexible Activity 3:
Participation in Team Meetings

Description:
In this experience, you (student) will participate in a minimum of 2 team meetings in which at least 2 team members are involved (ideally with the same team). Examples of team meetings include: patient/client rounds, discharge planning meetings, and patient/client/family meetings.

Learning Objectives:
- develop awareness of and contribute to continual improvement of interprofessional team dynamics and group processes through effective interprofessional communication
- advance effective interprofessional team function through identification of factors that contribute to or hinder team collaboration and addressing conflict
- work collaboratively with others to assess, plan and/or provide intervention to optimize patient/client outcomes and quality of care
- perform as an effective team member by promoting effective decision making and displaying flexibility and adaptability

Structure:
Suggested time to complete this activity is 2 hours plus time for written reflection and discussion with clinical supervisor; however, this may vary based on your setting.

Things to consider before you begin:
Review the objectives for this activity and add additional ones that may be important for you. Share with your supervisor.
The clinical supervisor will select a minimum of 2 team interactions/meetings and ensure that the team is clear about the purpose of this activity and your role.

Pre-Meeting Questions
Consider the following and discuss with your supervisor:
1. What supports will you need to perform as an effective interprofessional team member and how you should prepare for collaborating in team meetings?
2. What do you expect will happen through collaborating? (e.g. what type of information do you expect you will receive, what information will they expect from you?)
3. What do you expect will happen when you participate in and observe the team meetings? (e.g. how will the team function, what will support the team to reach its goals)

Post-Meeting Reflection:
After completing this activity, consider the questions below in a written reflection (one page suggested).
Description of Team Meetings:

1. Briefly describe the team experiences (why/what was the reason for the meeting, what tasks were completed, were objectives for the meetings met, etc.)
2. Who was involved? (e.g. patient/client, team members, other health care staff, community members). Who wasn’t there and how was information from that person/profession shared? (e.g. how was the patient’s voice expressed)
3. How did the team conduct the meetings? (Including what ‘group roles’ were evident such as chair, facilitator, mediator, clarifier, etc.) Describe how you think the team facilitated the need for all members to have opportunities for active participation.
4. Describe your role in the meetings as a team member. How did you display flexibility and adaptability? How did you promote effective decision making?

Reflections on Team Collaboration:

1. How would you describe the relationship (anticipated or actual) between how the team functions in these meetings and the impact on patient/client care and team member satisfaction?
2. Describe the group process or how the team interacted. (For example, consider how team members behaved, communicated, solved problems, made decisions, provided and responded to feedback, addressed conflict, etc.)
3. What structures or supports impacted team collaboration? (e.g. attendance at meetings, having a clear and agreed upon meeting agenda, etc.)
4. What did you learn that you can apply to your own practice in your role? What learning will you take as a team member in the future?

Debriefing

Supervisor Instructions:
Review the student’s recorded reflections with the student. Consider what surprised you in reviewing the reflections, what resonated with you and how can you continue to guide and support this student’s reflections and interprofessional education.

***Please note that a Supervisor/Staff IPE Tips Sheet for clinicians is available.***
Submission of IPE Structured Placement Certificate and IPE Flexible Activities Reflection Papers

Submission of IPE Flexible Activities Reflection Paper

**Student** completes the IPE Flexible Activity as per guidelines, writes the reflection paper and submits it to preceptor

**Preceptor** reads reflection paper, discusses it with student, and signs it

**Student** submits scanned reflection paper with preceptor signature to Mentorship (OCT1190Y) Blackboard website.

**Student** places signed reflection paper in personal portfolio

Submission of IPE Structured Placement Certificate

**Student** completes the IPE Structured Placement and receives a Certificate of Completion from the facility

**Student** submits scanned certificate to Mentorship (OCT1190Y) Blackboard website.

**Student** places certificate in personal portfolio
Fieldwork Interprofessional Education (IPE) Requirements
Answers to Frequently Asked Questions!

1. What are the IPE Fieldwork requirements?

Students are expected to address competencies for IPE through participating 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.

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

Structured IPE placements must have four primary elements:
- A group of interprofessional students are placed on a common unit,
- Students participate in one to two introductory tutorials,
- Students participate in a series of weekly patient-themed tutorials, and
- Students prepare and share the delivery of a joint presentation or project.

Structured IPE placements are offered by various 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 - Participation in a team educational session

Description: In this activity, students learn about, from and with each other and/or staff members through participation in a team educational session (e.g. lunch and learn sessions, journal club discussions).

Activity 2 - Interview and shadow 2 team members

Description: Through interviewing and shadowing, students will have the opportunity to learn about, from and with team members (e.g. patients/clients, family members or other healthcare professionals).

Activity 3 - Participation in team meetings

Description: In this experience, the student will participate in team discussions (with at least 2 other team members) across at least 2 team meetings (ideally with the same team). e.g. patient rounds, discharge planning meeting, patient/family meeting.

Each of the flexible IPE activities is 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. See Appendix F of the Fieldwork Resource Manual for detailed descriptions of each of the activities:
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 do at least two of the three Flexible IPE Activities OR a Structured IPE to satisfy the Fieldwork 1 requirements. The remaining Flexible IPE Activity must be done in Fieldwork 2, Fieldwork 3, or Fieldwork 4 in addition to the required presentation/project. Students can complete all three Flexible IPE Activities during Fieldwork 1 if desired.

If a student is unable to complete the IPE requirements during Fieldwork 1, the student must then complete a project/presentation. In addition, the IPE Flexible Activities or participation in a Structured IPE Placement must then be completed in Fieldwork 2, Fieldwork 3, or Fieldwork 4.

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

Yes. Students from most health sciences disciplines 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 discipline.

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

A Structured IPE placement must contain ALL of the four primary elements as listed in the Fieldwork Resource Manual: http://ot.utoronto.ca/current/fieldwork-manual-index/mscot-curriculum-and-fieldwork-program/ In most cases, the fieldwork description included on the fieldwork student assignment sheet posted on Blackboard by the university fieldwork Instructor will list that the placement is a Structured IPE placement if it meets the requirements.

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

Occasionally, the university fieldwork office is not informed of a placement being a Structured IPE placement. This is usually due to the fact that fieldwork offers must be submitted months before the placement begins and the facility has not yet finalized the Structured IPE Placements. If a student’s placement becomes a Structured IPE placement, the student should inform the university fieldwork Instructor and/or the university fieldwork administrative assistant as soon as s/he becomes aware of this. After confirming with the fieldwork site, the fact that the placement is a Structured IPE Placement will be added to the fieldwork description of the placement.

8. So, if I participate in a Structured IPE Placement for Fieldwork 1, I don’t have to do the IPE Flexible Activities?

That’s correct! If a student completes a Structured IPE Placement during Fieldwork 1, then s/he has completed the fieldwork IPE requirements for the MScOT degree. The student does not need to do the IPE Flexible Activities during any other fieldwork period.

9. My placement is really interdisciplinary 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 four primary elements as listed in the Fieldwork Resource Manual: http://ot.utoronto.ca/current/fieldwork-manual-index/mscot-curriculum-and-fieldwork-program/. If after comparing a placement to the four primary elements, a student feels that it does meet the criteria, the student should contact the university fieldwork Instructor to discuss this further.

10. Do I get extra IPE credits if I complete a Structured IPE Placement for Fieldwork 2, Fieldwork 3, or Fieldwork 4 after I have already fulfilled the fieldwork IPE requirements?

Students may receive a ‘Green’ IPE credit for a Structured IPE placement completed after they have already completed the fieldwork IPE requirements. The U of T IPE office should be contacted for further information.

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

If students have any concerns about participating in a Structured IPE Placement, they should contact the university fieldwork Instructor to discuss this. The Structured IPE Placement is an excellent learning opportunity that the facilities work hard at putting together. It is very disappointing to the facility if students are not willing to participate as this may affect the ability to offer this learning opportunity to students of other disciplines who do want to participate due to the required multi-disciplinary nature of the placement. That being said, there may be a valid reason for non-participation that can be discussed with the university fieldwork Instructor.

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 submitted through the Department of OS&OT OCT1190Y Mentorship Blackboard course site. Please see page 8 of this document.

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

The original certificate of completion for the IPE Structured Placement should be put into the student’s personal 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 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, for some reason, a student is unable to complete at least two of the three IPE Flexible Activities during Fieldwork 1, the student is required to do a project or presentation to fulfill the Fieldwork 1 requirement. 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 that student will be considered a priority for a Structured IPE Placement for future fieldwork placement periods and/or for a fieldwork placement that is amenable to completion of the IPE Flexible Activities.

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

Yes, students are allowed to do all three IPE Flexible Activities during Fieldwork 1. A student should ensure that his/her preceptor is also in agreement to the student doing all three Activities as the completion of these activities can and does affect the learning experience of the placement.

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. So, if I do all three Flexible Activities during Fieldwork 1 then I’m done the Fieldwork IPE requirements?

Yes, if a student does all three Flexible Activities during Fieldwork 1, s/he has completed the Fieldwork IPE requirements.
21. What happens if I don’t 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.

22. 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.

23. 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 completion of the Reflection papers are what is tracked. The Reflection papers must be signed by the preceptor 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 Blackboard course site and are tracked within the Mentorship Course. Please see Appendix F of the Fieldwork Resource Manual for instructions on the submission of the Flexible IPE Activities Reflection papers. 

25. I’m 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 university fieldwork Instructor or the fieldwork administrative assistant.

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 put into your 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 be directed to several online resources:

The OS&OT Fieldwork Website: http://www.ot.utoronto.ca/community/fieldwork_supervision/index.asp
The University of Toronto Centre for Interprofessional Education: http://www.ipe.utoronto.ca/
The Pre-Fieldwork 1 Preceptor Web Recording: https://play.library.utoronto.ca/HZNUSQCZnEsc

Preceptors can also be directed to contact the university Fieldwork Instructor at any time.