

## IPE ACTIVITY LEVEL GUIDELINES

IPE Credit Level	IPE competencies typically addressed:	Events may include:	Resulting in student being able to:
<p><b>Exposure</b></p> <p>Activities will be of shorter term duration.</p>	<ol style="list-style-type: none"> <li>1. Student can describe their own professional roles and responsibilities and the general scope of practice of other health professionals to colleagues and patients/clients.</li> <li>2. Student knows how to involve other professions in patient care appropriate to their roles, responsibilities and competence.</li> </ol>	<ul style="list-style-type: none"> <li>• shadowing with other professionals where a student does not have a role; student asks this other professional to explain what they think the role of the professional is</li> <li>• journal clubs</li> <li>• special event seminars</li> <li>• lunch and learn activities</li> <li>• case study presentation / discussion</li> </ul>	<ul style="list-style-type: none"> <li>• describe own and other team member's roles, job duties, scope of practice</li> <li>• identify where overlaps occur</li> <li>• identify when to bring in certain professions</li> <li>• discuss why other professions may not be engaged in certain cases</li> </ul>
<p><b>Immersion</b></p> <p>These activities are typically of longer duration than exposure activities and require higher levels of interaction between the health professional students</p>	<p><b>As above, plus:</b></p> <ol style="list-style-type: none"> <li>3. Student collaborates with other professions to establish common goals, provide care for individuals and caregivers, and facilitate shared decision-making, problem-solving and conflict resolution.</li> <li>4. Student contributes to team effectiveness by sharing information, listening attentively, respecting others' opinions, demonstrating flexibility, using common language, providing feedback to others, and responding to feedback from others.</li> </ol>	<ul style="list-style-type: none"> <li>• tutorial courses</li> <li>• E-based learning activities</li> <li>• team-based initiative</li> <li>• communication skills labs</li> <li>• simulation lab (CSBL) initiatives</li> <li>• immersive community care initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• begin to recognize conflict resolution styles</li> <li>• begin to employ conflict resolution techniques</li> <li>• engage in communication appropriate to the team dynamic</li> <li>• explain own discipline specific jargon to others</li> <li>• recognize and utilize personal coping skills</li> </ul>
<p><b>Mastery</b></p> <p>This is the most complex and integrative group of activities. Typically this will be of longer duration than immersion activities.</p>	<p><b>All of above, plus:</b></p> <p>Students will build relationships in a team environment and be actively engaged in team decision making.</p>	<ul style="list-style-type: none"> <li>• longitudinal experiential learning</li> <li>• care plan development using role clarification, effective communication and team functioning</li> <li>• longer duration simulation, community, or clinical involvement where learners can practice contextual, adaptive, role specific practice and engagement</li> <li>• in a team environment, engage communicatively in difficult or high-stakes situations to improve team results</li> <li>• interprofessional quality improvement initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• synthesize professional knowledge in a timely manner and communicate clearly to team members</li> <li>• collaborate to formulate, implement, evaluate, and course correct patient care plans</li> <li>• strengthen relationships with other health care professions</li> <li>• apply various conflict resolution techniques to affect team functioning</li> <li>• elicit and process feedback from different sources (e.g. community, family, patient supports, patient)</li> </ul>