



IPE Event Proposal

Request for IPE Endorsement



To facilitate the accreditation process, advertising, and use of IPE Manager, please ensure your proposal is submitted a minimum of 4 weeks prior to your event.

*A draft agenda must accompany this proposal.

Event Information

Title of IPE Learning Event:

Principal contact:

e-mail:

Event Date(s):

Start/End Times:

Max number of learners that can be accommodated:

Roles of Faculty/Staff in Learning Activity (e.g. planning committee, facilitators, etc.)

Interprofessional Education Event criteria

Interprofessional Event Proposals must address these four requirements:

1. Planning using input from two or more education programs within the FHS

- o Identify the programs involved and how they have contributed to the planning of this event.

2. Recruitment of students from two or more education programs within the FHS

Your target audience includes McMaster Students from (check all that apply):

Bachelor of Health Sciences

Nursing

Child Life Studies

Physician Assistant

Medicine

Physiotherapy

Midwifery

Occupational Therapy

Speech-Language Pathology

Social Work

Other programs/considerations (McMaster programs not listed above, other institutions, only 3rd year students, etc.):

- o Why did you choose to include the above groups, i.e. how is this event relevant to each discipline?

3. Opportunities to learn about, from, and with one another

Make sure your IPE event is not merely ‘shared learning’. IPE accredited events *must* include planned interactivity between participants, please check all learning formats to be employed.

Didactic learning	E-Learning with discussion boards
Small group discussion	Designated networking time
Large group discussion	Role Play
Simulation	Panel Q&A discussion
Other: Please specify below	Problem-based learning

- 4. Teaching and learning about interprofessional practice and education is intentionally integrated into the activity.** The focus of having an IPE credited event is on how the planned session will help a learner to increase their IPE Competencies (listed below). By completing the section below “McMaster Interprofessional Education Competencies”, you are identifying ways in which teaching and learning about interprofessional practice and education are integrated into the event.

If you have identified and are incorporating aspects of interprofessional practice and education apart from the competencies below, please outline here:

McMaster Interprofessional Education Competencies

Which of the four McMaster IPE Competencies will be targeted and how will they be addressed? It is not necessary to include all four competencies. Please select all that apply, write the learning objective(s) and activity planned to meet each objective. For tips on writing learning objectives, please refer to “IPE Developing Learning Objectives”

Competency 1: Student(s) can describe their own professional roles and responsibilities and the general scope of practice of other health professionals to colleagues and patients/clients.

Learning Objective(s):

Event Activity:

Competency 2: Student(s) know how to involve other professions in patient care appropriate to their roles, responsibilities and competence.

Learning Objective(s):



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Event Activity:

Competency 3: Student(s) collaborates with other professions to establish common goals, provide care for individuals and caregivers, and facilitate shared decision-making, problem-solving and conflict resolution.

Learning Objective(s):

Event Activity:

Competency 4: Student(s) 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.

Learning Objective(s):

Event Activity:

What level of IPE credit is being requested? (Please refer to “IPE Activity Level Guidelines”):

Exposure

Knowledge-based activities relating to the first two competencies. Activities focus on describing roles and demonstrating awareness.

Immersion

Activities usually address all four competencies. Students collaborate with other health professions, make decisions, and solve problems together.

Mastery

These activities allow students to integrate their IP knowledge and skills in a team environment and actively engage in team decision –making around patient/ client care.

*****A confirmed attendance list must be submitted by the event organizer within three days of event completion. Only those on the submitted attendance list will be eligible for IPE credit.*****

Before IPE credit is assigned to student IPE transcripts, an electronic PIPER IPE Evaluation survey must be completed. IPE evaluation surveys will be distributed and accessed using IPE Manager.

Direct questions and proposals to the PIPER Program Coordinator at fhspiper@mcmaster.ca