

## **OFFICE OF INTERPROFESSIONAL EDUCATION & PRACTICE**

### **INTRODUCTION**

Patients and families are struggling with increasingly challenging health problems, which often require assessment and management by multiple health professionals over long periods of time. To provide the best possible care, health professionals need to work together as a team. Interprofessional Education (IPE) provides medical, nursing and rehabilitation therapy students with opportunities to learn from, with and about other health professionals. IPE facilitates the development of knowledge and skills to enhance team function and support collaborative, patient-centred care.

### **THE VISION**

At Queen's University in the Faculty of Health Sciences, all health professional schools promote and support Interprofessional Education (IPE). Common IPE competencies have been identified for medicine, nursing and rehabilitation therapy. IPE is integrated throughout the core curriculum and all students have opportunities each year to participate in IPE activities through simulations, the Clinical Education Centre, or in clinical settings.

### **REALIZING THE VISION**

Funding has been provided by the Government of Ontario to establish an Office of Inter-professional Education and Practice whose mandate is to create common strategies, content and resources for interprofessional teaching, learning, and practice for health sciences students and faculty. Students show strong support, interest and enthusiasm for this approach to education. Faculty, as well, are interested and committed.

### **OUR GOALS**

1. To create an environment that is supported by stakeholders (including administration, clinicians, students, consumers, and faculty) at Queen's University and in the Kingston community.
2. To create innovative opportunities at Queen's University and its outreach partners to ensure pre- and post-licensure learners across the health professions are able to engage in interprofessional learning opportunities in theoretical and clinical courses and placements.
3. To develop continuing professional development for all faculty and adjunct faculty to ensure common interprofessional learning objectives are developed, provided to teachers and learners, and evaluated through courses and modules.
4. To establish a sustainable Office of Interprofessional Education and Practice.
5. To promote and share at the local level information, resources, and expertise related to teaching interprofessional concepts across health care professions.

We will know that our goals have been reached when . . .

- The mission statement of the Faculty of Health Sciences reflects the growing importance of IPE.
- Students want to come to Queen's because of the excellent IPE program.
- Graduating students are leaders in interprofessional and patient-centred clinical practice.
- Coordination of IPE learning experiences occurs within the Faculty of Health Sciences for clinical placements, Simulation Lab, Clinical Education Centre and curricula in general.
- Competencies in IPE, including role modeling and mentoring, are required of all faculty.
- Health care administrations function collaboratively to support staff and faculty to become IPE role models.
- Respectful relationships with other health care professionals are supported, promoting a healthier work environment and individuals who are more satisfied in practice.
- Research collaborations exist across disciplines and address multiple determinants of health.

### **THE BOTTOM LINE . . .**

We will know that the program is working well when our research studies examining the impact of IPE

show improvement in continuity of care, enhanced patient safety, increased patient and family participation in care plans, increased patient satisfaction with care, and improved patient care outcomes.

### **FUNDING**

The Ministry of Health and Long-term Care <<http://www.health.gov.on.ca/>> and the Ministry of Training, Colleges and Universities <<http://www.edu.gov.on.ca/eng/tcu/>> offered funding to all academic institutions with Medical Schools in Ontario for a two year period which ended March 31, 2009. Some of the conditions of this funding were that each institution would provide some funding and also extend support to the local community colleges.

The Office of Interprofessional Education and Practice was founded as a result of this generous infrastructure funding. Recently, funding was extended to each of these institutions until April 2010 based on the acceptance of a business plan for this time period and offered funds to other colleges and universities in Ontario which have an IP focus.