THE UNIVERSITY OF BRITISH COLUMBIA

Office of Experiential Education
Faculty of Pharmaceutical Sciences

Entry-to-Practice PharmD Program

Interprofessional Education – Master Plan

Version: October 2018

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Acknowledgements

The Interprofessional Education (IPE) Leads, Larry Leung and Jason Min, at the Faculty of Pharmaceutical Sciences, University of British Columbia (UBC) would like to acknowledge with gratitude the traditional, ancestral, and unceded territory of the Musqueam peoples. In respect to the Musqueam peoples, we acknowledge our responsibility to ensure that the IPE Program for Entry-to-Practice PharmD students promotes respect, professionalism, and culturally safe pharmaceutical care.

We would like to thank the many faculty and staff who have contributed to the development of IPE:

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Introduction

IPE at the Faculty of Pharmaceutical Sciences is under the portfolio of the Office of Experiential Education. Our vision for IPE is to become a global leader in a competency-based program in pharmacy that is integrated and collaborative, to support students in becoming effective interprofessional collaborators in patient care. *"As the scope of pharmacist practice continues to expand and healthcare innovations such as team-based care become firmly established, we need to ensure that our graduates are equipped to succeed in and help shape this evolving landscape." Faculty of Pharmaceutical Sciences Strategic Plan 2017-2022: Catalyst for Change.*

IPE occurs when students, healthcare workers, or health professionals from two or more disciplines work collaboratively to "*learn about, from and with each other to enable effective collaboration and improve health outcomes*" *World Health Organization, 2010*.

The knowledge, skills, behaviours and attitudes developed through IPE will enable students to become interprofessional collaborative ready in the delivery of patient–centred care. Interprofessional collaboration is a partnership between a healthcare team and a patient using a participatory, collaborative, and coordinated approach to shared decision-making around health and social issues.

Training pharmacy students by using this approach will promote future change in the profession of pharmacy and in the overall healthcare system. Patients receive higher quality of care when healthcare professionals collaborate through effective communication and understanding of each other's role. IPE helps to address and achieve the goals set forth by the:

Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes
Canadian Council for Accreditation of Pharmacy Programs (CCAPP) Accreditation Standards for Canadian First Professional Degree in Pharmacy Programs
Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework
Canadian Pharmacists Association (CPhA) Blueprint for Pharmacy

The current IPE learning builds upon a rich history at UBC and is focused on the development and implementation of core competencies across fourteen health professional programs including:

Audiologist
Dentist
Dental Hygienist
Dietitian
Genetic Counselor
Midwife
Nurse

Occupational Therapist
Pharmacist
Pharmacist Technician
Physician
Physical Therapist
Social Worker
Speech Language Pathologist

Section 1 – Strategic Imperatives

We are committed to providing learning and skill development opportunities that will lead to improved interprofessional care of patients. We have four strategic imperatives, in alignment with the Office of Experiential Education, to guide and focus our efforts:

1. **Student Experience:**

   To spiral IPE throughout the Entry-to-Practice PharmD program, ensuring AFPC outcomes, NAPRA competencies, CCAPP accreditation standards, and CIHC Competencies are met.

2. **Practice Educator Experience:**

   To ensure practice educators are well-supported in the delivery of IPE-related content and activities for students on experiential practicums.

3. **Experiential Education Sites:**

   To expand and enrich student opportunities to experience interprofessional collaboration while on experiential practicums.

4. **Program Advancement:**

   To foster meaningful collaboration and partnerships with other health programs and provide leadership in the scholarship of teaching and learning, research and innovation of IPE.

Section 2 – Reporting Structure

- The IPE Lead:
  - Reports functionally to the Director, Office of Experiential Education, and as a curricular theme, reports to the Executive Director, Entry-to-Practice Education.
  - Provides updates to the Associate Dean, Academic, as necessary.
  - Reports on matters of interest to or affecting the Faculty at appropriate Faculty venues as necessary.
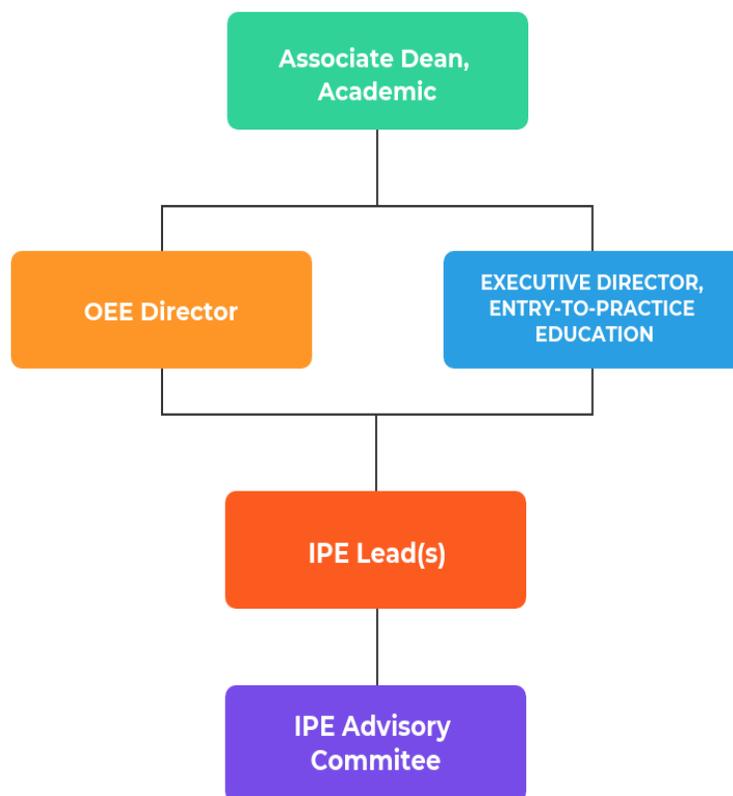
Section 3 – Interprofessional Education Lead

Job Summary

Under the direction of the Director, Experiential Education (the Director), the Interprofessional Education Lead works directly with Faculty members to build and support an excellent competency-based IPE curricular theme in the Faculty of Pharmaceutical Sciences. The IPE theme is to be integrated and collaborative within this Faculty and connect with other health programs to support students in becoming effective interprofessional collaborators in patient care.

Note: If co-leads share the role, the responsibilities below are assumed to be split by mutual agreement.

Appointment Details

The IPE Lead is hired into a 12-month renewable Lecturer and Lead position through a rigorous and standard hiring process. Renewals are processed through the Office of the Associate Dean, Academic. The IPE Lead reports functionally to the Director.

The term of appointment is 12-months, renewable indefinitely. Renewal is subject to a satisfactory review of performance by the Associate Dean, Academic annually.

The role requires a Full Time Equivalency.

Responsibilities

The duties and responsibilities of the Interprofessional Education Lead will include the following:

- Oversee IPE in the BSc (Pharm) and Entry-to-Practice PharmD programs.

- Oversee the Faculty of Pharmaceutical Sciences' IPE Advisory Committee (see Appendix 1).

- Oversee the IPE workload of the appointed Senior Program Assistant(s) and other staff appointed to IPE.

- Increase capacity for interprofessional education opportunities and provide leadership among other health disciplines in the pedagogy, scholarship and innovation of IPE.

- Identify IPE implementation considerations related to transitioning from the current BSc (Pharm) program to the E2P PharmD program.

- Develop the guiding principles and strategic direction for the IPE program.

- Develop the IPE curricular theme in the Entry-to-Practice PharmD program to prepare students to graduate as collaborative practitioners as outlined by the Canadian Council for Accreditation

of Pharmacy Programs - Accreditation Standards for the First Professional Degree in Pharmacy Programs.

- Provide a positive environment in which students are encouraged to be actively engaged in the interprofessional learning process.

- Develop operational policies and procedures for the IPE Advisory Committee related to service delivery, data privacy, data security, use of technology, and other relevant aspects, to be determined.

- Carry forward motions pertaining to IPE when IPE Advisory Committee does not come to a consensus.

- Support faculty members and IPE Advisory Committee members in the creation, and delivery of content that is consistent with program objectives, support, and capacity for IPE.

- Support the development of Faculty development opportunities consistent with enhancing the understanding, support, and capacity for IPE.

- Consult with IPE Advisory Committee members, Module Leaders, Integration Activities Leaders, Element Leaders, and/or Course Coordinators regarding pedagogical approach to incorporating interprofessional content into curriculum

- Participate in scholarly and research activities and conferences specific to IPE when possible.

- Ensure all IPE content is consistent with best-practices in collaborative patient care.

- Ensure the IPE curricular theme aligns with Canadian Interprofessional Health Collaborative (CIHC) core competencies, and the Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes for Entry-to-Practice Pharmacy Programs (see Appendix 2).

- Ensure the IPE curricular theme meets all relevant Canadian Council for Accreditation of Pharmacy Programs (CCAPP) accreditation standards.

- Facilitate and build collaborative relationships with other health Faculty IPE Leads, health disciplines and health care workers.

- Collaborate with OEE in supporting Practice Educators in guiding IPE-specific content for experiential education.

- Collaborate with UBC Continuing Pharmacy Professional Development in guiding IPE-specific content for Practice Educators in the Flexible PharmD program.

Section 4 – Office of Experiential Education Senior Program Assistant

Summary

The Office of Experiential Education (OEE) Senior Program Assistant is available to work with the Interprofessional Education Lead to provide assistance and administrative support for the IPE program. For details about the appointment, responsibilities, and other details related to that role, please refer to the OEE Program Manager.

Section 5 – Curriculum Development

5.1 Six Core Competencies

The IPE Program is embedded in all 4 years of the pharmacy Entry-to-Practice PharmD program and involves an integrative approach with other health disciplines in developing the knowledge, skills, attitudes, and values required for collaboration based on 6 core national competencies from the CIHC:

Core Competency	Objective
1. Interprofessional Communication	Communicate with each other in a collaborative, responsive and responsible manner.
2. Patient/Client/Family/Community-Centered Care	Seek out, integrate and value, as a partner, the input and the engagement of patient/client/family/community in designing and implementing care/services.
3. Role Clarification	Understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and meet patient/client/family and community goals.
4. Team Functioning	Understand the principles of team dynamics and group processes to enable effective interprofessional team collaboration.
5. Collaborative Leadership	Work together with all participants including patients/clients/families to formulate, implement and evaluate care/services to enhance health outcomes.
6. Interprofessional Conflict Resolution	Actively engage self and others, including the client/ patient/ family, in positively and constructively addressing disagreements as they arise.

5.2 IPE Road Map

The IPE Road Map is a visual representation of the learning objectives from the 6 core competencies across PY1 to PY4.

Interprofessional Education (IPE) Road Map

Faculty of Pharmaceutical Sciences

	PY1	PY2	PY3	PY4

Passport Activities: Students are strongly encouraged to participate in interprofessional activities, including on the Passport, based on personal interest.

6 Core Competencies*

Competency 1:
Interprofessional Communication

Competency 2:
Patient/Client/ Family/ Community-Centered Care

Competency 3:
Role Clarification

Competency 4:
Team Functioning

Competency 5:
Collaborative Leadership

Competency 6:
Interprofessional Conflict Resolution

*from "A National Interprofessional Competency Framework", Canadian Interprofessional Health Collaborative, February 2010

PY1 Activities
- UBC Health Connect
- Role Clarification
- Code of Ethics
- iEthics Quartile – I
- eHealth Quartile – I
- Indigenous Cultural Awareness Quartile – I
- Communication Styles
- Patient Centered Care

Learning Objectives:
- Establish team work communication principles
- Actively listen to other team members including patients/clients/families
- Support the participation of patients/clients, their families, and/or community representatives as integral partners alongside healthcare personnel
- Listen respectfully to the expressed needs of all parties in shaping and delivering care or services
- Describe your own role and that of others
- Recognize the diversity of other health and social care roles, responsibilities and competencies
- Use appropriate language to communicate roles, knowledge, skills and attitudes
- Value the potential nature of conflict

PY2 Activities
- iEthics Quartile - 3
- Conflict Management
- Dent/Pharm Case-Based Learning
- Dent/Pharm/PT Case-Based Learning

- Communicate to ensure common understanding of care decisions
- Effectively use information and communication technology to improve interprofessional patient/client/community centred care
- Share information with patients/clients (or family and community) in a respectful manner and in such a way that it is understandable, encourages discussion, and enhances participation in decision-making
- Recognize how to assess others' skills and knowledge appropriately
- Describe the process of team development.
- Develop a set of principles for working together that respects the ethical values of members
- Participate, and be respectful of all members' participation, in collaborative decision-making
- Advance interdependent working relationships among all participants
- Identify common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals
- Recognize the potential for conflict to occur and take constructive steps to address it

PY3 Activities
- Activities TBA

- Develop trusting relationships with patients/clients/ families and other team members
- Ensure that appropriate education and support is provided to patients/clients, family members and others involved with care or service
- Consider the role of others in determining your own professional and interprofessional role
- Effectively facilitate discussions and interactions among team members
- Regularly reflect on your functioning with team learners/ practitioners and patients/clients/ families
- Work with others to enable effective patient/client outcomes
- Apply collaborative decision-making principles
- Effectively work to address and resolve disagreements, including analyzing the causes of conflict and working to reach an acceptable solution

PY4 Activities
- Activities through Experiential Education

- Perform your own role in a culturally respectful way
- Integrate competencies/roles seamlessly into models of service delivery
- Establish and maintain effective and healthy working relationships with learners/ practitioners, patients/clients, and families, whether or not a formalized team exists
- Respect team ethics, including confidentiality, resource allocation, and professionalism
- Co-create a climate for shared leadership and collaborative practice
- Integrate the principles of continuous quality improvement to work processes and outcomes
- Establish a safe environment in which to express diverse opinions
- Develop a level of consensus among those with differing views; allowing all members to feel their viewpoints have been heard no matter what the outcome

Interprofessional collaboration-readiness in the delivery of patient-centered care

5.3 IPE Student Requirements

Definitions

Interprofessional Education	Occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care. (1)
Embedded IPE activities	Mandatory activities that are part of the required coursework in the program that have IPE competencies, learning objectives, and assessment.
Non-embedded IPE activities	Mandatory activities that are not part of a required course, typically conducted outside of scheduled time (e.g. on Program Enrichment Activity Days). These activities have IPE competencies, learning objectives, and assessment.
UBC Health Passport	The IPE Passport is an online tool that enables students to register for and keep track of optional interprofessional learning at UBC. The Passport provides a comprehensive list of IPE activities available to UBC students. (2)
PEADs or Program Enrichment Activity Days	Occur on the same day every week depending on your year (e.g. PY1 students have Friday's as a PEAD but PY2 students have Thursday's). PEADs are used for Faculty activities such as orientations, remedial work, interprofessional education, and community service learning. In general, the October and November PEADs are reserved for IPE work, but there will be exceptions - always refer to the schedule posted on Canvas under your corresponding year.

(1) Freeth D, Hammick M, Reeves S, Koppel I, Barr H. (2005) Effective Interprofessional Education: development, Delivery and Evaluation. Oxford: Blackwell Publishing.
(2) https://passport.health.ubc.ca/

Requirements for Graduation

Embedded IPE Activities

Students will be engaged in mandatory IPE activities within the regularly scheduled course time for their program.

IPE competencies will be assessed through the regular assessments of the course, and marks will contribute to the overall course grade.

Non – Embedded IPE Activities

Students will be engaged in mandatory IPE activities occurring outside the regularly scheduled course time, such as Program Enrichment Activity Days (PEADs). These activities can be organized through different faculties and units including UBC Health.

IPE competencies will be assessed at the conclusion of the activity. Assessment for these activities will be on a case-by-case basis.

Optional IPE Activities

Students will have the opportunity to engage in optional IPE activities occurring outside the regularly scheduled course time. These activities can be organized through different faculties and units including UBC Health.

There will be no assessments linked to optional IPE activities.

Absences

Students with unexcused absences from an IPE activity will not receive any corresponding assessment opportunities. Students should also expect a professionalism infraction to be documented. Consequences of professionalism infractions will be determined by the Mentoring & Advising on Professionalism (MAP) committee.

Students with excused absences from an IPE activity will be exempt from the corresponding assessment. It is up to the course coordinator and/or Module Leader and/or IPE Lead(s) to determine on a case-by-case basis if any additional work will be required.

Remedial opportunities to make up for excused or unexcused absences from IPE activities will not normally be available due to the logistical challenges of creating interprofessional activities. The IPE Lead(s) will determine if additional work will be required on a case-by-case basis for the student to meet expected outcomes.

All students must meet the following IPE requirements of the program according to AP-15:

For each individual IPE activity, please see the corresponding Appendix for the description, learning objectives, partner contacts, and deployment methods.

	Embedded IPE Activities	Non-Embedded IPE Activities
PY1	Role Clarification (see Appendix 4) Code of Ethics (see Appendix 5) Communication Styles (see Appendix 6) Patient-Centered Care (see Appendix 7)	Integrated Curricula Student Orientation iEthics Q#1 Professionalism UBC 23-24 Indigenous Cultural Safety Q#1 Resiliency Pharmacy Technician Webinar (see Appendix 8)
PY2	Conflict Management	Pharmacy/Dentistry Case-based Learning Activity (see Appendix 9) Pharmacy/Dentistry/Physical Therapy Case-based Learning Activity (see Appendix 10) UBC 23-24 Indigenous Cultural Safety Q#2
PY3	Contraception Conversation	iEthics Q#3 eHealth Conflict Management UBC 23-24 Indigenous Cultural Safety Q#3 UBC 23-24 Indigenous ultural Safety Capstone Q#4 Medication Reconciliation Activity
PY4	Experiential Education	Optional IPE activities

Embedded IPE Activities:

If a student is held back a year, confirmed through Student Services, they must re-do embedded activities as part of their course-work. However, if they have passed that course, they do not need to repeat the activity.
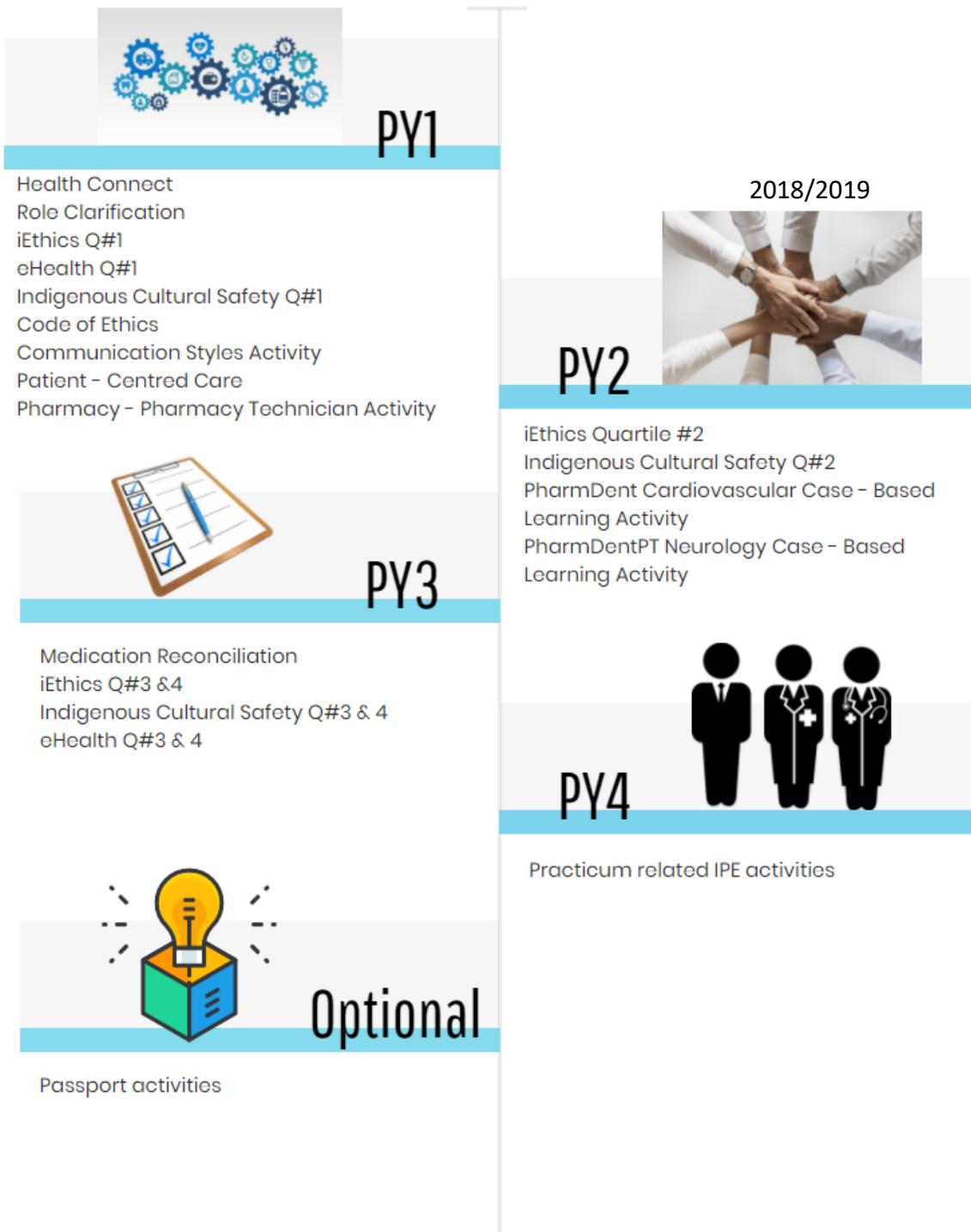
Non-Embedded IPE Activities:

If a student is held back a year, confirmed through Student Services, they do not need to repeat the non-embedded activities for that year level.

Absences

Academic concessions for absences will be granted by Students Services for embedded IPE activities and the PEAD lead for non-embedded IPE activities. They will then notify the IPE Senior Program Assistant for academic concession decisions.

Interprofessional Education Activity Map

PY1

Health Connect
Role Clarification
iEthics Q#1
eHealth Q#1
Indigenous Cultural Safety Q#1
Code of Ethics
Communication Styles Activity
Patient - Centred Care
Pharmacy - Pharmacy Technician Activity

PY3

Medication Reconciliation
iEthics Q#3 &4
Indigenous Cultural Safety Q#3 & 4
eHealth Q#3 & 4

Optional

Passport activities

2018/2019

PY2

iEthics Quartile #2
Indigenous Cultural Safety Q#2
PharmDent Cardiovascular Case - Based
Learning Activity
PharmDentPT Neurology Case - Based
Learning Activity

PY4

Practicum related IPE activities

5.4 IPE Activity Professionalism Infraction Tracking

Reporting Professionalism Related Incidents:

The Faculty of Pharmaceutical Sciences has created a tool that faculty and staff could access to report professionalism infractions of students. This is the Student Progression to Professionalism Competency Tool.

The IPE Senior Program Assistant is responsible for keeping record and input in the Student Progression to Professionalism Competency Tool (Professionalism Infraction Tracker) http://pharmsci-track.sites.olt.ubc.ca/.

After an IPE activity, the IPE leads are emailed a list of students who were late or did not show up for an activity without cancellation notification:

- IPE Passport Activities: Angela Wagner (angela.wagner@ubc.ca) of UBC Health will email this information.

- Embedded IPE Activities: IPE leads, Larry Leung and Jason Min, and other course coordinators will have this information.

- By September 2017, all students who were late or did not show up for an IPE activity and did not provide cancellation notification within 48 hours as per IPE Passport policy will be tracked as professionalism infraction incidents.

The email is forwarded to the Senior Program Assistant. This email contains all the information needed for the professionalism infraction tracker. You will need to input the following:

- Student's First and Last Name
- Student Number (if available)
- Date of Occurrence
- Professionalism Criteria – There is a Professionalism Criteria Description tab on the webpage if you would like to understand each criteria better.
- Detailed account of the incident – Please give the detailed accounts of what occurred (late, missed activity/no show, no cancellation notification), name of the IPE event/activity, date, who were involved, outcome and any follow up done.

After entering all information on the Professional Infraction Tracker, confirm and email IPE leads to update them that this has been done.

A generic template letter will then be sent to the student with regards to the infraction made.

5.5 IPE Activity Completion Tracking

The IPE Activity Completion tracking document will track E2P PharmD students and IPE activities they have missed or will miss going forward at every year level i.e. PY1 (G2020) and PY2 (G2019) so far. The IPE Senior Program Assistant to is responsible for updating and maintaining this spreadsheet.

This document can be found in Sync using this path: Sync → IPE Activities Folder → IPE Activity Completion Tracking Spreadsheet. This folder can be accessed by the IPE Leads, IPE Senior Program Assistant and Student Services.

1. Different sources will email a list of students who missed these IPE activities to the IPE leads.

Sources of Information:

- **Student Services**: If a student has taken leave of absence, dropped/left the program, suspended, or on vacation. Connect with Jennifer Chatterton (jennifer.chatterton@ubc.ca) at Student Services. Student Services will email appropriate course coordinators the student's identification if such situations arise.
- **UBC Health**: Connect with Angela Wagner (angela.wagner@ubc.ca) of UBC Health. She will email names of students who have missed any activity.
- **Embedded in the course**: Course coordinators will inform IPE leads of student names that need to be marked.

2. The email will be forwarded to the Senior Program Assistant for tracking.

3. Once name of student has been confirmed, track on the spreadsheet with an "X" mark activities the student have missed and will miss going forward. (An example would be if a PY1 (G2020) student took a leave of absence middle of the school year and will be back next year, this student would have done some of the IPE activities earlier in the year, ONLY mark all IPE activities that will be missed for PY1.)

								PY1		
UBC Health Connect		Role Clarification Part 1		Role Clarification Part 2		iEthics Quartile #1		Code of Ethics		Communication Styles		Patient-Centred Card		Pharmacy Technician Webinar	
											X		X	

4. Update the spreadsheet as soon as email or information has been received so as not to lose information in the inbox. Email and confirm with IPE leads that tracking has been done.

5.7 Student - Led IPE Activities Policy

Student - Led IPE Activities

1. Student is to identify appropriate Faculty Support Contact for the IPE Activity depending on content.
2. The Faculty Support Contact must be an expert on the content of the IPE activity (not necessarily IPE leads).
3. The IPE leads will be involved in content including:
   - eHealth
   - ICS
   - Primary Care
4. It is not mandatory for students to let the IPE leads know of the IPE activities. As long as they have identified the Faculty Contact Support who will review the activity and the IPE Passport Activity Application Form.
5. Students and Faculty Support Contact are encouraged to use the IPE leads as a resource.

Student-Led IPE Activity Policy

Faculty Support Contact

Students are to identify appropriate faculty support contact for the IPE activity depending on the actvity's content

Content Expert

The faculty support contact must be an expert on the content of the IPE activity (may not always be the IPE leads)

Resources

Students and faculty support contact are encouraged to use the IPE leads as a resource

Activity Content Review

The identified faculty support contact will review the content of the activity, as well as the IPE Passport Activity Application form. It is not mandatory to involve the IPE leads in every activity.

No Faculty Supervision

Student-led IPE activities will not require faculty supervision or attendance to ensure that activities are fully student-run and sustainable moving forward.