

DEVELOPING AN IPE CURRICULUM FRAMEWORK FOR A COMMUNITY COLLEGE

About George Brown College

Established in 1967 by the Ontario Government, George Brown is now one of the largest and most diversified colleges in Ontario. Its three campuses in downtown Toronto are easily reached by most people in the Greater Toronto Area by public transportation. It annually enrolls more than 12,000 full-time students in more than 150 programs ranging from one-year certificates to four-year bachelor's degrees and provides training and education for 17 different health sciences disciplines, representing about half of the health-care disciplines trained by Ontario Community Colleges. Our health-care programs include:



Oral Health Programs

- Dental Assistant
- Dental Hygiene
- Dental Technology
- Denturism
- Restorative Dental Hygiene



Health and Wellness Programs

- Activation/Gerontology
- Fitness and Lifestyle Management



Health Technology Programs

- Health Information Management
- Health Informatics
- Hearing Instrument Specialist
- Office Administration – Dental
- Office Administration – Medical
- Orthotics/Prosthetics Clinician
- Orthotics/Prosthetics Technician



Nursing Programs

- Practical Nursing
- Nursing Collaborative Baccalaureate Program
- Personal Support Worker
- Post-basic Specialty Nursing Programs

George Brown
The Toronto City College

The Future of Health Sciences Education

The College has recently launched a significant new strategic initiative focused on the provision of interprofessional education (IPE) across all 17 health sciences programs.

- Over the next few years, our students will *learn* and *explore together* clinical and related issues through joint lectures, seminars and campus events such as our annual Health in the City event
- Students will learn about *working effectively within teams*
- Students will have the opportunity to *apply this learning* within collaborative clinical practice environments or 'living labs'
- A new, purpose-built and leading-edge interprofessional Health Sciences building is planned over the next few years at our St. James campus. The facility will be specifically designed to support IPE

The Critical Path in the Development of IPE Curriculum

- **Phase One:** Convene a working group to identify the framework which will guide the development of IPE curriculum (overarching program outcome and specific learning outcomes related to IPE)
- **Phase Two:** Engage stakeholders, identify appropriate curriculum and resources required to deliver these learning outcomes
- **Phase Three:** Identify, design and implement curriculum through a discovery process: Pilot, then Evaluate, then Adjust or Discard, then Formalize

Our achievements over the first seven months

Phase One completed October – December 2004; Phase Two underway. The College convened an interprofessional faculty committee (IPE Curriculum Working Group) representing all health disciplines trained at George Brown College. The Committee collaborated in the development of an *academic framework* for interprofessional education.

This group will continue as a Steering Committee to develop content and process expertise and act as the *internal champions* as the IPE curriculum is developed and implemented at George Brown College.

This initiative has been endorsed by and is actively supported by an external *IPE Curriculum Advisory Committee*, representing many of the College's community and institutional clinical education partners, who will continue to provide input and advice as we proceed.

George Brown College Framework for IPE Curriculum

IPE Curriculum Framework has three components:

- Overarching IPE Program Outcome Statement
- Four IPE Learning Outcomes
- Detailed IPE Learning Outcome Statements

I. Overarching IPE Program Outcome Statement

Through our interprofessional education (IPE) strategy, it is our intention that a George Brown College graduate, who has been involved in interprofessional education focusing on patient/client-centred health care, will:

- Appraise his/her own profession within (i) the context of other health-care professions and (ii) the broader social, ethical and regulatory health-care framework,
- Function as a team member, work synergistically and build relationships with others while integrating their professional perspectives, and
- Practice and promote collaborative and patient/client-centred health care within an evolving health-care system.

II. Four IPE Learning Outcomes

Learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified (source: Ontario Ministry of Training, Colleges and Universities).

The IPE Curriculum Working Group identified a series of *four distinct but interwoven Interprofessional Learning Outcomes*. That is, we expect our students to be able to:

1. Appraise the relationship between one's own profession and the background, scope and roles of other healthcare professionals.
2. Evaluate one's ability to work in a team.
3. Participate collaboratively as a health team member to support patient/clients' achievement of their expected health outcomes.
4. Assess the impact of the broader legislative and ethical framework on inter-professional practice.

III. IPE Learning Outcome Statements

Based on the four Interprofessional Learning Outcomes, the IPE Curriculum Working Group has articulated a series of specific Interprofessional Learning Outcome Statements which specify, in greater detail, what would be expected of graduates and where future curriculum can be focused. In some cases and where relevant, the statements are based on existing College Learning Outcome Statements published by the Ontario Ministry of Training, Colleges and Universities, and adapted for an interprofessional context. [Our Learning Outcome Statements](#) are available upon request.

Next Steps

Completing Phase 2

The IPE Curriculum Working Group is now preparing to engage a broader group of key stakeholders (faculty, students and external partners) in the identification of curriculum and resources and in preparing the first curriculum pilots. We plan to leverage and building on existing curriculum and to identify new curriculum where required to deliver the IPE learning outcomes.

Preparing for Phase 3

Pilot curriculum initiatives are to be implemented by January 2006 with a commitment to pilot evaluation and implementation of the first formalized IPE credit courses by January 2007.

IPE 'Living Lab' Demonstration Project

- To explore and learn more about how IPE learning spaces should look and function, we've also received approval for an *IPE 'Living Lab' demonstration project* at our Casa Loma campus.
- 1st level of the building at 175 Kendal Ave (currently the Theatre School) will be renovated over the summer to create a number of interprofessional learning and living lab spaces in which to pilot, evaluate and implement some aspects of the IPE curriculum
- [For details about the Demonstration Project, please see our Poster Presentation P12](#)

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