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BACKGROUND

Common terminology supports collaborative IPE curriculum design, implementation, and research across the Faculties of Dentistry, Health, and Medicine.

Setting interprofessional education (IPE) within a theoretical framework enables the curriculum designer to constructively align learning, teaching and assessment and be cognisant of the question ‘what do we want the learner to do as a result of learning?’ (Biggs & Tang, 2007).

“...agreement on the term used to describe such learning is of primary importance”. “A language poorly expressed is a major barrier to educational change” (Gilbert, 2005, p 90).

The established terms and learning taxonomy form a framework for shared communication, shared understanding and set the tone for the collaborative nature of IPE within the three faculties.

Miller’s taxonomy of student learning outcomes is considered to match well with the development of knowledge and skills of health practitioners; as depicted in Table 1, Miller’s phases of learning can also be mapped onto the progression of learning objectives as described in Bloom’s Taxonomy of learning, as depicted in Figure 1, providing guidelines for development of student learning objectives for IPE competencies. Faculty may also find it helpful to construct/describe IPE learning activities along a continuum spanning from “Exposure” through “Immersion” and “Integration”, as adapted from the University of Alberta IPE model and summarized below. These two taxonomies will be used to map the multi-faculty IPE curricula, and to create a common IPE event sheet describing the event (e.g. learning objectives relating to CIHC competencies, along with information such as the participating professions, type of learning activity, class format, mandatory/embedded vs elective; evaluation e.g. formative/evaluative; paper/simulation/OSCE; date, etc).

Selected Resources:

<http://www.hserc.ualberta.ca/TeachingandLearning/VIPER/EducatorResources/CompetencyFramework.aspx>
http://www.ipe.utoronto.ca/sites/default/files/1.1.%20Core%20Competencies%20Diagram_1.pdf
<http://www.otago.ac.nz/healthsciences/staff/ipe/otago593801.pdf>
<http://passport.health.ubc.ca/IPE-Activity-Application.aspx>
<http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/Bloom.pdf>
<https://www.cte.cornell.edu/documents/Assessment%20-%20Blooms%20Taxonomy%20Action%20Verbs.pdf>
<http://www.fresnostate.edu/academics/oie/documents/assesments/Blooms%20Level.pdf>
<http://www.ssih.org/Portals/48/Docs/Dictionary/simdictionary.pdf>
<https://www.ipecollaborative.org/resources.html>

GLOSSARY OF TERMS

Term	Definition
Interprofessional education	“When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” (WHO, 2010)
Health	"a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." (WHO, 1948)
Interprofessional practice = Interprofessional care = Collaborative practice	As per the World Health Organization definition, <i>collaborative practice</i> in health-care occurs “when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, carers and communities to deliver the highest quality of care across settings” (WHO, 2010).
Interprofessional collaboration competencies	As per the CIHC IP Competency Framework, (CIHC,2010) , 6 competency Domains are used: 1) interprofessional communication 2) patient/client/family /community-centred care 3) role clarification 4) team functioning 5) collaborative leadership 6) interprofessional conflict resolution. See full details, including descriptors/sub-competencies of each Domain, available via: http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf
IPE portfolio	IPE/IPHE portfolio: also known as an IPE passport, or IPE record, is a record that maps the student’s interprofessional learning experiences onto the specific requirements of the program (as stipulated by the school/college/faculty).

Term	Definition
Simulation¹	<p>As per the Association for Simulated Practice in Healthcare (ASPIH)* definition: “A technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions. An educational technique that replaces or amplifies real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner (Gaba Future Vision Qual Saf Health Care 2004). A pedagogy using one or more typologies to promote, improve, or validate a participant’s progression from novice to expert (INACSL, 2013). The application of a simulator to training and/or assessment (SSH). A method for implementing a model over time.”</p> <p>*Lopreiato, J. O. (Ed.), Downing, D., Gammon, W., Lioce, L., Sittner, B., Slot, V., Spain, A. E. (Associate Eds.), and the Terminology & Concepts Working Group. (2016). <i>Healthcare Simulation Dictionary</i>. Retrieved from http://www.ssih.org/dictionary.</p>
High fidelity simulation	<p>As per the Association for Simulated Practice in Healthcare (ASPIH)* definition: “ Simulation experiences that are extremely realistic and provide a high level of interactivity and realism for the learner (INACSL, 2013); Can apply to any mode or method of simulation; <i>for example: human, manikin, task trainer, or virtual reality. See also: ENVIRONMENTAL FIDELITY, FIDELITY, REALISM</i>”*</p> <p>*Lopreiato, J. O. (Ed.), Downing, D., Gammon, W., Lioce, L., Sittner, B., Slot, V., Spain, A. E. (Associate Eds.), and the Terminology & Concepts Working Group. (2016). <i>Healthcare Simulation Dictionary</i>. Retrieved from http://www.ssih.org/dictionary</p>

¹ For a comprehensive glossary of terms related to simulation in IP education, see: Lopreiato, J. O. (Ed.), Downing, D., Gammon, W., Lioce, L., Sittner, B., Slot, V., Spain, A. E. (Associate Eds.), and the Terminology & Concepts Working Group. (2016). *Healthcare Simulation Dictionary*. <http://www.ssih.org/dictionary>.

Term	Definition
<p>Standardized patient simulation</p>	<p>As per the Association for Simulated Practice in Healthcare (ASPiH)* definition: “A simulation using a person or persons trained to portray a patient scenario or actual patient(s) for healthcare education (SSH). A modality used for the purpose of practice, learning, assessment, or to gain an understanding of systems or human actions in which standardized (or simulated) patients play a central role. “* *Lopreiato, J. O. (Ed.), Downing, D., Gammon, W., Lioce, L., Sittner, B., Slot, V., Spain, A. E. (Associate Eds.), and the Terminology & Concepts Working Group. (2016). <i>Healthcare Simulation Dictionary</i>. Retrieved from http://www.ssih.org/dictionary</p>
<p>Technology-enhanced healthcare simulation (encompasses high and low technology healthcare simulation)</p>	<p>As per the Association for Simulated Practice in Healthcare (ASPiH)* definition: “A group of materials and devices created or adapted to train healthcare professionals in a simulated environment. Examples include such diverse products as computer-based virtual reality simulators, high-fidelity and static mannequins, plastic models, live animals, inert animal products, and human cadavers (Cook et al.). An educational tool or device with which the learner physically interacts to mimic an aspect of clinical care for the purpose of teaching or assessment.” *Lopreiato, J. O. (Ed.), Downing, D., Gammon, W., Lioce, L., Sittner, B., Slot, V., Spain, A. E. (Associate Eds.), and the Terminology & Concepts Working Group. (2016). <i>Healthcare Simulation Dictionary</i>. Retrieved from http://www.ssih.org/dictionary</p>

WHAT CONSTITUTES AN IPE? (ADAPTED FROM THE UNIVERSITY OF OTAGO MODEL)

1. More than one profession is involved.	Required.
2. Students of one profession learn ² <u>with</u> students from another profession.	Insufficient
3. Students of one profession learn ² <u>from</u> students from another profession – i.e., an active exchange of information occurs between the students from different professions, that grows their understanding of professional contribution (roles/responsibilities/scope of practice/point of view).	Required
4. The activity clearly links to the CIHC competencies (Role Clarification; Conflict Resolution; Collaborative Leadership; Patient/Client/Family-centred Care; Interprofessional Communication; Team Functioning)	Required
5. There is planned interaction between the professions.	Required
6. Students have an opportunity to practise clinical reasoning or clinical skills, in collaboration with students from other professions.	Optional
7. The activity is designed to result in a change in how the students relate to one another.	Required
8. The students have an opportunity to reflect/debrief individually or as a team, on interprofessional and collaborative practice, and their personal development of IP competencies .	Required

² Learning activities can be completed through a variety of modes e.g. real-time, in-person sessions; on-line, asynchronous interactions; remote access technologies.

OVERVIEW IPE LEARNING TAXONOMY

	Miller	Knows: Knowledge, fact gathering					
		Knows How: Interpretation - Application of knowledge					
Continuum of Student Learning	Bloom	Shows How: Demonstration of learning			Does: Performance integrated into practice		
		Remember	Understand	Apply	Analyze	Create	Evaluate
		arrange, define, describe, duplicate, identify, know, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state, examine, locate, quote, tabulate, tell, copy, discover, enumerate, listen, observe, omit, read, recite, record, retell, visualize	explain, describe, illustrate, classify, convert, defend, describe, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, review, select, summarize, translate, interpret, compare, differentiate, associate, contrast, demonstrate, relate, restate, ask, cite, discover, group, judge, observe, order, report, represent, research, show, trace, transform	apply, compute, construct, change, choose, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write, calculate, experiment, complete, paint, teach, report, act, administer, articulate, chart, compute, determine, develop, establish, examine, explain, interview, judge, list, record, simulate, transfer	analyze, categorize, compare, contrast, separate, apply, change, discover, choose, compute, demonstrate, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write, classify, distinguish, infer, explain, select, connect, differentiate, discriminate, divide, order, point out, prioritize, subdivide, survey, advertise, appraise, breakdown, calculate, conclude, correlate, criticize, deduce, devise, diagram, dissect, estimate, evaluate, experiment, focus, organize, outline, plan, question, test	create, design, hypothesize, invent, arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write, substitute, compile, generalize, integrate, organize, prepare, produce, role play, adapt, anticipate, choose, collaborate, express, facilitate, imagine, infer, intervene, justify, make, manage, negotiate, originate, propose, report, schematize, simulate, speculate, structure, solve, support, test, validate	create, design, hypothesize, invent, arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write, substitute, compile, generalize, integrate, organize, prepare, produce, role play, adapt, anticipate, choose, collaborate, express, facilitate, imagine, infer, intervene, justify, make, manage, negotiate, originate, propose, report, schematize, simulate, speculate, structure, solve, support, test, validate
Continuum of Learning Activities	Adapted from U of A	Exposure: Explore <u>interprofessional</u> competencies (concepts, values and contexts; practice skills).		Immersion: Apply <u>interprofessional</u> knowledge and skills; analyze <u>interprofessional</u> concepts, values, and contexts.		Integration: Use and adapt <u>interprofessional</u> knowledge and skills in practice; translate knowledge; seek new knowledge; act for change.	