 <b>DALHOUSIE UNIVERSITY</b>  <b>Interprofessional Education in the SoN</b>	<i>Policy Sponsor:</i> Director, School of Nursing	<i>Approval Date:</i> December 18, 2017
	<i>Responsible Unit:</i> SON School Council	<i>Amendments:</i> Updated August 6, 2025

### **A. Background & Purpose**

The purpose of this policy is to clearly present information and procedures related to the mandatory Interprofessional Health Education (IPHE) certificate and describe the responsibilities of students, faculty, IPE coordinators, and the Associate Director of Interprofessional Education and Simulation-based Education.

It is important that students in the health professions graduate as collaborative practice-ready practitioners who are able to provide person-centered and relationship-centred care in a team environment with the aim of improving health outcomes and the quality of care and services. See: [Faculty of Health Policy Statement on IPHE](#). IPE experiences are mandatory for all entry to practice programs in the Faculty of Health.

Through participating in interprofessional education (IPE) experiences, undergraduate nursing students come to understand and apply the knowledge, skills, and attitudes (i.e., competencies) necessary for collaborative practice.

### **B. Application**

Students in the School of Nursing are required to participate in IPE activities (e.g., simulation-enhanced IPE [Sim-IPE], course-based embedded IPE, IPE mini courses). IPE opportunities are always evolving based on best practices and the latest research evidence. Participation is **mandatory**.

The objective of IPE within the School of Nursing and the Faculty of Health is to assist health professional students with developing the competencies required for collaboration. As such, it is the responsibility of every faculty to promote collaborative practice within their course content, assignments, discussions, etc.

The Canadian Interprofessional Health Collaborative (2024) Competency Framework for Advancing Collaboration offers the following six competency domains (p.5):

1. Relationship-focused care/services - Foster purposeful relationships and promote inclusivity in care/service delivery.
2. Team communication - Ensure clear and respectful communication

- among team members.
- 3. Role clarification and negotiation - Understand and negotiate individual and team roles effectively.
- 4. Team functioning - Optimize team efficiency and effectiveness towards shared goals.
- 5. Team differences/disagreements processing - Address differences and disagreements constructively to maintain team cohesion and relationships.
- 6. Collaborative leadership - Promote shared decision-making and accountability within the team (p.5).

The complete CIHC Framework can be found at: [CIHC-Competency-Framework.pdf](#)

In this policy the term inclusivity, used in the above definition, refers to relationship-focused care/services that are equitable and socially just. When teams communicate in a respectful manner attention is paid to content and relational elements of communication, including efforts to address potential communication barriers (e.g., language, psychological safety, culture, or literacy (CIHC, 2024).

### **C. Definitions**

The SoN aligns with globally recognized definitions in the field of interprofessional education and collaborative practice (IPECP) as defined by InterprofessionalResearch.Global (<https://interprofessionalresearch.global/ipecp-lexicon/>)

Core terminology and definitions that are applicable to IPE in the SoN include:

**Collaborative Practice-Ready:** Refers to individuals/students who feel and demonstrate competence and confidence working collaboratively within an interprofessional team, to improve quality of care and/or to address the Quadruple [Quintuple] aim (Khalili, 2018/2019; Nundy et al., 2022; World Health Organization, 2010, as cited in Khalili et al., 2021, p. 7).

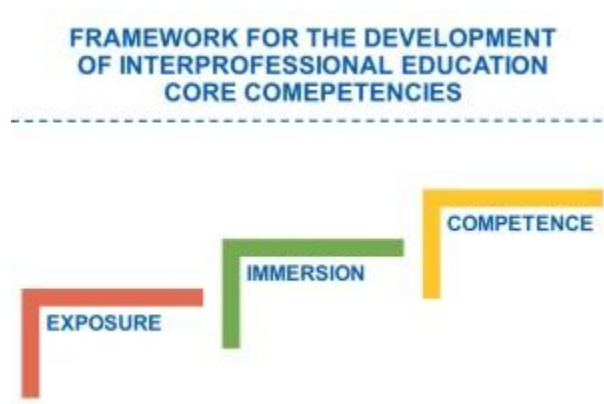
**Interprofessional Collaborative Practice (IPCP):** IPCP in healthcare occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, carers and communities to deliver the highest quality of care across settings (World Health Organization, 2010 as cited in Khalili et al., 2021, p. 6).

**Interprofessional Education (IPE):** Occasions when members or students of two or more professions learn about, with and from each other, to improve collaboration, and the quality of care and services (Centre for the Advancement of Interprofessional Education (CAIPE), 2019 as cited in Khalili et al., 2021, p. 6).

**Interprofessional education and collaborative practice (IPECP):** A term used to describe the total scientific field of study encompassing interprofessional education (IPE) and Interprofessional Collaborative Practice (IPCP); as defined separately in this document (InterprofessionalResearch.Global, 2019 as cited in Khalili et al., 2021, p. 6).

**Developmental levels of collaboration:**

***Exposure - Immersion - Competence IPE Framework (University of Buffalo, 2024, para.7-8)***



Students develop their interprofessional collaborative practice skills by progressing through three developmental levels - EXPOSURE - IMMERSION - COMPETENCE. The design of the IPE experience will determine the appropriate level of development. For example, the First-year IPE Event is at an exposure level, whereas translating theory into practice may be at an immersion or even a competence level of development depending on the learning outcomes and the collaborative experience level of the participating health professional students. Although IPE activities are different in nature (e.g., embedded IPE, simulation-enhanced IPE, clinical practice, mini courses, etc.), participation in a range of IPE will assist the student to achieve collaborative practice readiness.

**Exposure:** The EXPOSURE level provides students with an introduction to the principles of interprofessional collaborative practice. Learning activities emphasize interprofessional teamwork skills, knowledge of the scope of practice of other professions, and the impact of culture on healthcare delivery.

**Immersion:** The IMMERSION level advances the students' development of interprofessional collaborative competencies by providing educational activities in relevant small interprofessional groups. Students have opportunities to demonstrate their interprofessional knowledge and skills during these activities.

**Competence:** The COMPETENCE level learning includes continued development of interprofessional communication, teamwork, and leadership skills while working with patients and clients in interprofessional clinical teams.

**Simulation-enhanced IPE (sim-IPE):** enables learners from different healthcare professions to engage in a simulation-based experience to achieve linked or shared objectives and outcomes (INACSL et al., 2021, p. 49)

#### **D. Policy:**

All undergraduate nursing students are required to complete the IPHE certificate as a requirement for graduation. To qualify for the IPHE certificate, students must complete a **minimum** of four (4) *different* IPE experiences.

Of the 4 IPE experiences,

- One (1) must be the Foundational IPE Event (FIPEE)
- One (1) must be the Cultural Safety in Healthcare for Indigenous People course
- One (1) must be in simulation or the practice environment
- One (1) is open for choice (mini course, simulation, practice environment, IP research course (HLTH3010), HOPES clinic, etc.)

Levels of IPE experience include:

#### Exposure-level

- Foundational IPE Event (FIPEE) **MANDATORY** – in Semester 1 or Semester 3
- Cultural Safety in Healthcare for Indigenous People course (embedded in Clinical Integration) **MANDATORY** – in Semester 4 or Semester 5

#### Immersion-level

- Interprofessional Research course (HLTH3010) – Semester 4
- HOPES clinic - Semesters 6, 7, or 8
- Sim-IPE – in Semesters 4 to 7 [may be pre-requisites listed on Sim-IPE Brightspace site]
- IPE mini-courses\* – in Semesters 5 to 7
  - \*3-2-1 model:
    - Some mini courses will be comprised of 3 classes (could be asynchronous or synchronous) (7-9 hours total) – immersion
    - Some mini courses will be online with 2 classes (typically a preparatory module and then a face-to-face interaction) (4-5 hours total) - immersion
    - Some mini courses will have only 1 class (2 hours total) (e.g., healthcare team challenge) – exposure or immersion

#### Competence-level

- IPE embedded in Clinical integration (Putting it All Together) – in Semester 8

### **E. Administrative Structure:**

Associate Director, IPE & SBE, includes coordination at Nunavut Arctic College

Associate Director, Undergraduate Academics

IPE Coordinators Halifax and Yarmouth campuses (in collaboration with Course Professors and/or Semester Leads)

#### Student Information and Responsibilities:

- All active students must register for IPHE4900 in each semester from Semesters 1 to 8 of the nursing program.
- A student who is on Leave of Absence (LOA) does not have to register for

IPHE4900; however, if a student is changing cohorts and is an active student they must register for IPHE 4900.

- There are no credit hours assigned for IPHE4900. Students must successfully complete the requisite number of IPE experiences (see above) to graduate from the BScN Program.
- It is the student's professional responsibility to track their IPE experiences under the Learning Management System (Brightspace): *Online Community-IPE Certificate Nursing Portfolio*
  - Record each of the IPE experiences **within two weeks** of completing the activity.
  - Those who do not track their IPE experience will be required to enroll in another IPE experience.
- Students will be awarded a *Certificate in Interprofessional Collaboration* from the Faculty of Health to recognize their successful completion of the IPHE4900 course requirements.

#### Faculty Responsibilities:

- Include IPECP content within their pedagogy (class, lab, assignments, rubric) to thread the CIHC collaborative competencies throughout the curriculum [relationship-focused care/services, team communication, role clarification and negotiation, team functioning, team differences/disagreements processing, and collaborative leadership (CIHC, 2024, p.5).
- Commit to ongoing education and development related to IPECP and IPECP facilitation
- Collaborate with the IPE coordinator for guidance and support in application of IPE best practices within their courses (E.g. IPE experiences, assignments, evaluation, etc...)
- When developing new IPE experiences the faculty must follow the IPE approval process and submit the corresponding documentation (link to SON IPE Approval Document)
- Where appropriate embedded IPE experiences are listed in the course syllabus (E.g. Cultural Safety in Health care for Indigenous People in NURS 2725 or NURS 3715)
- Provide the IPE coordinator with the attendance list for students who have successfully completed an IPE experience within their course (E.g. HLTH 3010 passing grade achieved for IPE Discussion Board)
- Course professors Map IPE content/experiences, in the courses for which they are responsible, on the Semester map
- Consider assisting in facilitation of IPE experiences within the SON and FOH (E.g. FIPEE, Cultural Safety in Health care for Indigenous People, and IPE Sims) as part of our professional obligations to support IPECP

#### IPE Administrative Support Person Responsibilities [dependent on HR resources and approval]:

- Utilize the Learning Management System (Brightspace): *Online community-IPE Certificate Nursing Portfolio* the IPE administrative

support person at Halifax & Yarmouth campuses will:

- Update student class list to reflect student progression
- At the end of each semester, confirm that students have completed and tracked the IPE experiences relevant to that semester
- Email students who have not fulfilled their IPE tracking 2 weeks post the event
- Notify the IPE coordinator of any learner that is not fulfilling their tracking responsibilities

#### IPE Coordinators Responsibilities (POLICY, PROCESS, & MENTORSHIP):

- Review all IPE Student Portfolios and submit the grades for IPHE4900 at the end of each semester:
  - Semester 1-7: In progress/Incomplete.
  - Semester 8: Pass/Fail.
- Ensure that all students have equitable access to comparable IPE experiences offered at the Halifax and Yarmouth campuses.
- Orientate students to the IPHE4900 course expectations at the beginning of semesters 1 and 3.
- Collaborate with faculty to provide guidance and support in the application of IPE best practices within their courses (E.g. IPE experiences, assignments, IPE evaluation, etc...).
- Attend SON IPE coordinators monthly meetings and collaborate to advance IPECP within the SON.
- Attend FOH IPE coordinators monthly meetings and collaborate to advance IPECP within the Faculties.
- Ensure that IPECP is threaded throughout the curriculum by reviewing semester maps and ongoing mapping of IPE experiences.
- Assist faculty in the completion of the approval process for new IPE experiences which are then forwarded to Associate Director for IPE/SIM-based education and Curriculum Committee for final approval.
- Make recommendations for the assigned proficiency level of collaboration for each new IPE experience: Exposure, Immersion, Competence.
- Submit a monthly update to the Associate Director of IPE/SIM
- Submit a bi-annual report to the Associate Director for IPE/SIM based education.
- In collaboration with the Associate Director, SBE & IPE provide and inform faculty of professional development opportunities in IPECP on an ongoing basis.
- Submit the list of students who have successfully completed the IPE certificate requirements for graduation to the Associate Director of Student Affairs in April and August each year.
- Provide the list of students who will be attending the FIPEE and the Cultural Safety in Healthcare for Indigenous People to the event coordinators
- Assist in the facilitation of IPE experiences at both the SON and FOH levels.
- Collaborate with faculty and curriculum committee in processes that will evaluate the development of CIHC competencies within our learners (E.g. clinical evaluation/outcomes)
- Advance knowledge translation on IPECP as part of scholarship and professional

development

Associate Director, SBE & IPE Responsibilities:

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- Oversees the longitudinal interprofessional education theme in collaboration with the School of Nursing Interprofessional Education Coordinators and curriculum committee and is accountable to ensure evidence-based interprofessional education curriculum development and implementation
- In collaboration with the IPE SON coordinators and the Curriculum Committee oversees the implementation of IPE education in the SON undergraduate curriculum.
- Accountable to ensure best practices in competency-based IPE curriculum development and implementation.
- Ensure appropriate accreditation requirements for interprofessional education in the Undergraduate and Graduate nursing program are met.
- Ensure integrated interprofessional education competency-based curriculum
- Provide oversight and support in the design, development, implementation, and evaluation of the interprofessional education curriculum.
- In collaboration with education assessment experts, works to utilize and/or develop the appropriate tools for assessment of student performance.
- In collaboration with the IPE coordinators and curriculum committee, provide and inform faculty of educational opportunities in IPECP on an ongoing basis.
- Organize SON IPE coordinators monthly meetings and collaborate to advance IPECP within the SON.
- In collaboration with the SON IPE coordinators review all new IPE experiences and make recommendations for approval to the Curriculum Committee.
- Prepares and submits the bi-annual faculty report related to IPE for the SON.
- Attends and represents the SON on IPECP at the university level.
- Conduct and participate in research to advance knowledge translation on IPECP as part of scholarship and professional development.
- Build on existing interprofessional education program development for an integrated approach to interprofessional education across the continuum that aligns with the Canadian Interprofessional Health Collaborative National Interprofessional Competency Framework and the evidence for effective Interprofessional Education

**F. Procedures:**

- a. Orientate students to the IPHE4900 course expectations.
- b. Inform students of required and available IPE experiences.
- c. Students complete 4 IPE experiences and track experiences on the SON Learning Platform.
- d. Administrative support person (Halifax & Yarmouth campuses) keep student class lists up to date and review student tracking of IPE experiences.
- e. Faculty incorporate IPECP content within the nursing curriculum across all semesters.
- f. All new IPE experiences are reviewed by the Associate Director, SBE & IPE and IPE

coordinators for best practice standards and approved by the SON Curriculum Committee.

- g. IPE Coordinators at each site (Halifax, Yarmouth) submit grades for IPHE4900 each semester.



## Related Resources and References:

<b>University Policies and Documents</b>
<p>Faculty of Health. (n.d.). <i>Interprofessional education. Program requirements.</i> <a href="https://www.dal.ca/faculty/interprofessional-education/students/program-requirements.html#:~:text=Successful%20completion%20of%20IPHE%204900,the%20Faculty%20of%20Health%20Professions.">https://www.dal.ca/faculty/interprofessional-education/students/program-requirements.html#:~:text=Successful%20completion%20of%20IPHE%204900,the%20Faculty%20of%20Health%20Professions.</a></p> <p>Faculty of Health. (n.d.). <i>Interprofessional education. Curriculum requirements.</i> <a href="https://www.dal.ca/faculty/interprofessional-education/programs---initiatives/curriculum-requirements.html">https://www.dal.ca/faculty/interprofessional-education/programs---initiatives/curriculum-requirements.html</a></p> <p>Faculty of Health. (2025-2026). <i>Academic calendars. Policy statement on Interprofessional Health education.</i> <a href="https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&amp;catalogid=135&amp;topicgroupid=40389">https://academiccalendar.dal.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&amp;catalogid=135&amp;topicgroupid=40389.</a></p>
<b>External Documentation</b>
<p>Canadian Association Schools of Nursing, (2020). <i>CASN Accreditation Standards and Framework.</i> <a href="https://accred.casn.ca/our-programs/bscn-program/standards/">https://accred.casn.ca/our-programs/bscn-program/standards/</a></p> <p>Canadian Interprofessional Health Collaborative. (2024). <i>CIHC Competency Framework for Advancing Collaboration 2024.</i> <a href="http://www.cihc.ca">www.cihc.ca</a></p> <p>Nova Scotia College of Nursing. (2020). <i>Entry level competencies for the Practice of Registered Nurses</i> . <a href="https://www.nscn.ca/professional-practice/practice-standards/entry-level-competencies">https://www.nscn.ca/professional-practice/practice-standards/entry-level-competencies</a> INACSL Standards Committee, Rossler, K., Molloy, M.A., Pastva, A.M., Brown, M., &amp; Xavier, N. (2021, September). Healthcare Simulation Standards of Best Practice TM Simulation-Enhanced Interprofessional Education. <i>Clinical Simulation in Nursing</i> , 58, 49-53. <a href="https://doi.org/10.1016/j.ecns.2021.08.015">https://doi.org/10.1016/j.ecns.2021.08.015</a> .</p> <p>Khalili, H., Gilbert, J., Lising, D., MacMillan, K. M., Xyrichis, A. (2021). Proposed lexicon for the interprofessional field. A reprint publication by InterprofessionalResearch.Global (ISBN: 978-1-7366963-1-6). Retrieved from <a href="https://interprofessionalresearch.global/">https://interprofessionalresearch.global/</a></p> <p>Nundy, S., Cooper, L.A., &amp; Mate, K.S. (2022). The Quintuple Aim for health care improvement. A new imperative to advance health equity. <i>JAMA</i>. 2022;327(6):521–522. doi:10.1001/jama.2021.25181</p> <p>University of Buffalo. (2024). <i>Our educational strategy.</i> <a href="https://www.buffalo.edu/interprofessional-education/education/our-educational-strategy.html">https://www.buffalo.edu/interprofessional-education/education/our-educational-strategy.html</a>.</p>

<b>University Forms and Systems</b>
Form one: IPHE4900: Nursing Portal Learning Management system site <a href="https://dal.brightspace.com/d2l/home">https://dal.brightspace.com/d2l/home</a> Form two: <a href="#">Dalhousie University School of Nursing IPE Experience Approval Request Document</a> <b>(to be completed using an electronic delivery method)</b>