



The Launch of an IPE Inventory for SAHSN

In August 2013, the Saskatchewan Academic Health Sciences Network (SAHSN) launched a survey to learn more about the state of interprofessional learning opportunities in the province. Over the span of two months, the survey was deployed to approximately 130 key informants from SIAST, University of Regina and University of Saskatchewan's health and social care programs. 61 responses for this inventory were received with a completion rate of 43%.

The survey was intended to provide a 'snapshot' of the types of learning opportunities available to students, what programs used IPE approaches, and what types of competencies were being learned.

It is an objective for the SAHSN office to continue to pursue information on, and support for, Interprofessional Education in order to embed this educational approach in the province. This effort builds on the organization's strength in promoting teamwork in clinical settings and ensuring optimal patient centred care.

It is anticipated that SAHSN will continue to follow IPE through an annual auditing process that tracks its developments in research, faculty training and student experiences.



Interprofessional education or IPE, "occurs when learners from two or more professions learn about, from and with each other to enable effective collaboration and improve the quality of care"

- adopted from the UK's Centre for the Advancement of Interprofessional Education (CAIPE)

A growing emphasis for health science and social care education has been to prepare students to work within teams through opportunities offering Interprofessional learning.

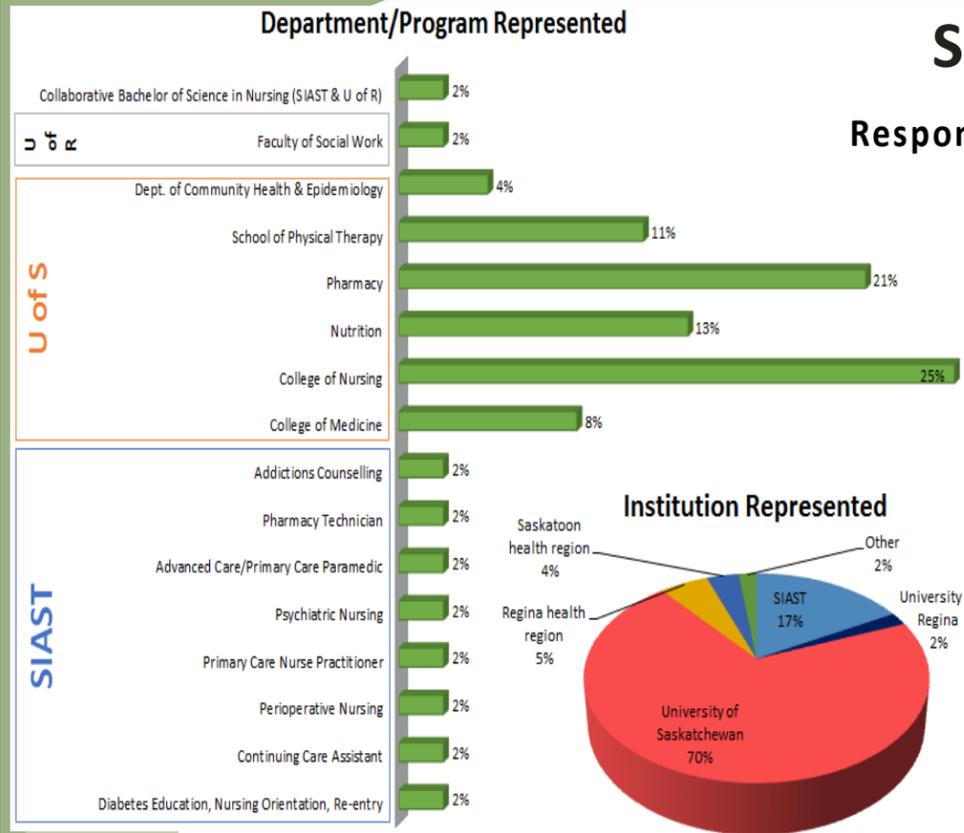
PICTURE OF A GROUP OF HAPPY PEOPLE
LEARNING TOGETHER

**Saskatchewan's
Interprofessional
Health Education Opportunities**

Survey Distribution

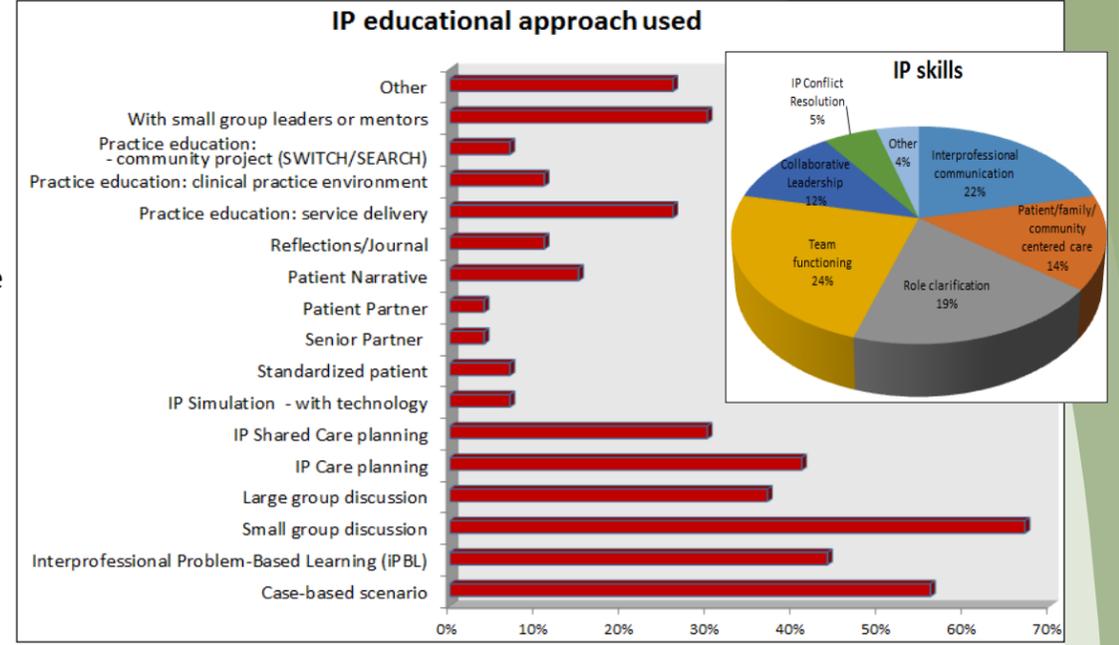
Responses from various institutions

Survey respondents proportionally represented major educational institutions in Saskatchewan (e.g. 70% of the responses stemming from the University of Saskatchewan). Responses also represented several different academic programs from the University of Saskatchewan, University of Regina and SIAST. Two health regions—Saskatoon and Regina-Qu'Appelle—comprised 9% of the survey responses.



Teaching methods

The educational approach used in the different learning opportunities correlated with a health topic or skill instruction. The vast majority of IP learning opportunities were facilitated discussions using case-based scenarios & large/small group discussions.



Interprofessional Education Learning Opportunities

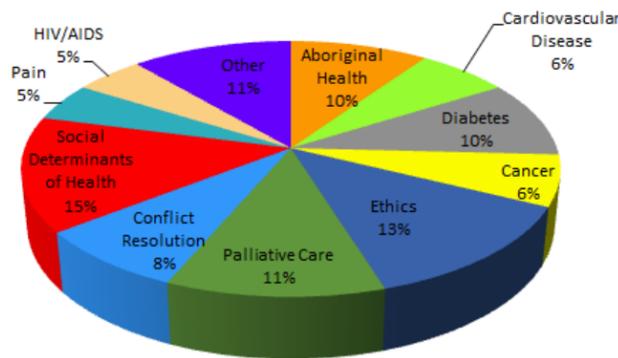
Often required and taught using group discussion or case studies

Learning opportunities

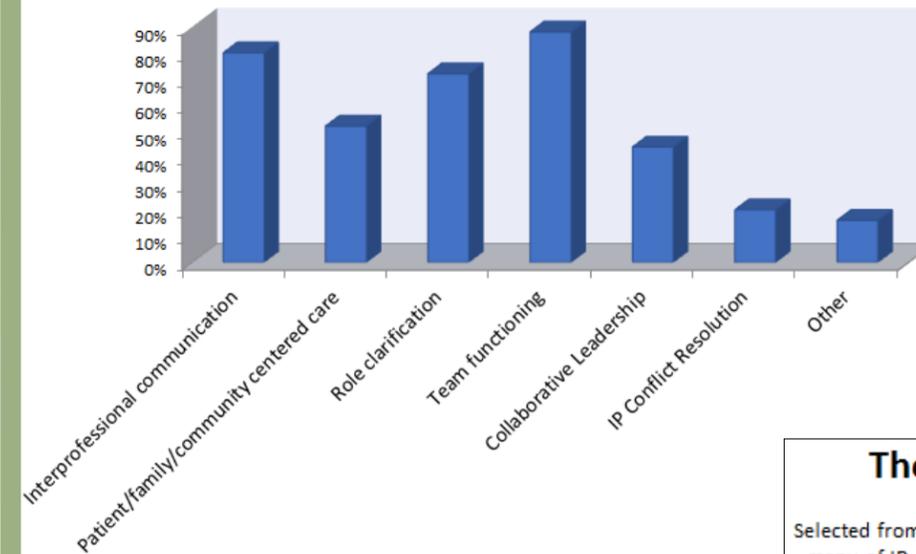
The content of the IP learning opportunities varied over a wide range of subjects. Topics included:

- Aboriginal Health
- Cardiovascular Disease
- Diabetes
- Cancer
- Ethics
- Palliative Care
- Conflict Resolution
- Social Determinants of Health
- Pain
- HIV/AIDS
- Pain
- Aging
- Other

Subject of IP learning opportunity



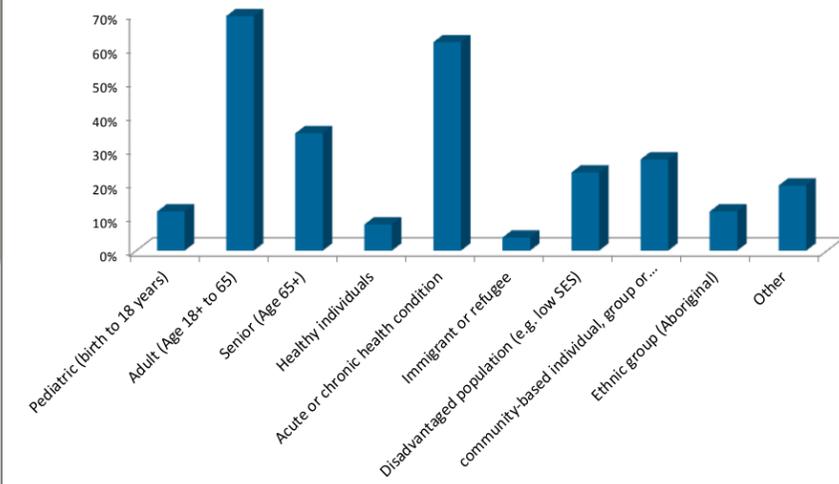
IP competencies taught



Competencies

The major themes surrounding competencies that were emphasized during the learning opportunities include: Interprofessional communication; patient/family/community-centred care; clarifying and defining roles; teamwork and team building; leadership skills; problem solving and conflict resolution.

Patient Target Groups



Patient groups that IP opportunity targeted

The IP learning opportunity targeted a variety of patient groupings. Groups accounted for: age, socio-economic status, ethnicity, and health status among others.

Required course/program

For the majority of the respondents, the IP learning opportunity was identified as a required course/program. Some students chose the course voluntarily or as an elective, but most were required to take it.

The learning opportunity was a:

