

A. Purpose

Goals:

- to advance curriculum innovation and development and promote collaborative practices into education and practice¹
- to promote education regarding the benefits of IPE within health sciences curricula & improve patient safety and communication among health care providers²
- ensures competencies of knowledge, skills and attitudes are achieved while working collaboratively with other health care professionals^{3,4}
- development & implementation of healthcare education and programs for improving patient safety⁵

B. Method

Plenary Session

Dr. John Gilbert, Ph.D., FCAHS
 Principle & Professor Emeritus of
 College of Health Disciplines, UBC

Interprofessional Groups

250 health program students
 30 groups-8-9 students

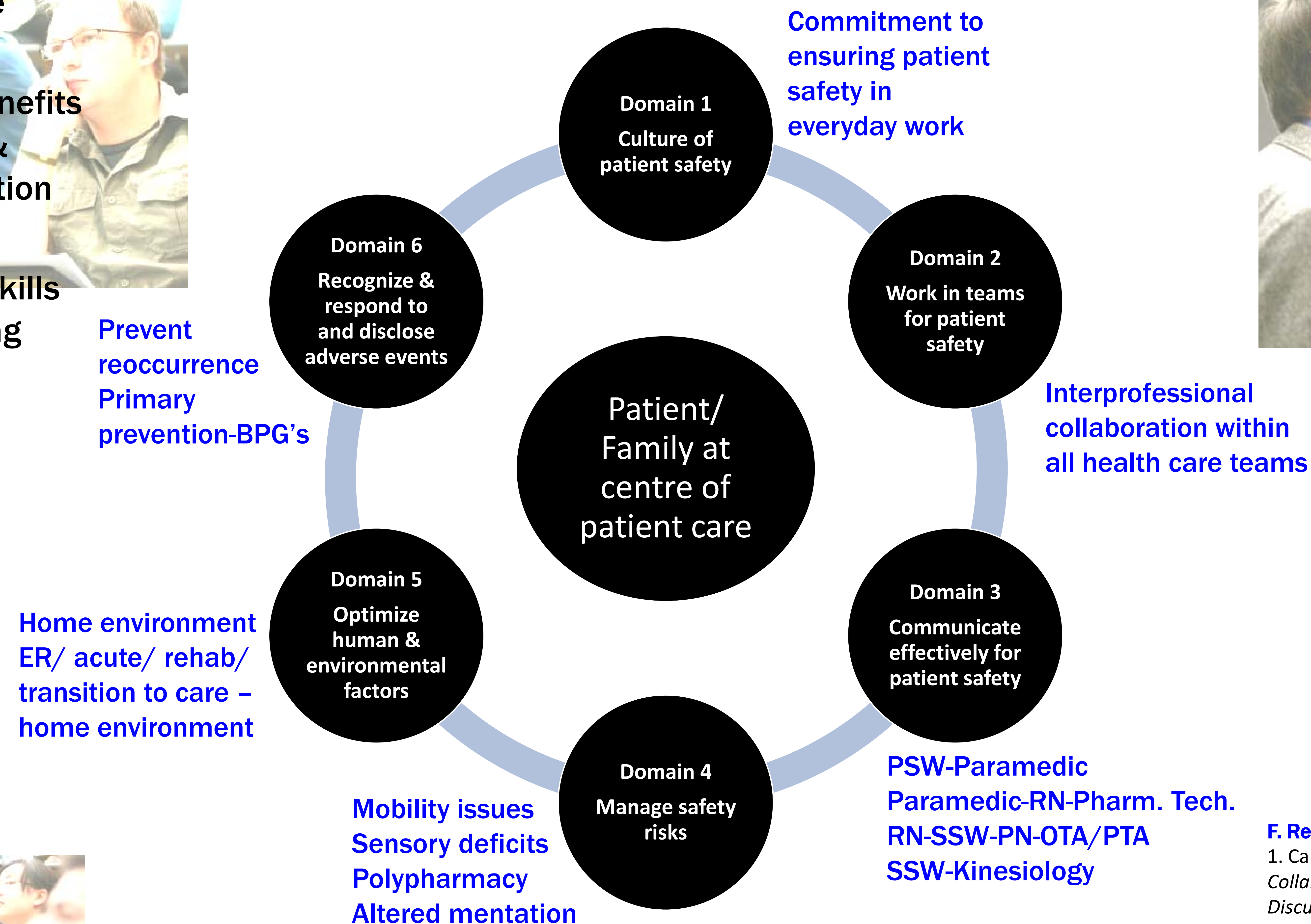
PBL Case Study:

“Prevention of Falls & Fall Injuries
 in the Older Adult”

Debriefing Session

Evaluation

Canadian Patient Safety Institute, The Safety Competencies Enhancing Patient Safety Across the Health Professions, 2008⁶



E. Student testimonial

“I must say that the discussions that I had in my group helped me to understand the values, roles, and beliefs of other professions; I strongly believe that IPE is very important when it comes to providing patient safety and holistic care.”

Mavis Baffoe, 4th year BN student

C. Programs Involved

3 Schools

15 faculty

Health Sciences

Bachelor of Nursing

Paramedic

Practical Nursing

Occupational Therapist Assistant/
 Physiotherapist Assistant

Pharmacy Technician

Personal Support Worker

Hospitality, Recreation & Tourism

Kinesiology/Lifestyle & Fitness

Social & Community Services

Social Support Worker

D. Evaluation/Student Satisfaction

5 Point Likert Scale

Qualitative statements

F. References

1. Canadian Interprofessional Health Collaborative. (2009). *Stranger Together: Collaborations for System-wide Change: A Knowledge Exchange Strategy for Discussion*.
2. Health Canada. (2003). *Initiative on Interprofessional Education for Collaborative Patient-Centred Practice*.
3. Gilbert J. (2005). Interprofessional learning and higher education structural barriers. *Journal of Interprofessional Care*. Supplement 1:87-106.
4. Oandasan I, Reeves S. (2005). Key elements for interprofessional education. Part 1: The learner, the educator and the learning context. *Journal of Interprofessional Care*; Supplement 1: 21 – 38.
5. National Steering Committee on Patient Safety. (2002). *Building a Safer System. A National Integrated Strategy for Improving Patient Safety in Canadian Health Care*.
6. Canadian Patient Safety Institute. (2008). *The Safety Competencies. Enhancing Patient Safety Across the Health Professions*.