



SCHOOL OF
HEALTH SCIENCES
INTERPROFESSIONAL
EDUCATION
COLLABORATION REQUIRED

A CALL TO ACTION

ADDRESSING THE HEALTHCARE WORKFORCE CRISIS – IT’S TIME TO JOIN TOGETHER

“There is a death from patient harm every 13 minutes and 14 seconds. It is the third leading cause of death in Canada. One out of 18 hospital visits results in preventable harm.” These events cost “an additional \$2.75 billion in healthcare treatment every year.”

Canadian Patient Safety Institute, 2019

The World Health Organization (WHO) has determined that collaboration between healthcare professionals is necessary for more effective health care that saves more lives and avoids duplicating or wasting resources.

“A strong flexible and collaborative health workforce is one of the best ways to confront the complex health challenges facing communities around the world.”

WHO, 2010

“New work environments and new divisions of labour call for new approaches to collaboration among healthcare providers in order to maximize the use of the health workforce.”

Romanow, Commision on the Future of Health Care in Canada, 2002

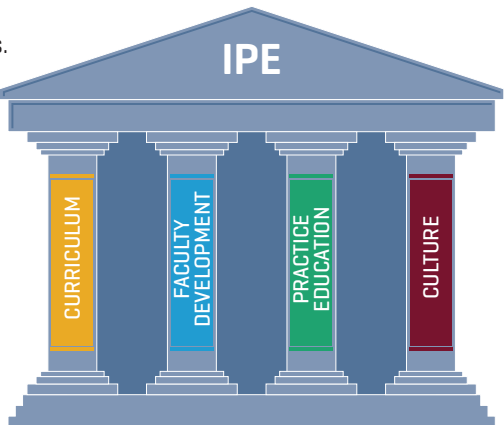
INTEGRATING IPE INTO THE BCIT CURRICULUM

BCIT SoHS Interprofessional Education Vision

We educate and inspire learners to be leaders in interprofessional collaboration for health care transformation.

The SoHS is strategically integrating IPE using a four-pillar framework: curriculum, faculty development, practice education, and culture.

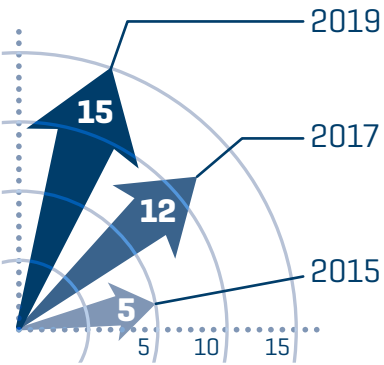
- Goal One: Establish IPE structure with associated processes and guidelines.
- Goal Two: Develop and integrate IPE curriculum and ensure all students have opportunities for interprofessional learning.
- Goal Three: Build faculty capacity in facilitation, IPE competencies, team facilitation, and IPE resources.
- Goal Four: Establish strong partnerships with provincial stakeholders and provide support for students and preceptors to enhance collaborative practice.
- Goal Five: Foster interprofessional collaboration throughout BCIT SoHS, among students, administration, and faculty.



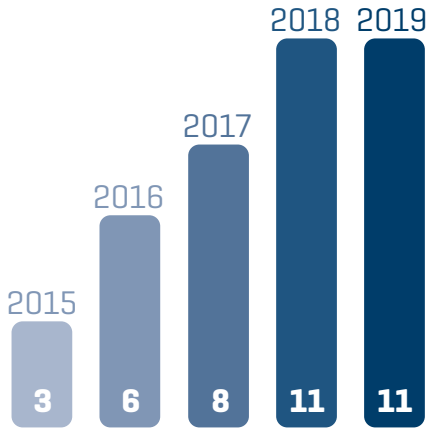
The Four Pillars of IPE

WE’VE JOINED TOGETHER: IPE AT BCIT SCHOOL OF HEALTH SCIENCES

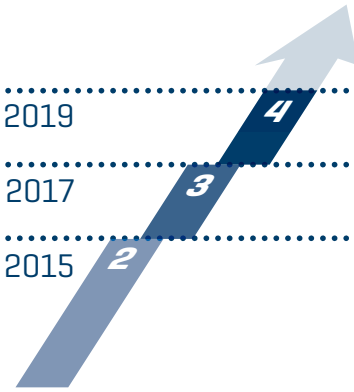
FACULTY INVOLVED IN FACILITATING IPE WORKSHOPS



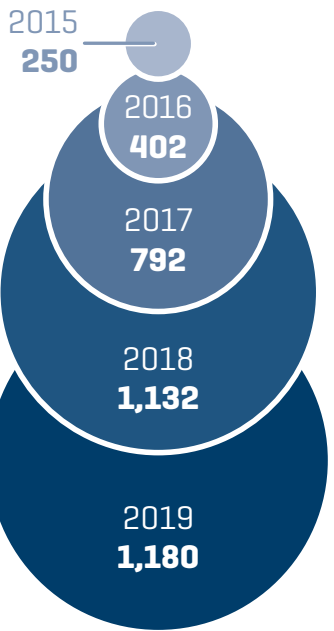
PROGRAMS INVOLVED IN IPE WORKSHOPS



IPE WORKSHOPS OFFERED TO STUDENTS



STUDENTS INVOLVED IN IPE WORKSHOPS



HEALTHCARE TRANSFORMATION – RELEVANCE, REACH AND RENEWAL

“Interprofessional care is a solution when access to care is an issue. With many remote and under-served communities in Canada, learning and practicing interprofessionally would help ease the burden on our health care system.”

Jaymie Campbell—Faculty, Medical Radiography

“The emphasis on treating patients how we would treat them if they were our parent/sibling/loved one really resonated, and will be something I’ll take with me into each and every one of my clinicals and future patient interactions.”

Alex—Student, Sonography

“What I found most valuable involved the team-building activities that we participated in. I had the opportunity to meet different students from different programs and we all worked together to complete the tasks at hand. I would love to take another course on IPC in the near future!”

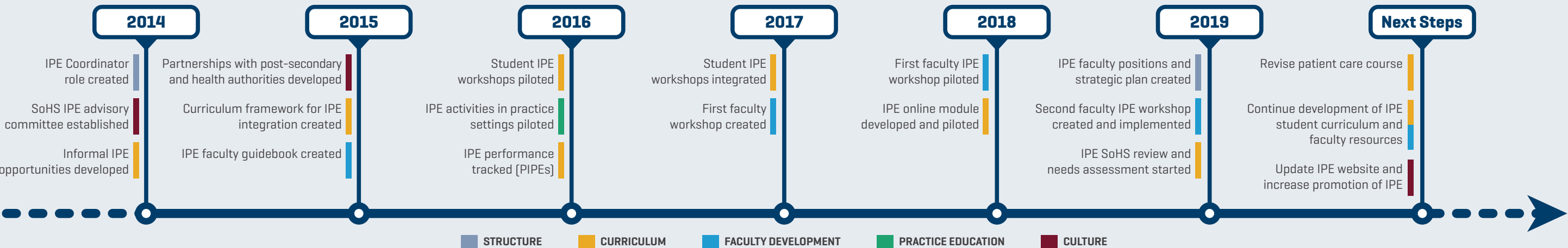
Jessica—Student, Cardiology

“The language we chose to use affects our team’s ability to be cohesive. By constantly monitoring our choice of words to reduce jargon and utilize more inclusive language, we can build deeper relationships in our teams.”

Jaymie Campbell—Faculty, Medical Radiography

A Timeline of IPE Implementation at BCIT

The integration of IPE is a requirement for accreditation of many programs in the School of Health Sciences (SoHS) Programs.



Interprofessional Education:

"Members [or students] of two or more professions learn about, from and with one another to enable effective collaboration and improve health outcomes."

CAIPE, 2002; WHO, 2010

Interprofessional Collaboration:

"A partnership between a team of health providers and a client in a participatory collaborative and coordinated approach to shared decision making around health and social issues."

CIHC, 2010

Thank you to the faculty and staff from across the SoHS who, since 2014, have participated in interprofessional activities and creating the IPE vision and mission.

IPE has extended beyond participation in workshops. The IPE team would like to acknowledge SoHS programs that have collaborated with other programs and industry to create IPE experiences for their students in online curriculum and clinical/practice/project courses.

If you have any questions regarding SoHS IPE, please contact the IPE team:

- Kal Randhawa [Medical Laboratory]
- Kimberly Lee [Nursing]
- Connie Evans [SoHS IPE]
- Lauren Schutte [LTC IDC]
- Mandy Harris [Clinical Genetics]
- Heather McMullen [Medical Laboratory]
- Erin Johnston [Nursing]

For more information about IPE at BCIT or if you are interested in attending SoHS Advisory IPE meetings, go to **ShareSpace** and/or contact ipe@bcit.ca.

