

## BACKGROUND

- IPE has ebbed and flowed over the past decade in Canada.
- Lackie and colleagues (2020) call for appraisals of the current state of IPE. CIHC performed a scan of Universities, but less is known about colleges.
- We asked: what elements of IPE need to modernize to meet the current sociocultural, political, and economic landscapes affecting post-secondary education in Canada?



## METHODOLOGY & METHODS

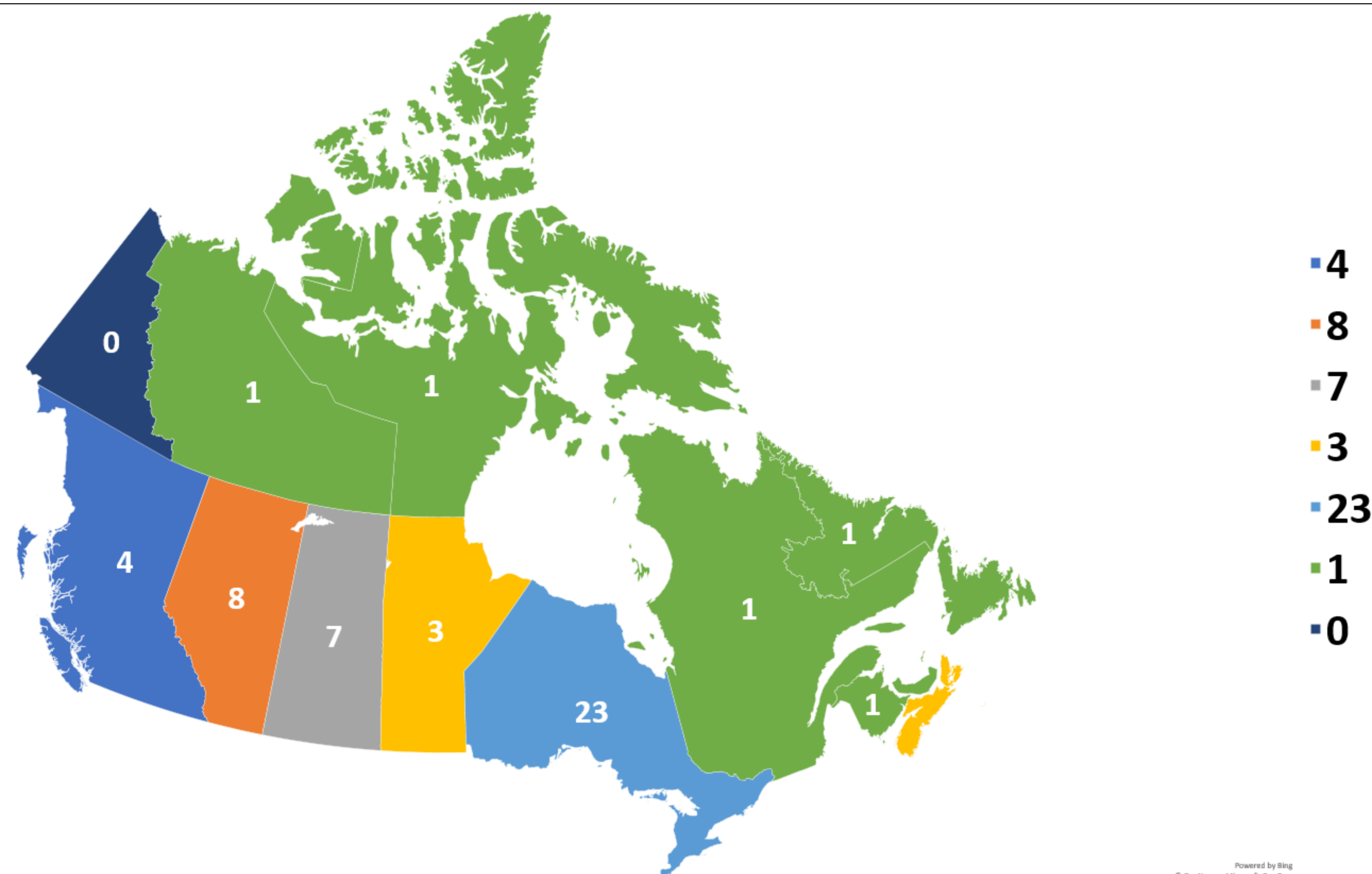
- We...
  - conducted an environmental scan of content related to IPE on the websites of Canadian post-secondary institutions.
  - identified and collected contact information for all post-secondary institutions that offer IPE-related programs and courses, sorted by type of post-secondary institution and province/territory.
  - performed a content analysis of IPE offerings at Colleges in Ontario.

## RESULTS

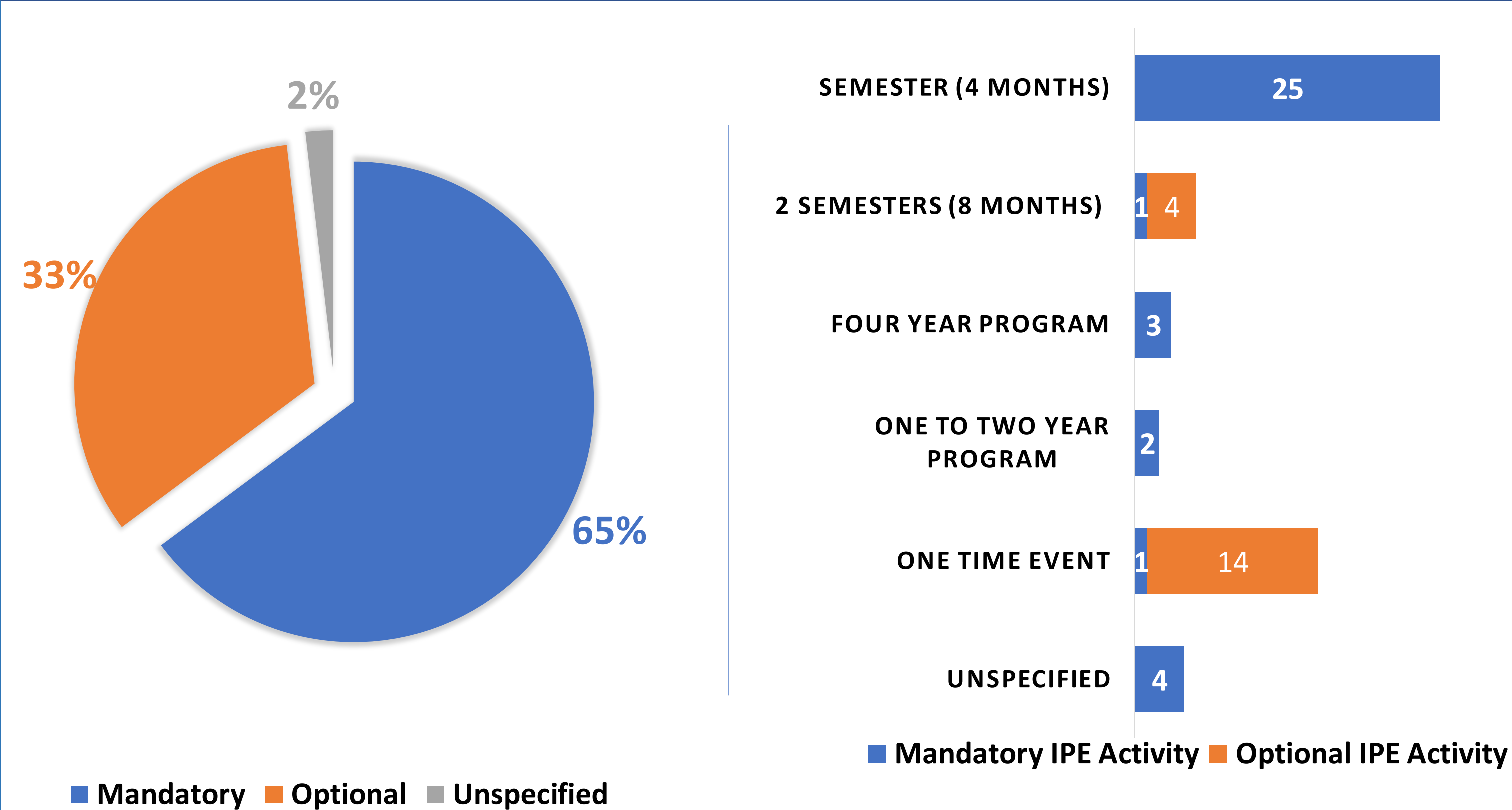
- There's an emerging pattern in post-secondary educational courses, IPE is often only mentioned in relation to communication skills and conflict resolution.
- Whenever IPE is mentioned in college course outlines, it's described in vague terms, for example "we will explore interprofessional collaboration and its effect on communication strategies."
- When equity, diversity and inclusion are mentioned in IPE, the population groups to be explored are not explicitly stated rather they are called "vulnerable populations."



## Canadian Colleges Offering IPE Included in the Review



## Duration of Mandatory/Optional IPE Offerings at Canadian Colleges



## RESULTS- CONTINUED

- IPE is not associated with larger societal issues such as racism and equity, diversity and inclusion, rather they are considered two separate learning outcomes in college course outlines.
- IPE terminology is utilized, but not supported by frameworks or a clear definition.
- "Interprofessional" seems to be used often but is not necessarily clearly defined.
- IPE is often healthcare related but can involve other disciplines as well (police, behavioral psychology).
- Colleges will often collaborate with universities to host interprofessional events or start pilot programs for IPE.

## CONCLUSIONS

- Strengths upon which to build:**
  - IPE bringing together health, and in some cases social service, professions.
  - Collaboration between colleges and universities.
- Opportunities to address:**
  - IPE is often narrowly and vaguely defined.
  - There is no evidence of IPE incorporating EDI or other salient social issues, rather they remain separated.

## Next Steps

- Completing scan across Canadian post-secondary institutions.
- Conducting interviews with key stakeholders to further assess and understand the current state of IPE.