ehpic™
It's about health.

Educating Health Professionals in Interprofessional Care:

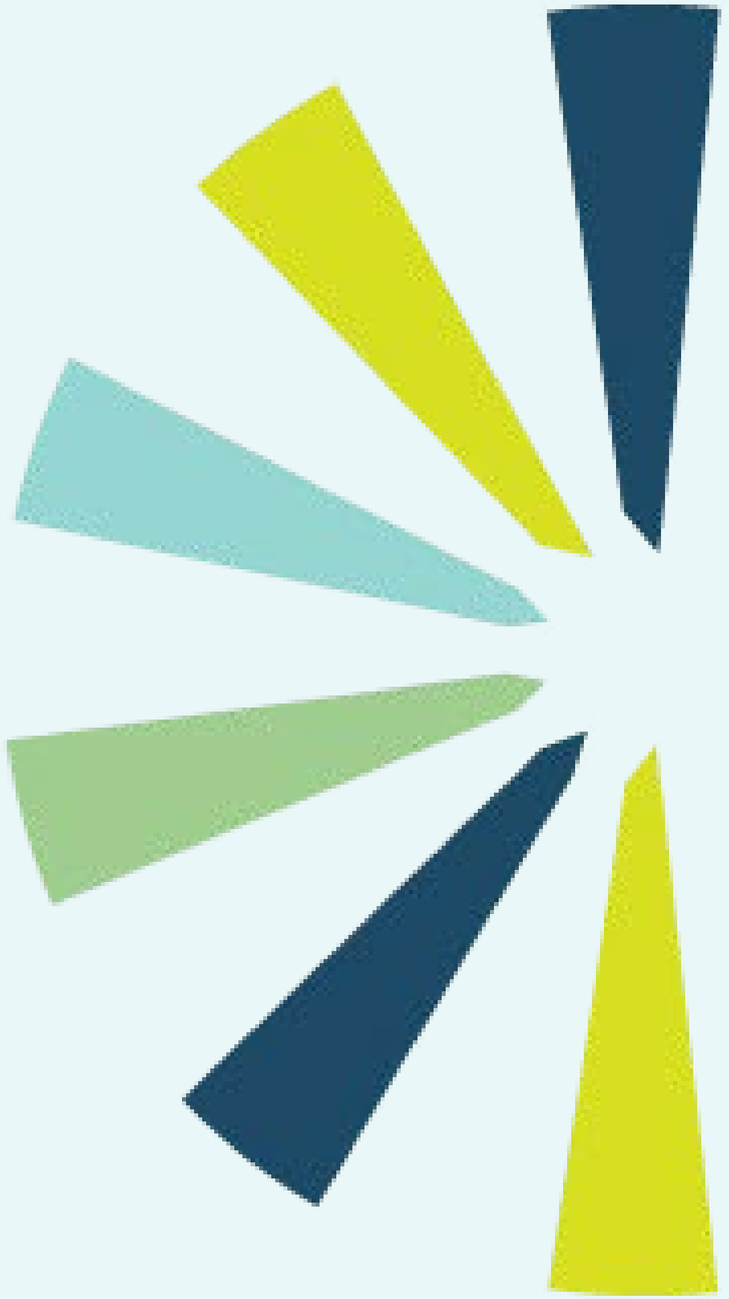
Advancing the Future of Healthcare through Interprofessional Learning

NOVEMBER2 - 4, 2026

UHN

UNIVERSITY OF TORONTO

Centre for Advancing Collaborative Healthcare & Education (CACHE)



REFLECTION

WHAT ARE YOU CONFIDENT ABOUT AS YOU LEAVE TODAY?

WHAT ARE YOU MOST CURIOUS ABOUT AS YOU ENTER DAY 3?

Quick Review

Learnings and Review

Evaluations - What did we hear from you?



Our 3 Day Road Map



Day 1
Collaborative Healthcare: Rationale, Evidence, and Competencies

- Value proposition
- CIHC competency framework
- Project teamwork

Day 2
Effective Practices for Facilitating IPE and ICP

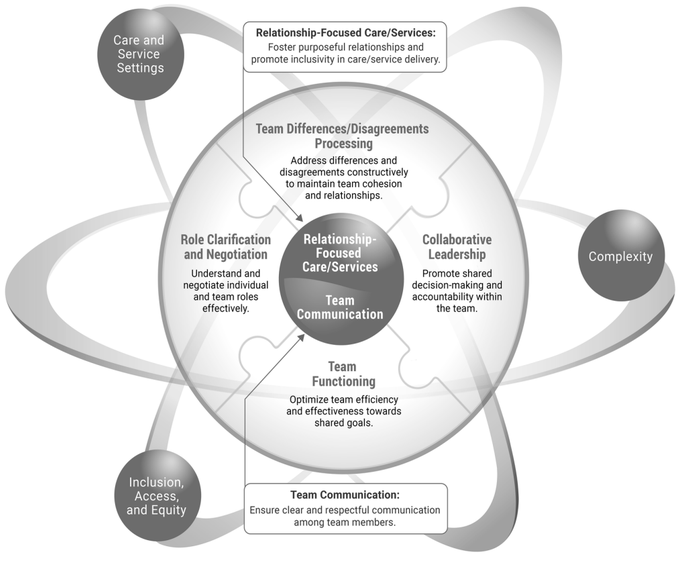
- Educational design
- Facilitation
- Project teamwork

Day 3
What is needed to support interprofessional efforts? Leading Transformation and Change

- Collaborative leadership
- Evaluation
- Project team presentations

Agenda

9:00 - 10:30 am	Collaborative Leadership
10:30 - 10:45 am	BREAK
10:45 - 11:30 am	Assessment and Evaluation
11:30 - 12:00 pm	Project/Initiative Time
12:00 - 12:45 pm	LUNCH
12:45 - 2:30 pm	Project/Initiative Sharing and Gallery Walk
2:30 - 2:45 pm	BREAK
2:45 - 3:45 pm	Lessons Learned and Next Steps
3:45 - 4:00pm	Program Evaluation and Closing Remarks



CIHC COMPETENCY 6 OF 6

Collaborative Leadership

Role Clarification & Negotiation

Team Communication

Team Differences and Disagreement

Relationship Focused Care/Services

Team Functioning

Collaborative Leadership

KNOWLEDGE SHARING

Discussion or Dialogue?

	Discussion	Dialogue
GOAL	Reach a consensus or solution	Generate new perspectives
MODE	Persuasive, focused	Exploratory, open-ended
KNOWLEDGE	Objective knowledge	Objective & subjective knowledge
HIERARCHIES	Hierarchies preserved	Hierarchies flattened

(Boyd et al., 2022; Kumagai and Naidu, 2015; Kumagai et al., 2018)
https://teachingfortransformation.com/strive -for-dialogue/

TABLE ACTIVITY

A dialogue on collaborative leadership

- What does collaborative leadership mean to you?
- What does it look like, include, and accomplish when it’s at its best?

Be prepared to debrief with the larger group

Collaborative Change Leadership Program™, University Health Network, 2024
http://www.collaborativechangeleadership.ca/

KNOWLEDGE SHARING

Collaborative Leadership

All members of a team value each other's knowledge, skills, and expertise, and acknowledge that everyone contributes different strengths and perspectives. They value and support each other and are accountable in sharing decision-making and responsibilities to reach common goals and achievable or desirable health outcomes.

KNOWLEDGE SHARING

What Do We Mean...

When we say leadership?

Margaret Wheatley defines a leader as anyone who sees an issue or opportunity and chooses to do something about it.

Leading from any chair…

KNOWLEDGE SHARING

A Scoping Review on “Leadership”

IP Education and Practice

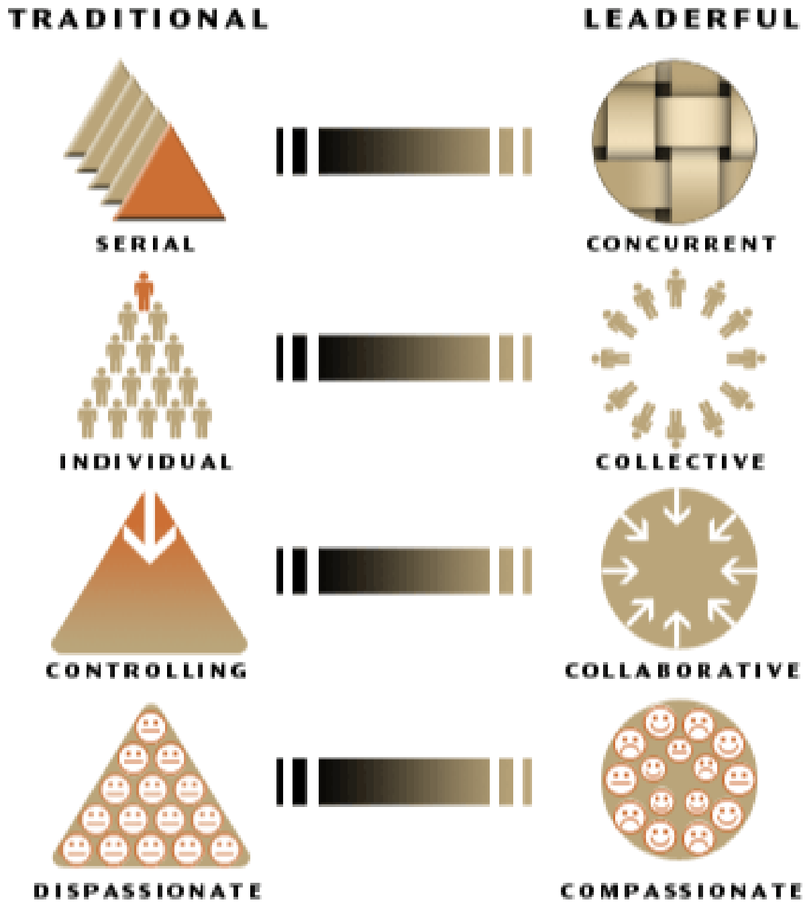
Suggestions to shift away from traditional hierarchical, individualistic leadership (e.g., dynamic delegation)

Appreciation for the range of expertise in all team professionals and realizing when another team member is better equipped to lead the team

Brewer, M.L., Flavell, H.L., Trede, F. & Smith, M. (2016) A scoping review to understand “leadership” in interprofessional education and practice, *Journal of Interprofessional Care, 30:4, 408-415, DOI: 10.3109/13561820.2016.1150260.*

KNOWLEDGE SHARING

Perspectives on Collaborative Leadership





Creating Leaderful Organizations, Joseph Raelin (2003); Collaborative Change Leadership Program™, University Health Network, 2024
http://www.collaborativechangeleadership.ca/

KNOWLEDGE SHARING

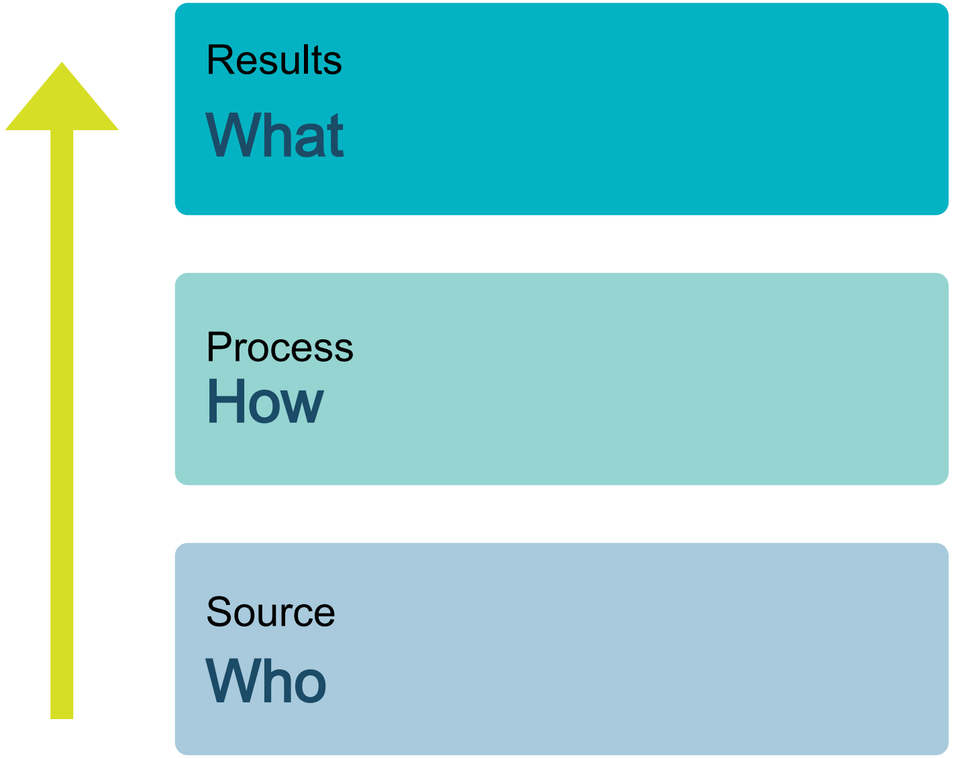
Perspectives on Collaborative Leadership

The foundation of leadership is not thinking, behaviour, competencies, techniques or position. **The foundation of leadership is who we are – our identity or foundational state. When people alter their interior world, they also alter their exterior world.** As we come to understand this fundamental framework, our understanding of leadership is radically altered.

Building the Bridge as You Walk on IT, R. Quinn (2004)
Collaborative Change Leadership Program™, University Health Network, 2024
http://www.collaborativechangeleadership.ca/

Perspectives on Collaborative Leadership

KNOWLEDGE SHARING



The Blind Spot

The inner place from which we operate

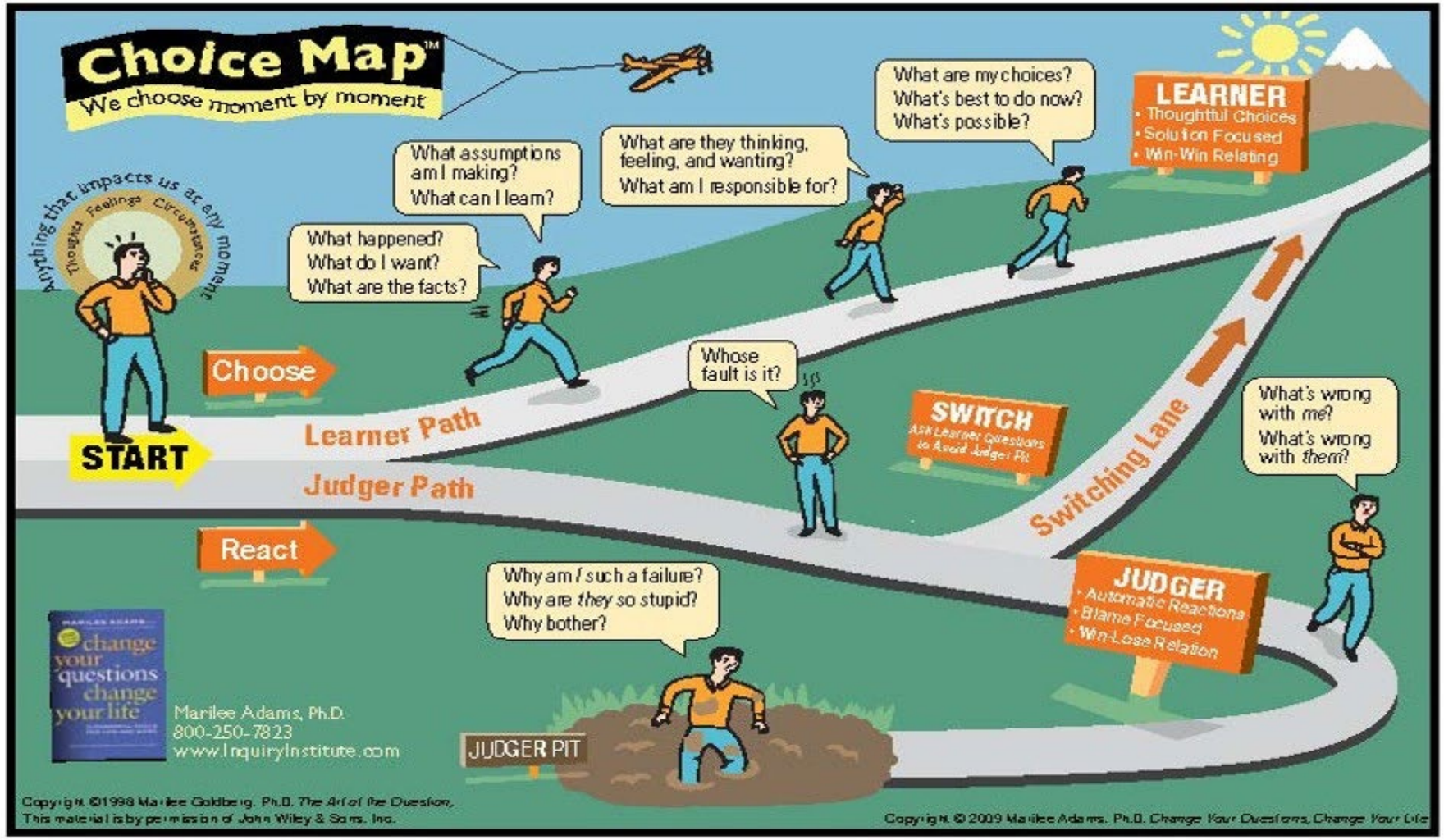
Uncovering the Blind Spot of Leadership, C. Otto Scharmer (2008)

Collaborative Change Leadership Program™, University Health Network (2024)

http://www.collaborativechangeleadership.ca/

KNOWLEDGE SHARING

Choice Map



Adams, M. (2016).*Change Your Questions, Change Your Life*.Third Edition. San Francisco: Berrett-Koehler Publishers.

CMpostcard.indd 1 5/24/09 6:48:28 PM

Collaborative Leadership During Complex Times

Leading Change



KNOWLEDGE SHARING

Collaborative Change Leadership: A Macro-System Lens

- The purpose of the CCL Program is to develop a powerful community of leaders who transform health systems and create a more just and sustainable world for all.

KNOWLEDGE SHARING

Collaborative Change Leadership:

- There is not one model or approach – we need a broad and deep understanding of concepts and practices to advance mastery in knowing what is needed and what to “do” in which circumstances.

Appreciative Inquiry

A framework and mindset to bring about generative change



KNOWLEDGE SHARING

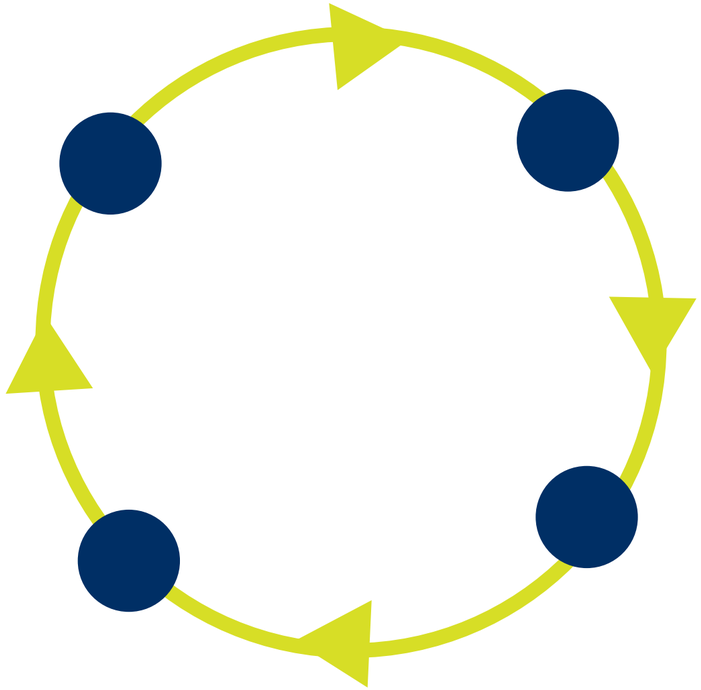
Appreciative Inquiry 4 -D CYCLE

DISCOVER

What do we know already that we will build on?

DREAM

What do we want to create? What difference do we want to make?

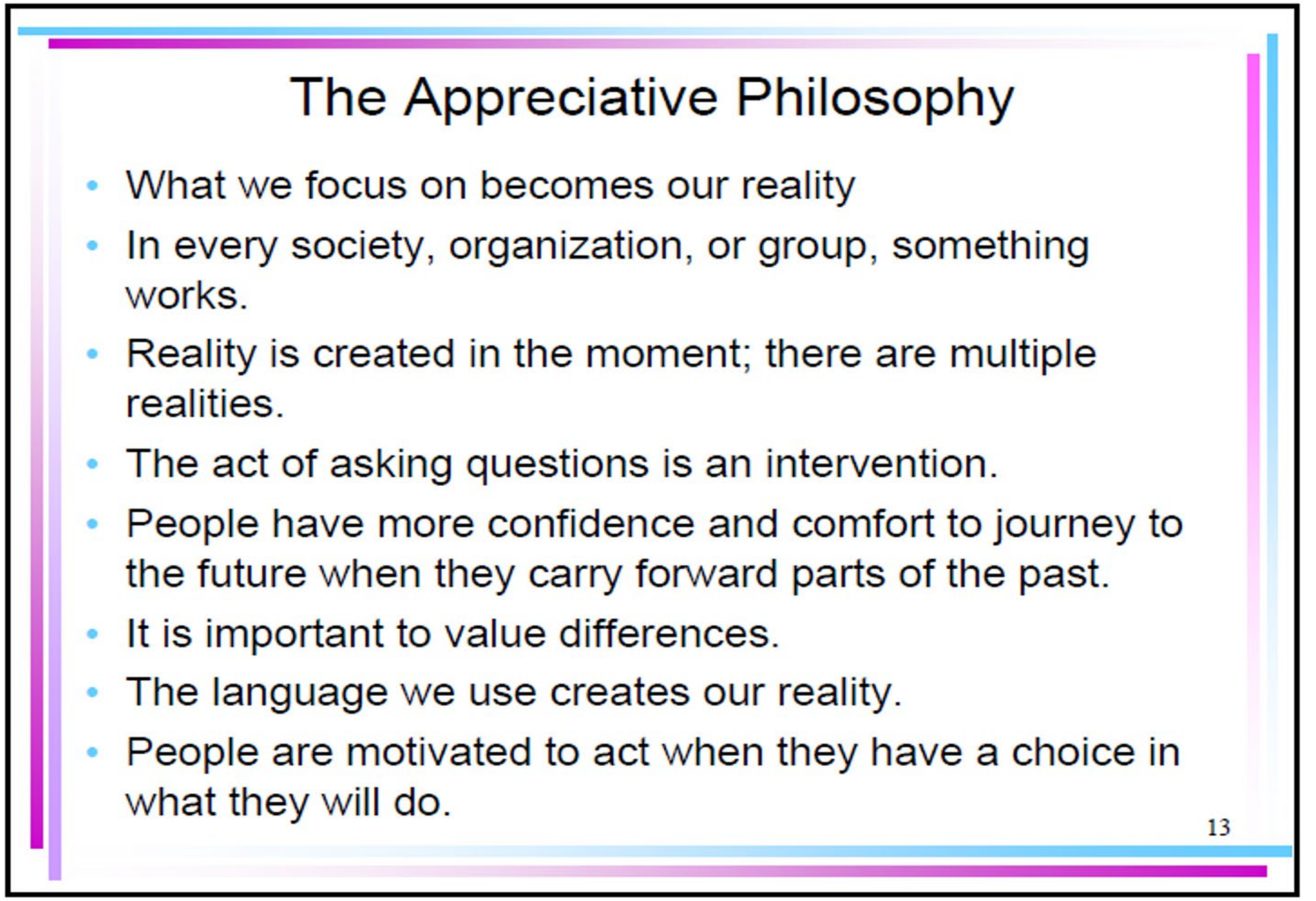


DESIGN

How will we make this difference happen?

DESTINY

How do we adapt and re-adapt as the new story is created?



Preskill, H. & Tzavaras Catsambas, T. (2006)

KNOWLEDGE SHARING

Appreciative Inquiry

Involves the Art and Practice of asking questions that strengthen a system's capacity to heighten positive potential …

often involving hundreds or sometimes thousands of people.

KNOWLEDGE SHARING

Problem Solving Vs Appreciative Inquiry

Problem Solving Questions

- What are the strengths and weaknesses?
- What are the barriers to understanding this?
- What do you think about this?
- What do we need to let go of?
- What is this resistance about?
- What went wrong and who’s to blame?

Appreciative Inquiry Questions

- How might this new idea make our work even better?
- Imagine we implemented this in a way that worked - what would be different? What would be possible that’s not possible now?
- What do you need to make this work best?
- What would you like to see here? Where are we closest to what you’d like to see?
- What small change could we make that would make the most difference?

KNOWLEDGE SHARING

Problem Solving Vs Appreciative Inquiry

Problem Solving Steps

- Identify the Problem
- Analyze the Cause
- Deductively find Solutions
- Treat the Problem
- Assumption = a system is a problem to be solved

Appreciative Inquiry Steps

- Appreciate – the best of what is
- Envision what might be
- Discover what should be
- Co-create what will be
- Assumption = system is a mystery to be embraced

Generative Questions

The power of the language that we use



KNOWLEDGE SHARING

Organizations grow in the direction of what they repeatedly ask questions about and focus their attention on.

Bernard Mohr

KNOWLEDGE SHARING

What is Generativity?

“..capacity to challenge the guiding assumptions of the culture, to raise fundamental questions regarding contemporary social life, to foster reconsideration of that which is taken for granted and thereby furnish new alternatives for social actions" (Gergen, 1978, p.1346).

“the processes and capacities that help people see old things in new ways.” – (Bushe, 2013, p. 2)

KNOWLEDGE SHARING

Generative Questions

- How might this new idea make our work even better?
- Imagine we implemented this in a way that worked - what would be different? What would be possible that's not possible now?
- What do you need to make this work best?
- What would you like to see here?
- Where are we closest to what you'd like to see?
- What small change could we make that would make the most difference?
- How could disruption create something even better?

KNOWLEDGE SHARING

Generative Questions & Diversity, Inclusion & Equity

- What are the strengths of the change movement to date?
- Who else could benefit?
- Whose voices are not yet heard that would be valuable/ important for this work?
- What assumptions am I making?
- What can I/do I need to learn?
- What do I need to let go of?
- What do we need to consider in terms of creating a welcoming space/a sense of belonging?
- How we will consider our impact, both intended and unintended?

KNOWLEDGE SHARING

Developing your Generative Lens

- How can I focus on exploring possibilities here (rather than limiting options or managing expectations)?
- How can I find out more about what's important to this person?
- How can I pick up on what's important and move it forward?
- How do I identify the things that could make a difference?
- Where do we see hints of our ideal? How do we build on them?
- Where can I see something that moves us closer to our ideal, and how could we build on that?
- How do I need to shift my role to be more generative? (E.g., from "expert" to "collaborator" or "advocate"?)

KNOWLEDGE SHARING

Change is best nurtured by…

- Seeking out diverse voices
- Looking for places to engage in generative dialogue (both generative questions and generative listening)
- Moving at the speed of trust (taking time to listen and change course if priorities run counter to ethical and social values) (Benjamin, 2022)
- Noticing where there is energy for the change and fanning it
- Acting on good-enough-for-now (Ready-Fire-Aim)
- Practicing “radical openness” – “willingness to explore different perspectives and change one’s mind as new information is presented” (hooks, 2003. p. 48)
- Learning for the purpose of adaptation (iterate-iterate-iterate)

BREAK

UP NEXT

Assessment and Evaluation

KNOWLEDGE SHARING

In Summary

Here’s the good news…

Tools exist….lots of them.

https://nexusipe.org/advancing/assessment-evaluation

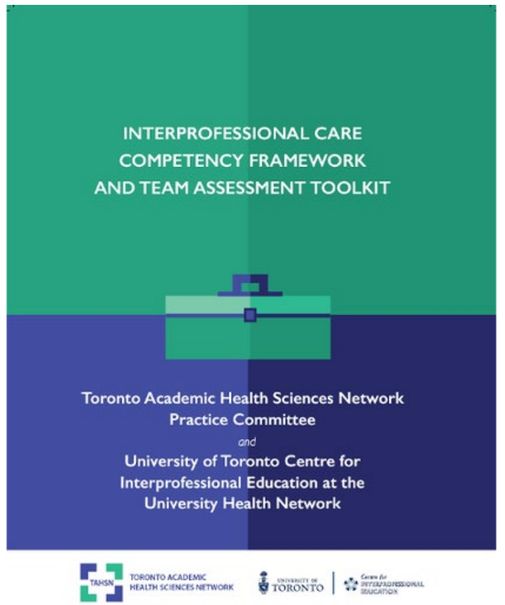
KNOWLEDGE SHARING

Practice Example:

TAHSN Team Assessment and IPC Com petency Team Tools

1. System-wide, evidence-based and standard IPC competency framework
2. Advancing Collaborative Teams (ACT) Toolkit: Team Assessment, Reflection and Action Planning
3. IPC Performance Assessment Tool and Interviewers Guide

https://ipe.utoronto.ca/tools -resources/tools-toolkits



KNOWLEDGE SHARING

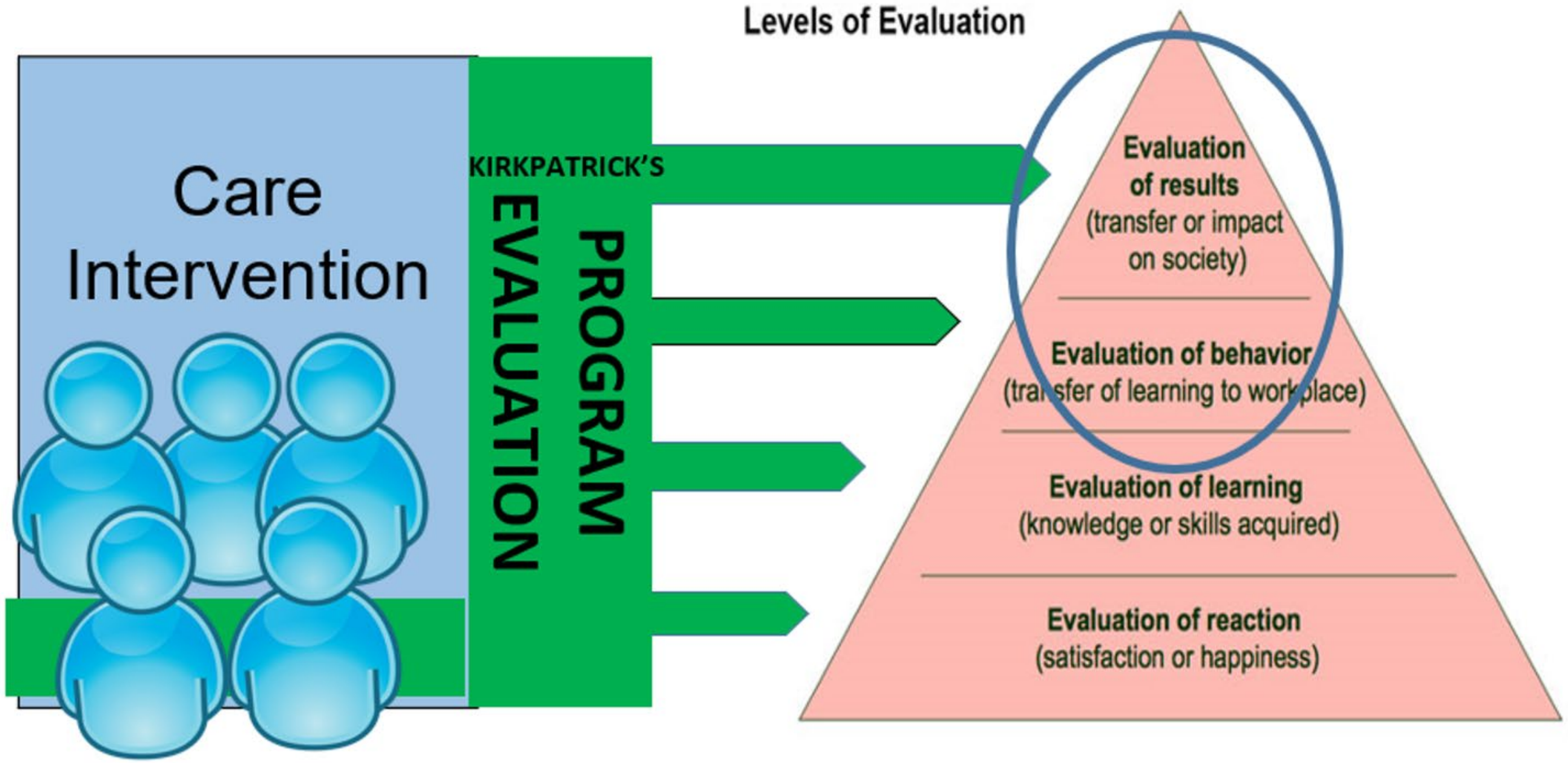
Things to Consider

When thinking about assessment

- Why assess? Why not assess?
- What might be missed through typical assessment approaches?
- What are some emerging ways and successful practices that you have used when thinking about assessment of Interprofessional competence within individuals, and team competence?

Evaluation

KNOWLEDGE SHARING



KNOWLEDGE SHARING

The Purpose of Evaluation

- To generate credible and relevant information that will help inform the ongoing development of care/education initiatives, projects, innovations, etc.
- To articulate the value that your care/education initiative, project or innovation is bringing to the individuals or groups who care about it.

KNOWLEDGE SHARING

Evaluation that Drives Meaningful Work

Step 1: Start with Why

What is the purpose for evaluating this initiative at this time?

(e.g., inform development or ongoing improvement, accountability, marketing, etc.?)

Step 2: Find the Voices

Who are the “voices” in your system for this evaluation?

Step 3: Name Collective Hopes

What are the collective hopes for this initiative?

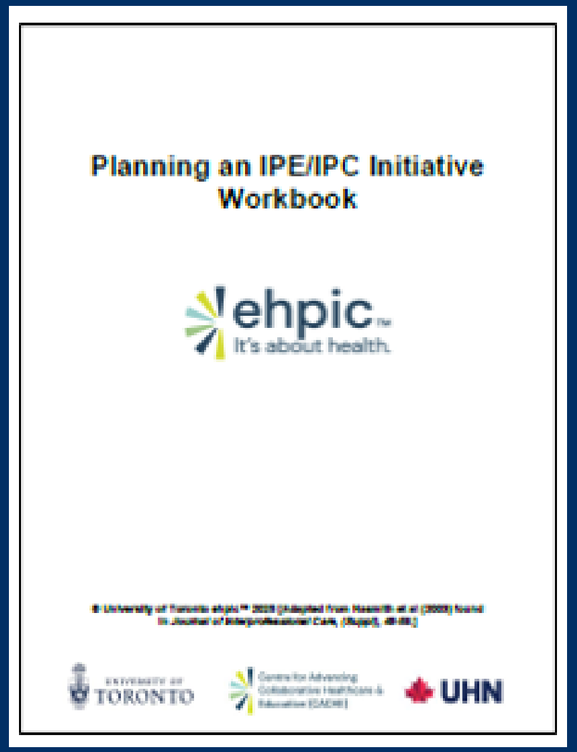
Step 4: Ask Your Questions

With your collective hopes in mind, what are you curious about?

In other words, what questions do you want to ask now so that you can move toward your desired future for this work? (1-2 questions max)

Group Photo





PROJECT WORK

Initiative/Program Work Time

Presentation Guide

Using the Rolfe Reflective Model, please prepare **1 slide** that shares in **3 min** :

- **WHAT**: briefly explain your project
- **SO WHAT**: why does it matter? which elements of ehpic (core comps, tools etc.) are most relevant to your project?
- **NOW WHAT**: choose 1-2 elements to implement
- **HOW** can we help? (1 question for cohort & faculty advice)

You will have the opportunity to deliver your 3 min presentation on the afternoon of Day 3.

Noon today! Email slides to Belinda Belinda.Vilhena@uhn.ca for compilation

TITLE OF PROJECT/Initiative:

What

briefly explain your project

So What

Why does it matter?

which elements of ehpic (core comps, tools etc.) are most relevant to your project?

TITLE OF PROJECT/Initiative:

Now What

Choose 1-2 elements to implement

How Can We Help

(1 question for cohort & faculty advice)

Lunch

UP NEXT

Initiative/Project Sharing and Gallery Walk

Team Presentations



KNOWLEDGE SHARING

Team Presentations

Round 1:

- William Osler Health System
- University Health Network (UHN)
- West Park Healthcare Centre-UHN
- Holland Bloorview Kids Rehabilitation Hospital
- University of Bergen
- Sacred Heart University

Round 2:

- North Bay Regional Health Centre
- Lifemark x 5 Team

BREAK

UP NEXT

Lessons Learned

Lessons Learned in Building an Engaged Community of Interprofessional Leaders



KNOWLEDGE SHARING

Building the Academic Structures

- Council of Health Sciences (Deans of Health Faculties)
- Governance Committee – Joint Hospital/Practice (CEO's)
- Inter-faculty Curriculum Committee (University)
- Curriculum Leaders for each Health Discipline
- Academic Coordinators of Clinical Education
- Clinical Placement Leaders across Disciplines
- Inventory of Existing Interprofessional Learning across Disciplines
- IP Health Students Association

KNOWLEDGE SHARING

Building the Practice Networks

TAHSN

Toronto Academic Health Science Network



IPE/IPC Leaders Network

Building the Global Community

KNOWLEDGE SHARING



Together: Stories of Collective Impact

An international magazine by the Centre for Advancing Collaborative Healthcare & Education (CACHE)



Read Volume 4, Issue 2 (Spring 2026) Special Issue: Patient, Family & Caregiver Partnership ***Together: Stories of Collective Impact*** an international magazine by CACHE.



Read Volume 4, Issue 1 (Fall 2025) ***Together: Stories of Collective Impact*** an international magazine by CACHE.

Together: Stories of Collective Impact, Vol.4.2 (Spring 2026)

Together: Stories of Collective Impact, Vol.4.1 (Fall 2025)



Read Volume 3, Issue



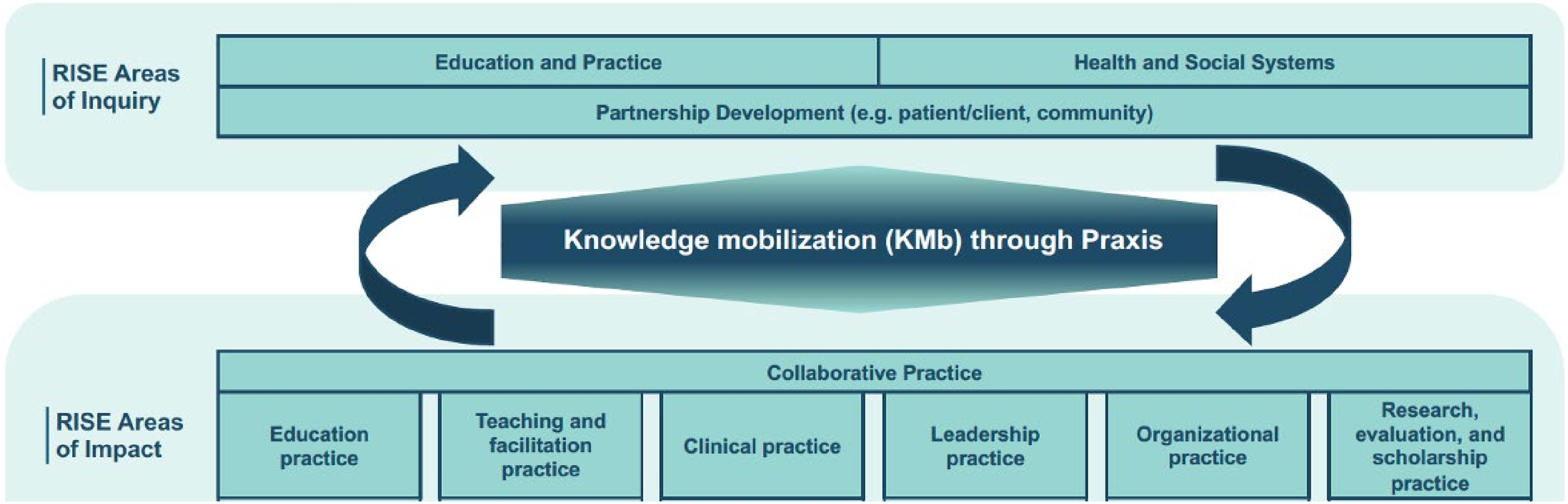
Read Volume 3, Issue

https://ipe.utoronto.ca/

KNOWLEDGE SHARING

Building RISE

CACHE | Research integration, Innovation, Scholarship, and Evaluation (RISE)



KNOWLEDGE SHARING

Evolving Partnerships and Community - Building

Internally:

- Centre for Faculty Development
- Centre for Quality Improvement & Patient Safety
- The Wilson Centre
- The Institute for Education Research
- UHN

Externally:

- Hosting Collaborating Across Borders VIII
- National leadership (e.g. CIHC)
- International leadership (e.g. IP-Global)
- PD programs, coaching and consultation, grant collaborations, visiting scholar programs

Bridging into new spaces as “the value proposition” for IPE evolves:

- Team-based primary care
- Evidence-informed education as a lever for health systems transformation

KNOWLEDGE SHARING

Staying in Touch

- CACHE Magazine Subscribe
  - https://ipe.utoronto.ca/Together_CACHEMagazine

- EHPIC Participant Contact List

What is Needed to Support our IP Efforts?

Integration and Growth



TABLE ACTIVITY

Send Yourself an Email

Prepare and email to send to yourself with delayed delivery on December 10th

As I continue this work, what invitation am I noticing for myself as a collaborative leader?

Our 3 Day Road Map



Day 1
Collaborative Healthcare: Rationale, Evidence, and Competencies

- Value proposition
- CIHC competency framework
- Project teamwork

Day 2
Effective Practices for Facilitating IPE and ICP

- Educational design
- Facilitation
- Project teamwork

Day 3
What is needed to support interprofessional efforts? Leading Transformation and Change

- Collaborative leadership
- Evaluation
- Project team presentations

Tools and Resources - Day 1

- Value proposition for IPE/IPC
- CIHC competency framework
- Examples of IPE/IPC
- Setting group norms activity
- Wheel of professions activity
- Educational videos
- Communication tools
- Conflict styles
- Ladder of inference
- Conflict tools
- Project/Initiative workbook

Tools and Resources - Day 2

- Alignment of Education Paradigms
- Team values sample (team charter)
- Critical Analysis tool
- Fostering Dialogue resource
- Reflexive Questions for Educators and Facilitators
- Educational Design and IPE Curriculum

Tools and Resources - Day 2

- Facilitating Interprofessional Learning Toolkit
- Facilitating Interprofessional Collaboration with Students Toolkit
- Stages of Group Development– Role of Facilitator
- Educational Videos
- Small Group Facilitation Guide
- Tip sheet for IPE Facilitation

Tools and Resources - Day 3

- Tips for Collaborative Leadership
- Generative questions
- Appreciative Inquiry 4-D Cycle
- IPE and IPC measures (assessment and evaluation)
- Team Assessment Toolkit
- Personal invitations

Teaching and Facilitation Programs

Programs:

- BOOST! (Building Optimal Outcomes from Successful Teamwork) – Spring 2027
- Collaborative Change Leadership™ - Fall 2027
- ehpic™ (Educating Health Professionals in Interprofessional Care) – Fall 2027
- VITAL (Virtual Interprofessional Teaching & Learning)
- Customized programs and consultation









Teaching and Facilitation Programs

Longitudinal Interprofessional Facilitator Training (LIFT) program

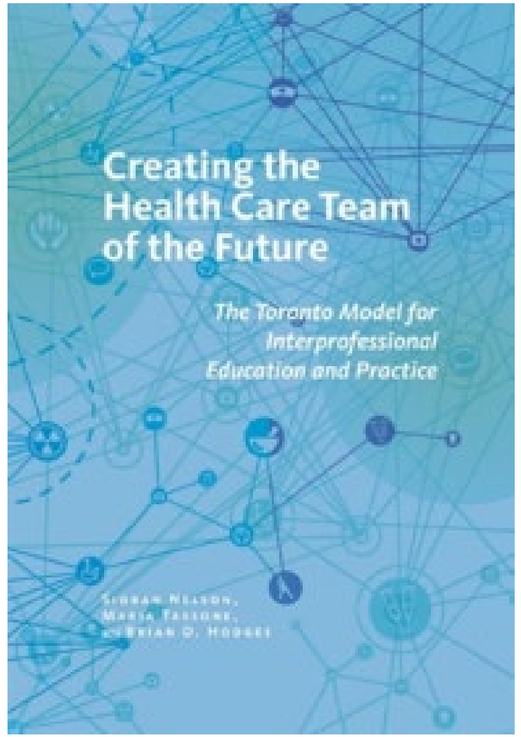
- https://ipe.utoronto.ca/longitudinal -interprofessional-facilitator -training-lift-program

Teaching for Transformation:

- Conference
- Custom consults
- Online resources (no charge)
- Co-Facilitation (with a patient partner) Certificate Program (registration open now—no charge)
- https://ipe.utoronto.ca/Teaching-for-Transformation-TforT

Educational Resources

- CACHE website:https://ipe.utoronto.ca/
- Simulation Videos Streaming Licenses https://ipe.utoronto.ca/interprofessional -simulation-video-clips
- Book: “Creating the Health Care Team of the Future: The Toronto Model of Interprofessional Education and Practice”
- WHO website: http://www.who.int/hrh/resources/framework_action/en/
- Canadian Interprofessional Health Collaborative: http://www.cihc-cpis.com/



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- Full references available on request

Share one word that encapsulates your feeling leaving this program

Program Evaluation



https://www.surveymonkey.com/r/T5SJBF9