

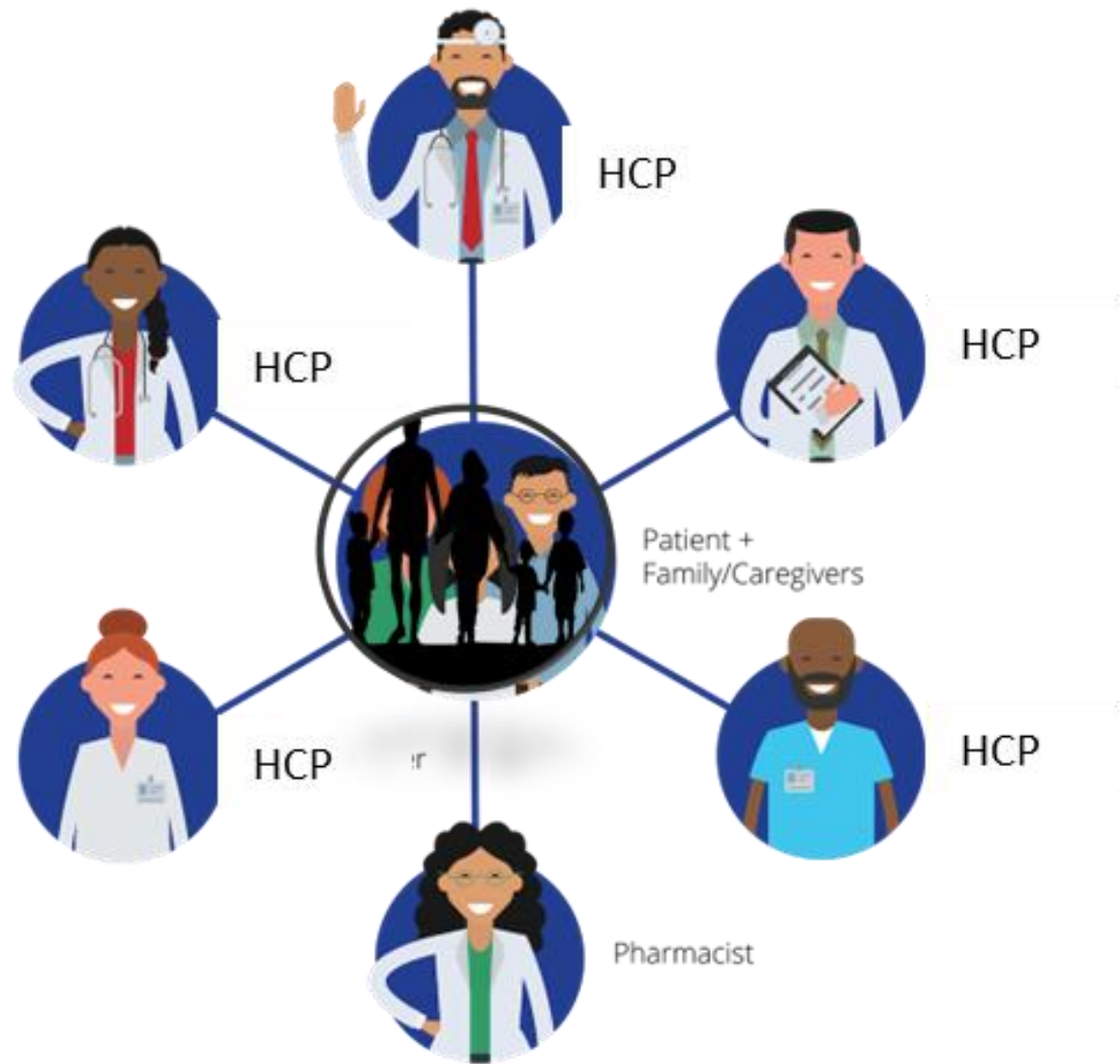
RADY FACULTY OF HEALTH SCIENCES

OFFICE OF INTERPROFESSIONAL COLLABORATION

Interprofessional (IP) Education
Orientation to IP Collaboration
2025-2026



What Is Interprofessional Collaboration?



HCP=health care provider

RFHS Health Professional Programs

- Dental hygiene
- Dentistry
- Medicine
- Midwifery
- Nursing
- Nurse Practitioner
- Occupational therapy
- Pharmacy
- Physician assistant
- Physiotherapy
- Respiratory therapy

The screenshot shows the website for the Office of Interprofessional Collaboration (OIPC) at the Rady Faculty of Health Sciences, University of Manitoba. The page includes a navigation menu with links for Programs of study, Student experience, Research and scholarly activity, and Community and partners. The main heading is "Office of Interprofessional Collaboration". Below this, a paragraph describes the OIPC's role in providing foundational education and practice experiences. A section titled "How we work" lists three pillars: Education, Practice, and Research. An "Objective" section states the goal of exposing students to six competencies, with a bulleted list: Team functioning, Interprofessional communication, Client/patient/family/community-centred care, Role clarification, Collaborative leadership, and Interprofessional conflict resolution. A "What is interprofessional collaboration?" section includes a quote from the World Health Organization (2010) about multiple health workers providing comprehensive services. An "Education" section mentions that the OIPC develops curriculum for first- and second-year students. At the bottom, a Windows taskbar is visible with icons for various applications like Chrome, Word, and Zoom.

University of Manitoba Rady Faculty of Health Sciences
Programs of study Student experience Research and scholarly activity Community and partners

Home / Rady Faculty of Health Sciences / Office of Interprofessional Collaboration

Office of Interprofessional Collaboration

The Office of Interprofessional Collaboration (OIPC) provides foundational education and practice experiences in interprofessional collaboration, supported by research and scholarly approaches.

How we work

Education, Practice and Research — these are the pillars of the OIPC. Each pillar strives to align with the Rady Faculty shared values of community and collaboration; scholarship and innovation, equity and inclusion; professionalism; and social accountability. (RFHS Strategic Framework: 2016-2021).

Objective

The OIPC's key objective is to expose all Rady Faculty students to the six competencies of interprofessional collaboration:

- Team functioning
- Interprofessional communication
- Client/patient/family/community-centred care
- Role clarification
- Collaborative leadership
- Interprofessional conflict resolution

What is interprofessional collaboration?

"...when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, caregivers, and communities to deliver the highest quality of care across settings."
- World Health Organization, 2010

Education

OIPC Education develops and delivers curriculum focused on enriching collaborative skills for interprofessional practice for all first- and second-year students in the Rady Faculty of Health Sciences.

<https://umanitoba.ca/health-sciences/student-experience/interprofessional-collaboration>

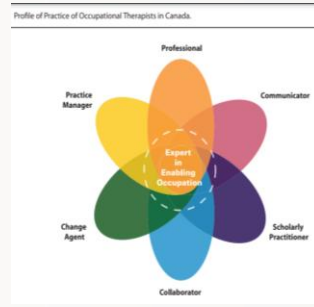
Professional Competency Frameworks: Collaborator role



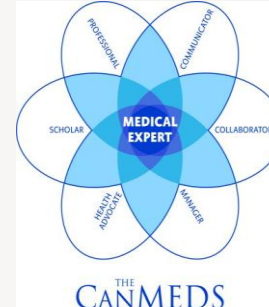
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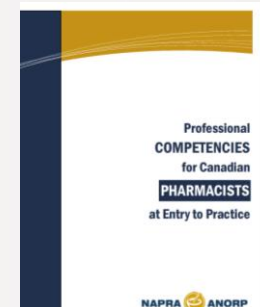
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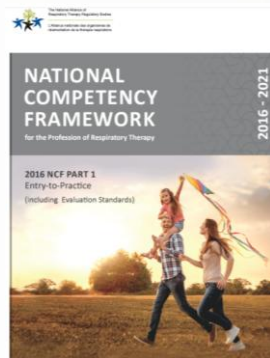
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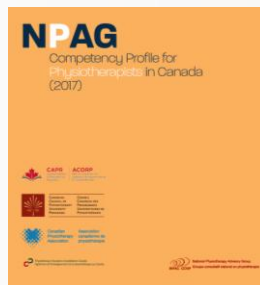
<https://www.royalcollege.ca/ca/en/canmeds/canmeds-framework.html>



<https://www.napra.ca/publication/professional-competencies-for-canadian-pharmacists-at-entry-to-practice/>



https://www.csrtr.com/wp-content/uploads/EN_Framework_2016_NARTRB_NCF_Part1.pdf



<https://www.peac-aepc.ca/pdfs/Resources/Competency%20Profiles/Competency%20Profile%20for%20PTs%202017%20EN.pdf>



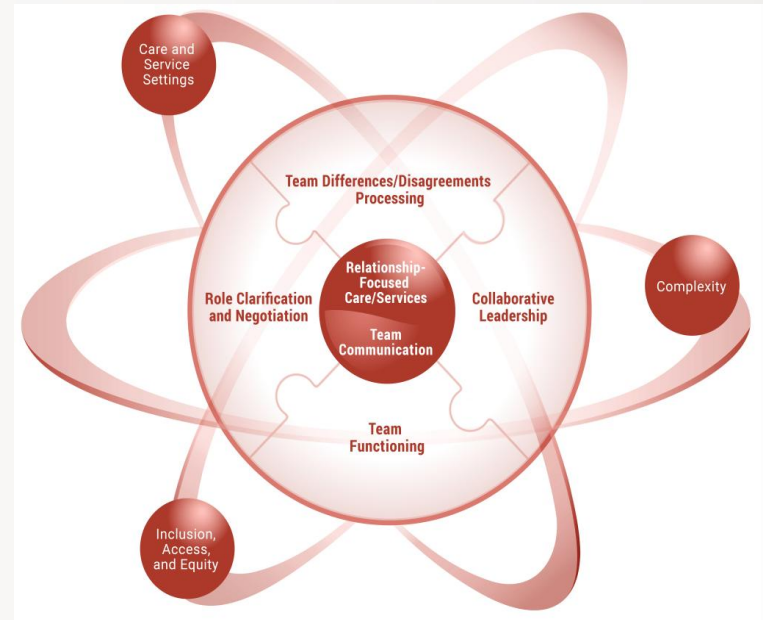
https://cmrc-ccosf.ca/sites/default/files/pdf/CMRC%20competencies%20Dec%202020%20FINAL_3-e_Jan%202022.pdf



https://acfd.ca/wp-content/uploads/ACFD-Educational-Framework-for-the-Development-of-Competency-in-Dental-Programs_2016.pdf

What does it take to collaborate?

- Relationship-centred care
- Team communication
- Team functioning
- Role clarification & negotiation
- Team differences/ disagreements processing
- Collaborative leadership



Competency Framework for Advancing Collaboration, CIHC, 2024

RFHS IPE Activities

Introduction

- On-line module
- Completed independently

Application

- Classroom-based (program-driven)
- Multiple methods (e.g., case studies, simulation)

Integration

- Practice-based
- Variable settings (e.g., primary health care)

OIPC IPE Activities 2025-2026

Introduction to team-based collaboration

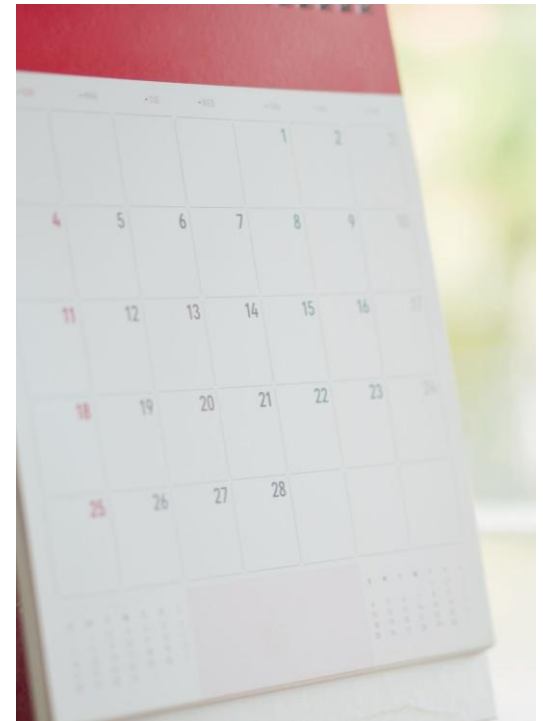
- **Before September activity: Online module**
 - Self-paced; approximately 120 minutes (pre-reading for in-person sessions)
 - Will receive email about accessing the module
 - Complete related quizzes on LMS

Friday, September 19, 3-5 pm: in-person

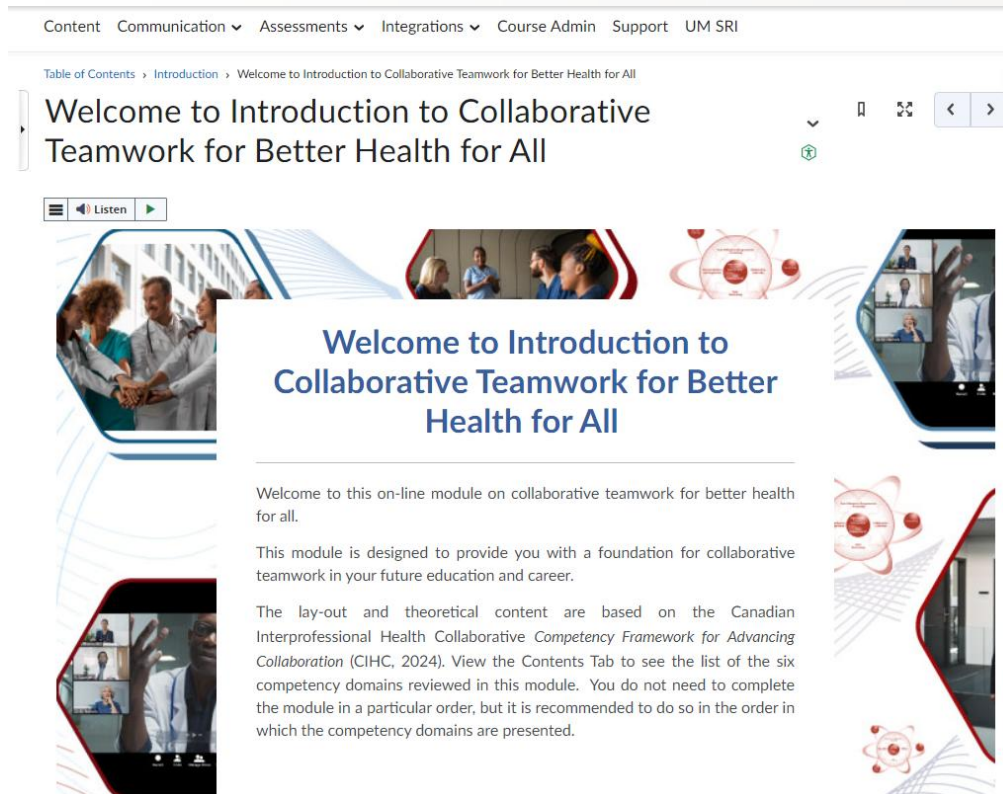
- Focus: Team function & communication
- Platform: In-person, Bannatyne campus
- Seven programs participating (Ph, DMD, PT, Midwif, DH, RT, PA)

Friday, January 23, 3-5 pm: in-person

- Focus: Relationship-centred care
- Platform: In-person, Bannatyne campus
- Five programs participating (Ph, DMD, PT, DH, RT)



Introducing Collaborative Teamwork for Better Health for All: Online Module



The screenshot shows a web-based learning module interface. At the top, there is a navigation menu with items: Content, Communication, Assessments, Integrations, Course Admin, Support, and UM SRI. Below the menu, the breadcrumb trail reads: Table of Contents > Introduction > Welcome to Introduction to Collaborative Teamwork for Better Health for All. The main heading is 'Welcome to Introduction to Collaborative Teamwork for Better Health for All'. A 'Listen' button is visible. The content area features a large graphic with the title 'Welcome to Introduction to Collaborative Teamwork for Better Health for All' and three paragraphs of introductory text. The graphic includes images of healthcare professionals, a video call window, and a diagram of a globe with interconnected nodes.

Content Communication ▾ Assessments ▾ Integrations ▾ Course Admin Support UM SRI

Table of Contents > Introduction > Welcome to Introduction to Collaborative Teamwork for Better Health for All

Welcome to Introduction to Collaborative Teamwork for Better Health for All

Listen

Welcome to Introduction to Collaborative Teamwork for Better Health for All

Welcome to this on-line module on collaborative teamwork for better health for all.

This module is designed to provide you with a foundation for collaborative teamwork in your future education and career.

The lay-out and theoretical content are based on the Canadian Interprofessional Health Collaborative *Competency Framework for Advancing Collaboration* (CIHC, 2024). View the Contents Tab to see the list of the six competency domains reviewed in this module. You do not need to complete the module in a particular order, but it is recommended to do so in the order in which the competency domains are presented.

Mandatory 'pre-reading' in preparation for an in-person interprofessional education session on Sept 19th, 2025 (in-person), and a continual resource.



Marking

Embedded in DMD and DH courses

- RSTD 1550 Intro to Dent (T1)
- Dent 1202 Early Clinical Experiences (T2)
- DENT 2202 Intro to Comp Care
- HYG 1352 Community Health I
- HYG 2314 DH Theory and Practice III
- HYG 2318 DH Theory and Practice IV

Pass/fail

- Module (60% on each quiz)—Fall 2024 only
- In-person (once per term)
- Mandatory attendance/ participation*

OIPC provides student marks to the course coordinators

*Attendance policy as per Dr. Gerald Niznick College of Dentistry and School of Dental Hygiene

Example of IPE activities in Dent and DH

- Dental and dental hygiene clinics (ongoing collaboration)
- Oral Pathology Case Series
- Externships
- Dental hygiene and occupational therapy (ergonomics and job demand analysis)
- Pharmacy, dental and dental hygiene clinic (best medication history)

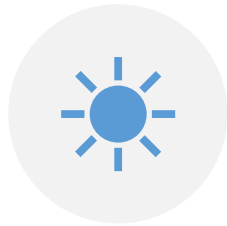
Practice Opportunities



Examples of other IPE activities



DENTISTRY-DENTAL
HYGIENE CLINICAL
PRACTICE



NDINAWEMAAGANAG
(ALL MY RELATIONS)
SUMMER



RURAL AND REMOTE
PLACEMENTS
(ACCOMMODATIONS)



OTHER PROGRAM-
SPECIFIC ACTIVITIES



Students work with a client at the Physical Therapy Neuro Rehab Clinic at Riverview Health Centre.

Student-led physio clinic offers interprofessional approach

July 10, 2023 — This spring, for the first time in 20 years, the [College of Rehabilitation Sciences'](#) student-led Physical Therapy Neuro Rehab Clinic brought in students from three additional health disciplines for a trial run of a more holistic approach to patient care.

The clinic was founded in 2003 at UM's Bannatyne Campus and moved to Riverview Health Centre last year. For 12 weeks a year, physical therapy students run the clinic under supervision as part of their fieldwork experience. This year, pharmacy, nursing and occupational therapy students also joined for various lengths of time.

<https://news.umanitoba.ca/student-led-physio-clinic-offers-interprofessional-approach/>



(L-R) Recent College of Nursing graduates Jordan Braun and Karanpreet Singh with Max Rady College of Medicine student Maura Macauly at the Shallow Bay sundance lodge near Grand Rapids.

Sundances offer students ‘crash course in culture’

November 27, 2024 — A program through the Office of Interprofessional Collaboration (OIPC) at the [Rady Faculty of Health Sciences](#) is helping students connect with Indigenous communities through ceremony.

The program, which is supported by the RBC Experiential Learning Travel Initiative, was given the name ‘Ndinawemaaganag’ – Anishinaabemowin for ‘all my relations’ – by Elder Margaret Lavallee, of [Ongomizwin – Indigenous Institute of Health and Healing](#), to reflect the connections the students were making with each other, the land and the community.

<https://news.umanitoba.ca/sundances-offer-students-crash-course-in-culture/>



Midwifery student Nicole Martin harvesting medicinal plants in the rainforest.

Program sends Rady students to rainforest

‘Traditional ways of knowing...doesn’t have borders’

March 25, 2024 — A group of 10 rehabilitation sciences, nursing and midwifery learners recently travelled to the Amazon region of Ecuador to learn about health and well-being from a collective of traditional healers and midwives.

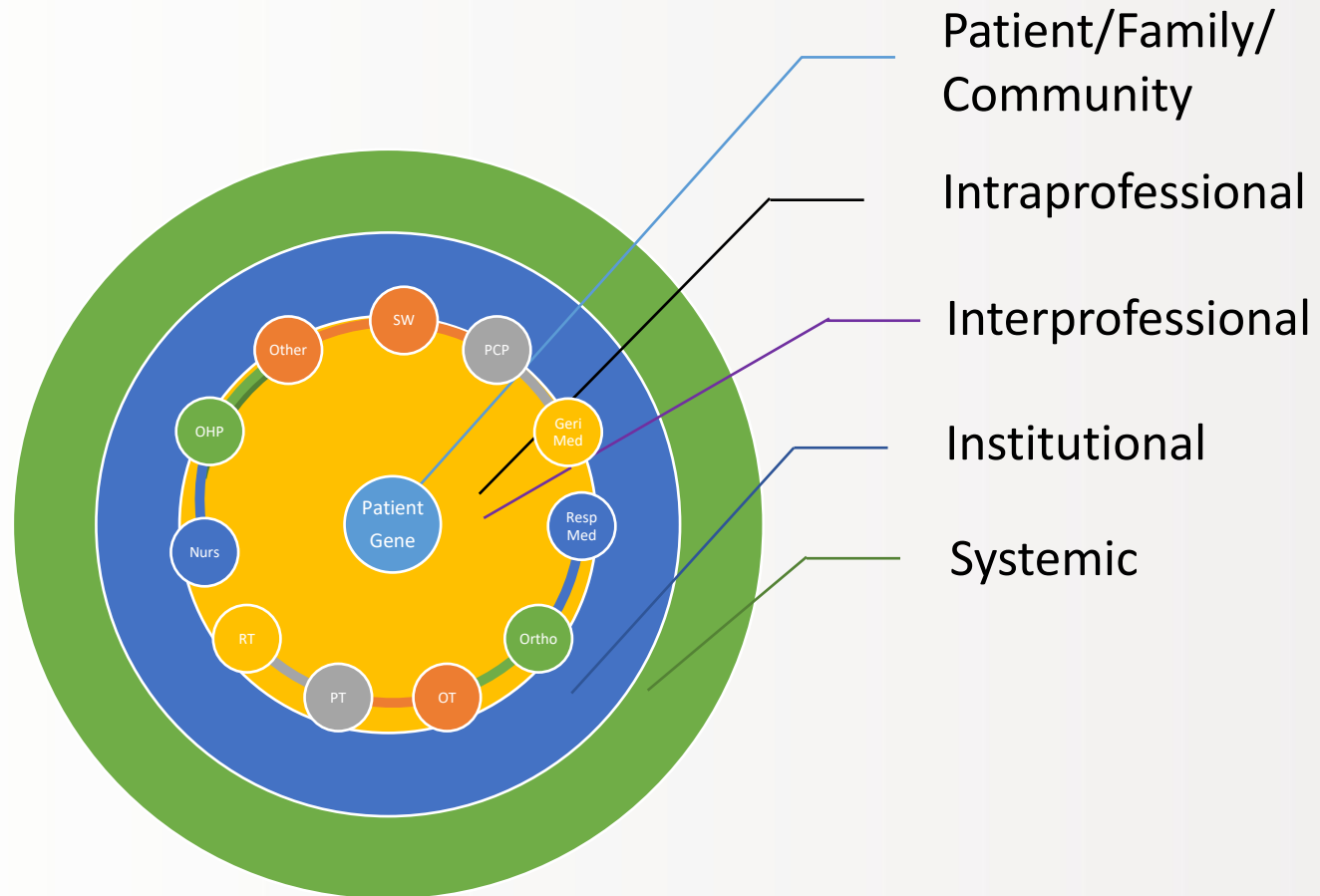
The trip was organized by the [Office of Interprofessional Collaboration](#) (OIPC) in the [Rady Faculty of Health Sciences](#), with financial support from the [College of Rehabilitation Sciences](#) Endowment Fund.

The students travelled from February 16-25 starting to the capital city of Quito and small communities in the Andes. They spent six days in the rainforest in Amupakín, a birthing centre run by a collective of traditional Kichwa midwives known as “mamas.” Additionally, the group took part in hands-on workshops, cultural exchanges and harvested medicinal plants.

Lisa Mendez, occupational therapy instructor and interprofessional practice coordinator with OIPC, facilitated renewing a collaboration that had previously been led by the UM Office of Community Engaged Learning (CEL).

<https://news.umanitoba.ca/program-sends-rady-students-to-rainforest/>

Impact of Professional Culture



-AIMS OF HEALTHCARE-

The Triple Aim included reducing the costs of the health care system through improved efficiencies; improving population health; and improving the patient experience. (Berwick et al., 2008)

The Quadruple Aim was intended to address the high rates of clinician burnout because without satisfied, healthy professionals working together, it was concluded that the Triple Aim was unachievable. (Bodenheimer & Sinsky, 2014)

The Quintuple Aim focused on health equity issues after significant disparities in health outcomes were highlighted during the COVID-19 pandemic. (Nundy et al., 2022)

The Sextuple Aim calls for healthcare systems and providers to be environmentally responsible when making healthcare decisions to help lower waste and pollution, thereby contributing towards sustainable planetary health. (Alami et al., 2023)



Infographic vectors by Vecteezy



Why collaborate?

Triple Aim (IHI, 2007)

1. Improve patient experience
2. Better outcomes
3. Lower costs
4. Clinician well-being (2014)
5. Health equity (2022)
6. Environmental sustainability (2023).

Great ideas...can be hard to implement

- Systemic barriers
 - Culture of health care
 - Accountability & liability
- Clinical care burden
- Resources
- Time—you need time!
- Easier said than done



RFHS Office of Interprofessional Collaboration 2018

Contact

Office of Interprofessional
Collaboration (OIPC) IPE activity
details will be communicated to
you via email from the OIPC or
OIPC College Lead

- Dr. Laura MacDonald at
Laura.MacDonald@umanitoba.ca

Questions?

