

Table 4. Plans for New Interprofessional Education Programs

| Jurisdiction     | Participating organizations   | Focus of project  |
|------------------|---|---|
| British Columbia | University of British Columbia  | To foster and advance collaborative patient-centred practice in health care settings. Interprofessional practice education activities will also be provided for students in a variety of rural, urban and specialty clinical settings. In addition, curriculum development for students, preceptors and health professionals will be implemented. |
| Alberta          | Calgary Health Region<br>University of Alberta<br>University of Calgary<br>Capital Health Region<br>SAIT Polytechnic<br>Bow Valley College<br>Mount Royal College | To create a conceptual model of interprofessional lateral mentorship, within “communities of practice,” including multicultural and contextual considerations.<br><br>To develop an interprofessional learning environment and evaluation tools.  |
| Saskatchewan     | University of Saskatchewan  | To train future health care professionals to work in teams in the areas of children’s mental health, the transition of elders from hospital to community, chronic illness in middle-aged adults, and community health in Aboriginal communities.  |
| Manitoba         | University of Manitoba  | To educate health professionals with the knowledge, skills, attitudes and behaviour for collaborative patient-centred practice in community-based geriatric settings.   |

Table 4. Plans for New Interprofessional Education Programs - continued

| Jurisdiction              | Participating organizations                                   | Focus of project   |
|---------------------------|---|--|
| Ontario                   | Queen's University  | To implement and evaluate activities at pre-and post-licensure levels. Examples include:<br><ul style="list-style-type: none"> <li>• <i>Pre-licensure</i>: Family Violence Workshops; courses in the School of Rehabilitation Therapy; Professionals in Rural Canada course; Interprofessional Rural Maternity Care course; and an interprofessional program of lectures, workshops and clinical placements.</li> <li>• <i>Post-licensure</i>: Educating future physicians in interprofessional psychotherapy, palliative and end-of-life care; and a practicum in bioethics.</li> </ul>   |
|                           | University of Toronto   | To create a professional development program to aid in the implementation and adaptation of "Structuring Communication Relationships for Interprofessional Teamwork" communication tools.  |
|                           | Council of Ontario Universities                               | To facilitate interprofessional collaboration in educational and practice settings through the use of web and team-based learning activities.  |
| Quebec                    | Université Laval<br>Social Services Centre<br>of Quebec South | Starting with courses already offered, to provide training in theory and practice necessary for patient-centred collaborative practice.  |
|                           |   | To develop an interprofessional clinical training placement to develop the supports for collaborative practice.  |
|                           |   | To offer workshops to develop and refine the skills required for collaborative practice.   |
|                           |   | To develop a virtual community of practice with modules on the three axes that will support self-learning of the participants.   |
|                           | McGill University   | To establish an increased number of faculty, students and practitioners involved in interprofessional education, thus enhancing the delivery of inclusive programs within academic and clinical sites using appropriate learning environments.   |
| Nova Scotia               | Dalhousie University  | To extend the interprofessional learning program and foster greater collaboration among project partners.  |
| Newfoundland and Labrador | Memorial University   | To develop and implement an interprofessional education curriculum framework continuum that embeds teamwork, experiential and service components starting at the undergraduate/pre-licensure level, with required components for students in nursing, medicine, pharmacy and social work in collaborative settings; a post-licensure continuing interprofessional education component for primary health care teams designed to enhance collaborative mental health competencies of primary health care providers and other community-based professionals; faculty development workshops; and an extensive project evaluation component. |