

# Preparing for an IP Placement

## INTERPROFESSIONAL EDUCATION IN ACTION Preparing for an IP Placement

### SECTION 1

- Preparing for an IP Placement: Introduction
- IPE Settings
- Benefits of IPE
- Roles of Professionals
- Key Steps for IPE Placement
- Goals of an IPE Placement
- Essential Components to achieving IPE Goals
- Methods of Evaluation for the IPE Placement

### SECTION 2

- Preceptors: Introduction
- Definition
- Responsibilities
- Key Roles
- Teaching and Learning Strategies for IPE
- Key Elements of Evaluation

### TEACHING & LEARNING ACTIVITIES

- Educational Tutorials
- Professional Shadowing
- Patient Shadowing
- Guided Reflective Journaling
- Online Discussions
- Case Based Learning
- IPE Foundational Skills/ Common Competencies
- Interprofessional Presentation
- Lived Experience Learning

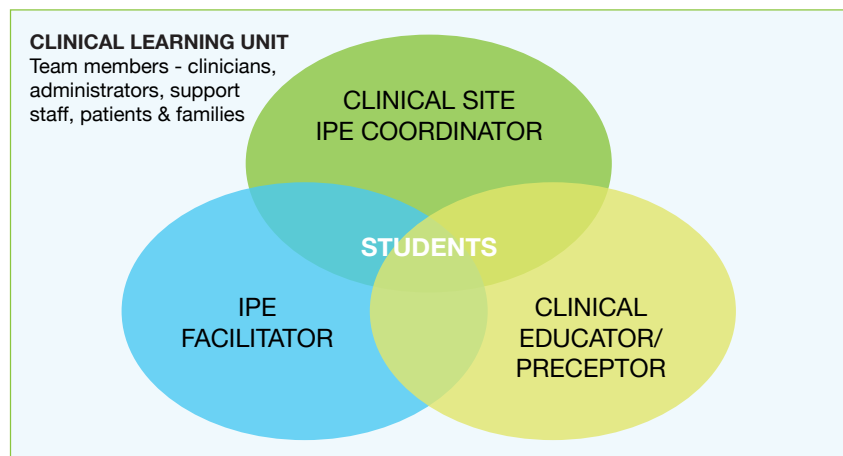
This module has been developed by the Office of Interprofessional Education and Practice and the South Eastern Interprofessional Collaborative Learning Environment (SEIPCLE) project to assist clinical preceptors and sites in preparing for Interprofessional Clinical Placements for students from a variety of professional backgrounds. It provides a framework for the development of IP placements as well as practical tips and tools for everyone involved in clinical education.



### CLINICAL EDUCATOR

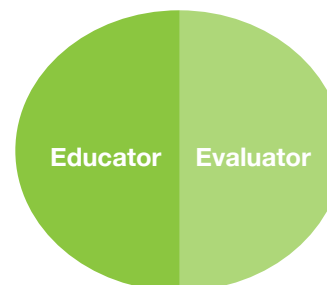
- \* Teacher/Instructor
- \* Model/Mentor
- \* Expert
- \* Evaluator
- \* Person who provides training and practice experience
- \* Person who provides feedback

### CLINICAL LEARNING UNIT (CLU)



### CLINICAL EDUCATOR

1. Creating a positive learning environment
2. Role modeling
3. Formal and informal shadowing



- Feedback - formative and summative
- Common competencies



Office of Interprofessional Education and Practice

Integrating Health Sciences Across the Continuum

