

CIHC CURRICULA COMMITTEE

Terms of Reference

Purpose

To study and learn about curricula as it relates to IECPCP for four primary groups:

1. Students/Learners,
2. Academic Faculty,
3. Clinicians, and
4. Patients/Families.

Responsibilities

Within this purpose the Curriculum sub-committee will work to:

1. foster networking and pan-Canadian linkages, leverage expertise and share knowledge related to curriculum, and cultivate synergy across the country among participants in the funded HC IECPCP Projects,
2. explore collaborative action around the IECPCP agenda to strive for sustainability of the work done through the Curriculum Sub-committee,
3. document and disseminate conceptual and program frameworks that are actually being used across the country related to the IECPCP curriculum and its implementation,
4. identify strategies to address barriers and enablers at the government (local and provincial), health care organizational, and practitioners levels that projects have adopted in implementing IPE in academic and practice settings.

Specifically the Curriculum Sub-Committee will work in seven priority areas:

1. Create and disseminate a set of IPE Competencies and identify gaps in the literature related to the same,
2. Create a strategic plan to achieve the sub-committee purposes,
3. Identify IPE learning and practice activities that may serve as examples of emerging best practices for IECPCP.
4. Identify gaps in research and literature related to its mandates and forward these to other appropriate CIHC sub-committees,
5. Create the components that will constitute an IPE continuum of learning
6. Create an inventory of curriculum designs and descriptions, best practices, a repository of curriculum materials/media or learning objects, and URL access to peer-reviewed resources/best practices
7. Create an ongoing documentation of lessons learned in IECPCP curriculum challenges and solutions.

To achieve the above four working groups will be established

Student Learner Curriculum Working Group: focus on evaluation of learning, technology/delivery of learning, and curriculum content in the context of IPE student learning from all funded HC IECPCP Projects across-Canada.

Academic Faculty Working Group: focus on strategies for faculty development in IPE, compilation of project identified IPE Competencies for faculty, conceptual models/curricular designs/technology/planning for and delivery of faculty/instructor development in IPE teaching from all funded HC IECPCP Projects across-Canada.

Clinician Working Group: focus on strategies for clinician development in IECPCP, for compilation of project identified IPE practice competencies, conceptual models/curricular designs/technology /planning for and delivery of IPE team practice and support of IPE student learning, from all funded HC IECPCP Projects across-Canada.

Patients/Families Working Group: focus on strategies for inclusion of patients and families in IECPCP, compilation of project identified IPE patient/client centred practice competencies and testing for these, from all funded HC IECPCP Projects across-Canada.

Leadership

The curricula sub-committee is co-led by two CIHC Steering Committee members: Vernon Curran and Carole Orchard.

Accountability

CIHC Steering Committee

Support to Sub-Committee

- CIHC
 - Program Manager – to sit on each committee as necessary and assist with actions as required
- External
 - External expertise and consultants, with prior approval from the Secretariat (please note the budget is limited)

Membership

Term

September 2006 to approximately September 2008

Frequency

Meeting Processes and Communication

Most communication will take place by email or through teleconferencing. Documents will be stored on the CIHC website committee login page.