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A review of curriculum delivery and evaluation practices in interprofessional education in medical schools across Canada

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Purpose: Interprofessional education (IPE) is a major curricular component in health and social care education programs. IPE is defined as learning with, from, and about other health providers. In 2005, the federal government provided funding to medical faculties in Canada as part of the Collaborating for Education and Practice: An Interprofessional Education Strategy for Newfoundland and Labrador (IECPCP) project. Since the IECPCP funding ended in 2008, the context for IPE at Memorial University has evolved significantly. The purpose of this review is to examine the commonalities and differences between IPE programs currently operating at Canadian medical schools with particular reference to a comparison between Memorial and other schools. **Methods:** We identified the scope of the review as including IPE programs at 17 Canadian medical schools. Information from the selected IPE programs is obtained in two ways—through a website review and a semi-structured telephone interview. Follow-up phone calls with IPE program representatives are made where further clarification is required after the initial data collection. **Results:** In this presentation we describe the following: the number and program of students engaged in IPE programming; how many IPE activities are offered, the relationship between IPE activities and the medicine program curriculum; whether participation is mandatory or voluntary for students; the curriculum delivery techniques and tools used; and the evaluation methods in place to measure outcomes. **Conclusions:** Through this review, we will describe the IPE activities of other medical schools across the country and compare and contrast the programming from other schools with what Memorial is offering for medical students.