

A stylized illustration of a landscape with rolling hills, several trees with circular green canopies, and two birds. The scene is set against a background of blue and green geometric patterns. The illustration is partially obscured by a white diagonal shape that frames the text.

an invitation to
collaboration

**THE UNIVERSITY
OF TORONTO'S**

Centre for Advancing
Collaborative Healthcare
& Education

Strategic Plan 2022-2027

- UNIVERSITY HEALTH NETWORK -

Land Acknowledgment

We wish to acknowledge this land on which the Centre operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. In addition to acknowledging this land, the Centre also commits to learning and striving each day toward Truth and Reconciliation.

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Welcome

Welcome to the newly renamed Centre for Advancing Collaborative Healthcare & Education's five-year Strategic Plan (2022-2027).

The Centre has been ***Transforming Care through Collaboration*** for over a decade. We collaboratively lead the University of Toronto's Interprofessional Education (IPE) curriculum, partnering with 11 health sciences programs and a practice network including more than 15 Toronto hospitals. We collaborate with local, national, and international partners to advance education, practice, research, systems, and policy toward better work and care for all, offering professional development programs and consultation to support this advancement. We keep learners and community, patient/client and family/caregiver partners at the heart of our work.

We are excited and honoured to have built this strategic plan in close consultation and partnership with this vast and rich community.

Honouring our History

In 2009, an Extra-Departmental Unit (EDU-C) named the Centre for Interprofessional Education was established as a strategic partnership between the [University of Toronto](#) (UofT) and the [Toronto Academic Health Science Network](#) (TAHSN) with the [University Health Network](#) (UHN) as lead hospital. Since its inauguration, the Centre has designed and delivered high-quality education activities across health education and health and social care systems. The Centre is a global leader and innovator in IPE across the continuum of learning. Learners range from over 4,200 pre-entry-to-practice students annually in academic programs, to clinicians, educators, and leaders in workplace environments, including over 3,800 alumni from our professional/faculty development programs. In more recent years, the Centre has fortified its research and innovation infrastructure, and is now poised to synergistically lead the way in advancing collaborative healthcare and education for a healthier world.

Stepping into the Future: Collaboration as a way toward trust

Our Centre's community holds a key to addressing some of healthcare's most pressing concerns. The pandemic has highlighted the impact of health human resource shortages, the role of adaptive and team models of care, and the importance of collaborative relationships within the very fabric of society. Building and maintaining trusting relationships and continually improving our collaborative abilities is more important now than ever.

The Centre and its broader community value both science and experience on how to listen deeply and engage in dialogue, prioritizing compassion, relationships, and respect. In a time when truth and reconciliation, inclusion, diversity, equity, and accessibility have, at long last, become more formal and prominent foci for organizations, collaborative and interprofessional approaches have a dual role. We have a role to learn and grow in our own practices and we have a role to connect to the interprofessional education field's longstanding strengths in striving for respectful relationships across positions of power, and across institutional and societal hierarchies. We will continue to lead toward collaborative change and inclusive health policies, systems, technologies, education philosophies, and practices.

As of May 2022, we were renamed the Centre for Advancing Collaborative Healthcare & Education (CACHE) to represent our work and community more inclusively. Building on our past and leading into the future, our collective commitment is unwavering:



Advancing collaborative healthcare and education:
Learning together for a healthier world.

Our Approach and Process

An Aspirations and Activities (A&A) approach framed our strategic planning process. Aspirations are the “what”: the place at which we will arrive. Activities are the “how”: the path of work that allows us to achieve our Aspirations.

Aspirations are daring, inspiring goals that push beyond comfort zones and lead to ambitious achievements. Setting meaningful goals derived from one’s mission is paramount for purposeful change, improvement, and growth. Aspirations are meant to inspire accomplishment and introduce disruptive innovations. Achieving our Aspirations will contribute to our Centre’s recognition as an ever-evolving leader in collaborative healthcare and education.

Activities are benchmarks for Aspirations and provide clear criteria for success. They are not sub-goals; rather Activities are the actions and milestones that enable tracking of one’s progress towards achieving each Aspiration. Activities will be translated into objectives that are specific, measurable, achievable, and time-limited, and tracked through the key results we achieve. This framework unearths fresh capacity, generating more creative solutions and revolutionizing operational, curriculum, and practice models.

The Centre’s strategic planning process was Centre-led and community-driven, in consultation with Dr. Lorelei Lingard of Western University (an expert in health-care teamwork, team communication, and collective competence), Ms. Allia Karim of Reserca (a health/education research consultant), and Ms. Christina Weese of Parayelogram (a visual designer and storyteller specializing in health, science, and education).

We engaged community members through meetings, focus groups, and surveys. Together we iterated our Vision, Mission, Aspirations, and Activities. We surveyed local, national, and international networks. Engagement through meetings and focus groups included all levels of system stakeholders and key community members including:

- Patient/client and family/caregiver partners
- University of Toronto learners, including but not limited to Interprofessional Healthcare Students’ Association (IPHSA) members

- Collaborative education and practice leaders at Toronto Academic Health Science Network (TAHSN) hospitals
- Leaders from University of Toronto's 11 health sciences programs involved in the IPE curriculum
- Temerty Faculty of Medicine's EDU:C leaders, University of Toronto
- TAHSN Education and Practice Committees (TAHSNe and TAHSNp)
- Council of Health Sciences (CHS), University of Toronto
- The Centre's Governance Committee
- University Health Network (UHN) Education Executive Committee
- IPE Leaders (IPEL) Network
- InterFaculty Curriculum Committee (IFCC)
- Select TAHSN hospital IPE Committees
- University of Toronto Temerty Faculty of Medicine Dean and Associate Deans, Vice Provost, Relations with Health Care Institutions, Institute of Health Policy, Management & Evaluation leaders; and UHN and Michener leaders
- Centre alumni and community partners, local to international partners and networks
- The Centre team

The broad inclusion of varied perspectives ensured that our valued community guided the Centre's future focus and reimaginings about collaboration to advance health and healthcare. The Centre's Vision, Mission, Aspirations, and Activities continue to reflect the values and objectives of our diverse communities, leading to enduring collaborative partnerships and added value to the University of Toronto, TAHSN, and national and international collaborative healthcare and education communities.

Vision, Mission, Values

Our former vision of *Transforming Care through Collaboration* has served us well. IPE is now a mainstay in health professions education and healthcare contexts. It has also become a policy and institutional priority in local to international contexts.

Our New Vision

As a Centre, we are advancing collaborative healthcare and education toward our vision of



Learning Together for a Healthier World

The word “advancing” represents our commitment to pushing the boundaries of our knowledge base and practices in relation to collaboration and IPE.

The word “collaboration” and its related terms “collaborative” and “collaborating” have been chosen to focus on the action of working together. The antecedent term “interprofessional” incompletely represents all who come together to contribute to healthcare work across contexts.

A “healthier world” represents our vision to contribute to a stronger society that supports the health and wellbeing of its citizens, through collective efforts, dialogue, and meaningful inclusion.

Finally, when we say “healthcare” throughout this document and in all our activities, we define it broadly: community and population health and health promotion; acute to home-based or long-term care; prevention, treatment, care, support, partnership and rehabilitation across contexts such as clinics, community centres, individual homes and shared living spaces, hospitals, schools, and more.



Mission

Our Centre will advance the knowledge and practice of collaboration toward the goal of supporting a healthier world.

It will do this by advancing evidence-informed pedagogies and an integrated curriculum that prepares learners for compassionate and ethical collaboration, teamwork, and interprofessional work in the diverse contexts of health, healthcare, and social care. It will also offer innovative professional/faculty development programs to support practitioners and workers to continually learn and grow. It will partner to shape policies, systems, and technologies in ways that promote and support collaboration.

The Centre remains committed to its founding partners—the University of Toronto and the Toronto Academic Health Science Network with University Health Network as lead hospital—while continually exploring new relationships that drive toward its vision of learning together for a healthier world.

Aspirations

Our Aspirations are:

- Including
- Integrating
- Inspiring

These Aspirations will be achieved:

- In partnership;
- Through an interprofessional lens





Team Values

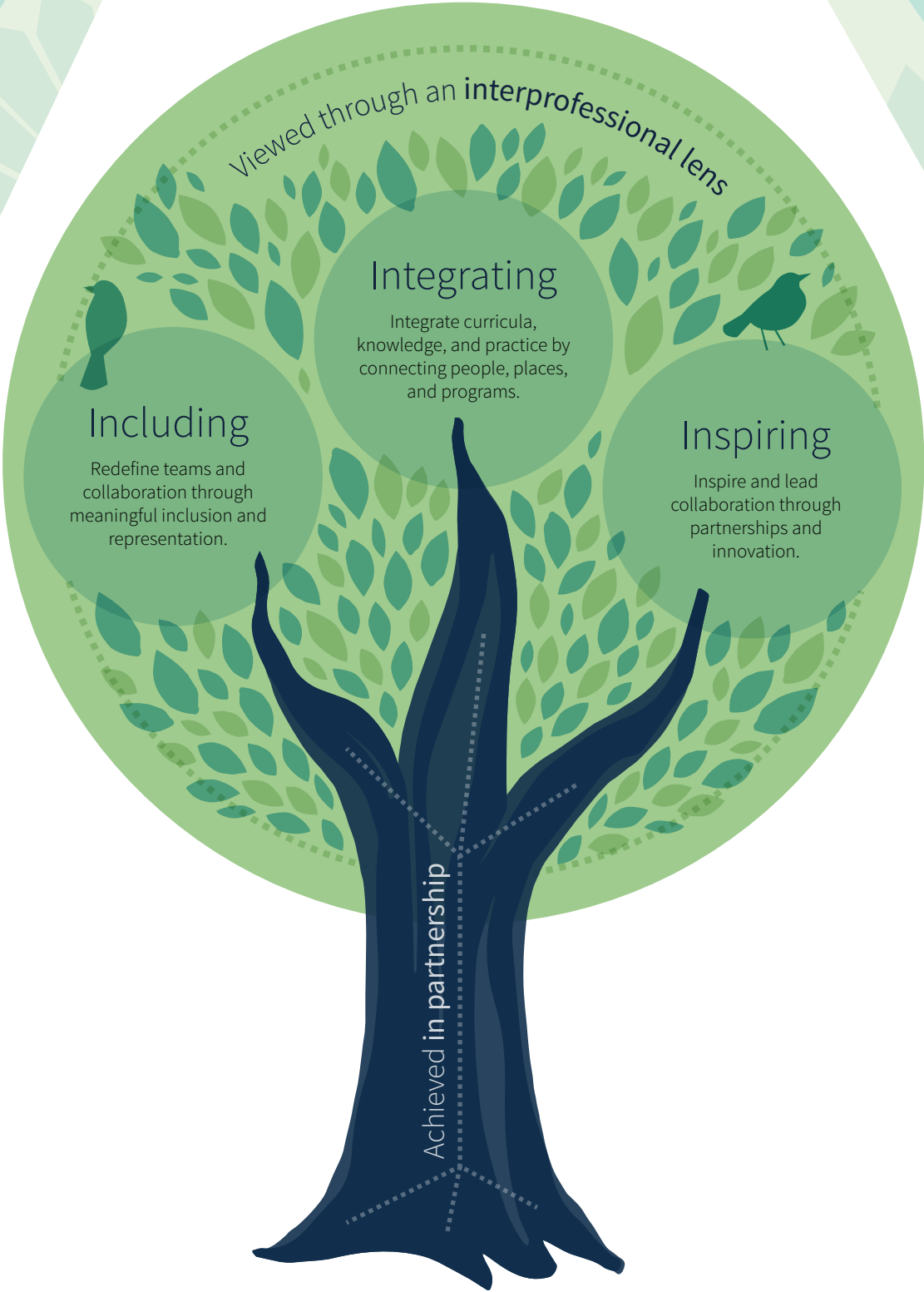
Our team is committed to striving toward living its vision and mission by:

- Continually striving for a safe and open community where ideas are freely shared and co-created.
- Communicating with honesty and respect.
- Celebrating our successes and appreciating one another.
- Supporting one another and having each other's backs as we work toward common goals.
- Building equitable and diversely inclusive environments, relationships, and partnerships.
- Embodying lifelong collaborative education and reflective practices.
- Creating and sharing knowledge to foster collaboration in health education, practice, and research.
- Sharing leadership for collective learning and growth.



We keep *learners, communities, patients/clients* and *family/caregiver partners* at the heart of our work.

Aspirations



Aspirations and Activities

Aspiration 1:



Redefine teams and collaboration through meaningful inclusion and representation.

- We value all contributors to healthcare including support workers, administrators, and members of diverse professions and disciplines within and beyond the health sciences.
- We commit to partnering with patients/clients, families/caregivers, and communities in striving toward equitable, accessible, and welcoming environments.
- We will broaden who is included and represented in interprofessional education, healthcare teams, and collaborative practice with a lens of inclusion, diversity, equity, and accessibility (IDEA).

Activities

- Purposefully invite and integrate new academic programs, faculty, facilitators, learners, and patients/clients and family/caregiver partners to contribute to and participate in the IPE curriculum.
- Engage, recognize, and support facilitators, patients/clients and family/caregiver partners in alignment with IDEA principles.
- Lead a curricular and professional/faculty development program review and renewal, drawing on experience, learner feedback, community, program and organizational needs, and relevant sciences (e.g. education, health systems).
- Elevate the value and understanding of interprofessional education and collaborative healthcare and education work in the academic health sciences system.
- Lead the advancement of learning about and with new and emerging team roles, models of care, and ways of working, through an integrated lens of interprofessionalism, equity, ethics, wellbeing, and impact.

Aspiration 2:



Integrate curricula, knowledge, and practice by connecting people, places, and programs.

- We value diverse forms of knowledge, ways of knowing, and transformative education approaches.
- We commit to continually improving the Centre's curricular and program activities through evidence-informed education and sharing practical innovations with our communities.
- We will increase our value and reach locally to internationally as a resource and community hub, and knowledge mobilizer for collaborative work.

Activities

- Rejuvenate our membership program, including a new national advisory committee, affiliate scholar, and research trainee category.
- Leverage technology-enabled and simulation-based approaches to inform collaborative education in partnership with leading organizations.
- Expand and refine our communications and digital strategy with a focus on enacting principles of inclusion, diversity, equity, and accessibility (IDEA).
- Build and mobilize resources for team wellbeing and recovery.
- Strategically pursue funding for education and scholarship initiatives that advance collaborative healthcare and education and multiple ways of knowing.
- Create spaces to share knowledge informally and meaningfully through dialogue.
- Lead (re)development of collaborative curricula that address the emerging and shared learning needs across academic programs, in collaboration with academic programs.

Aspiration 3:



Inspire and lead collaboration through partnerships and innovation.

- We value collaborative leadership, relationship-building, and partnerships.
- We commit to co-creating and shaping innovations: collaboration will be driven by design and embedded in innovative tools and technologies.
- We will inform innovations in practice, policy, and technology to inspire and enable collaborative healthcare and education.

Activities

- Collaboratively lead national conversations on health human resources, innovative models of care, and workforce capacity development.
- Build, evaluate, and mobilize impactful and evidence-informed collaborative student leadership opportunities.
- Partner to influence the development of technological innovations that drive collaboration (e.g. virtual care platforms).
- Pilot consultation programs in support of collaborative work in practice, research, and innovation.
- Partner to lead in co-creating patient/client and family/caregiver partnership guiding principles.
- Expand impact and reach of existing strengths through strategic partnerships and system-wide initiatives.

Meaningful Progress, Process, and Impact

The Centre will track our progress, process, and impact through its advancement of the Activities outlined above. Activities enable us to define objectives and results towards each Aspiration. These objectives and results will ensure focus, alignment, and accountability in making meaningful change to achieve our Aspirations.

The Centre will continue to build upon the work of its team members and the field to explore what methods, outcomes, and metrics most meaningfully inspire and represent the process and impacts of collaborative healthcare and education. The Centre's team has led scholarship in innovative and meaningful approaches to evaluate processes and outcome measurement through the analysis of written and spoken language. These approaches enable us to see changes in ways of seeing, being, and doing. Beyond traditional metrics, these innovative methods of capturing how people see, use language, and practice can demonstrate important growth toward our Aspirations. The Centre will continue to build on its strengths in developmental, principles-focused, and realist evaluation, exploring transformative education impacts, and attending to patient/client and family/caregiver voice, to allow nuanced understandings of how, for whom, and why change initiatives in complex or uncertain environments work.

In addition, the Centre will critically examine, advance, and encourage meaningful impact metrics for the field of collaborative healthcare and education. Definitions of impact shape and constrain our foci and endeavours as collaborative educators, leaders, scholars, teams, and organizations. In alignment with our values and purpose, the Centre will identify meaningful metrics that can support evaluation and communication of impact that matters. The Centre will share progress and impacts with its community through a biennial report.

In a true multi-directional knowledge mobilization ecosystem, values from communities and questions from practice will inform the Centre's research and innovation, the products of which will directly influence our policies, pedagogies, and practices.

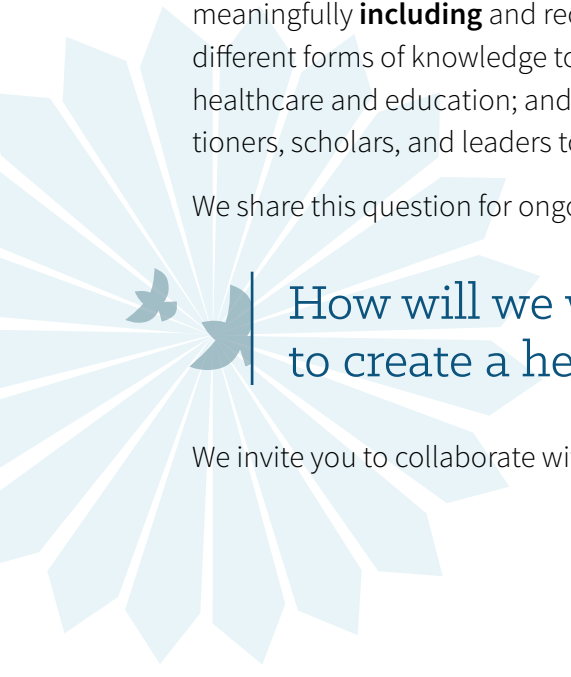
Learning Together for a Healthier World

Collaboration makes a world of difference. New discoveries, high-quality care, and compassionate experiences rely on strong collaboration, teamwork, and system integration. Teams must include patient/client and family/caregiver voices, students as leaders, and thriving healthcare providers and staff. Healthy teams are built through effective education and bolstered by well-designed systems and structures that facilitate collaborative practices infused with inclusion, diversity, equity, and accessibility principles.

The pandemic highlighted the crucial role of collaboration in healthcare. Emerging from the pandemic and leading into the future, the shape of the opportunities and needs for our Centre have changed. Our audiences may expand, as the pandemic points us to the increasingly important intersections of health with fields like engineering, human resources, and law. The language we use to describe IPE will also shift, toward collaboration and teamwork, to recognize the important role of support workers and patients/clients and family/caregiver partners amongst many others.

As all these changes transpire, the Centre's commitment will remain. We will be: meaningfully **including** and recognizing all contributors to healthcare; **integrating** different forms of knowledge to improve and expand the impacts of collaboration in healthcare and education; and **inspiring** and equipping learners, teachers, practitioners, scholars, and leaders to advance collaboration for a healthier world.

We share this question for ongoing reflection:

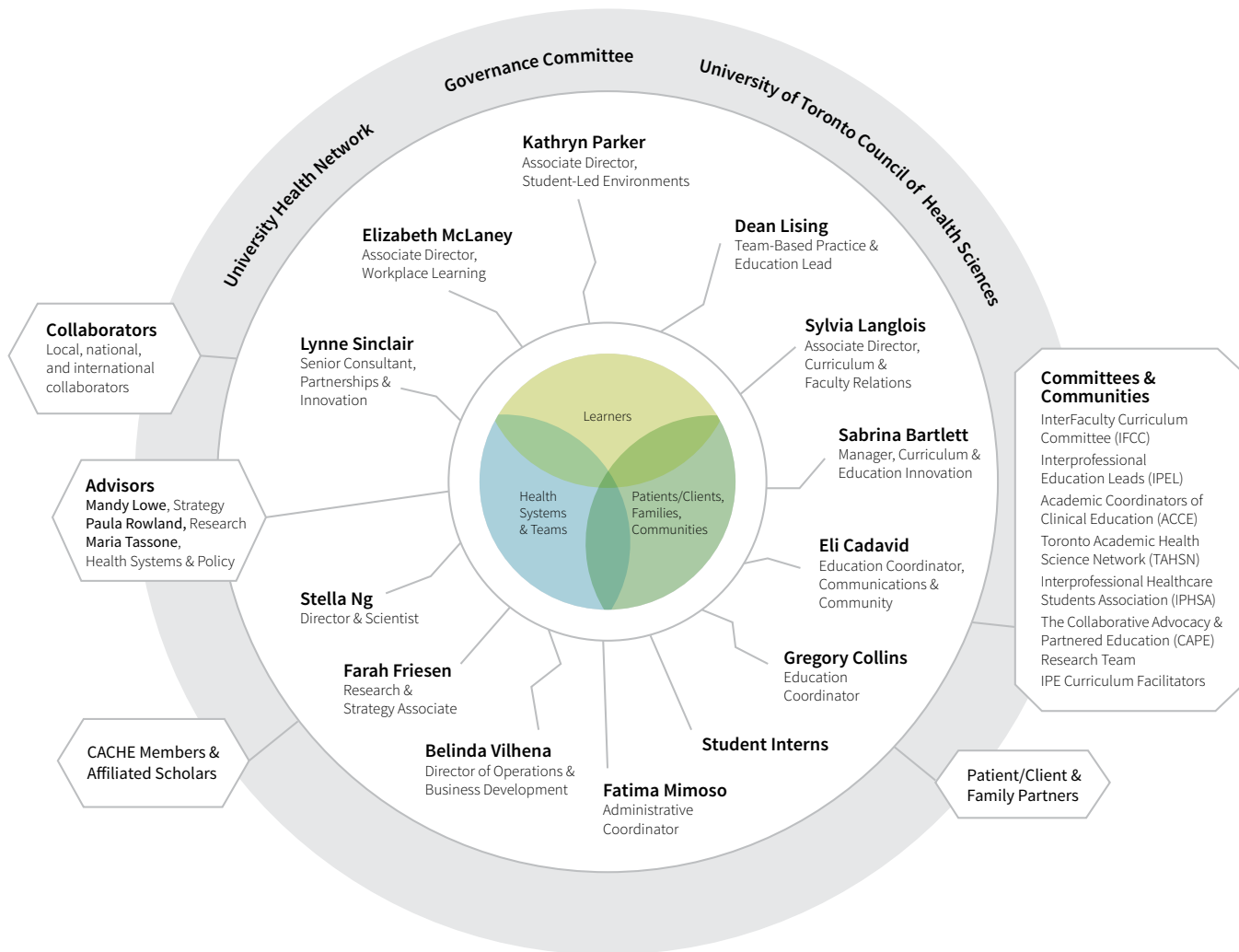


How will we work and learn together
to create a healthier world?

We invite you to collaborate with us on this journey. Thank you.

Contributors

Those who contributed to this strategic plan include:





UNIVERSITY OF
TORONTO



**Centre for Advancing Collaborative
Healthcare & Education (CACHE)**



UHN

Toronto General
Toronto Western
Princess Margaret
Toronto Rehab
Michener Institute