

**College of Health and Human Services Interprofessional Education Activity
Application Form**

Please complete this application to have your interprofessional education activity be considered for approval as a CHHS-sponsored IPE activity.

TITLE of ACTIVITY:

NAME OF ACTIVITY COORDINATOR:

EMAIL OF ACTIVITY COORDINATOR:

If activity coordinator/sponsor is a student, please provide FACULTY SPONSOR NAME AND EMAIL:

MINIMUM CRITERIA FOR IPE PASSPORT:

Please check the minimum criteria for all IPE-approved activity in CHHS:

- Involves learners from 2 or more professions/disciplines/programs
- Includes interactivity with other participants and/or speakers
- IPE activity/learning objectives are made explicit to students (i.e. communicated to students prior to the event, facilitated debrief following the event)

IPE PASSPORT DESCRIPTION:

Please provide a 150-word summary of the IPE Passport Activity you are proposing:

Programs/disciplines/professions are involved in activity:

Number of students that can attend the activity:

Are there any discipline limitations for this event (e.g. only 5 students from each program/discipline/profession can attend)?

IPE PASSPORT DELIVERY:

Length of Activity and Delivery (please include dates, time, location):

- Face-to-face Number of hours:_____ Number of face-to-face meetings:_____
- Online only Number of hours:_____
- Blended (face-to-face & online) Number of hours:_____

STUDENT LEARNING OBJECTIVES:

Recognizing the diversity of IPE Passport activities needed and desired by programs, faculty and students in CHHS, a two-level system will be applied to IPE learning opportunities. This level system will enhance communication among stakeholders in the College (i.e. administrators, faculty, staff, students) in understanding the type and depth of the Passport activity.

- **Exposure Level:** Passport activities evaluated and offered at the exposure level will consist of introductory IPE learning activities that provide students with the opportunity to interact and learn from professionals and peers from disciplines beyond their own. *The desired outcome for activities offered at the exposure level is that students will gain a deeper understanding of their own profession while gaining an appreciation for the perspective and roles of other professions.* These activities will tend to be one-time/shorter in length and include events such as journal clubs, special event seminars, “lunch and learn” events, and collaborating student organization sponsored activities.
- **Immersion Level:** Passport activities evaluated and offered at the immersion level will consist of IPE learning activities that provide students with the opportunity to learn about, with and from other professional students in an active learning situation where they are applying learning during the activity. *The desired outcome for activities offered at the immersion level is that students will develop critical thinking skills as part of an interprofessional view that incorporates multiple perspectives, and acknowledges and encourages diversity in providing quality health and human services.* These events will tend to be longer in duration and may require pre and/or post-work outside of the event. Examples of events include case collaborations, tabletop activities, service learning and other courses, research projects, and other special projects.

Both Exposure and Immersion Level Passport Activities will be evaluated based upon the Core Competencies for Interprofessional Practice sponsored by the Interprofessional Educational Collaborative (IPEC, 2011). Please indicate which learning objectives your passport activity will be addressing:

Core Competency	Exposure Level Learning Objectives <i>By the end of this activity, learners will be prepared to...</i>	Immersion Level Learning Objectives <i>By the end of this activity, learners will be prepared to...</i>
Values/Ethics for Interprofessional Practice	<ul style="list-style-type: none"> <input type="checkbox"/> Describe care of patients and populations at the center of interprofessional care delivery <input type="checkbox"/> Recognize the dignity and privacy needs of individuals in delivery of team-based care <input type="checkbox"/> Describe the cultural diversity and individual differences that characterize patients, populations, and the interdisciplinary team <input type="checkbox"/> Identify high standards of ethical conduct and quality of care in team-based care <input type="checkbox"/> Name ethical issues specific to interprofessional patient/population centered care situations 	<ul style="list-style-type: none"> <input type="checkbox"/> Model care of patients and populations at the center of interprofessional practice <input type="checkbox"/> Demonstrate respect of dignity and privacy of individuals while maintaining confidentiality in the delivery of team-based care <input type="checkbox"/> Apply understanding of cultural diversity and individual differences that characterize patients, populations, and the interdisciplinary team <input type="checkbox"/> Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care <input type="checkbox"/> Manage ethical issues specific to interprofessional patient/population centered care situations
Roles/ Responsibilities for Collaborative Practice	<ul style="list-style-type: none"> <input type="checkbox"/> Identify one's roles and responsibilities on interprofessional teams <input type="checkbox"/> Recognize one's limitations in skills, knowledge and abilities in providing care <input type="checkbox"/> Describe roles and responsibilities of other professionals <input type="checkbox"/> Explain how the team members work together effectively to provide care 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate one's roles and responsibilities clearly to other professional learners <input type="checkbox"/> Actively seek out others' skills, knowledge and abilities in order to meet specific care needs <input type="checkbox"/> Apply knowledge and competencies with other learners in considering provision of safe, timely, efficient, effective and equitable care <input type="checkbox"/> Develop interdependent relationships with other professions to improve care and advance learning

<p>Interprofessional Communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe principles of effective interprofessional communication <input type="checkbox"/> Describe the importance of effective communication in support of interprofessional collaboration <input type="checkbox"/> Identify communication skills, strategies, and tools to support interprofessional communication <input type="checkbox"/> Recognize how one's own background within the team contributes to effective communication, conflict resolution, and positive interprofessional working relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> Critically reflect on one's own communication style and how this may influence interprofessional communication <input type="checkbox"/> Recognize other communication styles and how to modify behavior in a way that ensures more effective interprofessional communication <input type="checkbox"/> Analyze factors that influence interprofessional communication in care settings <input type="checkbox"/> Engage in challenging interprofessional conversations to support quality care
<p>Interprofessional Teamwork & Team-based Care</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Locate teams in practice <input type="checkbox"/> Describe the roles and practices in the development of effective teams <input type="checkbox"/> Identify knowledge and experience of other professionals to inform care decisions <input type="checkbox"/> Recognize ways in which teams could perform more effectively 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the roles and practices that contribute to effective teams <input type="checkbox"/> Actively engage with other team members to identify and constructively manage care decisions <input type="checkbox"/> Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care <input type="checkbox"/> Apply leadership practices that support collaboration and team effectiveness

ASSESSMENT:

How do you plan to assess student learning during the proposed IPE Passport activity? (Please check all that apply)

- No assessment
- Self-assessment
- Peer-assessment
- Reflective assignment
- Examinations
- Individual or group presentations
- Other assessment: _____

EVALUATION:

How do you plan to evaluate the proposed IPE Passport activity? (Please check all that apply)

- Event feedback/evaluation
- Pre/post-test
- Facilitated debrief
- Follow-up survey
- Focus group
- Other: _____

Please provide details on the sustainability of the activity (can this activity be repeated in the future?)

CHHS ASSISTANCE:

Please indicate any assistance you need from CHHS to support your activity:

- Marketing
- Sending out reading material, handouts, flyers, websites, etc. in advance of the activity (please attach any materials with this application, if applicable)
- Other: _____

******In an effort to improve this application, we appreciate any feedback on your use of this form.***