

Proposed College of Health and Human Services Interprofessional Education Passport Framework

Purpose and Minimum Requirements of Interprofessional Education:

The purpose of this document is to offer a framework with which to evaluate interprofessional education (IPE) learning opportunities in the College of Health and Human Services (CHHS). Furthermore, this framework can be useful in planning IPE learning opportunities, activities and events. These IPE learning opportunities, activities and events, are considered part of the CHHS IPE Passport Program.

By definition, "Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (Center for the Advancement of Interprofessional Education, 2002). Therefore, at minimum, all CHHS IPE opportunities must include the following criteria in order to be considered as an 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)

Two-Level Evaluation System:

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, "brownbag" 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, acknowledging and encouraging the necessity of diversity in providing quality health and human services.* These events will tend to be longer in length 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.

Interprofessional Education Student Learning Objectives:

Student learning in both Exposure and Immersion Level Passport Activities will be evaluated on the Core Competencies for Interprofessional Practice sponsored by the Interprofessional Educational Collaborative (IPEC, 2011). Please see learning objectives below that have been modified based upon IPEC Core Competencies.

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 	<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

	<p>providing care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe roles and responsibilities of other professionals <input type="checkbox"/> Explain how the team members work together effectively to provide care 	<p>to meet specific care needs</p> <ul style="list-style-type: none"> <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
Interprofessional Communication	<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
Interprofessional Teamwork & Team-based Care	<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

RECOMMENDATIONS

IPE Core Competencies and Student Learning Objectives:

Upon development of the CHHS IPE vision, it is recommended that these core competencies and student learning objectives be revisited to ensure congruence with student learning expectations for CHHS IPE participation. Upon development of CHHS IPE vision, development of new exposure and immersion level student competencies may be appropriate.

Application Process for CHHS IPE Passport Activities:

Those who wish to have their learning opportunity approved as a CHHS IPE Passport activity are required to complete an application form, which will be reviewed by the CHHS IPE Review Committee. Please see the CHHS IPE Passport Application Form.

Student Achievement of CHHS IPE Passport:

In order for students to achieve their CHHS IPE Passport, they will be required to participate in the following activities in an academic year:

- IMMEDIATE RECOMMENDATION: By attending four (4) **Exposure Level** activities during the course of completing a program/degree, students will have achieved their IPE Passport. Students will receive a certificate of participation after attendance at the event. Once IPE Passport has been completed and the student has received four certificates of participation, the student will receive a letter of recognition from the CHHS Dean's office.
- FUTURE RECOMMENDATIONS:
 - In completion of four (4) Exposure Level activities, undergraduate students will fulfill the Level 3 EMU Learning Beyond the Classroom requirements for graduation. This must be negotiated with Academic Programs, LBC Office.
 - If students seek to engage in CHHS IPE learning opportunities achievement of one passport, they would be eligible for advanced honor (i.e. IPE student scholar).
 - A formal IPE student scholar program may be developed to support students who wish to seek to receive an advanced honors distinction in IPE.

In order for student to achieve their CHHS IPE Passport, equivalencies are considered:

- IMMEDIATE RECOMMENDATION: In completing one **Immersion Level** activity, student will have completed the equivalency of two exposure level activities for their IPE Passport. Upon completion, students will receive

certificate of participation in the Immersion Level activity. Once IPE Passport has been achieved, the student will receive a letter of recognition from the CHHS Dean's office.

- **FUTURE RECOMMENDATION:** Immersion Level activities will be evaluated for equivalency. For example, an intense Immersion Level activity (i.e. study abroad trip, courses such as IHHS 260, courses that build in IPE activities) could count for four Exposure Level activities in the Passport, fulfilling program requirements OR could count for three Exposure Level activities, incentivizing student participation in an additional Exposure Level activity.

OTHER FUTURE CONSIDERATIONS:

- **Student Engagement:**
 - Developing specific exposure and immersion activities targeting pre-professional vs. Professional students
 - Year-to-year achievement of passport vs. achievement over life of program enrollment
 - Tiered system of involvement with potential use of points to weigh passport activities
 - If students lead IPE activity, providing a higher distinction (i.e. IPE student scholar)
 - Formal student scholar program: students receive additional training and support to lead IPE passport activities
- **Faculty and Department Engagement:**
 - To support CHHS IPE Passport program and other CHHS IPE initiatives, use of IPE faculty fellow position (multi-year)
 - Academic programs adopt IPE achievement as a requirement of program completion. CHHS could possibly provide incentives to programs to incorporate completion requirements to encourage scholarly and program evaluation.
 - Development of criteria for courses that are given CHHS IPE status. University of California at San Francisco provides an example (<https://interprofessional.ucsf.edu/criteria-ipe-designation-ucsf-course-catalog-0>).

Suggested Timeline for CHHS IPE Passport Rollout & Evaluation:

- **Winter 2016 Semester:**
 - Pilot both Exposure and Immersion Level activities. This pilot will consist of piloting the CHHS IPE Passport Application form for sponsor of activities, piloting announcement of activities (i.e. calendar of events, CHHS IPE website, social media announcements), and piloting use of learning outcomes in planning for activities by sponsors.
 - Evaluate Passport Activities: Pilot of IPE Passport activities will be evaluated through online/paper survey of Passport activity attendees (see

draft of recommended evaluation tool). This tool can be incorporated in Learning Management System. In addition, perspectives of Passport activity coordinators could be evaluated through survey or focus group discussion to gather an understanding of preparation, implementation and reception of Passport activities.

- Conduct a College & Community-wide needs assessment to understand the needs of IPE for programs, faculty, staff, students, alumni, and potential employers to develop an understanding of types of Passport activities that would be meaningful to stakeholders.
- **Fall 2016-Winter 2017 Academic Year:**
 - Based upon pilot and evaluation of Winter 2016 Semester IPE Passport program activities as well as development of CHHS IPE Strategic Plan, IPE Passport program will begin as described in “Student Achievement of CHHS IPE Passport” section above. Passport activities will be developed and offered based upon needs assessment and CHHS IPE Strategic Plan.

Learning Management System Recommendations:

In order to effectively manage learning for the IPE Passport Program, an online learning management system (LMS) is recommended, as was discussed in conversation with Hunchfree in December 2015. Key components that an ideal LMS would have include:

- General information about the CHHS IPE Passport Program
- Application link and submission process
- Information about specific IPE activities: title, short description, date, location, pre-work required
- Student learner registration
- Student IPE learning tracking
- Access to submitted applications for reviewers
- Standard evaluation form for IPE Passport activity participants (or data collection method via LMS to collect responses for evaluation of IPE activities)

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