

Case Based Example Activity Submission Checklist

This Submission Checklist is a replication of the IPE Activity application in BlueQ. This checklist is a preparation tool formatted in Microsoft Word and can be used as a working document. Completion of the submission checklist will facilitate your transition to the IPE Activity Application.

For an activity to be approved for the IPE Passport, it must meet rubric criteria and be approved by the CIPER Curriculum Committee. For your reference, the IPE Activity Evaluation Rubric is located at the end of this submission checklist. We encourage you to complete this submission checklist before proceeding to the IPE Activity Application to submit your activity.

Resources found on CIPER website:

- ✓ [IPEC Core Competencies](#)
- ✓ IPE Passport Policy and Procedures

Activity Logistics Questions

This section will include questions regarding your activity logistics such as activity name, description, location and main contact information. You will also have the opportunity to share if this activity is planned to be a part of a course. Please enter "To be Determined" if logistical information has not been confirmed.

1. Who is the main contact for your IPE activity?

This activity is being submitted by Dr. Blue Jay, Pharmacy Practice Faculty and Dr. Chris Creighton, Pharmacy Practice Faculty.

2. What is the name of your activity?

The name of my Passport Activity is the "Interprofessional Case Studies".

3. Provide a summary description of your activity? Please include how the different student professions will interact during this activity? Are the various student professions doing different tasks? Please indicate the student profession(s), number and class year, you hope to include in your Activity? (i.e. 10 Pharmacy Students (P3) in Class of 2019; 10 Dental Students (D3) in Class of 2019) Please describe.

Note 1: Do student schedules align to allow for your expected student participation?

Note 2: Please note distance student cohorts.

PHA 414 students (second year pharmacy, both campus and distance) and PA students from Union College (second year) will complete clinical therapeutics cases using the web ex platform. Patient actors (students from the theater dept) will also be present on the web ex platform to present their chief complaint and answer questions. Students will work as a team to diagnose and formulate a comprehensive care plan for the patients. Students will be provided a patient case with one of 5 disease states (COPD, DM, VTE, ACS or HTN) and will work as a team to create a therapeutic care plan. The cases will also have some component of a patient-centered dilemma (ie the patient's priorities will conflict with evidence based guidelines such that they need acknowledge the patient as part of the team and negotiate team priorities).

138 pharmacy and 28 PA students will be paired in 1:1 teams. 14 virtual classrooms will be conducted with 5 cases each, one early morning and one late morning session. PA students will work up 5 cases and pharmacy students will work up 1 case.

4. When will your activity occur? If known, what is the forecasted activity date/time?
Friday April 21, 2017
5. Where will your activity occur? (Campus? Off Campus location?)
Web ex – students can be present at any location
6. Are you planning an orientation / training prior to the activity for all stakeholders?
What is the forecasted orientation date / time and location? (Ex: during class period on 9/4/2017 in Hixson Lied G04)
If so, please describe:
Orientation will occur using a flipped classroom model. Students will access an online module to introduce the Team Reasoning Framework (a framework to teach students how to work up cases as part of a team) and will also view stellar and poor examples of team interactions. The Team Reasoning Framework is available for use on the CIPER website. Students will also undergo web ex orientation during their regular scheduled class time.
7. How long will the activity last during all interactions (including orientations) for the student participant?
Orientation will take approximately one hour. The cases will take 20 min for pharmacy students and one hour for PA students. Pharmacy students will work up one case and PA students will work up 5 (due to differences in the number of students in each class).
8. Is the activity completed as a part of a course assignment? If so, please provide the Faculty IOR name(s) and course number(s)?
Yes, this activity is being completed as a part of a course assignment. The IOR for PHA 414 is Dr. Blue Jay and the Union College IOR is Dr. Union Warrior.

Creighton University Compliance Questions

The Office of Equity and Inclusion brings together a number of important University initiatives and is responsible for compliance and education on a number of University policies. We welcome your review of these questions to ensure we are working to reduce obstacles and foster an environment that is welcoming and inclusive to all Creighton community members.

9. Does your activity involve working with children or vulnerable adults?

No

Please note Creighton University's Office of Equity and Inclusion defines children or vulnerable adults by the following statements. Children are minors under the age of 19 and vulnerable adults are adults with a substantial functional or mental impairment.

Creighton University adopted the Children and Vulnerable Adults Policy to ensure that departments, student organizations, and outside groups have adequately prepared for the supervision and responsibility of working with children and vulnerable adults. This policy applies to program and events both on and off campus where children or vulnerable adults are the target audience.

- I understand I will need to ensure all students and faculty participants have completed [Creighton University's Office of Equity and Inclusion's](#) Children and Vulnerable Adults training prior to this activity.
- Additionally, I understand I will need to formally register my program with the University and that each employee, volunteer, or representative successfully pass a criminal background check and required training. This must all be completed prior to the start of the program or activity for the individual to be authorized. I will need to register the activity/program/event at least thirty (30 days) prior to the beginning of the activity/program/event. To register your program and learn more, please contact the [Office of Equity and Inclusion](#) at (402)280-3189.

10. Is your activity location at an Archdiocese of Omaha Catholic School?

Please list the School(s):

No

The Archdiocese of Omaha requires all staff and volunteers to attend a Safe Environment training and to become certified prior to serving within the Omaha Archdiocese.

Creighton University's Office of Equity and Inclusion offers "Safe Environment" training for faculty, staff, and students doing service or volunteering within the Omaha Archdiocese.

- I understand my activity is at an Archdiocese of Omaha Catholic School, and therefore, all onsite faculty, staff and students will need to complete the Safe Environment training offered by Office of Equity and Inclusion. I will contact the [Office of Equity and Inclusion](#) to learn more about the Safe Environment training schedule or to arrange a training for my group.
- My activity is not at an Archdiocese of Omaha Catholic School.

11. Are you collaborating with a CU Program / Department?

If so, please provide the department/program name and contact information.

Yes, the Pharmacy Practice Dept and the team-taught course PHA 414.

Are you collaborating with an External Community Partner/Organization (Non CU)? **No**

If so, please provide the external partner/organization name and contact information

- I understand I will need to ensure there a current Student Clinical / Experiential Affiliation Agreement between the External Community Partner(s) / Organization(s) and my school / program on file with the University. I will contact the appropriate representative above to verify an agreement is in place or will need to be executed.

12. In order to enhance knowledge related to interprofessional education (IPE), CIPER has developed two online resources. CED 400 Introduction to Collaborative Care is a faculty and clinical development course. IPE 400 Introduction to Collaborative Care is a student-focused course.
- **CED 400 Introduction to Collaborative Care:** This is an online, self-paced faculty development course for clinicians and faculty desiring a basic introduction to the concepts of IPE and IPCP. The course provides eight (8) CEU/CME approved by the Creighton University Health Sciences Continuing Education which holds joint accreditation from the Accreditation Council for Continuing Medical Education, the Accreditation Council for Pharmacy Education, and the American Nurses Credentialing Center.
 - **IPE 400 Introduction to Collaborative Care:** This course is an online, self-paced course for health professions students that provides a basic introduction to the concepts of IPE and IPCP.
- I understand at least one facilitator must have completed CED 400 Introductory IPE course prior to participating in my activity.
- I understand all Creighton students must have completed IPE 400 Introductory to Collaborative Care before participating in my activity.

Rubric Process Questions

The remaining 2 sections of the IPE Activity Application is the Evaluation Rubric.

The Evaluation Rubric for IPE Passport Activities (adapted from University of Toronto) will include 2 sections: Process & Content. There are four criteria under each section. Each criterion will be awarded points on a three-point scale:

- **0 points** – earned when none or low levels of interprofessional educational activity occur with respect to each criteria.
- **5 points** – earned for an acceptable or moderate amount of interprofessional activity.
- **10 points** – earned when strong interprofessional education principles are attained.

13. What degree of interactivity with other professionals does your learning activity have? (RUBRIC PROCESS 1)

- *Minimal interactivity* - exemplified by a didactic lecture where most of the information giving is one-way from the lecturer(s) to the students (**0 points**). Briefly describe:
- *Moderate interactivity* - when large and small group discussion occurs on a topic or issue within the activity (**5 points**). Briefly describe:
- *Maximum interactivity* - when students are engaged in interaction with a client / patient / family, or an IPE simulation/case study (**10 points**). Briefly describe:

This IPE Activity has maximum interactivity. To explain, students will engage in a team discussion and will interact directly with a patient actor in a case-based simulation activity.

14. How many distinct facilitator professions will be involved in the learning activity? (RUBRIC PROCESS 2)

- 1 Facilitator Profession (**0 points**). Please list onsite facilitator name/profession:
- 2 Facilitator Professions (**5 points**). Please list onsite facilitator name(s) /profession:
Dr. Blue Jay, Pharmacy Practice Faculty, Dr. Chris Creighton, Pharmacy Practice Faculty and Dr. Union Warrior, Union College PA faculty are organizing the event. There will also be a total of 15 web ex classroom mentors (some faculty some residents) who will be moderating the cases.
- 3 or more Facilitator Professions (**10 points**). Please list onsite facilitator name(s) /profession:

*Note: At least one facilitator must have completed CED 400 Introductory IPE course.

All Creighton Faculty have completed the CED 400 course.

15. How many distinct student professions will be involved in the learning activity? (RUBRIC PROCESS 3)

- Less than 3 student professions (**0 points**). Please list student professions:
The participating professions will be pharmacy and physician assistant.
- 3 student professions (**5 points**). Please list the 3 student professions:
- More than 3 student professions (**10 points**). Please list 3+ student professions:

16. How many dates will students interact/meet during the learning activity? (RUBRIC PROCESS 4)

(including orientations).

- Interaction on 1 date (**0 points**). Please describe the date: *As described above.*
- Interactions on 2 dates (**5 points**). Please describe the 2 dates:
- Interactions on 3 or more dates (**10 points**). Please describe the 3 or more dates:

Rubric Content Questions

This is the final section of the IPE Activity Application and the Evaluation Rubric.

This remaining section will focus on the Evaluation Rubric Content questions.

17. How realistic or authentic is your learning activity? Please describe. (RUBRIC CONTENT 1)

- Low realism/authenticity (See & Hear):* activity involves only watching and listening, such as in an observation or lecture experience **(0 points)**. Briefly describe:
- Moderate realism/authenticity (Talk & Dialog):* conversations around IPE themes as a whole group or a guided shadowing experience occur **(5 points)**. Briefly describe:
- Full realism/authenticity (Do & Real Life):* activity involves performing a task or completing a real-life undertaking in an actual or simulated IPE situation, such as dealing with conflict with simulated learners or interviewing a live client/patient **(10 points)**. Briefly describe:
Students will interact with a patient actor via web ex.

18. Indicate the IPEC Core Competencies met during your activity. (RUBRIC CONTENT 2)
(Review the list of [IPEC Core Competencies](#) listed below.)

The Four IPEC Core Competencies

- 1. Values / Ethics for Interprofessional Practice:** Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- 2. Roles and Responsibilities for Collaborative Practice:** Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- 3. Interprofessional Communication Practices:** Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- 4. Interprofessional Teamwork and Team-based Practice:** Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

- One IPEC Core Competency met **(0 points)**
- Two IPEC Core Competencies met **(5 points)**
- Three or more IPEC Core Competencies met **(10 points)**
My activity meets the following IPEC Core Competencies:
Values / Ethics for Interprofessional Practice
Roles and Responsibilities for Collaborative Practice
Interprofessional Communication Practices
Interprofessional Teamwork and Team-based Practice

- A. Please list your specific IPE Learning Outcomes for this IPE Activity.
 These learning outcomes must reflect the IPEC Core Competencies you identified above.
(i.e. By the end of the learning activity, students will respect roles, responsibilities and expertise of other team members by.....)
- Exemplifies patient-centered care (i.e. patient dignity, confidentiality, diversity, etc.)*
 - Demonstrates team goal setting*
 - Demonstrates understanding of roles and responsibilities (i.e. communicate with team members)*
 - Respects roles, responsibilities and expertise of team members*
 - Recognizes one's limitations as a team member*
 - Clarifies profession-specific language during team interactions*
 - Uses effective communication tools and techniques with patients and team members*
 - Gives and receives feedback during team interactions*
 - Engages in shared patient-centered problem solving*
 - If arises, addresses conflict among team to develop collective decision for patient (i.e. differences of opinions or priorities)*

- A. Please describe your Activity's overall assessment of learning plan. Please include any pre and post activities, any assessment tools you plan to use, and indicate how these competencies will be met and assessed during your activity.
- Pre-activities have been described above (Team Reasoning Framework). Students will receive formal debriefing using the C-ICE evaluation tool (see CIPER website for tool). The tool not only provides them with assessment on the 4 IPEC core competencies, but also allows the faculty mentor to provide qualitative feedback on the team interaction.*

19. What is your debriefing plan with students (if any)? (RUBRIC CONTENT 3)

- No debriefing period / plan (0 Points).*
- Informal debriefing: occurs where reflection is primarily focused on content (5 Points). Briefly describe:*
- Formal debriefing: comprehensive facilitated debriefing where the learnings are consolidated, reflected upon, with respect to both process & content (10 Points). Briefly describe: **Students will receive formal debriefing using the C-ICE evaluation tool (see CIPER website for tool). The tool not only provides them with assessment on the 4 IPEC core competencies, but also allows the faculty mentor to provide qualitative feedback on the team interaction. Students will also be provided feedback regarding the content of their care plan (i.e. correct diagnosis, correct therapy, etc)***
- Other, please describe:*

20. Describe the connection to patients/clients during your activity (patient-centeredness). (RUBRIC CONTENT 4)

Your activity must demonstrate patient-centeredness, meaning it takes the concepts of IPE to the patient care level.

- Not linked to patient care. No patient (0 Points).*
- Connected to patient: a link can be made to patient-centeredness but is not essential to the success of the activity. No patient required. (5 Points). Briefly describe:*
- Direct patient care or care based learning: activity involves in-depth patient care either directly or through case based learning (10 Points). Briefly describe:*
There will be simulated patient actors.

IPE Activity Evaluation Rubric

PROCESS CRITERIA	Points
<p>Process Criteria 1: Level of Interactivity: <i>What degree of interactivity with other professionals does your activity have?</i></p> <p>*Minimal interactivity - exemplified by a didactic lecture where most of the information giving is one-way from the lecturer(s) to the students (0 points)</p> <p>*Moderate interactivity - when large and small group discussion occurs on a topic or issue within the activity (5 points).</p> <p>*Maximum interactivity - when students are engaged in interaction with a client/patient or an IPE simulation/case study with a standardized patient (10 points).</p>	10
<p>Process Criteria 2: Number of Facilitator Professions Represented: <i>How many IPE Educated Faculty/Community Facilitator professions will be involved?</i></p> <p>*1 Facilitator Profession (0 points). *2 Facilitator Professions (5 points). *3 or more Facilitator Professions (10 points).</p>	5
<p>Process Criteria 3: Number of Student Professions Represented: <i>How many total student professions will be involved?</i></p> <p>*Less than 3 student professions (0 points). *3 student professions (5 points). *More than 3 student professions (10 points).</p>	0
<p>Process Criteria 4: Frequency of Student Interactions: <i>Number of dates students will interact/meet (including orientations)?</i></p> <p>*Interaction on 1 date (0 points). *Interactions on 2 dates (5 points). *Interactions on 3 or more dates (10 points).</p>	0
<p>PROCESS POINTS SUBTOTAL (must have 2 PROCESS criteria and a minimum of 15 PROCESS points)</p>	15
CONTENT CRITERIA	Points
<p>Content Criteria 1: Realistic & Authentic IPE Learning Activity: <i>How realistic or authentic is your activity?</i></p> <p>*Low realism/authenticity: activity involves only watching and listening, such as in an observation or lecture experience (0 points).</p> <p>*Moderate realism/authenticity: conversations around IPE themes as a whole group or a guided shadowing experience occur (5 points).</p> <p>*Full realism/authenticity: activity involves performing a task or completing a real-life undertaking in an actual or simulated IPE situation, such as dealing with conflict with simulated learners or interviewing a live client/patient (10 points).</p>	10
<p>Content Criteria 2: IPEC Core Competencies: <i>Review the list of IPEC Core Competencies. Indicate how many are met during this activity.</i></p> <p>* One IPEC Core Competency met (0 points). * Two IPEC Core Competencies are met (5 points). * Three IPEC Core Competencies or more are met (10 points).</p>	10
<p>Content Criteria 3: Debrief Period with Students and Facilitators: <i>Indicate your debriefing plan.</i></p> <p>*There is no debriefing plan. A debriefing period does not occur (0 Points).</p> <p>* Informal debriefing: occurs where reflection is primarily focused on content (5 Points).</p> <p>*Formal debriefing: occurs where a facilitated reflection is comprehensive & the learnings are consolidated, reflected upon, with respect to both process & content (10 Points).</p>	10
<p>Content Criteria 4: Patient Centeredness: <i>Describe the connection to patients/clients during your activity (patient-centeredness).</i></p> <p><i>Your activity must demonstrate patient centeredness, meaning it takes the concepts of IPE to the patient care level.</i></p> <p>*Not linked to patient care. No patient (0 Points).</p> <p>*Connected to patient: A link can be made to patient centeredness but is not essential to the success of the activity. No patient required (5 Points).</p> <p>*Direct patient care or care based learning: Activity involves in-depth patient care or through case based learning (10 Points).</p>	10
<p>CONTENT POINTS SUBTOTAL (must have 2 CONTENT criteria and a minimum of 10 CONTENT points)</p>	40
<p>GRAND TOTAL PROCESS & CONTENT POINTS (must have a minimum of 30 Grand Total points)</p>	55

IPE Activity Rubric Scoring Categories

Once the points are totaled for process and content, each learning activity can be categorized into one of four categories:

1. Red: Below minimum: < 30 points
2. Bronze: 30 - 45 points
3. Silver: 46 - 59 points
4. Gold: 60 or more points

