

Community 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, Occupational Therapy Faculty, Dr. Chris Creighton, Physical Therapy Faculty, and Jay Power, Physical Therapy staff.
2. What is the name of your activity?
The name of my Passport Activity is the "Interprofessional Health Literacy Program".
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.
OTD 314 students and PTD 506 students will work on an interprofessional team to create and implement a developmentally appropriate and interactive health literacy station. A total of five health literacy stations will be implemented in the gymnasium and Holy Name students will rotate through the stations. This is a unique interprofessional opportunity for students to meet community needs. The health literacy topics will be selected by the community partner and faculty.
4. When will your activity occur? If known, what is the forecasted activity date/time?
*This IPE activity will be held November 11, 2016. Students will participate during one of two shifts:
A) 9:00am-11:15am; B) 12:15pm-3:00pm.*

5. Where will your activity occur? (Campus? Off Campus location?)
My activity will occur in the gymnasium of St. John's Elementary School (2901 Fontenelle Boulevard, Omaha, NE 68104).
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:
A mandatory orientation will occur on Friday, September 23, 2016 from Noon - 1pm in Hixson Lied 104. This orientation will cover engagement logistics, the assignment the interprofessional team will develop, and conversations around IPE themes.
7. How long will the activity last during all interactions (including orientations) for the student participant?
Depending on their chosen shift students will complete 3.25 hours or 3.75 hours of service. These totals include a mandatory one-hour orientation held on Friday, September 23, 2016.
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 associated course number for occupational therapy students is OTD 333 and the faculty IOR is Dr. Blue Jay. The associated course number for physical therapy students is PTD 444 and the faculty IOR is Dr. Chris Creighton.

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?
Our activity is with children in grades K-8th.
- 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):

Yes, Holy Name School.

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.

No, I am not partnering with any CU student organizations.

Are you collaborating with an External Community Partner/Organization (Non CU)?

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

I am partnering with an external community partner organization (Non-CU): Holy Name School. My main contact at St. John's Elementary School is Ms. Good Works, Pre-K teacher and Mr. Happy Administrator, Principal.

- I understand I will need to ensure there is 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.
There are no term sheets, confidentiality agreements, or attestations that need to be completed.

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 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, on the date of the orientation the students will gather in small groups planning their station activities together. Additionally, when the CU students are onsite, they will lead groups of elementary school students through the activities they designed for their health literacy station.

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, Occupational Therapy Faculty and Dr. Chris Creighton, Physical Therapy Faculty will provide onsite leadership and will be present during the orientations. Jay Power will be administratively assisting during the orientation.
- 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 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 occupational therapy students class of 2020 and physical therapy students class of 2016.
- 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).

- Interactions on 1 date (**0 points**). Please describe the date:
- Interactions on 2 dates (**5 points**). Please describe the 2 dates:
Students will interact with each other on 2 separate occasions: The mandatory orientation and onsite at the engagement.
- Interactions on 3 or more dates (**10 points**). Please describe the 3 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 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:
OTD 314 students and PTD 506 students will work on an interprofessional team to create and implement a health literacy station. Upon creation, the IP student teams will facilitate their station lesson plan for multiple groups of elementary students.

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.
By the end of the learning activity, students will demonstrate Team Goal setting; Uses effective community tools and techniques with patients and team members; Gives and receives feedback during team interactions; respects roles and responsibilities and expertise of team members.
- B. Please describe your activity's overall assessment of the 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.
We plan to use the Team Skills Scale.

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:
Students will participate in an informal debriefing onsite focused on discussing IPE themes. Additionally, Physical Therapy students will submit a formal reflection following the activity which will be reviewed by Faculty.
- Formal debriefing*: comprehensive facilitated debriefing where the learnings are consolidated, reflected upon, with respect to both process & content **(10 Points)**. Briefly describe:
- 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:
This is school-based program centered on health literacy that does not involve actual patients but involves engaging with elementary students (clients).

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>	5
<p>PROCESS POINTS SUBTOTAL (must have 2 PROCESS criteria and a minimum of 15 PROCESS points)</p>	20
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>	5
<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>	35
<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

