

## Interprofessional Education Passport Curriculum Policies and Procedures

### I. Introduction

Thank you for your interest in submitting an activity for approval for the Interprofessional Education Passport. The Interprofessional Education Passport consists of student learning activities focused on meeting the Core Competencies for Interprofessional Collaborative Practice and each profession's interprofessional education accreditation requirements. Interprofessional education is defined as "when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010).

Creighton health sciences students must complete 3 IPE Passport activities in order to graduate. Prior to enrollment in the IPE Passport, each student must successfully complete IPE 500: Introduction to Collaborative Care. In order for an activity to be approved as part of the IPE Passport, it must meet the criteria described below and be approved by the CIPER Curriculum Committee.

#### **IPEC Core Competency Domains:**

1. Values/Ethics for interprofessional practice
2. Roles and Responsibilities for collaborative practice
3. Interprofessional communication practices
4. Interprofessional teamwork and team-based practice

The Evaluation Rubric for IPE Passport Activities will be used as one piece of the approval process. A passing score on the rubric does not necessarily guarantee approval of the activity as there are several considerations including but not limited to: total number of current activities offered, profession in need of additional activities, and our desire to strive for excellence.

## **II. Overview of Evaluation Process**

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 educational activity.
- **10 points** - earned when strong interprofessional education principles are attained.

To be considered as a Passport Activity, all learning activities must meet two Process Criteria and two Content Criteria. Additionally, the Passport Activity must follow the requirements below:

- You must earn a minimum of **15** Process Points.
- You must earn a minimum of **10** Content Points.
- You must earn a minimum of **30** Grand Total points on the IPE Activity Evaluation Rubric. (the remaining 5 points may be earned from either of the Process or Content sections)

The points system will ensure that students engage in high caliber Passport Activities to complement the IPE 400 foundational course and meet disciplinary accreditation guidelines for IPE.

### **Process Criteria:**

The four Process Criteria below refer to how the learning occurs within the activity. A Passport Activity must meet **2** of the Process Criteria and earn a minimum of **15** Process Points.

- **Process Criteria 1 – Level of IPE Interactivity**

This criterion refers to the degree of interactivity with other professionals within a learning activity.

- ✓ *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)**
- ✓ *Moderate interactivity*: large and small group discussion occurs on a topic or issue within the activity **(5 points)**
- ✓ *Maximum interactivity*: students are engaged in interaction with a client/patient/family or an IPE simulation/case study with a standardized or high fidelity patient **(10 points)**

- **Process Criteria 2 – Number of IPE Educated Facilitator Professions Represented**

This criterion is a count of the number of distinct IPE Educated faculty, staff or community facilitator professions involved in the learning activity.

- ✓ *1 facilitator profession* **(0 points)**
- ✓ *2 facilitator professions* **(5 points)**
- ✓ *3 or more facilitator professions* **(10 points)**

- **Process Criteria 3 – Number of Student Professions Represented**

This criterion is a count of the number of distinct student professions involved in the learning activity.

- ✓ *Less than 3 student professions (0 points)*
- ✓ *3 student professions (5 points)*
- ✓ *More than 3 student professions (10 points)*

- **Process Criteria 4 – Frequency of Student IPE Interactions**

This criterion is a count of the number of dates students will interact/meet during the learning activity (including orientations). It is critical that the learning activity shows interaction and growth through the same team of learners, especially when there is more than one date of interaction.

- ✓ *Interaction on 1 date (0 points)*
- ✓ *Interaction on 2 dates (5 points)*
- ✓ *Interaction on 3 or more dates (10 points)*

### **Content Criteria:**

The four Content Criteria below refer to what is being learned within the activity. A Passport Activity must meet **2** of the Content Criteria and earn a minimum of **10** Content Points.

- **Content Criteria 1 – Realistic & Authentic IPE Learning Activity (performance-based)**

This criterion refers to how realistic or authentic the learning activity is.

- ✓ *Low realism/authenticity: activity involves only watching and listening, such as in an observation or lecture experience (0 points)*
- ✓ *Moderate realism/authenticity: conversations around IPE themes as a whole group or a guided shadowing experience occur (5 points)*
- ✓ *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)*

- **Content Criteria 2 – [IPEC Core Competencies](#)**

This criterion is a count of the number of IPEC Core Competencies met during the learning activity.

- ✓ *One IPEC Core Competency met (0 points)*
- ✓ *Two IPEC Core Competencies met (5 points)*
- ✓ *Three or more IPEC Core Competencies met (10 points)*

- **Content Criteria 3 – Debrief Period with Students and Facilitators**

This criterion refers to the type of debriefing expected to take place during the learning activity.

- ✓ *There is no debriefing plan. A debriefing period does not occur (0 points)*
- ✓ *Informal debriefing: occurs where reflection is primarily focused on content (5 points)*
- ✓ *Formal debriefing: comprehensive facilitated debriefing where the learnings are consolidated, reflected upon, with respect to both process & content (10 points)*

- **Content Criteria 4 – Patient Centeredness**

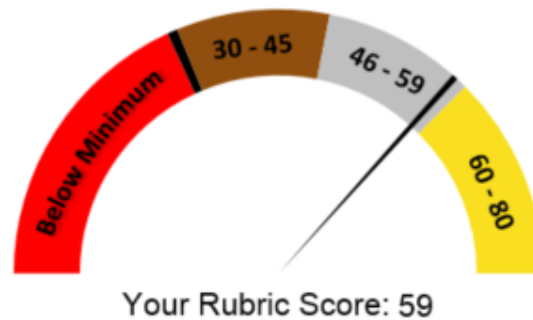
This criterion refers to the amount of connection to patient/clients during the learning activity.

- ✓ *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)*
- ✓ *Direct patient care or case based learning: activity involves in-depth patient care either directly or through case based learning (10 points)*

### III. 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



### IV. Timeline for Submission of Activities

- Activities to be offered during Fall (Sept-January)
  - Submit any time before but no later than June 1
- Activities to be offered during Spring (February-May)
  - Submit any time before but no later than October 1
- Activities to be offered during Summer (June-August)
  - Submit any time before but no later than April 1

### V. IPE Activity Evaluation Rubric, Adapted from University of Toronto

The IPE Activity Evaluation Rubric is presented on page 5

## IPE Activity Evaluation Rubric

PROCESS CRITERIA	Points
<p><b>Process Criteria 1: Level of Interactivity:</b> <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>	
<p><b>Process Criteria 2: Number of Facilitator Professions Represented:</b> <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>	
<p><b>Process Criteria 3: Number of Student Professions Represented:</b> <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>	
<p><b>Process Criteria 4: Frequency of Student Interactions:</b> <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>	
<p><b>PROCESS POINTS SUBTOTAL</b> (must have 2 PROCESS criteria and a minimum of 15 PROCESS points)</p>	
CONTENT CRITERIA	Points
<p><b>Content Criteria 1: Realistic &amp; Authentic IPE Learning Activity:</b> <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>	
<p><b>Content Criteria 2: IPEC Core Competencies:</b> <i>Review the list of <a href="#">IPEC Core Competencies</a>. 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>	
<p><b>Content Criteria 3: Debrief Period with Students and Facilitators:</b> <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 &amp; the learnings are consolidated, reflected upon, with respect to both process &amp; content (10 Points).</p>	
<p><b>Content Criteria 4: Patient Centeredness:</b> <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>	
<p><b>CONTENT POINTS SUBTOTAL</b> (must have 2 CONTENT criteria and a minimum of 10 CONTENT points)</p>	
<p><b>GRAND TOTAL PROCESS &amp; CONTENT POINTS</b> (must have a minimum of 30 Grand Total points)</p>	