

Memo

To: Council of Deans

From: Cindy Costanzo, PhD, College of Nursing, Chair for Interdisciplinary Studies
Joy Doll, OTD, OTR/L, Executive Director, CIPER

CC: Gail Jensen, PT, PhD, FAPTA; Tricia Sharrar, JD; Tom Murray, PhD

Date: 3/15/2017

Re: Approval of IPE Courses and Home for IPE Courses

The recommendation includes:

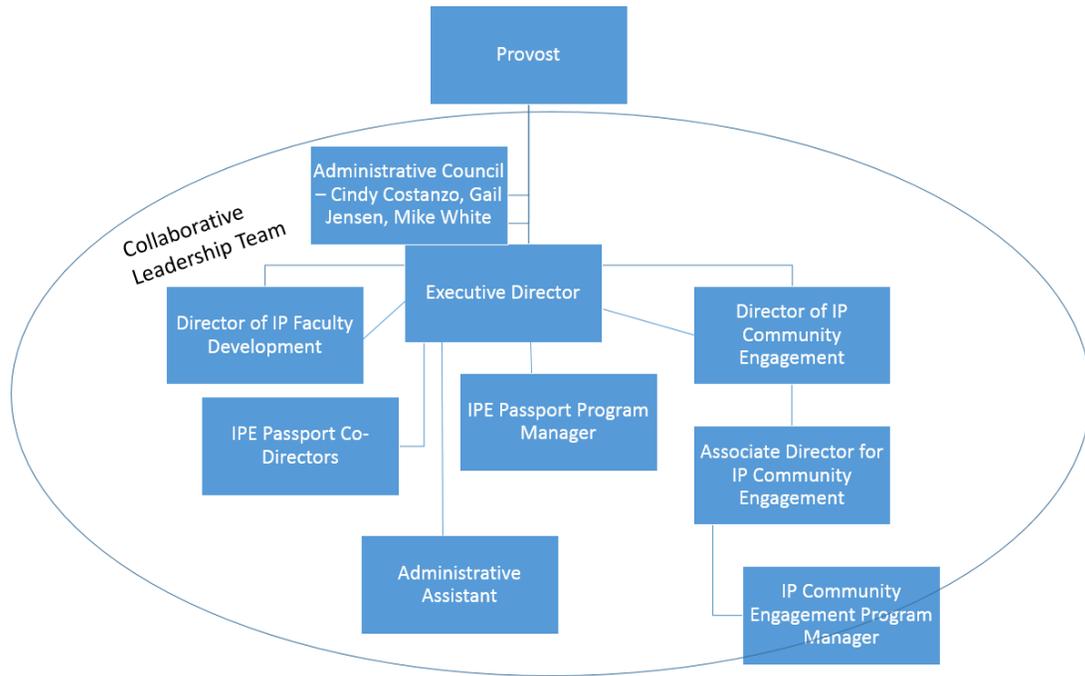
- IPE courses be approved through the IPE Curriculum and Assessment committee established under the Center for Interprofessional Practice, Education and Research (CIPER) which reports directly to the Provost (see Appendix A). A common syllabi template has been drafted to be used for all IPE courses within the Health Sciences (see Appendix B). This ensures a clear approval process cycle with curricula assessment and outcomes identified.

Rationale: It is an established curriculum committee that is composed of an interprofessional team of faculty who have expertise in the interprofessional field. The existing process is too time consuming as IPE courses are reviewed by every curriculum committee of students who will be enrolled in the courses. Historically, this has taken IPE course approvals 9-12 months. The common syllabi template ensures all criteria for IPE and accreditation(s) have been met.

- IPE courses “home” will be in the Department of Interdisciplinary Studies in the Graduate School
- Registrar will establish a section within the catalog identified as Interprofessional and all IPE courses will be recorded within this section.
- Courses will connect with the Core Competencies for Interprofessional Collaborative Practice which disciplinary accrediting bodies have used to design IPE accreditation guidelines for health sciences students

Rationale: The current IPE courses are taken by both graduate and undergraduate junior or senior students. Currently the IPE courses have no specific home department and are in multiple places throughout the health science schools and/or colleges. Providing an established location for the courses provide continuity, structure, and easy access for students searching for an IPE option.

Appendix A: CIPER Reporting Structure



Appendix B: IPE Course Syllabi Template

Course Number and Title (IPE XXX)
 Semester and Year
 Instructor

Name	Photo	Contact Information	Preferred Method of Contact
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Course Website: <https://blueline.instructure.com>

Credit Hours:

Required: (Yes, No or Elective)

Bulletin Description:

Prerequisites:

Co-requisites:

Course Objectives:

Course objectives will need to be tied to the Interprofessional Education Collaborative (IPEC) Core Competencies. To access the IPEC Core Competencies, use this source: Interprofessional Education Collaborative. (2016). *Core competencies for interprofessional collaborative practice: 2016 update*. Washington, DC: Interprofessional Education Collaborative. Retrieve here: https://ipecollaborative.org/uploads/IPEC-2016-Updated-Core-Competencies-Report_final_release_.PDF

Objective	IPEC Core Competency	IPEC Sub-competency (identify letter number combo from IPEC Core Competencies document)	Learning Activities	Method of Assessing Student Learning
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Teaching Philosophy and Learning Strategies:

Required Textbooks/Readings:

Recommended/Suggested Readings and Additional Resources:

Grading Scale (including rationale for grading scale):

Course Schedule:

*Note: This schedule is subject to modification if a schedule change is determined to be in the best interest of student learning.

Topic	Session Learning Objectives	Readings	Learning Activities
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Appendix A: Accreditation standards across health sciences degrees currently offered at Creighton

Across the health science curriculum, IPE has become a core of accreditation standards. This chart includes the health science disciplines accreditation standards which the proposed IPE curriculum would meet.

Profession	Standard	Source
Dentistry	<p>2-19 Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.</p> <p>Intent: Students should understand the roles of members of the health care team and have educational experiences, particularly clinical experiences that involve working with other healthcare professional students and practitioners. Students should have educational experiences in which they coordinate patient care within the health care system relevant to dentistry. (CODA, 2016, p. 28)</p>	<p>Commission on Dental Accreditation: http://www.ada.org/~//media/CODA/Files/pde.pdf?la=en</p>
EMS	<p>There is a requirement for programs to: “Ensure educational interaction of physicians with students.” (CoAEMSP, 2015, p. 6)</p>	<p>Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions: http://coaemsp.org/Documents/EMSP-April-2015-FINAL.pdf</p>
Medicine	<p>LCME Element 7.9: Interprofessional Collaborative Skills - The faculty of a medical school ensure that the core curriculum of the medical education program prepares medical students to function collaboratively on health care teams that include health professionals from other disciplines as they provide coordinated services to patients. These curricular experiences include practitioners and/or students from the other health professions (LCME, 2016, p. 11).</p>	<p>Liaison Committee on Medical Education: https://med.virginia.edu/ume-curriculum/wp-content/uploads/sites/216/2016/07/2017-18_Functions-and-Structure_2016-03-24.pdf</p>
Nursing – Undergraduate	<p>The Essentials of Baccalaureate Education for Professional Nursing Practice.</p>	<p>American Association of Colleges of Nursing: http://www.aacn.nche.edu/education-</p>

	<p>Essential 1: Integrate the knowledge and methods of a variety of disciplines to inform decision making.</p> <p>Essential 2: Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.</p> <p>Essential 2: Demonstrate leadership and communications skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.</p>	<p>resources/BaccEssentials08.pdf</p>
Nursing – graduate	<p>The Essentials of Master's Education in Nursing</p> <p>Essential 7: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <ul style="list-style-type: none"> a. Advocate for the value and role of the professional nurse as members and leader of interprofessional healthcare teams. b. Understand other health professions' scopes of practice to maximize contributions within the healthcare team. c. Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships. 	<p>American Association of Colleges of Nursing: http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf</p>
Nurse Practitioner	<p>The Essentials of Doctoral Education for Advanced Nursing Practice</p> <p>Essential 6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes.</p>	<p>American Association of Colleges of Nursing: http://www.aacn.nche.edu/dnp/Essentials.pdf</p>

	<p>a. Lead interprofessional teams in the analysis of complex practice and organizational issues.</p> <p>b. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</p>	
Occupational therapy	<p>Preamble: Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member’s responsibility in executing components of an intervention plan.</p> <p>B.5.2.1 Effectively communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing components of an intervention plan. (ACOTE, 2016, p. 2, 26)</p>	<p>Accreditation Council for Occupational Therapy Education: http://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf</p>
Pharmacy	<p>Standard 3: Approach to Practice and Care The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally. Key Elements: 3.4. Interprofessional collaboration – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.</p> <p>Standard 11: Interprofessional Education (IPE) The curriculum prepares</p>	<p>Accreditation Council for Pharmacy Education - https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf</p>

	<p>all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals. Key Elements: 11.1. Interprofessional team dynamics – All students demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, including conflict resolution and documentation skills, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the didactic and Introductory Pharmacy Practice Experience (IPPE) components of the curriculum, and competency is demonstrated in Advanced Pharmacy Practice Experience (APPE) practice settings. 11.2. Interprofessional team education – To advance collaboration and quality of patient care, the didactic and experiential curricula include opportunities for students to learn about, from, and with other members of the interprofessional healthcare team. Through interprofessional education activities, students gain an understanding of the abilities, competencies, and scope of practice of team members. Some, but not all, of these educational activities may be simulations. 11.3. Interprofessional team practice – All students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making. They participate in experiential educational</p>	
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	<p>activities with prescribers/student prescribers and other student/professional healthcare team members, including face-to-face interactions that are designed to advance interprofessional team effectiveness</p> <p>Standard 13: Advanced Pharmacy Practice Experience (APPE) Curriculum A continuum of required and elective APPEs is of the scope, intensity, and duration required to support the achievement of the Educational Outcomes articulated in Standards 1–4 and within Appendix 2 to prepare practice-ready graduates. APPEs integrate, apply, reinforce, and advance the knowledge, skills, attitudes, abilities, and behaviors developed in the Pre-APPE curriculum and in co-curricular activities. Key Elements: 13.3.</p> <p>Interprofessional experiences – In the aggregate, students gain in-depth experience in delivering direct patient care as part of an interprofessional team.</p> <p>Standard 24: Assessment Elements for Section I: Educational Outcomes The college or school develops, resources, and implements a plan to assess attainment of educational outcomes to ensure that graduates are prepared to enter practice. Key Elements: 24.3.</p> <p>Student achievement and readiness – The assessment plan measures student achievement at defined levels of the professional competencies that support attainment of the Educational Outcomes in aggregate and at the individual student level. In addition to college/school desired assessments, the plan includes an assessment of student readiness to:</p> <ul style="list-style-type: none"> • Enter advanced pharmacy practice experiences • Provide direct patient care in a variety of 	
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	<p>healthcare settings • Contribute as a member of an interprofessional collaborative patient care team</p> <p>Standard 25: Assessment Elements for Section II: Structure and Process The college or school develops, resources, and implements a plan to assess attainment of the Key Elements within Standards 5–23. 25.6. Interprofessional preparedness – The college or school assesses the preparedness of all students to function effectively and professionally on an interprofessional healthcare team.</p> <p>(ACPE, 2015, p. 2, 7-8, 9, 17, 18)</p>	
Physician assistant	<p>B1.08 The curriculum must include instruction to prepare students to work collaboratively in interprofessional patient centered teams. ANNOTATION: Such instruction includes content on the roles and responsibilities of various health care professionals, emphasizing the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and includes opportunities for students to apply these principles in interprofessional teams within the curriculum.</p> <p>(ARC-PA, 2016, p. 17)</p>	<p>Accreditation Review Commission on Education for the Physician Assistant: http://www.arc-pa.org/wp-content/uploads/2016/10/Standards-4th-Ed-March-2016.pdf</p>
Physical therapy	<p>6F The didactic and clinical curriculum includes interprofessional education¹; learning activities are directed toward the development of interprofessional competencies including, but not limited to, values/ethics, communication, professional roles and responsibilities, and teamwork.</p> <p>NOTE: this element will become</p>	<p>Commission on Accreditation in Physical Therapy Education: http://www.capteonline.org/AccreditationHandbook/</p>

	<p>effective January 1, 2018.</p> <p>6L3 involvement in interprofessional practice²</p> <p>Evidence of Compliance: Narrative:</p> <ul style="list-style-type: none"> • Describe the program’s expectation for opportunities for involvement in interprofessional practice during clinical experiences. • Provide evidence that students have opportunities for interprofessional practice. <p>7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.</p> <p>7D28 Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment.</p> <p>7D37 Assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team</p> <p>7D39 Participate in patient-centered</p>	
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	interprofessional collaborative practice. (CAPTE, 2015, p. 20, 24, 27, 29, 30)	
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