**Activity Submission Checklist Template**

((red = changes to be made)) ((All activities to change BlueQ survey, word doc (this one) 2 examples pdf – simulation and Com engagement.)))

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:

* View a sample IPE Activity, its corresponding submission checklist & rubric
  + Sample Activity A – Case Study
  + Sample Activity B – Community Engagement
* [IPEC Core Competencies](http://www.aacn.nche.edu/education-resources/IPEC-2016-Updated-Core-Competencies-Report.pdf)
* IPE Passport Policy and Procedures

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| **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? |
| 1. What is the name of your activity? |
| 1. 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. |
| 1. When will your activity occur? If known, what is the forecasted activity date/time? |
| 1. Where will your activity occur? (Campus? Off Campus location?) |
| 1. 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 G040. If so, please describe: |
| 1. How long will the activity last during all interactions (including orientations) for the student participant? |
| 1. Is the activity completed as a part of an embedded course assignment? Yes or No?   If Yes, please provide the Faculty IOR name(s) and course number(s).  If No, please describe your recruitment plan to recruit students for this IPE passport activity to ensure 2 professions are involved. (Please contact CIPER IPE Passport Co-Directors for more information).   1. Please describe your recruitment plan to identify students for this IPE Passport activity to ensure two (2) professions are involved. Please contact CIPER IPE Passport Co-Directors for more information. 2. Is the activity IPE Passport Activities must fit into one of six pedagogical delivery formats: case study, clinical activity, community engagement, didactic, health humanities, or simulation? Please select an Activity Classification for your activity (select all that apply). |

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| **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. |
| 1. Does your activity involve working with children or vulnerable adults?   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](https://www.creighton.edu/generalcounsel/officeofequityandinclusion/childrenandvulnerableadults/workingwithchildrenandvulnerableadultstraining/) 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](https://www.creighton.edu/generalcounsel/officeofequityandinclusion/childrenandvulnerableadults/) at (402)280-3189. |
| 1. Is your activity location at an Archdiocese of Omaha Catholic School?  Please list the School(s):   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](https://www.creighton.edu/generalcounsel/officeofequityandinclusion/childrenandvulnerableadults/workingwithchildrenandvulnerableadultstraining/) at (402)280-3189 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. |
| 1. Are you collaborating with a CU Program / Department?   If so, please provide the department/program name and contact information.  Are you collaborating with an External Community Partner/Organization (Non CU)?  If so, please provide the external partner/organization name and contact information   * 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 verity an agreement is in place or will need to be executed. |
| 1. 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. |
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| **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. |
| 1. 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: |
| 1. 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: * 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. |
| 1. 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: * 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: * Interactions on 2 dates **(5 points).** Please describe the 2 dates: * Interactions on 3 or more dates **(10 points).** Please describe the 3 dates: |

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| **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: |
| 18. Indicate the IPEC Core Competencies met during your learning activity. (RUBRIC CONTENT 2)  (Review the list of [IPEC Core Competencies](http://www.aacn.nche.edu/education-resources/IPEC-2016-Updated-Core-Competencies-Report.pdf) 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)**. List: * Two IPEC Core Competencies met **(5 points)**. List: * Three or more IPEC Core Competencies met **(10 points)**. List:  1. Please list your specific IPE Learning Outcomes for this IPE Activity.   These learning outcomes **must** reflect the **IPEC Core Competencies** you identified above. Additional Learning outcomes do not need to be included on this application.  (i.e. By the end of the learning activity, students will respect roles, responsibilities and expertise of other team members by…...)   1. 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. |
| 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: * 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: |

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| **IPE Activity Evaluation Rubric** | |
| **PROCESS CRITERIA** | **Points** |
| **Process Criteria 1: Level of Interactivity:** *What degree of interactivity with other professionals does your activity have?*  \**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* - when large and small group discussion occurs on a topic or issue within the activity (5 points).  \**Maximum interactivity* - when students are engaged in interactionwith a client/patient or an IPE simulation/case study with a standardized patient (10 points). |  |
| **Process Criteria 2: Number of Facilitator Professions Represented:** *How many IPE Educated Faculty/Community Facilitator professions will be involved?*  \**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:** *How many total student professions will be involved?*  \*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 Interactions:** *Number of dates students will interact/meet (including orientations)?*  \*Interaction on 1 date (0 points). \*Interactions on 2 dates (5 points). \*Interactions on 3 or more dates (10 points). |  |
| **PROCESS POINTS SUBTOTAL**  **(must have 2 PROCESS criteria and a minimum of 15 PROCESS points)** |  |
| **CONTENT CRITERIA** | **Points** |
| **Content Criteria 1: Realistic & Authentic IPE Learning Activity:** *How realistic or authentic is your activity?*  \**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:** *Review the list of* [*IPEC Core Competencies*](http://www.aacn.nche.edu/education-resources/IPEC-2016-Updated-Core-Competencies-Report.pdf)*. Indicate how many are met during this activity.*  \* 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). |  |
| **Content Criteria 3: Debrief Period with Students and Facilitators:** *Indicate your debriefing plan.*  \**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*: occurs where a facilitated reflection is comprehensive & the learnings are consolidated, reflected upon, with respect to both process & content  (10 Points). |  |
| **Content Criteria 4: Patient Centeredness:** *Describe the connection to patients/clients during your activity (patient-centeredness).*  *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).  \**Direct patient care or care based learning*: Activity involves in-depth patient care or through case based learning (10 Points). |  |
| **CONTENT POINTS SUBTOTAL**  **(must have 2 CONTENT criteria and a minimum of 10 CONTENT points)** |  |
| **GRAND TOTAL PROCESS & CONTENT POINTS**  **(must have a minimum of 30 Grand Total points)** |  |

**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

Below is a visual of the four categories with a sample rubric score.

