

IPE Passport Activities

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CIPER follows the World Health Organization (2010) definition of interprofessional education (IPE): “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (p.7). All IPE activities must emphasize the importance of learning about, from, and with other professions through in-person learning and/or collaborative online learning; these are approved using the IPE Passport Application (Packard, Doll, Beran Shepler, Stewart, & Maio, 2017) which is based on the Interprofessional Education Collaborative (IPEC) Core Competencies for Interprofessional Collaborative Practice (2016).

For purposes of a Creighton University IPE Passport activity we provide a rationale for the question: what is a healthcare professional? Healthcare professional is a broad term and may encompass many professions. For accreditation purposes, CIPER uses a definition in order to meet various accreditation guidelines. A healthcare professional is an individual accredited by a professional body upon completing a course of study to practice a health-related profession. This professional must also be able to document their care in a patient medical record in their respective health care setting. For example, a school nurse, a social worker, a chaplain, or a chiropractor would be considered healthcare professionals. An attorney or a schoolteacher are not recognized as healthcare professionals.

In-person learning follows the definition provided by the Health Professions Accreditors Collaborative (2019) Guidance on Developing Quality Interprofessional Education for the Health Professions which defines in-person learning for IPE as “face-to-face, synchronous learning activities where students from one program learn with students from another program or with practitioners representing different professions from their own” (p. 15). Collaborative online learning is defined as “online collaborative learning activities, completed synchronously or asynchronously, where students from one program learn with students from another program or with practitioners representing different professions from their own” (HPAC, 2019, p. 15).

In addition to aligning with the defined emphasis above, IPE Passport Activities must fit into one of six pedagogical delivery formats: case study, clinical, community engagement, didactic, health humanities, or simulation. A case study approach involves a case written by an interprofessional team that is used as a learning tool for a team of health professions students to engage in collaborative planning and decision making for patient care. A clinical activity is a clinical activity that occurs in an interprofessional clinical learning environment where learners are being exposed to best practices in interprofessional collaborative practice as part of the learning experience (Weiss, et al., 2019; Uhlig, et al., 2018). According to the Carnegie Classification, community engagement is defined as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Swearer Center, 2019). In IPE, this definition expands to identify when an interprofessional team of learners and/or faculty engage with communities in mutually beneficial ways to address health. Didactic IPE activities include those where learners engage with someone from another profession in a simple learning activity, such as a panel or an interview, to gain understanding in the Core Competency of Roles and Responsibilities (IPEC, 2016). According to the Health Humanities Consortium (n.d.), health humanities is defined as the “study of the intersection of health and humanistic disciplines (such as philosophy, religion, literature), fine arts, as well as social science research that gives insight to the human condition (such as history, anthropology, sociology, and cultural studies)” (para. 3). Finally, IPE simulation has been defined as simulation that “occurs when participants and facilitators from two or more professions are engaged in a simulated health care experience to achieve shared or linked objectives and outcomes” (Dekker et al., 2015, p. 294).

References:

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IPE Passport Activity Name	Category	IPE Passport Activity Description	Semester	Day of the Week
Accommodations and Transfer Clinic	Simulation	Students will collaborate and demonstrate safe patient transfers and special accommodations for patients needing additional support with daily cares. There will be multiple stations, including but not limited to, gait belt, slide board, Beasy Transfer, and pivot disk. Dental students will work together with occupational therapy students. Currently available to third year dental students and first year occupational therapy students.	Summer 2019	May 29, 2019 Wednesday
Black Family Health and Wellness Health Fair: Cholesterol Screening	Community Engagement	Students will conduct cholesterol screenings and assessments, answer questions, and provide health literacy information and counseling to community members. Currently open to medicine, physician assistant, nursing, and pharmacy students, schedule permitting.	Spring	Saturday
BSN Palliative Care Simulation	Simulation	This on-site interprofessional palliative care simulation involves BSN nursing students (ANC & TRAD) and chaplain/pastoral care professionals, engaging in the care of a terminally ill patient during the early hospice phases of care and subsequent death/bereavement care. The students will prepare for the simulation by reviewing posted materials and watching vignettes of exemplary palliative nursing care delivery. Active student participants and observers will participate in an on-campus pre-briefing, multi-phase simulation, and debriefing. The simulation includes a patient assessment, advance care planning discussion with the "patient" and "family member" (standardized patients), and implementation of a holistic care management plan that addresses the unique needs of the patient in terms of symptom management, therapeutic communication, and interprofessional collaboration with chaplain/pastoral care services.	Fall and Summer Beginning Oct. 2019	TBD
Clinical Reasoning Club: IPE Clinical Case Study	Case Study	Students meet weekly during the lunch hour to discuss clinical cases presented from the New England Journal of Medicine's Clinical Problem-Solving Case series. Open to all health professions, schedule permitting.	Fall 2019 Spring 2020	TBD
Clinical Nurse Leader (CNL) Facilitated, Interprofessional Care Planning for Complex Patients	Case Study	The purpose of this activity is to develop and interprofessional plan of care for a complex patient, facilitated by a Clinical Nurse Leader (CNL) student. The current assignment, during the CNL's Practicum III Fall semester, involves having each CNL student create a summary of a complex patient case, either one that they are currently involved with, or they can create a fictional case that reflects their patient population. The students have the option of convening a team meeting at their practicum site. Or, if that is logistically difficult for them (some team members have not been available to meet at the same time), the student can also present the case 1:1 with at least three other team members, each from a different health profession and not nursing. After reviewing the case, each team member identifies what they would be assessing on the patient what questions they would be asking, the care interventions that they would provide, and who they would include in the management plan. Considerations in the discussions also include how to involve the patient and family in the plan of care and what services would most likely be needed when the patient transitions to the next level of care, or if end-of-life/palliative care is a consideration. After the team discussions, the CNL facilitator creates a care management plan for optimal patient and cost outcomes. Student discuss this activity, present their plan of care, and provide a reflection on their learning experience and outcomes on an asynchronous discussion board for peer input and feedback. Currently open to DNP students on the CNL track.	Fall	TBD
Clinician's Implicit and Explicit Biases Regarding Professional Roles and Practice	Didactic	The purpose is to expose students to a face-to-face collaborative environment to understand the impact of observation bias on patient communication, care and outcomes. Students will develop an understanding of the various IP team member roles in order to improve patient safety, discharge planning, and health outcomes through addressing observation bias for an assigned case study. Students will discuss continuity of care for patient who will transition to outpatient care, practicing the skills of IP communication, shared learning, care planning, and coordination of care to improve patient care and outcomes. Students are guided in effective communication so that all members are valued, and students are helped to effectively manage disagreements constructively. Students discuss this case study in groups of 8-11 which includes a student mix from Nursing, Counseling, Family therapy, Pharmacy, Physical Therapy and Occupational Therapy (Regis-pathway)-who are primarily in their 2nd or 3rd year of their programs. Currently open to Occupational Therapy Students in the Regis pathway.	Fall	TBD
Cultural and Ethnic Approaches to Health: Case Studies	Case Study	Case study sessions will be incorporated into Common Ground, an interprofessional forum where all students in the health sciences meet every Friday during the semester. It is an open and interactive forum in which the students can learn the principles of public health and health disparities from health professionals, researchers, and community partners. Open to all health professions, schedule permitting.	Fall	Friday

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MMA/NUR 561 FLPA Definitions for Health- Implications for Care *must be enrolled in the course	Didactic	In this Faculty-Led Program Abroad course, students will compare and contrast their own understandings and perceptions as well as knowledge about health, care, public health and health care in the United States with those of diverse groups encountered during a two-weeks' program in and near Vienna (Austria) and Budapest (Hungary). Open to all health professions, schedule permitting.	Summer	14-day immersion
Dialogues for Innovative Action and Neighborhood Everywhere (DIANE)	Health Humanities	Students, in collaboration with community members from North Omaha, will be invited to participate in Dialogues for Innovative Action and Neighborhood Everywhere (DIANE), a learning activity that will deepen their understanding of how racism, as a form of structural violence, impacts health and care outcomes for everyone. At each session, 8 students and 2 community members will engage in facilitated dialogue for 90 minutes. An additional 8 students and 2 community members will participate as observers and then the whole group will engage in a rich debrief. Topics to be discussed by students and community members over the six-week period will include structural violence and cultural humility	Summer	May 22, 2020 to July 8, 2020, 4:30 – 6 p.m.
Expanding Perspectives through Clinical Narratives	Health Humanities	Health science students will participate over a period of one-week by interacting on 3 discussion boards. The interprofessional activity will culminate with a focused debriefing session via a synchronous Zoom session.	Spring	April
Fall Clinical Reasoning Competition	Case Study	Students will compete in a case-based competition. The case is selected from the New England Journal of Medicine's Clinical Problem-Solving Case series. Currently available to nurse practitioner, medical and pharmacy students schedule permitting.	Fall	TBD
Interprofessional Fall Risk Experience	Community Engagement	Student teams work with an elder in the community to conduct a fall risk assessment and create a collective report of the findings. Student teams will gather on 3 separate occasions including: an orientation, onsite at an assisted living community and during a debriefing session where the findings and interprofessional content is highlighted. Currently available to occupational, physical therapy, and nursing students.	Fall	Thursday
First Place Interprofessional Program	Community Engagement	Phoenix Pharmacy students and Occupational Therapy students will work on an interprofessional team to review First Place residents' medications and identify errors or problems including but not limited duplicate therapy, drug-drug interactions, identifying fall risks, and poor adherence. Occupational students will assist in identifying possible fine motor and cognitive barriers to daily medication administration and possible modifications to resident's roles, routines and habits to improve independence.	TBD	TBD
For and With Others: Inpatient Weekend Engagement Program (FaWO)	Community Engagement	Students will volunteer to engage patients with neurologic conditions who are in the inpatient rehabilitation setting at CHI Health – Immanuel for one Sunday per month (2 hours/day) during the 6 months they are in the program. Student teams will consult with nursing staff prior to seeing the patient to ensure no change in status has occurred. The students then engage patients referred to the program in activities identified by the delegating PT resident or OT fellow. Currently open to occupational therapy and physical therapy students, schedule permitting.	Fall Spring Summer	1 Sunday per month for 6 months
Global Health Conference Midwest	Case Study	Students, faculty and professionals from multiple professions will engage and discuss issues regarding global health, addressing national and international health disparities among marginalized populations. Global Health Conference Midwest is a student-run conference. Certain sessions will be pre-approved each year for the IPE Passport. Open to all health professions, schedule permitting.	Spring	Saturday
Haunted Hospital/Heartbreak Hospital: Interprofessional Patient Safety Simulation Competition	Simulation	A health care error simulation case competition where students are placed in interprofessional teams to identify errors in a simulated patient case. Open to all health professions, schedule permitting.	Fall Spring	Friday
Head and Neck Clinic	Didactic	This is an inter-professional graduate course for medical and dental students at Creighton University. This course will emphasize the different approaches that can be utilized during an intra/extra oral head and neck examination from an Ear, Nose and Throat/ Head and Neck Cancer Surgeon's perspective. This course will also emphasize the diagnosis and treatment of intra/extra oral neoplasms of the head and neck from both a medical and dental perspective. Finally, dental and medical treatment options will be discussed along with their medical and dental ramifications. This course will involve head and neck examinations on dental school patients on a need basis.	Fall Spring	August 22, 29, 2019, September 12, 26, 2019, October 10, 17, 2019, January 16, 23, 2020
Health Fair for Indigenous Peoples	Community Engagement	Health fair coordinated by the Maya Community Health Collaborative Club in the Creighton School of Medicine. Health sciences students and faculty from: dental, medical, nursing, occupational therapy and physical therapy and pharmacy, participate and are involved in various screenings, check-ups and immunizations.	Spring 2019	Saturday

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Healthcare Providers: Who Are We?	Case Study	Students will enroll in a BlueLine course and receive a case to be reviewed with a healthcare provider outside his/her discipline. Students will then watch (Zoom) and interact with an interprofessional panel discussing the case. Students are required to submit a reflection about this engagement as a debrief. This activity is available to all students registered for IPE 001: Interprofessional Education Passport. Only offered to students as needed, i.e., preparing to graduate but they need one more Passport stamp.	Spring 2019 Fall 2019	TBD
Health Sciences Collaborative Learning Activity	Didactic	Medical students M1 will be assigned to shadow a nursing student on the nursing students' clinical rotation. The medical student participates as if they were a nursing student-learner, while at the clinical site, observing and participating, as appropriate, in learning the same skills that the nursing student is learning. After a specified time in the learning environment, the medical student and nursing student will "debrief" with a nursing faculty member present to receive feedback on performance and provide feedback to each other.	Fall Spring	TBD
Healthy Smiles School Based Dental Sealant Program	Community Engagement	A school-based dental program providing oral health education, dental screenings, fluoride varnish, dental sealants, and case management services for children at-high risk for dental health. Currently available to dental, occupational therapy, and pharmacy students schedule permitting.	Fall Spring	Tuesday and Thursdays
Institute for Latin American Concern Summer Program (ILAC)	Community Engagement	Students will travel to the Dominican Republic to participate in a 5-week immersion program and provide routine health care and service to people in need. The students will all interact with each other both collectively and individually in providing the care needed. Open to dentistry, medicine, nursing and pharmacy students pre-accepted to the program.	Summer	5-week immersion
Interprofessional Rounds, NUR 743 *must be enrolled in the course	Didactic	Students will seek an opportunity within their clinical site where at least four different health professionals are collaborating on a neonatal or pediatric case and observe their interactions, interview a health care professional (other than the neonatologist, nurse practitioner or registered nurse). Currently available to nurse practitioner students on the neonatal track.	Summer	NA
Interprofessional Care Conference- Case Based Learning	Didactic	Students will meet in a collaborative environment to develop an understanding of other team member roles to improve patient safety and health outcomes for an assigned case study. Students practice sharing information about a patient related to their role and then as a team member to identify key information to accomplish the needed steps in a patient care plan (e.g., discharge home and follow up recommendations) and identify areas of concern for safety. Currently offered to occupational therapy students on the Regis campus only.	Spring	March TBD
Interprofessional Collaboration in the Management of an Older Adult Experiencing Complex Medical and Psychiatric Co-morbidities.	Simulation	Students will receive a case study involving an older adult, in an acute inpatient unit, experiencing both complex medical and psychiatric co-morbidities, and move from reviewing the case on paper to a simulated interprofessional treatment team meeting. The goal is for students to develop a comprehensive interprofessional treatment plan to promote a quality outcome for this vulnerable high-risk patient. This activity is currently open to pharmacy students during their psychiatric/mental health clinical rotation, and nurse practitioner students in the acute care track and the psych/mental health track.	Summer 2019	July 31, 2019 Wednesday
Interprofessional Collaboration in the Neonatal Intensive Care Unit (NICU), NUR 615 *must be enrolled in the course	Didactic	This is a three-part activity. Part I: students will watch a 10-minute video on care provided to a neonate in the NICU. Part II: Students will participate in a web-based, synchronous discussion, with a pre-assigned, interprofessional discussion groups. Part III: Students will post a reflection. Currently available to nurse practitioner students on the neonatal track and occupational therapy students schedule permitting.	Spring 2019	Thursday April
Interprofessional Dental Clinic Experience	Community Engagement	Students, faculty and staff work interprofessionally in the assessment and new patient/recall area of the Creighton University Dental Clinic. Discussions center around medications, medication recommendations as they relate to dentistry, and the process of creating a complete medication history. Currently available to dental students engaged in the dental clinic.	Fall Spring Summer	TBD
Interprofessional Developmental Stations Halloween Open House	Community Engagement	Creighton Pediatric Therapy clinic annually hosts the Interprofessional Developmental Stations: Halloween Open House to provide an opportunity for their pediatric patients and families to receive health literacy information, practice skill building activities as well as to experience a Halloween themed event in a safe conducive environment. Currently available to occupational therapy, pharmacy and physical therapy students schedule permitting.	Fall	Thursday
Interprofessional Healthcare Discussion: Understanding Opioid Abuse, Misuse and Our Patients	Case Study	Students and faculty explore the collaborative environment of an interprofessional experience through a diverse seven membered panel using the opioid epidemic as a model for interprofessional collaboration. The event is a two-hour interprofessional panel and roundtable discussion. Currently offered to occupational therapy students on the Regis campus only.	Spring	Thursday
Interprofessional Approaches to Addressing the Opioid Epidemic	Didactic	Understanding the scope and contributing factors of this epidemic is the focus of the Interprofessional Approaches to Addressing the Opioid Epidemic Online Passport Activity. This IPE Passport Activity is available online through BlueLine. In this activity, students will enroll in the online course over a period of one week (Sunday to Saturday), watch short video presentations from 4 expert	Fall and Spring	1 week

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		healthcare professionals, and participate in small group discussions, online, with students from multiple health professions. Currently available to all health science students.		
Interprofessional Huddle Omaha	Didactic	Medical students will attend at least one huddle at CHI University Campus. This activity is currently available to third year medical students in Omaha.	Summer	July 2019
Interprofessional Huddle Phoenix	Didactic	Medical students will attend at least one huddle during Family Medicine Clerkship. This activity is currently available to third year medical students in Phoenix.	Summer	July 2019
Interprofessional Pediatric Lab, PTD 536 *must be enrolled in the course	Didactic	Students will review the roles and responsibilities of the pediatric occupational therapist and physical therapist while working with children to provide optimal patient/client care. Students complete tasks individually and then compare and integrate their findings during the interprofessional on-site segment. The interprofessional student teams discuss their pre-lab findings; collectively watch case videos and identify appropriate tests and measures for the case study; score pieces of standardized assessment as individual professions; and analyze similarities and differences in each profession's assessment selection and scores. The interprofessional teams also discuss co-treatment and collaboration between an occupational therapist and physical therapist in an outpatient pediatric clinical setting. Currently open to occupational and physical therapy students.	Fall	TBD
Interprofessional Pediatric Practice - Regis Pathway	Didactic	Occupational Therapy students in the Regis University Pathway who self-select an optional pediatric experience. The purpose of the interprofessional experience is to expose OTD students and Regis University Physical Therapy students to interprofessional, clinical patient management, clinical patient management and to understand the impact of collaborative practice on patient/family communication and patient outcomes.	Fall	TBD
Interprofessional Puppy Team	Community Engagement	The students interact together for monthly meetings formally and informally monthly to discuss the puppy and other IP team work activities. Informally students will interact while at the CCI (Canine Companions, INC) puppy raising courses. There are some roles in the team that are extra such as scheduler and communication, but all students will be responsible to participate in the team meetings, interview of their homes and participation in the formal and informal interactions. Currently open to Occupational Therapy Students in the Regis pathway.	Fall Spring Summer	TBD
Interprofessional Rounds at the Omaha VA Hospital	Case Study	Medical students will have the opportunity to present a patient during Interdisciplinary rounds at the Omaha VA Medical Center. During these rounds medical students will give updates that are pertinent to the overall patient plan. By participating in these rounds medical students will have the opportunity to interact with different members and professionals of the health care team. This activity will be offered to medical students in their third year.	Spring	TBD
IPE Book Club Discussion	Health Humanities	Students will read one of the selected books and participate in a book club discussion about the content of the book. The selected books all come from mainstream literature as opposed to scientific textbooks. They portray case studies in healthcare that address history, ethics, culture, and social factors and discuss the intersection with health and health policy. This will be a casual learning environment outside of a typical classroom setting. Each student will read the entire book prior to attending the book discussion, write one book club discussion question to be used during the discussion, and prepare their own answer to the question. This will be turned in at the start of book club and will help foster the conversation about the selected book.	TBD	TBD/Evening
IPE Implicit Bias/Team Building and Communication	Didactic	Medical students will take part in the 'Sand in the Machine' implicit bias exercise. Dr. Doll and at least 3 other faculty members from different professions will facilitate the activity. The intent is to facilitate conversation about how to engage in productive health care team communication and recognize how bias may interfere. Strategies to improve communication skills will be discussed. Additionally, students will review and report on a case collaboratively, and feedback from the interprofessional group will be provided. Currently open to third year medical students.	Summer 2019	June 28, 2019 1-5 p.m.
IPE Neonatal Case Study #1, NUR 856D *must be enrolled in the course	Didactic	This activity provides an opportunity for interprofessional interaction between neonatal nurse practitioners and pharmacists working together on a case study involving a scenario of a 27-week gestation infant. Currently available to nurse practitioner students in the neonatal track.	Summer 2019	TBD
IPE 512 China Honors Interprofessional Program *must be enrolled in the course	Didactic	Students travel to China and through immersion and engagement in various professional activities such as observation, advocacy for evidence-based rehabilitation practice and consultation, participants are expected to enhance cultural competency and foster leadership skills for international health concerns. Currently available to nurse practitioner, occupational therapy and physical therapy students schedule permitting.	Spring	Multiple day immersion

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IPE 515 Interprofessional Palliative Care, Course Discussions Board and Partner Activity *must be enrolled in the course	Didactic	This activity includes participation in a course discussion board and a partner activity addressing a variety of palliative care topics including communication, ethics, patient care management (patient case studies), spirituality (reflections), grief/loss, and self-care. Open to all health professions, schedule permitting.	Fall, Spring	TBD
IPE 515 Interprofessional Palliative Care, Virtual Simulation Part I *must be enrolled in the course	Didactic	The students will prepare for the simulation by watching a video providing background information regarding a patient who would benefit from palliative care. The students will then participate in a synchronous WebEx session. Interprofessional students, acting as the palliative care team, will conduct a patient assessment and goals of care discussion with the “patient” and “family member” (standardized patients). The interprofessional student group will then work together to develop a holistic care management plan. Open to all health professions, schedule permitting.	Fall, Spring	TBD
IPE 515 Interprofessional Palliative Care, Virtual Simulation Part II *must be enrolled in the course	Didactic	A facilitated group debriefing with an assigned faculty member and chaplain. Each student is expected to contribute to the discussion and care plan development from the specialized perspective of their health profession. Open to all health professions, schedule permitting.	Fall, Spring	TBD
Knowledge Donor Day	Simulation	The Knowledge Donor program is an interprofessional opportunity for students of differing health professions to participate in an elevated level of simulation using anatomical gifts. Students from a variety of professions will collaborate in small groups to develop psychomotor skills related to a variety of surgical procedures, role-specific skills, assessment techniques, anatomical knowledge, and interdisciplinary emergency events that require enhanced communication (such as medical codes). These opportunities allow students to gain clinical judgment in a way that current practice only allows on living patients. This type of simulation maximizes student learning while preserving patient safety. Current health professionals that participate in this opportunity are medicine, nursing, PA, with plans to expand to PT, OT, and pharmacy. Students who participate are intermixed between these specialties and the faculty facilitators present also represent a variety of professions. Prebrief and debrief activities are completed in interdisciplinary groups and include both a reflection of the skills gained, but also the connection to medical humanities and anatomical gifts.	Fall Spring Summer	Varies
LSVT BIG Training	Community Engagement	LSVT Big Training is a 2-day certification workshop designed to train physical and occupational therapy professionals and students in an evidence-based, intensive treatment protocol for individuals with Parkinson disease. Individuals from the community with Parkinson’s Disease (and possibly actors as standardized patients) will join the students in the implementation of an interactive LSVT BIG session. Groups of 3-4 OT and PT students will be assigned to one community member to directly interact with them during the session. Students will be expected to each safely interact with the community members as well as interprofessionally and interprofessionally with other group members, while being supervised by licensed occupational and physical therapists.	Spring	Friday
LGBTQ Health Seminar	Health Humanities	This online IPE Passport Activity aims to explore the health issues and health disparities of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) population with the goal of improving awareness of these issues. A panel of LGBTQ-affirming professionals from various fields including medicine, nursing, psychology, social work, and law will engage in a discussion to provide an interprofessional perspective on the approach to healthcare for patients who are LGBTQ. After the panel and Q&A session, participants will be placed into interprofessional small zoom breakout groups to discuss their reflections on the panel and the ideas explored. Students will work together through simulated case studies. These cases are designed for students to engage in open dialogue with each other and share ideas about providing care for LGBTQ patients. After the activity, students will be required to write a creative reflection responding to the poem and/or any themes that have come up throughout the seminar.	Fall	Thursday
Magis Acute Care Clinic	Community Engagement	The Magis Acute Care Clinic is a student-run free clinic located at the Siena/Francis House. Medical, Pharmacy, and Physician assistant students/faculty, work interprofessionally with during the patient interview, subsequent care plan establishment, and by providing medication recommendations and expertise.	Fall Spring Summer	Saturday
Magis Psychiatric Clinic	Community Engagement	The Magis Psychiatry Clinic is a student-run free clinic located at the Siena/Francis House. Medical, Pharmacy, and Physician assistant students/faculty, work interprofessionally with during the patient interview, subsequent care plan establishment, and by providing medication recommendations and expertise.	Fall Spring Summer	Saturday
Magis Women’s Clinic	Community Engagement	The Magis Women’s Clinic is a student-run free clinic located at the Siena/Francis House. Medical, Pharmacy, and Physician assistant students/faculty, work interprofessionally with during the patient interview, subsequent care plan establishment, and by	Fall Spring Summer	Saturday

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		providing medication recommendations and expertise. The Magis Women's Health Clinic patient population of females residing at Siena Francis House and students work teams to diagnose and provide treatment for each patient.		
Interprofessional Teaching Experience	Didactic	Graduate Nursing Education MSN Track students will assist with moderating another interprofessional education passport activity, IPE Case Studies (Pharmacy/Prescriber Cases). They will observe and assist an experienced faculty moderator during an interprofessional case discussion between a student prescriber (Nurse Practitioner or Physician Assistant student) and a pharmacy student. For MSN students, this activity serves as the third embedded Passport in the Nursing Education track (three Passport activities required to graduate).	April	Week day
Occupational and Physical Therapy Exploration Presentation at Jesuit Academy	Community Engagement	Occupational therapy and physical therapy students will assist faculty members in making an occupational and physical therapy Exploration Presentation to middle school students at Jesuit Academy students will also help facilitate interactive activities (3 or more interactive stations are led by an interprofessional team of students. Open to occupational therapy and physical therapy students, schedule permitting).	Spring	Friday
On-Call Day	Simulation	This simulation activity is focused on an on-call day for a hospital medical provider. A nurse practitioner student (hospital medical provider) is paired with a pharmacy student. During the simulation, the nurse practitioner (NP) program faculty will role-play a bedside nurse or another provider and call the nurse practitioner student with questions on an inpatient or a patient that needs to be transferred from an outside hospital or even admitted. The pharmacy student is available via phone for consultation and to help develop the management plan for the patient. The simulation scenarios continue as the pharmacy student also has scenarios which require a call to the nurse practitioner student. The pharmacy and nurse practitioner must collaborate a minimum of 4 times during each students' scheduled time. After the interprofessional simulation, nurse practitioner students will submit a self-evaluation and reflection as an assignment. Pharmacy students will be requested to submit a survey for feedback regarding the simulation.	Fall Spring Summer	Varies
Omaha Child Vision Collaborative School Vision Screening	Community Engagement	Students work together in interprofessional teams to complete vision screenings at local public schools. Open to all health professions, schedule permitting. Open to all health professions, schedule permitting.	Fall Spring	Friday
Paramedic Cadaver Lab Experience	Simulation	EMS students, both degree/non-degree seeking will work together with medical students who are paramedic program graduates in the cadaver lab. EMS students will be given an opportunity to view, explore, and compare actual healthy, diseased, and surgically repaired human anatomy. Students are able to practice endotracheal intubation, both surgical and needle cricothyrotomy, intraosseous access, and pleural decompression. Currently available to EMS Paramedic students both degree and non-degree seeking.	Spring	TBD
PHA 320: Pharmacy Communications IPE Interview *must be enrolled in the course	Didactic	Pharmacy students will interview a health care professional from a predetermined list. A case study will be provided, and the pharmacy student will discuss the case with the health care professional using a standard slate of questions. This is an embedded activity currently available for pharmacy students.	Fall	NA
PHA 424: IPE Case Studies *must be enrolled in the course	Didactic	Students are placed on interprofessional teams to collaborate on a clinical therapeutics case. This activity will use patient actors to present their chief complaints to the interprofessional student team, and have their questions answered. This activity will provide an opportunity for interprofessional interaction while also having a component of a patient centered dilemma which will challenge the interprofessional student teams to acknowledge the patient as a key team member and negotiate the comprehensive care plan. Currently available to nurse practitioner and pharmacy students.	Spring	TBD
PHA 416 IPE Case Studies with Ethics Component *must be enrolled in the course	Didactic	Students will watch a video exemplifying interprofessional practice and then be assigned into interprofessional teams to collaborate around a clinical therapeutics case. Patient actors will present their chief complaints to the interprofessional student teams and answer questions. This activity also has a patient centered ethical dilemma to challenge the interprofessional student team as they negotiate the comprehensive care plan. Currently available to pharmacy students.	Spring	TBD
Phoenix Asthma Simulation	Simulation	Students will engage in the simulated care of a pediatric patient who presents with asthma exacerbation, in a collaborative manner. Each group will not only gain knowledge related to the physiological changes, treatments and responses to therapies, but they will also gain an understanding of and appreciation for other members of the health care team. As a team, the nursing and medical students will be responsible for evaluation of care provided and interventions implemented to ensure the optimized patient outcomes. Currently available to accelerated nursing/Phoenix, and third year medical students in Phoenix.	Spring and Fall	Jan-March June-Aug

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Phoenix Meningitis Simulation	Simulation	Students will engage in the simulated care of a pediatric patient who presents with acute bacterial meningitis, in a collaborative manner. Each group will not only gain knowledge related to the physiological changes, treatments and responses to therapies, but they will also gain an understanding of and appreciation for other members of the health care team. The nursing and medical students will work together to in an effort to provide optimal, holistic care to the patient and family in the simulated hospital setting. As a team, the nursing and medical students will be responsible for evaluation of care provided and interventions implemented to ensure the optimized patient outcomes. Currently available to accelerated nursing/Phoenix, and third year medical students in Phoenix.	Spring and Fall	Jan-March June-Aug
Phoenix OB Postpartum Hemorrhage Simulation	Simulation	Students will engage in the simulated care of an obstetric patient who develops postpartum hemorrhage, in a collaborative manner. Each group will not only gain knowledge related to the physiological changes, treatments and responses to therapies, but they will also gain an understanding of and appreciation for other members of the health care team. The nursing and medical students will work together to in an effort to provide optimal, holistic care to the patient and family in the simulated hospital setting. As a team, the nursing and medical students will be responsible for evaluation of care provided and interventions implemented to ensure the optimized patient outcomes. Currently available to accelerated nursing/Phoenix, and third year medical students in Phoenix.	Fall	Nov – Dec 2020
Phoenix Outpatient Pediatric Diabetes Simulation	Simulation	Students will engage in the simulated care of a pediatric patient who presents with poorly controlled insulin dependent diabetes mellitus, in a collaborative manner. Each group will not only gain knowledge related to the physiological changes, treatments and responses to therapies, but they will also gain an understanding of and appreciation for other members of the health care team. As a team, the nursing and medical students will be responsible for evaluation of care provided and interventions implemented to ensure the optimized patient outcomes. Currently available to accelerated nursing/Phoenix, and third year medical students in Phoenix.	Spring and Fall	Jan-March June-Aug
Phoenix Pediatric Head Trauma Simulation	Simulation	Students will engage in the simulated care of a pediatric patient who presents with acute head injury, in a collaborative manner. Each group will not only gain knowledge related to the physiological changes, treatments and responses to therapies, but they will also gain an understanding of and appreciation for other members of the health care team. As a team, the nursing and medical students will be responsible for evaluation of care provided and interventions implemented to ensure the optimized patient outcomes. Currently available to accelerated nursing/Phoenix, and third year medical students in Phoenix.	Spring and Fall	Jan-March June-Aug
Phoenix Sickle Cell Anemia Simulation	Simulation	Students will engage in the simulated care of a pediatric patient who presents with sickle cell crisis, in a collaborative manner. Each group will not only gain knowledge related to the physiological changes, treatments and responses to therapies, but they will also gain an understanding of and appreciation for other members of the health care team. As a team, the nursing and medical students will be responsible for evaluation of care provided and interventions implemented to ensure the optimized patient outcomes. Currently available to accelerated nursing/Phoenix, and third year medical students in Phoenix.	Spring and Fall	Jan-March June-Aug
Phoenix M3 Code Blue Training	Simulation	Students will spend 2, two-hour session in simulation running through code blue scenarios. Medical students and nursing students will work together using BLS/ACLS guidelines to save their patient. Nurses will assume their nursing roles during the training and medical students will either assume the lead role or assist with other roles during the sim such as compressions or bagging. Currently available to M3 students in Phoenix.	Fall	TBD
Phoenix M3 Internal Medicine Clerkship Simulation	Simulation	During the simulation, health care students will work together as a team to assess, plan, provide, and evaluate the care of a patient within their professional role. They will make appropriate judgements during the simulation to potential or actual patient safety concerns and communicate effectively in transitions of care. Through simulation and debrief students will acquire knowledge and skills to function within an interprofessional health care team. The healthcare students will complete tasks associated with their profession, working collaboratively with their team. Medical students complete a history and physical, develop a differential diagnosis, and write orders. Nursing students will complete a nursing assessment, report findings to the medical student, complete written orders, and collaborate to ensure safe patient care. Respiratory therapy students will complete a respiratory assessment, administer respiratory medications, and collaborate with team to ensure Together they will monitor and evaluate effectiveness of interventions and revise the plan of care as needed to ensure positive patient outcomes. Currently available to M3 students in Phoenix	Fall	TBD

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Phoenix M3 OB Clerkship Simulation	Simulation	During the simulation, health care students will work together as a team to assess, plan, provide, and evaluate the care of a patient within their professional role. They will make appropriate judgements during the simulation to potential or actual patient safety concerns and communicate effectively in transitions of care. Through simulation and debrief students will acquire knowledge and skills to function within an interprofessional health care team. The healthcare students will complete tasks associated with their profession, working collaboratively with their team. Medical students complete a history and physical, develop a differential diagnosis, and write orders. Nursing students will complete a nursing assessment, report findings to the medical student, complete written orders, and collaborate to ensure safe patient care. Currently available to M3 students in Phoenix.	Fall	TBD
Phoenix M3 Pediatric Clerkship Simulation	Simulation	During the simulation, health care students will work together as a team to assess, plan, provide, and evaluate the care of a patient within their professional role. They will make appropriate judgements during the simulation to potential or actual patient safety concerns and communicate effectively in transitions of care. Through simulation and debrief students will acquire knowledge and skills to function within an interprofessional health care team. The healthcare students will complete tasks associated with their profession, working collaboratively with their team. Medical students complete a history and physical, develop a differential diagnosis, and write orders. Nursing students will complete a nursing assessment, report findings to the medical student, complete written orders, and collaborate to ensure safe patient care. Currently available to M3 students in Phoenix.	Fall	TBD
Phoenix M3 Surgery Clerkship Simulation	Simulation	During the simulation, health care students will work together as a team to assess, plan, provide, and evaluate the care of a patient within their professional role. They will make appropriate judgements during the simulation to potential or actual patient safety concerns and communicate effectively in transitions of care. Through simulation and debrief students will acquire knowledge and skills to function within an interprofessional health care team. The healthcare students will complete tasks associated with their profession, working collaboratively with their team. Medical students complete a history and physical, develop a differential diagnosis, and write orders. Nursing students will complete a nursing assessment, report findings to the medical student, complete written orders, and collaborate to ensure safe patient care. Currently available to M3 students in Phoenix	Fall	TBD
Poverty Simulation	Simulation	In this simulation, student participants assume the roles of different families, all living in low-income situations. These situations will include persons experiencing recent unemployment, homelessness, desertion by the primary breadwinner, multiple jobs, or a disability. Additionally, these situations may include persons who may qualify for TANF and SNAP benefits or who are living on a fixed retirement income. The focus will be for each family to provide all basic necessities and shelter during the four 15 minute "weeks". During the simulation, there will be multiple services available via tables such as a bank, a community action center, social services agencies, a school, a community health center, an employer, a utility company, and more. The various students will interact as family members that are each following their roles to complete the "four week" – a day in the life of simulation. Volunteers will from the community will be recruited to portray the different roles of services provided.	Spring	March
Occupational and Physical Therapy clinic at The Laura and Dan Monen Healthcare Clinic	Community Engagement	Occupational and Physical Therapy clinic at The Laura and Dan Monen Healthcare Clinic is staffed with a nurse practitioner, pharmacist, dentists, occupational therapy, physical therapy, agency social worker; and medical, nurse practitioner, dental, pharmacy, social work, occupational and physical therapy students. During Occupational Therapy and Physical Therapy clinic hours, occupational therapy and physical therapy students/faculty will work together to assess, diagnose, and manage patient care and collaborate with or refer to other health professions if needed.	Fall Spring Summer	Friday
The Laura and Dan Monen Healthcare Clinic	Community Engagement	The Laura and Dan Monen Healthcare Clinic was established through a partnership with Creighton University. The Clinic is staffed with a nurse practitioner, pharmacist, dentists, occupational therapy, physical therapy, agency social worker; and medical, nurse practitioner, dental, pharmacy, social work, occupational and physical therapy students. During clinic hours, health professions students assess, diagnose, and manage patient care and collaborate with or refer to other health professions for appropriate care. Team huddles occur among students and faculty to discuss client symptoms, diagnoses, and treatment plans.	Fall Spring Summer	Wednesday and Friday
Regional Spring IPE Clinical Team Reasoning Competition	Case Study	This activity is a case-based competition which involves progressive competition levels. The patient case used for the competition is typically based on a real-world case either a faculty member selects or a case that occurred at CHI Health Creighton University Medical Center - Bergan Mercy. Students from across the Midwest participate by forming interprofessional teams consisting of the following professions: medicine, pharmacy and at least 1 other health professional student.	Spring	Saturday

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Simulated Mass Casualty Incident Training	Simulation	This exercise is coordinated by Creighton University EMS Education Program and hosted by the City of Bellevue Fire Department. The Mass Casualty Incident (MCI) simulation involves patients with a variety of traumatic injuries. Ambulances are used to transport patients from the scene, to the training center, which is transformed to an emergency department where nursing students and emergency medical residents, and other health sciences students collaborate to formulate an appropriate in-hospital patient care plan together.	Spring	Friday
Standardized Patient Simulation - Ethics Case -(Locus of Authority Case (MD and PT)	Simulation	During this Ethics Case Simulation, Physical Therapy and Medical Students will interact together in their roles as assigned in the Case. Students will participate in a formal debriefing structure that includes a collaborative debriefing between students. Physical Therapy students will have 2 separate interactions each with a specific clinical context and will complete a personal reflection of their simulation experience.	Spring	Varies each year
St. Vincent de Paul Buddies: Intro to Collaborative Care	Community Engagement	Through the efforts of the multiple clinical partners the St. Vincent De Paul Clinic in Phoenix, Arizona provides interprofessional team-based care to patients. Creighton University Nursing, Occupational Therapy, Physical Therapy, Pharmacy and Physician Assistant program students will work interprofessionally to meet the needs of patients in an interprofessional environment alongside faculty.	Fall Spring Summer	
The Role of Complementary Medicine in Healthcare	Case Study	As part of NUR 694 Advanced Assessment for Nurse Practitioners (Pediatric, Family, Adult, Adult Acute) all students (distance & local) come to campus April. As part of this intensive the students will participate in small groups with a panel of practitioners from fields related to complimentary medicine. This will include an acupuncturist, massage therapist, herbalist, and chiropractor. The panel members will briefly describe their background, training, and role in providing health care. Following introductions, there will be 3 cases presented for the group to discuss how complimentary medicine could be utilized as an adjunct therapy for the case being discussed as well as what considerations are necessary when these therapies are combined with western medicine therapies.	Spring	April 1 & 3, 2019 (2-days)
Together We Stop Tooth Decay	Community Engagement	The Creighton University College of Nursing, Hastings Campus, is partnering with the Central Community College's Dental Hygiene program to provide on-site dental services and health outreach to children who often face barriers in obtaining dental care. The program will provide dental education, preventive treatments, restorative care and oral health education in a local Head Start program. While the students are waiting for their sealants and screenings the educational materials will be delivered.	Spring	March, Tues/Thurs mornings
Violence Across the Lifespan: Human Trafficking	Didactic	Violence Across the Lifespan is available online through Blueline. The Human Trafficking module will be completed over the course of a week and includes independent learning through the completion of a PPT with quiz and additional material as well as interactive interprofessional learning. Additionally, it will include a discussion lead by an interprofessional faculty team. Intentional dialogue will be guided through interprofessional group discussion. Students will also be required to complete active learning that will be discussed during the dialogues, as well as a follow up reflection at the completion of the module. Currently open to all health professions, including social work, schedule permitting.	Fall Spring	10/29 – 11/2/2018 2/11- 2-15/2019
Violence Across the Lifespan: Interpersonal Violence	Didactic	Violence Across the Lifespan is available online through Blueline. The Interpersonal Violence module will be completed over the course of a week and includes independent learning through the completion of a PPT with quiz and additional material as well as interactive interprofessional learning. Additionally, it will include a discussion lead by an interprofessional faculty team. Intentional dialogue will be guided through interprofessional group discussion. Students will also be required to complete active learning that will be discussed during the dialogues, as well as a follow up reflection at the completion of the module. Currently open to all health professions, including social work, schedule permitting.	Fall Spring	11/5- 11/9/2018 2/18- 2/22/2019
Violence Across the Lifespan: Child Maltreatment	Didactic	Violence Across the Lifespan is available online through Blueline. The Child Maltreatment module will be completed over the course of a week and includes independent learning through the completion of a PPT with quiz and additional material as well as interactive interprofessional learning. Additionally, it will include a discussion lead by an interprofessional faculty team. Intentional dialogue will be guided through interprofessional group discussion. Students will also be required to complete active learning that will be discussed during the dialogues, as well as a follow up reflection at the completion of the module. Currently open to all health professions, including social work, schedule permitting.	Fall Spring	11/12- 11/16/2018 2/4- 2/8/2019

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