

# Clinical IPE Proposal Application

**1. Fill the names and professions of all the faculty involved in this activity**

	<b>Name</b>	<b>Profession</b>
Lead Faculty		
Other Involved faculty		

**2. Fill the student learning outcomes for this activity**

1.
2.
3.
4.
5.
6.



3. The following are the student learning outcomes for the LAU IPE program overall.  
**Please place a check mark by each LAU IPE learning outcome that this proposed Clinical Activity will address.**

As a result of participation in the IPE program, graduates of LAU’s health and social care programs will be able to:

	1. Demonstrate ability to work collaboratively with other professionals.
	2. Recognize and respect other professionals’ expertise, roles, responsibilities and competence.
	3. Communicate effectively with other professionals to effect change and resolve conflict when providing patient/client care.
	4. Develop interprofessional collaboration in health and social care settings.
	5. Participate in shared decision-making with other professionals and the patient/client when planning and implementing health and social care.
	6. Develop interprofessional case conferences, team meetings, and quality improvement activities.
	7. Demonstrate evidence-based interdisciplinary approaches to provide a safe environment for patients/clients and achieve good patient/client outcomes.
	8. Resolve ethical issues that arise in health and social care settings

**4. Concisely describe the clinical learning activity**



5. Select with a checkbox the major of LAU students who will be invited to participate in this activity and specify their corresponding level (eg. Seventh year medicine, fifth year pharmacy, third year nursing... etc)

Major		Level
<input type="checkbox"/>	Medicine	
<input type="checkbox"/>	Nursing	
<input type="checkbox"/>	Nutrition	
<input type="checkbox"/>	Pharmacy	
<input type="checkbox"/>	Social Work	
<input type="checkbox"/>	Other: -----	

6. How many times the group will be meeting? How many hours each time?

7. What are the proposed day and time of the day?

8. What are the proposed dates?

9. How many times(s) can you offer this activity every year?

10. What is the number of students that can be accommodated in one offering of this activity?

11. What is the name of the health care agency (hospital, health center... ) where the activity will be conducted?

12. How are you planning to assess student learning?



## **Appendix A**

### **Framework for Developing IPE Learning Activities**

In its report, *Framework for action on interprofessional education and collaborative practice*,<sup>1</sup> the World Health Organization proposed the following Curricular Mechanisms which can be helpful to faculty planning a Clinical IPE Activity:

1. **Logistics and scheduling** – coordination is required because the different types of educators and students involved mean they are available at different times and in different locations.
2. **Programming content** – develop IPE curricula according to principles of good educational practice; introduce IPE into all pre-licensure programs, post-graduate and continuing professional development programs as well as quality improvement programs.
3. **Compulsory attendance** – evidence has shown that making attendance compulsory and developing flexible scheduling can prevent logistical challenges from becoming a barrier to effective IPE.
4. **Shared objectives** – agree to a common vision and purpose for IPE with key stakeholders across all faculties.
5. **Adult learning principles** – research has substantiated the use of adult learning principles, i.e. problem-based learning and action learning sets.
6. **Learning methods** – IPE is more effective when learning methods reflect the real world practice experiences of students.
7. **Contextual learning** – examining local context to determine local needs (culture, geography, history, challenges, etc.) and existing capabilities and resources.
8. **Assessment** – link learning activities and expected outcomes with assessment of what students have learned.

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<sup>1</sup> Health Professions Network Nursing and Midwifery. (2010). *Framework for action on interprofessional education and collaborative practice*. Geneva: World Health Organization. <http://apps.who.int/iris/handle/10665/70185> accessed November 14, 2015.



## Appendix B Evaluation Template



**Interprofessional Education Initiative**

**Clinical Learning Activity Title:** \_\_\_\_\_

**Circle your major and year in program.**

Dietetic Intern:

Nursing: BSN I BSN II BSN III

Medicine: Med 1 Med 2 Med 3 Med 4 Resident

Pharmacy: P1 P2 P3 P4 P5

Social Work: Sophomore Junior Senior

**Gender: A – MALE**

**B - FEMALE**

**Directions:** Please rate the instructional quality of each presentation by filling in the appropriate oval on the bubble sheet that corresponds to your rating. Use the following scale:

**Strongly Agree (A) (B) (C) (D) (E) Strongly Disagree**

LEARNING OUTCOMES EVALUATION	Met expectations	Partially met expectations	Did not meet expectations
1.	A	B	C
2.	A	B	C
3.	A	B	C
4.	A	B	C

Activities Performed	Strongly Agree				Strongly Disagree
Did the activities you and other students participated in help you learn how to collaborate with others to provide better patient care?					
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E



PARTICIPATION BENEFITS	Strongly Agree			Strongly Disagree	
	A	B	C	D	E
5. I would recommend this activity to a colleague.	A	B	C	D	E
6. I plan to implement what I learned in my practice.	A	B	C	D	E

1. What were the positive aspects of this Clinical Learning Activity?

2. What were the negative aspects of this Clinical Learning Activity?

3. What do you recommend can be done to improve this Clinical Learning Activity?

4. What are 3 important things about interprofessional collaboration that you learned and plan to use in your practice? Or

5. Describe how this clinical learning activity build on (or did not link to) the IPE Days you have attended.

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