

Student Certification in IPE Guidelines

The Introduction

Complexities in the current healthcare system require new models of delivering care. The factors driving changes in care delivery and health professions education include patient safety and the Triple Aim – improving patient satisfaction, fostering better health among populations, and reducing the cost of care. Collaborative teamwork can be one of the solutions to stabilize health care's expenditures. In healthcare, teams are comprised of many disciplines. This application process provides an opportunity for health professions students to learn more about the roles and scope of practice of multiple disciplines and develop skills in collaborative practice.

In 2007, the West Michigan Interprofessional Education Initiative (WMIPEI) was organized to identify ways to develop collaborative, innovative and interprofessional initiatives across the disciplines, learning institutions and health care systems. Founding partners are Grand Valley State University, Grand Rapids Medical Education Partners, and Michigan State University College of Human Medicine. Since 2009, Ferris State University's College of Pharmacy have joined as affiliate partners. Membership in the initiative include 140 partners representing 27 health related agencies and institutions. The infrastructure includes a steering committee, an advisory council, six workgroup specialties (clinical setting, curriculum, cross-professional competency, simulation, service, scholarship), an annual conference and PIPES (Promoting Interprofessional Education for Students), a professional student organization.

The name change of WMIPEI to the Midwest Interprofessional Practice, Education and Research Center (MIPERC) was announced at the 7th annual conference in September 2014. MIPERC captures the broader geographical addition of new partners and expansion of new initiatives. An Instrumental partner is the National Center for Interprofessional Practice and Education established in 2012 (<https://nexusIPE.org>). The mission of the National Center is to serve as a repository of evidence based interprofessional collaborative practice tools and to further promote scholarship and translational research in selected incubator sites in the United States through public private funding. MIPERC is one of the eight pioneer innovation incubator sites.

The MIPERC Curriculum Workgroup has created an interprofessional education certificate for students earning a degree in a health or health-related discipline. This certificate program provides recognition for students who are developing skills in the Institute of Medicine (IOM) core competencies and the Interprofessional Education Collaborative (IPEC) core competencies. The IPE student certificate is an immersion process that requires specific interprofessional activities and self-reflection for the student. Students will be awarded a certificate after

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completion of core requirements. The time to earn a certificate is a minimum of one calendar year but can be longer based on the students' workload and ability to complete the requirements.

As you continue to develop your professional identity and learn about interprofessional education and collaborative practice you will find that learning about, from, and with each other gives you a wider worldview of the future of healthcare. As you progress through the MIPERC modules, PIPES meetings, interprofessional simulations, conferences, and other forums you will become familiar with the Institute of Medicine (IOM) and the Interprofessional Education Collaborative (IPEC) reports. You will understand that this type of practice is one team composed of many professions. It is a collaborative process with mutual goal sharing. Benefits include understanding the role of other practitioners, improving communication skills, enhancing staff and patient satisfaction, developing skills in team-based care and increasing workplace productivity.

The Requirements

The IPE Student Certificate consists of ten requirements for certificate completion. These requirements are as follows:

1. Students will complete the Interprofessional Collaborative Competency Attainment Survey (ICCAS). The survey is available on the Google Classroom.
2. Students must be members of PIPES (*Promoting Interprofessional Education for Students*).
3. Students must complete the four foundational online learning modules located on the Google Classroom. These include *Introduction to Interprofessional Education & Collaborative Practice*, *Patient Safety*, *Team Dynamics*, and *Tips for Implementing Healthcare Behavioral Changes*. These should be completed at the beginning of the IPE Student Certificate journey.
4. Students must volunteer to assist with at least one GVSU-sponsored IPE event. Events include Brown Bag Lunch and Learns, PIPES, Health Expo, and Aging Conference.
5. Students must complete at least one interprofessional activity for each Core Competency for a total of four IPE activities. Activities should include a combination of both PIPES and Brown Bag Lunch and Learn events.

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6. Students must participate in at least one interprofessional simulation. PIPES hosts many events throughout the year, including simulations and may be a great place to look for opportunities to fulfill this requirement. Simulations as a formal part of your coursework or curriculum, including the spring Adult and Pediatric Simulations, will count as well, if there are two or more learners from different disciplines learning together for all or part of the simulation.
7. Certificate applicants must interview at least two people from two different health professions other than their own program of study and submit a reflective essay. The interview should include but is not limited to asking the following questions:
 - i. What is your educational background?
 - ii. What is your scope of practice?
 - iii. What is your job setting?
 - iv. What does a typical workday look like for you?
 - v. How do you see our professions working together?
 - vi. What is one thing you would like other health care professionals to know about your profession?
8. Over the course of certificate completion, the student must interact with at least five different disciplines. In the reflective statement described in #9, briefly discuss the context and significance of your interactions.
9. As a summative assessment students must reflect upon all the interprofessional experiences they have completed for the certificate and write a 3–5-page reflective statement. The reflective statement should address all the following items.
 - i. Describe and integrate your understanding of the interprofessional experiences for each of the four IPEC core competencies (*Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teamwork/Team-Based Care*) under the single domain of *Interprofessional Collaboration*.
 - ii. Assess the significance of your interactions with the five other disciplines you worked with while earning this certificate.
 - iii. Critique the two most significant interprofessional practice knowledge and skills you learned or improved upon in your interprofessional experiences.
10. All students must complete a capstone project using what they have learned from their experiences, including the IPE interviews. The capstone project will consist of

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the development of an interprofessional education poster, simulation design, or thorough PIPES event design.

Note: The length of time to earn a certificate is a minimum of one calendar year. The certificate must be earned before graduation from your program.