

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. For more information regarding the disciplines involved in this certificate program, see the Appendix of this document.

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 and Michigan College of Optometry have joined as affiliate partners. Membership in the initiative include 140 partners representing 25 health related agencies and institutions. The infrastructure includes a steering committee, 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 Midwest Interprofessional Practice, Education and Research Center (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) competency domains. 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 completion of core requirements. The length of 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. *An exception will be made for the pilot year 1 student application which can be earned in one academic year.*

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

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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.

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The Requirements

The Curriculum Workgroup has identified ten requirements surrounding six categories (outlined in Requirement #6) for certificate completion. These requirements are as follows:

1. Prior to enrollment in the certificate program, students must complete 4 MIPERC-developed online learning modules through the E360 learning management system. These include *Introduction to Interprofessional Education & Collaborative Practice*, *Patient Safety*, *Team Dynamics*, and *Tips for Implementing Healthcare Behavioral Changes*.
2. Students must complete the *Interdisciplinary Education Perceptions Scale* (IEPS) and *Entry Level Interprofessional Questionnaire* (ELIQ). There will be an initial and a final survey for both. The two surveys are available in the online learning management system E360 prior to viewing the 4 MIPERC online learning modules. Note that the posttests are to be taken after writing the summative paper described in Requirement #8.
3. Students must complete at least 1 interprofessional service learning activity and accumulate at least 40 hours of service learning. An interprofessional learning activity must include students from at least two different disciplines. At the end of each service learning activity, the student is required to write a short reflective essay to address the following:
 - i. Describe the setting, patient population, and problem being addressed.
 - ii. What discipline(s) did the other students represent?
 - iii. How will this experience affect your practice in the future?

Up to 20 hours can be applied from currently involved activities in your own discipline. The remaining hours must come from active interprofessional learning activities, as directed by a program champion.

4. Students must be members in PIPES (*Promoting Interprofessional Education for Students*). Certificate applicants must attend at least 3 meetings. PIPES will also provide a venue for two interprofessional simulations during the academic year.
5. Students must attend at least 1 interprofessional conference or forum for a total of 4 hours. Conferences and forums should be approved by your faculty champion. Examples of possible conferences and forums to attend include:
 - MIPERC Annual IPE Conference www.gvsu.edu/vphealth
 - MIPERC Lunch and Learn Series www.gvsu.edu/vphealth
 - GRMEP Research Day www.grmep.org/.../research-day.html
 - Northern Michigan IPE Conference <http://education2practice.org/>
 - West Michigan Brain Injury Association <http://www.biami.org/brain-injury-conference-michigan.htm>

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6. Within the categories listed below, students must complete a total of 8 activities. Of these 8 activities, one must come from each of the 5 required categories. The remaining 3 activities may come from any of the categories listed in the table below.

<u>Required Category</u>	<u>Optional Category</u>
Service Based Learning	IPE Case Study
Online Learning Modules	Interprofessional Clinic Experience
Conference/Forums	
PIPES Membership	
Simulation	

For all activities, the student should obtain certificates of attendance from the specified venues or, if certificates are not available, a faculty signature to document attendance/participation.

7. Over the course of certificate completion, the student must interact with at least 5 different disciplines. In the reflective essay described in #8, briefly discuss the context and significance of your interactions.
8. At completion of all certificate requirements, a summative reflection paper, of no more than 3-5 pages, will be completed addressing the following items.
 - i. Describe and integrate your understanding of the interprofessional experiences for each of the 4 IPEC competency domains (*Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teamwork/Team-Based Care*). For more detail on what each domain represents, see Appendix II of the application packet.
 - 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.
9. The capstone cumulative experience will be scheduled three times yearly to award the IPE student certificates. As part of the experience, students will be asked to host poster presentations to members of MIPERC. All completed application materials must be received by June 30 for September presentation at the annual IPE conference; January 30 for the March Health Expo presentation; February 28 for the April Grand Rapids Medical Education Research Day. Additional dates and venues may be available upon request.
10. The length of time to earn a certificate is a minimum of one calendar year (*or academic year for the pilot*). The certificate must be earned before graduation from your program.

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Appendix

The following is a list of some of the professional roles identified within the context of interprofessional education throughout the certificate program.

Biostatistician

- Play an essential role in designing the studies, analyze the data and creating new methods for addressing these problems (North Carolina State University).

Computer Scientist

- Design and develop scientific software applications and hardware in a medical and scientific research environment (National Institutes of Health).

Diagnostic Medical Sonographer

- Highly-skilled professionals who use specialized equipment to create images of structures inside the human body that are used by physicians to make a medical diagnosis (*Society of Diagnostic Medical Sonography*). Specialties include cardiac, vascular, breast, abdominal, and obstetric.

Dietician

- Integrate and apply principles derived from the sciences of food, nutrition, management, communication and biological, physiological, behavioral and social sciences to achieve and maintain optimal human health (American Dietetic Association).

Healthcare Administration

- Medical and health services managers, also called healthcare executives or healthcare administrators, plan, direct, and coordinate medical and health services. They might manage an entire facility or specialize in managing a specific clinical area or department, or manage a medical practice for a group of physicians. Medical and health services managers must be able to adapt to changes in healthcare laws, regulations, and technology.

Link: <http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

Health Communication

- Health communication is the study and use of communication strategies to inform and influence individual and community decisions that affect health. It is a multifaceted and multidisciplinary approach to link the fields of communication and health and is increasingly recognized as a necessary element of efforts to improve personal and public health (Office of Disease Prevention and Health Promotion).

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Master's in Public Health

- Public health professionals focus on preventing disease and injury by promoting healthy lifestyles. They implement educational programs, develop policies, administer services, conduct research, and regulate health systems to achieve these goals. The public health field confronts global issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury (Association of Schools and Programs of Public Health).

Medical Laboratory Scientist

- Encompasses the design, performance, evaluation, reporting, interpreting and clinical correlation of clinical laboratory testing and the management of all aspects of these services (American Society for Clinical Laboratory Science).

Movement Science

- Human Movement Sciences is concerned with the body of knowledge related to the systematic and scientific study of human movement (normal and disordered) and factors related to analyzing, improving, and recovery of human movement (Quality Assurance Netherland Universities).

Non-profit and Health Administration

- Administrators that serve nonprofit organizations as well as their communities through leadership, team-building, ethical values and practices, nonprofit financial and resource management, and strategic planning procedures (John Carroll University).

Nurse

- Providing a systematic application of substantial specialized knowledge and skills, derived from the biological, physical and behavioral sciences, to the care, treatment, counsel and health teaching of individuals who are experiencing changes in the normal health processes or who require assistance in the maintenance of health and the prevention or management of illness, injury or death (Michigan Public Health Code, 11978 PA 368 333.17201 & 338.10104).

Nurse Practitioner

- Registered nurses who are prepared beyond initial nursing education to provide care directly to patients (American College of Nurse Practitioners).

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Occupational Therapist

- The therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community and other settings (American Occupational Therapy Association).

Optometrist

- Health care providers who examine, diagnose, treat and manage diseases and disorders of the visual system, the eye and associated structures, as well as diagnose related systematic conditions (American Optometric Association).

Pharmacist

- The health care professions responsible for providing patient care that ensures optimal medication therapy outcomes (Joint Commission of Pharmacy Practitioners).

Physical Therapist

- Specialists involved in the diagnosis and management of movement dysfunction. Physical therapists evaluate and treat musculoskeletal, neuromuscular, cardiopulmonary, and integumentary conditions that limit health and functioning. Physical therapy services aim to restore, maintain, and promote optimal physical and functional abilities, as well as optimal wellness, fitness, and quality of life as it relates to movement and health. (American Physical Therapy Association, Guide to Physical Therapy Practice 2003).

Physician

- Practice of medicine includes the diagnosis, treatment/cure, prevention or relieving of a human disease, ailment, defect, complain or other physical or mental conditions (Michigan State Medical Society).

Physician Assistant

- Practice of medicine or osteopathic medicine and surgery performed under the supervision of a physician or physicians licensed under this part (Michigan Academy of Physician Assistants).

Public health administration

- Public health administrators focus on community-wide disease prevention and health promotion. They assess community health issues and trends, and educate members about the prevention or alleviation of health problems. They will engage, educate, and inform county, state, and federal policy makers. The public health administrator executes community outreach programs to make people aware of dangers such as lead poisoning and to address chronic problems afflicting the community, like sexually transmitted diseases (Grand Valley State University Master's in Public Health).

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Radiologic Scientist

- Safe and effective application of all competencies through best practices encompassed in the use of ionizing radiation and other energy forms, as well as producing diagnostic images and performing diagnostic and therapeutic interventions along with the evaluation and assessment of such images and therapeutic applications (Canadian Association of Medical Radiation Technologists).

Social Worker

- Provides services to patients and their families to assess and coordinate their medically related social and emotional needs as they impinge on their medical condition, treatment, recovery and safety transition from one care environment to another (National Association of Social Workers).

Speech-Language Pathology

- The overall objective of speech-language pathology services is to optimize individuals' ability to communicate and swallow, thereby improving quality of life. Speech-language pathologists are committed to the provision of culturally and linguistically appropriate services and to the consideration of diversity in scientific investigations of human communication and swallowing (American Speech-Language Hearing Association).

Therapist Recreation

- The purpose of a recreation therapist is to improve health and quality of life by reducing impairments of body function and structure, reducing activity limitations, participation of restrictions and environmental barriers of the clients serviced. The ultimate goal is to facilitate full and optimal involvement in community life (National Council for Therapeutic Recreation Certification).