

Call for Proposals: Interprofessional Mini Courses 2023-24
Submission Deadline: 11:59 pm AST, Friday May 19, 2023

Dear Colleagues,

For several years the Faculty of Health has supported a robust offering of interprofessional education (IPE) mini-courses offered by faculty members, students, staff, and practice colleagues across the Faculties of Dentistry, Health, and Medicine. We believe interprofessional collaborative learning opportunities offered by IPE mini-courses enhance preparation for professional practice and research careers.

Participation in an IPE Mini-Course may count towards satisfying the IPE requirement for Faculty of Health students (IPHE 4900 or 5900), as well as for Faculty of Medicine and Dentistry. IPE mini-courses are offered without cost to students in the three health-related Faculties.

In person and synchronous online course delivery is preferred, due to the interprofessional foundation of live, real-time interaction. Please also consider how the course can include distance student engagement. Dalhousie supports the following online platforms for content and live/recorded sessions: Brightspace and Microsoft Teams.

Students register for mini-courses directly from a link on the IPE website (www.dal.ca/ipe). If space is available and with approval from course designers/facilitators, learners from additional Dalhousie Faculties, academic institutions or practice partners may be able to register for IPE mini-courses. Please note, programs should be aware that priority registration is for students from Health, Medicine and Dentistry. Programs should also be aware that there are times that mini courses are cancelled due to operational changes, low enrollment, or unforeseen circumstances. For this reason, programs should not rely on particular mini courses to meet curricular needs.

Criteria for consideration:

Design:

- Proposals must identify an interprofessional faculty and/or healthcare professional (HCP) design and facilitation team with representation from three or more different professions or professional programs.
- Proposals must clearly articulate the roles and responsibilities of each team member during design, implementation, and facilitation of the IPE mini-course.

- Proposals must be applicable for learners from three or more professions/disciplines.
- If the proposal is open to all professions/disciplines please provide a note for how the design and facilitation team will ensure content, learning objectives, activities and evaluation applies to all professions/disciplines. Please consult with ipe@dal.ca if you have any questions regarding your design/facilitation team.
- A course syllabus outlining session by session activities and the evaluation plan for student learning outcomes must be included (See Application Section I).

Content:

- Content must focus on a topic with relevance to interprofessional practice among healthcare professionals who may form or engage with real-world teams (i.e., healthcare professionals who would plausibly work together)
- Priority is given to mini-courses that consider and integrate principles and practices of equity, diversity, inclusion, and accessibility in design, delivery, and facilitation. Priority communities/ populations and/or health inequities should also be considered.

Pedagogy:

- Learning objectives must clearly describe what students will achieve from an IP perspective (i.e. how the course advances interprofessional collaboration within and among teams)
- Learning activities must be clearly aligned with the learning objectives, must be interactive and provide opportunities for participants from different professions/disciplines to learn about, from, and with each other around the topic (World Health Organization, 2010)
- Learning activities must align with and indicate how they advance knowledge and performance of two or more of the following interprofessional collaboration competencies:
 - Role clarification
 - Team functioning
 - Interprofessional communication
 - Patient/client/family/community-centered care
 - Interprofessional conflict resolution
 - Collaborative leadership
 - Reference: CIHC National Interprofessional Competency Framework, 2010 – www.cihc-cpis.com; [CIHC_IPCompetencies_Feb1210r.pdf - Google Drive](#)
- Learning activities must offer opportunities for small group student interaction while working on a joint task.
- The facilitation plan for the learning activities must reflect IPE facilitation competencies of:
 - Commitment to interprofessional education and practice
 - Credibility in the content area while using interprofessional facilitation skills.
 - Positive role modeling to establish an interprofessional learning environment.

- An understanding of interactive learning methods and confidence in application
- Culturally appropriate knowledge of group development and dynamics
- Confidence and flexibility in using professional differences creatively within groups (Banfield & Lackie, 2009)

Logistics:

- Proposals must allow for a minimum student capacity of 25 students.
- Combination of process and content should be in the range of 6-9 hours of student participation.

Credit for completion:

- Proposals must have a clearly outlined structure for how credit is earned by learners (typically, completion of tasks and participation)

Student feedback & Evaluation of Interprofessional Collaborative (IPC) competencies

- All students completing IPE mini-courses will be asked to provide feedback on the mini course experience and attainment of IPC competencies.
- Feedback and participation in previously offered IPE mini-courses will be considered by the Review Committee

Course Budget

The Faculty of Health funds to a maximum of \$2500 per IPE mini-course for preparation and implementation.

Funds can be used for any reasonable purpose including the payment of administrative or instruction support personnel, course or workshop instructors (non-faculty), facilitators, simulated/standardized participants (patients/clients), or purchase of necessary supplies.

Non-eligible expenses include catering for students and honoraria for design team members who are Dalhousie faculty members.

Please complete the Mini Course Application form below (word format) and submit to ipe@dal.ca

Proposal submission deadline: 11:59 pm AST, May 19, 2023.

Review of submissions will be complete by June 16, 2023.

Review Process

Proposals will be reviewed by the Interprofessional Education/Simulation-enhanced IPE Academic and Research Steering Committee.

Please note:

- If the course is approved/funded, it is required that at minimum of one member of the design team of a successful mini-course application complete the interprofessional facilitation training session organized by the Interprofessional

Education/Sim-IPE Academic and Research Steering Committee. Details of the workshop will be provided once the submissions have been reviewed. Virtual and in-person options will be available.

- For IPE mini-courses approved for funding, funds will be transferred from Faculty of Health to the designated Dalhousie unit (e.g. Faculty, School, Department) for dissemination of funds. All costs (e.g. supplies or salaries) will be paid directly by the unit. Non-Dalhousie faculty member information must be provided for honorarium processing. Receipts must be provided for other approved course costs.
- Funding cannot be transferred from the unit to a research account.
- If the course does not take place for any reason, funds must be returned to the Faculty of Health.

QUESTIONS?

If you have questions regarding the mini course applications. Please send your questions to IPE@dal.ca

References:

Banfield, V. & Lackie, K. (2009). Performance-based competencies for culturally responsive interprofessional collaborative practice. *Journal of Interprofessional Care*, 23 (6), 611-620.

Canadian Interprofessional Health Collaborative (2010). CIHC National Interprofessional Competency Framework. www.cihc-cpis.com ; [CIHC_IPCompetencies_Feb1210r.pdf - Google Drive](#)

World Health Organization. (2010). Framework for action on interprofessional education and collaborative practice. <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>

MINI Course APPLICATION 2023-24

Submit to ipe@dal.ca

Proposal submission deadline: 11:59 pm AST, May 19, 2023.

Title of IPE Mini-Course:		
Lead Faculty/HCP Member Contact		
Name:		Email:
Faculty/HCP Design Team Members (mandatory: faculty / HCP leads from 3 different professions)		
Name & Email	Discipline/Profession	Role(s) on Team
1.		
2.		
3.		
Please indicate the member(s) of your design team who have completed formal training in IPE facilitation, including date of training. (mandatory: at least one team member)		
Name & Email	IPE Facilitation Training and Date	
1.		
2.		
3.		
<i>If no one on the design team has completed IPE Facilitation training, Please indicate the members of your design team who will be attending the IPE Facilitation workshop Date TBA</i>		
Name	Email	Discipline/Profession
1.		
2.		
3.		
Number of students that can be accommodated: (mandatory minimum = 25).		
Overall Student Number =		
Is your course open to learners beyond those professions/disciplines on your design/facilitation team?		
<input type="checkbox"/> NO	If YES , please provide a note for how the design/facilitation team will ensure how content, learning objectives, activities and evaluation applies to all professions/disciplines. Please consult with ipe@dal.ca if you have any questions regarding your design/facilitation team.	
<input type="checkbox"/> YES		

What is your plan for Mini Course Delivery?		
<input type="checkbox"/> In-person	<input type="checkbox"/> Synchronous MS Teams	<input type="checkbox"/> Synchronous Brightspace
<input type="checkbox"/> Hybrid (in-person and online Synchronous)	<input type="checkbox"/> Asynchronous	
Please indicate/highlight preferred semester and week for your IPE Mini-Course submission.		
<i>Note: Mini courses offered during the common IPE time of 4:00-5:30 pm on Tuesdays and/or Thursdays will be prioritized for funding</i>		
	Fall	Winter
Days		
Dates		

Do you need room booking assistance?	
<i>Note: Mini courses offered during the common IPE time of 4:00-5:30 pm on Tuesdays and/or Thursdays may have access to CHEB rooms.</i>	
<input type="checkbox"/> YES -we need room(s) booking assistance	If YES, which suggested rooms (not guaranteed):
<input type="checkbox"/> NO -we do not need room booking assistance	
Are you are seeking funding for this mini-course?	
<input type="checkbox"/> NO	If YES, please complete Section IV below
<input type="checkbox"/> YES	

Section I: Mini Course Syllabus

Please provide detail on each of these components (expand table as needed and/or attach syllabus):

Mini course description, to be used on the mini course website	
Number of mini course sessions:	
Length of each mini course session:	
For EACH session, please outline the following:	
Content overview	
Learning outcomes/objectives <i>(Please map these objectives in Section II)</i>	
Methods of instruction, and activities that promote IPC <i>(specifically, how students will learn about, from, and with each other)</i>	

Describe methods for interprofessional facilitation	
Length of session and time spent for session preparation or reflection	
Describe how students will be assessed on learning objectives	
Describe methods of course evaluation/feedback	

Section II: Overall Interprofessional Competency(ies) and Learning Level(s) addressed.

IPC Competency Domain (from the CIHC National Interprofessional Competency Framework, 2010 – www.cihc-cpis.com)	Indicate: Exposure, Immersion, or Integration*	List your learning objective(s) for each competency addressed
1. interprofessional communication		
2. patient/client/family /community-centred care		
3. role clarification		
4. team functioning		
5. collaborative leadership		
6. interprofessional conflict resolution		

***Definitions of IPE Continuum of IPE learning experiences:**

Exposure: Explore interprofessional competencies (concepts, values and contexts, practice skills).

Immersion: Apply interprofessional knowledge and skills; analyze interprofessional concepts, values, and contexts.

Integration: Use and adapt interprofessional knowledge and skills in practice; translate knowledge; seek new knowledge; act for change

(reference: IPECC Glossary and Learning Taxonomy, Dalhousie University, 2017)

Section III: Indicate additional content learning objectives (not detailed above) and relationship to IPC

Section IV: Financial Summary (expand table as needed)

Please note: For IPE mini-courses approved for funding, funds will be transferred from Faculty of Health to the designated Dalhousie unit (e.g., Faculty, School, Department) for dissemination of funds. All costs (e.g. supplies or salaries) will be paid directly by the unit. Non-Dalhousie faculty member information must be provided for honorarium processing. Receipts must be provided for other approved course costs. Funding cannot be transferred from the unit to a research account. If the course does not take place for any reason, funds must be returned to the Faculty of Health.

	Amount
Non-Salary Costs	
[Description of Item 1]	
[Description of item 2]	
TOTAL Non-Salary Costs	
Salary Costs	
[Description of position 1 and term]	
Sub total	
Fringe Benefits @ 14.87%	
Total Salary Costs	
Total Project Cost	