

 <b>DALHOUSIE UNIVERSITY</b>  <b>Interprofessional Education</b>	<i>Policy Sponsor:</i> Director, School of Nursing	<i>Approval Date:</i> December 18, 2017
	<i>Responsible Unit:</i> SON School Council	<i>Amendments:</i>

### **Background & Purpose**

It is important that students in the health professions are prepared to work in “collaborative and patient/client/community/family-centered work environments”

<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&entitytype=CID&entitycode=IPHE+4900>.

Through participation in interprofessional experiences, student nurses will come to understand the knowledge, skills and attitudes related to interprofessional practice and realize the significance for outcomes related to client care. Interprofessional education experiences are mandatory for all entry to practice programs in the Faculty of Health, for students entering since Sept 2011.

### **Application**

Students in the School of Nursing are required to participate in interprofessional health education activities. These activities, together with specific program requirements, are currently evolving and in transition and are integrated into the curricula of individual programs. Participation is mandatory. The objective of interprofessional education in the Faculty of Health Professions include developing:

- knowledge and understanding of, and respect for, the expertise, roles and values of other health and human service professionals.
- understanding the concept and practice of patient/client/family-centred care.
- effective communication, teamwork and leadership skills applied in interprofessional contexts.
- positive attitudes related to the value of collaboration and teamwork in health and human service contexts.
- an understanding, from a multi-disciplinary perspective, of the Canadian health and social systems, the legal and regulatory foundation of professional practice, how health and human service institutions are organized and operate, and how different health and human service professions contribute to the systems and institutions.

### **Definitions**

‘Immersion Competency Level’- learning that occurs with a minimum of two professions and involves the application of IPE competencies where learners apply knowledge and skills to analyze concepts, values and context.

'Inter-professional Education' (IPE)- refers to occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object of cultivating collaborative practice[1] for providing client- or patient-centered health care.

'Interprofessional Education Coordinating Committee' (IPECC)- comprised of members from all health-related programs, is committed to the visioning, leadership, development and implementation of interprofessional education (IPE) through the three Faculties at Dalhousie and associated institutions.

'Practice setting'- as IPE that includes interactions with patients in clinical field settings and/or standardized patients in clinical learning simulations

### **Policy:**

Undergraduate nursing students are required to complete an Interprofessional Education (IPE) certificate as a requirement for graduation. The certificate requirements consist of a 6 different IPE experiences for all nursing students (both direct entry and advanced standing students). Experiences are spread throughout the students' program with at a least one experience in a practice setting and two at the Immersion Competency level.

### **Administrative Structure:**

School of Nursing Undergraduate Program  
IPE Coordinator  
Associate Director, Undergraduate Studies  
Faculty in the Undergraduate Program

### **Procedures:**

#### **Responsibilities of:**

Students:

- Register for IPHE4900 in each semester of their study throughout Semesters 1 to 8 of the nursing program. There are no credit hours assigned for this course, but students must successfully complete the course to graduate from the BScN Program. Students will be awarded a Certificate in Interprofessional Collaboration from the Faculty of Health to recognize their successful completion of the IPHE4900 course requirements.
- Complete a minimum number of different meaningful and relevant interprofessional collaborative learning experiences referred to as IPE experiences. Experiences are spread throughout a student's program of study and must be completed prior to the completion of Nursing 4725: Transition to Practice.
- Complete a minimum of two experiences at the Immersion competency level. (An Immersion level experience is defined as learning that occurs with a minimum of two professions and involves the application of IPE competencies where learners apply knowledge and skills to analyze concepts, values and context.
- Complete at least one IPE experience in the practice setting (Practice setting is defined as IPE that includes interactions with patients in clinical field settings and/or standardized patients in clinical learning simulations).

- Attend the Faculty of Health IPE orientation. This orientation fulfills the first IPE experience at an exposure level.
- Prepare and complete a portfolio that maps their own IPE experiences. The portfolio is housed on a School of Nursing specific IPHE 4900 Learning Management System and consists of:
  - I. The student recording each of the IPE experiences within two weeks of completing the activity.
  - II. Consists of two completed assignments containing IPE content, one in Semester 3: Nursing 2730 Foundations of Nursing Practice and one in Semester 7: Nursing 4720 Professional Formation: Nursing and Social Responsibilities.
- Complete the Interprofessional Collaborative Competency Attainment Survey (ICCAS):
  - Direct Entry students in Semesters 1, 3, 5 and 8
  - Advanced Standing students in Semesters 3, 5 & 8
- Complete the IPE Experience Request document and submit to the School of Nursing IPE Coordinator any experiences they wish to participate that are not listed on the IPE menu.

#### Faculty:

- Complete and submit the IPE request form to IPE coordinator when new IPE experiences are developed
- Provide the IPE Coordinator with a list of students who have completed an IPE experience and IPE Paper within their course.
- Collaborate with the IPE Coordinator to embed required IPE experiences and assignments into courses.
- Course professors assigned to Nursing 2730 Foundations of Nursing Practice and Nursing 4720 Professional Formation: Nursing and Social Responsibilities will collaborate with IPE Coordinator to incorporate the IPE competencies into an existing course paper. The IPE content must be a minimum of 25% of the total paper value and students must address the IPE competencies (team function, communication, conflict resolution, role clarification, collaborative leadership, patient /family/community centered care) and reference Canadian Interprofessional Health Collaborative (CIHC).
- Course professors assigned to clinical integration courses: NURS 2715, NURS 2725, NURS 3715, NURS 3725 and NURS 4715 will collaborate with the IPE coordinator to ensure the IPE experience is listed in the course syllabus and communicated to the students.

#### IPE Coordinator

- Member of the Interprofessional Education Coordinating Committee (IPECC).
- Review all IPE Portfolios, and submit the grades for IPHE4900 (pass/fail/incomplete).
- Liaise with Yarmouth IPE Coordinator to ensure Yarmouth students have equitable access to comparable IPE experiences offered at the Halifax site.
- Collaborate with course professors for Nursing 2730 and Nursing 4720 to incorporate IPE content into a course assignment.
- Collaborate with the course professors to embed IPE experiences in NURS 2715, NURS 2725, NURS 3715, NURS 3725 and NURS 4715.
- Liaise with, faculty representatives from other schools and faculties to develop and coordinate new relevant and meaningful IPE activities.
- Mapping IPE experiences across the curriculum related to content and learner scope of practice.
- Review and approve new IPE activities.

- Assess each IPE experience to determine the assigned IPE category which is based on the Canadian Interprofessional Health Collaborative (CIHC) competency levels; Exposure or Immersion.
- Liaise with the Assistant Director, Undergraduate Studies regarding student IPE experiences, tracking and monitoring the experiences in preparation for graduation.
- Submit a bi-annual report (March and July) to the Assistant Director, Undergraduate Studies of students who have met the IPE certificate requirements for graduation.
- Submit an annual report to the Undergraduate Studies Committee.
- Ongoing evaluation of Advanced Standing and Direct Entry student IPE experiences.

## Related Resources and References:

<b>University Policies and Documents</b>
Faculty of Health Professions (2011). Policy Statement on Interprofessional Health Education. <i>Undergraduate Calendar</i> . Halifax: Dalhousie University. Retrieved from <a href="http://ug.cal.dal.ca/_HLTH.htm">http://ug.cal.dal.ca/_HLTH.htm</a> Webster, D (June 2011). <i>Moving Ahead with Interprofessional Education</i> . Faculty of Health Professions: Dalhousie University.
<b>External Documentation</b>
Archibald, D., Trumpower, D., & MacDonald, C., (2014). Validation of the interprofessional collaborative competency attainment survey (ICCAS). <i>Journal of Interprofessional Care</i> , Early online: 1-6 DOI: 10.3109/13561820.2014.917407 Canadian Association Schools of Nursing, (2014). <i>CASN Accreditation Program Standards</i> . <a href="http://www.casn.ca/wp-content/uploads/2014/12/2014-FINAL-EN-Accred-standards-March-311.pdf">http://www.casn.ca/wp-content/uploads/2014/12/2014-FINAL-EN-Accred-standards-March-311.pdf</a> Canadian Interprofessional Health Collaborative, (2007). <i>Interprofessional education &amp; core competencies: Literature review</i> . Vancouver: University of British Columbia. Retrieved from <a href="http://www.cihc.ca/files/publications/CIHC_IPE- LitReview_May07.pdf">http://www.cihc.ca/files/publications/CIHC_IPE- LitReview_May07.pdf</a> Canadian Interprofessional Health Collaborative (2008). <i>Knowledge transfer &amp; exchange in interprofessional education: synthesizing the evidence to foster evidence-based decision-making</i> . Vancouver: University of British Columbia. Retrieved from: <a href="http://www.cihc.ca/files/publications/The_Evidence_For_IPE_July2008.pdf">http://www.cihc.ca/files/publications/The_Evidence_For_IPE_July2008.pdf</a> Canadian Interprofessional Health Collaborative (2010). <i>A National Interprofessional Competency Framework</i> . Vancouver: University of British Columbia. Retrieved from <a href="http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf">http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf</a> Charles, G., Bainbridge, L. & Gilbert, J. (2010). The university of British Columbia model of interprofessional education. <i>Journal of Interprofessional Care</i> , 24(1), 9-28. DOI: 10.3109/13561820903294549 College of Registered Nurses of Nova Scotia, (2013). <i>Entry level competencies for registered nurses in Nova Scotia</i> ( <a href="https://crnns.ca/wp-content/uploads/2015/02/Entry-LevelCompetenciesRNs.pdf">https://crnns.ca/wp-content/uploads/2015/02/Entry-LevelCompetenciesRNs.pdf</a> ) Hammick, M., Freeth, D., Koppel, I., Reeves, S. and Barr, H. (2007) 'A best evidence systematic review of interprofessional education: BEME Guide no. 9', <i>Medical Teacher</i> , 29:8, 735 – 751. DOI: 10.1080/01421590701682576 Memorial University (2006). Report of the Presidents committee to elucidate ways and means to optimize collaborative/interprofessional education and research among the health professions in Memorial University of Newfoundland. Retrieved from <a href="http://healthprofessions.dal.ca/Files/9._MUN_VP_Report_on_IPE.pdf">http://healthprofessions.dal.ca/Files/9._MUN_VP_Report_on_IPE.pdf</a>
<b>University Forms and Systems</b>
Form one: IPHE4900: Nursing Portal Learning Management system site <a href="https://dal.brightspace.com/d2l/home">https://dal.brightspace.com/d2l/home</a> Form two: <a href="#">Dalhousie University School of Nursing IPE Experience Approval Request Document</a> Form three: <a href="#">ICCAS – Interprofessional Collaborative Competency Attainment Survey</a> <b>(to be completed using an electronic delivery method)</b>