

# INTERPROFESSIONAL EDUCATION (IPE)

<https://www.creighton.edu/healthsciences/interprofessional> (<https://www.creighton.edu/healthsciences/interprofessional/>)

Interprofessional education is defined as “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010).

Collaboration among health care professionals is key to delivering better care to improve the patient experience. The Center for Interprofessional Practice, Education and Research (CIPER) is the catalyst for interprofessional education and practice for Creighton University and CHI Health, our primary academic health partner. CIPER is part of the Nexus Innovations Network supported by the National Center for Interprofessional Practice and Education.

This innovative enterprise ensures students in Creighton's health sciences programs receive an interprofessional education that prepares them to collaborate and share knowledge with other health care professionals in their future careers. The IPE 001 Interprofessional Education Passport consists of student learning activities focused on meeting the core competencies for interprofessional collaborative practice and each profession's interprofessional education accreditation requirements.

As a Creighton health sciences student, you **must** complete three IPE 001 Interprofessional Education Passport activities to graduate. **Prior to** enrollment in the IPE 001 Interprofessional Education Passport, you must successfully complete IPE 500 Introduction to Collaborative Care. Upon completion, students will earn a satisfactory grade in IPE 001 Interprofessional Education Passport on their transcripts. In order for an activity to be approved as part of the IPE Passport, it must meet certain criteria and be approved by the IPE Curriculum Committee. These criteria are outlined on CIPER's website.

## Courses

### **IPE 413. Developing Care-Vulnerable Population:Interprofessional Collaborative Approach-Health Promotion. 1 credit.**

This course will provide students an opportunity to collaborate to address community identified health needs in partnership with a community partner. The focus of the course is to implement interprofessional collaborative care to address health status of a population in a community setting. P. Nursing - enrollment in graduate nursing; Physical Therapy, Occupational Therapy, and Pharmacy - successful completion of second year of professional curriculum.

### **IPE 500. Introduction to Collaborative Care. 0 credits.**

This course is an introduction to the concepts of interprofessional collaborative practice preparing students across the health sciences to engage in interprofessional education and practice activities during their tenure at Creighton and beyond. In this course health sciences students will gain knowledge in the Core Competencies for Interprofessional Collaborative Practice, versed in the basics of team work in the context of health care and begin to develop skills in team-based clinical reasoning. IPE 500 is a prerequisite to the IPE 001 IPE Passport. Successful completion of IPE 500 is required to be able to complete the IPE 001 IPE Passport.

### **IPE 512. Cultural Immersion and Experiential Learning in China. 3 credits.**

The focus of this course is to increase participants' cultural awareness and sensitivity with an introduction to cultural competence and facilitate their leadership development for societal and global concerns through interprofessional experiential learning in China. Participants will engage in a series of seminars centered on preparation for successful experiential learning in China prior to a week-long international experience. Through immersion and engagement in various professional activities such as observation, advocacy for evidence-based rehabilitation practice and consultation and/or nursing practice and consultation, participants are expected to enhance cultural awareness and introduction to cultural sensitivity and foster leadership skills for international health concerns. Such an experiential learning immersion will assist participants to provide culturally sensitive care and assume leadership roles at the international level. A professional dissemination of the experiential learning experience is expected at the end of the course.

### **IPE 515. Interprofessional Palliative Care. 1-2 credits.**

The course focus is interprofessional collaborative care to address palliative care needs of patients. Key topics: Palliative care trajectories, ethics, communication, symptom management, spirituality/cultural care, and grief/loss/bereavement. Learning methodology: online readings, discussion boards and virtual simulation. Upon successful completion (3) IPE passport activities are earned. P. IPE 500.

### **IPE 520. Interprofessional Childhood Motor Play and Development. 1 credit.**

This course includes lecture and experiential learning opportunities for graduate Physical Therapy and Occupational Therapy students to work inter-professionally with children in organized community programs. Students will enhance their understanding of working with individuals from other professions and strengthen their knowledge of functional movements of children. P. IPE 500.