CUNY

CUNY Health and Human Services
Interprofessional Education (IPE) Initiative

FALL 2022 Faculty Guide
August 22, 2022

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I. **Interprofessional Education (IPE) Initiative Overview**

Fall 2022 Faculty Training

ALL health and human service programs are welcome to participate in the Fall 2022 IPE learning events. Please see Dropbox for final scheduled dates and times for available IPE events.

Faculty webinars for Fall IPE are scheduled for September 1st (10am), September 7th (12pm), and September 9th (1pm).

Aim of CUNY HHS IPE

To integrate interprofessional curricular elements within and across CUNY HHS programs to prepare learners to provide collaborative, patient-focused care to improve access, affordability, and cost-effectiveness of care delivery and the health of populations. This is accomplished through learning experiences that promote the four interprofessional core competencies:

- o Values/ethics for interprofessional practices
- o Roles and responsibilities
- o Interprofessional communication
- o Teams and teamwork

Expected Learning Outcomes

- o Gain knowledge of other student professional roles
- o Describe characteristics of a highly functioning interprofessional team
- o Demonstrate effective interprofessional communication skills
- o Address possible IP conflict and conflict resolution skills
- o Understand and minimize the role of unconscious bias

Faculty Resources for Fall 2022 IPE

Faculty materials, such as facilitation scripts, Zoom schedules, case materials, and IPE event details is updated and available on Microsoft Teams, Dropbox, in the library of our Academic Commons group CUNY Health and Human Services Interprofessional (IPE) Initiative, the HHS IPE Resources site on Blackboard, and the new CUNY HHS IPE webpage. Faculty are encouraged to register on do not need to be on all three platforms and may use those that suit them best. **However, <u>you MUST use Teams</u> to register for IPE sessions. All other, non-registration materials and files will be replicated and available on Academic Commons and Blackboard.**

- If you are not yet added to the CUNY IPE Microsoft Teams page or Dropbox please contact matthew.whitley@cuny.edu or patricia.boyce@cuny.edu with your CUNYFirst login (first.last##@login.cuny.edu) and you will be added.

- To access the HHS IPE Blackboard, click this link and you should be auto-enrolled. The Blackboard "HHS IPE Resources" will then appear under "My Organizations" in the far-right side of the screen when logging in. Contact matthew.whitley@cuny.edu or patricia.boyce@cuny.edu with any issues.

- To receive an invite to our Academic Commons "Health and Human Service

Interprofessional (IPE) Initiative group, please email matthew.whitley@cuny.edu or patricia.boyce@cuny.edu with your request.

- ***Note: the new CUNY HHS IPE webpage will contain a number of resources, including information on the new faculty training workshops and additional online resources. Information and access to the site will be forthcoming.***

Highlights for Fall 2022 IPE

- IPE learning experiences are available in multiple modalities that may be integrated into the course syllabus or program curriculum. The expanded learning experiences include online student and group assignments, in-person Sim-IPE events (campus- and practice-based), and virtual Sim-IPE sessions (via Zoom).
- A **minimum of three disciplines** are required to confirm a scheduled date/event and a **maximum of four students** may be registered as active participants from any registered program (one-two students for each breakout, if we have sufficient number of registered students).
- Faculty may include an **unlimited number of observers** for virtual Sim-IPE events, *if at least one student is registered as an active participant for the session*. In-person events may have limitations on the number of observers, based on the location and type of event.
- **No more than two programs from the same discipline** may register for an individual event, *unless there are at least three disciplines scheduled for the event*.
- **Two faculty facilitators are required for all virtual Sim-IPE events.** *Training for faculty facilitators is provided at the start of the fall semester, with additional material and support provided prior to and during the IPE event*.

II. Health & Human Services IPE Learning Experiences

IPE Learning Event Descriptions

1. **Online IPE Resources** (Online Asynchronous) Online resources include case scenarios, online modules and certificates that may be integrated into the syllabus or program based on IPE learning stage: Exposure, Immersion, or Integration experience (see "Integrating IPE Into the Curriculum" on p.9). All online resources are available in Blackboard (see information
2. **Virtual Sim-IPE** (Online Synchronous). The entire activity is live/synchronous event hosted by CUNY on the Zoom platform. The virtual Sim-IPE events are pre-scheduled by date, time and assigned case scenario (see descriptions below). Virtual Sim-IPE events may also include an Embedded Simulated Person (ESP) – as described below. Virtual Sim-IPE are 90-minute events and include a pre-huddle (15 minutes before start time) and post-huddle for registered faculty and assigned ESPs.
3. **Campus IPE Events** (In-person/Virtual Synchronous) IPE events hosted at a campus and include related health and human service programs from neighboring campuses (may also include virtual participation, based on technology support at campus). Designated faculty at the campuses will coordinate these events. *Dates for these events will be finalized with registered programs after the open registration period.*
4. **IPE Practice/Field Experiences** (Asynchronous or Synchronous) are experiences in which a team of students from different disciplines will be scheduled to a practice or field setting (with faculty) to view an interprofessional event, such as discharge planning meetings, or other collaborative

practice meetings. These sessions may be included as part of all an assigned clinical or field experience day, at the discretion of faculty and as appropriate for the curriculum *Dates for these events will be finalized with registered programs throughout the semester.*

IPE Case Scenarios

1. **Inpatient Medical (COVID IP):** inpatient discussion for recommended plan of care for patient Ann Thomas, diagnosed with COVID and suffered CVA during hospitalization, admitted to ICUE and discharged to medical unit.
2. **Hospital Discharge Planning (COVID DC):** discharge planning discussion and recommended plan of care for patient Ann Thomas.
3. **Community/Public Health (COVID PH):** discussion of home and community planning considerations for patient Ann Thomas back to home/community.
4. **Inpatient ENT Surgical (ENT SURG):** patient Ansh Kumar pending head and neck surgery after referred from Dental Health Clinic upon finding an oral lesion on the palate and left pharynx, later diagnosed as squamous cell carcinoma.
5. **Acute Rehabilitation Substance Use Disorder (SUD):** patient John Sullivan admitted to rehabilitation facility after fall with vertebral compression fracture, intractable pain, alcohol, and substance use disorder.
6. **Inpatient Pediatrics (PEDS)**: 20-month-old patient Juan Alvarez admitted to pediatrics unit with pneumonia, poor weight gain and developmental delays – pending discharge to home.
7. **Autism Disorder**: 6-year-old Charlie Johnson diagnosed with classic autism at age 24 months and is now getting ready to transition to kindergarten in his local elementary school.
8. **Depression/Suicidality**: 32-year-old patient Generosa Rodrigues admitted for attempted suicide in response to recent divorce; admitted to psychiatry in-patient for evaluation.

IPE Roles

All roles will be designated in advance of scheduled IPE event.

- *Student Participant*: Students representing registered disciplines for the scheduled session. These students will be actively participating with their audio and video ON (if virtual).
- *Student Observer:* Students observing the session from programs who have a *Student Participant(s)* registered for event. Students attending virtual Sim-IPE events will be participating through the Zoom chat function with their audio and video OFF (if virtual). Student observers will participation in-person for NYSIM and campus-based live events.
  - *Student participants and observers are expected to maintain appropriate professional conduct during participation in all IPE events. This includes professionally appropriate comments and questions relevant to the case scenario and interprofessional discussion, respecting the discipline they are representing during live participation in the event.*
- *Evaluation Observer:* Designated faculty or student assigned to complete IPE team performance observation tool. (audio/video OFF, if virtual)
- *Embedded Simulated Person (ESP):* Designated student assigned to play the role of a patient or family member in a simulated IPE experience. (audio/video ON only during designated time during the simulated IPE discussion, if virtual). Students are provided with instructions and the context of the session in advance of the scheduled event.
- *Facilitators:* Designated faculty leading the session. **Two (2) facilitators are required for a**

virtual IPE event to moderate the session, dividing responsibilities among introductions, pre-briefing, and the debriefing components of the session. Facilitators participate in the pre-session huddle (15 minutes before the start of a virtual Sim-IPE session or within one week of the scheduled in-person event) and a brief post-huddle following the session. Facilitators have their audio and video ON until the start of the student simulated IPE discussion and turn audio and video back on at the start of the debriefing section (if virtual).

- *CUNY Staff:* Participate in pre-huddles, sessions, post-huddles, advance IPE session PPT slides during the event, and serve as timekeeper for all virtual Sim-IPE events; coordinate schedule, logistics and faculty communications for registered participants at ALL scheduled IPE events.

IPE Evaluation

Students: Brief post surveys for student participants and observers upon completion of the IPE event (survey link shared with students at end of each session).
Faculty: faculty brief survey adaptation of the Interprofessional Education Assessment and Planning Instrument to assess the integration of interprofessional practice within the health and human services program. This will be completed once during the semester. Faculty facilitator surveys at the end of the semester.
Event: Sim-IPE events will have an assigned *Evaluation Observer* who will record demonstration of the four IPE competencies observed during the IPE session.

III. Fall 2022 Registration

Fall 2022 Registration Instructions

Log into Microsoft Teams using your CUNYFirst credentials (first.last##@login.cuny.edu, NOT your institution or personal log-in). To log into Teams, follow this link: https://teams.microsoft.com/l/team/19%3aS2OHCYirm4Vo9aqaJoFU0_jvW69ZpSiWNpDFv1b_rHE1%40thread.tacv2/conversations?groupId=5899ab5d-7d70-4536-84c0-958a110ca531&tenantId=6f60f0b3-5f06-4e09-9715-989dba8cc7d8

Choose the IPE event and selected date(s): Use the list of available dates and event types to schedule your program/discipline to attend an IPE session on the Registration Worksheet (in Teams). You may register for a single event or an unlimited number of IPE (See Fall 2022 IPE Registration Guide on how to open and edit registration worksheet).

Review & Confirm Registration, update as needed. Once faculty completes registration, each section worksheet may be updated at any time to add or change student participant and the number of observers scheduled to participate using the registration link in the Fall 2022 folder on Microsoft Teams (IPE_Registration_Fall2022.xlsx). The worksheets will have a link to a master document that includes Zoom and in-person logistic information. Faculty may view the summary worksheets in the shared document to confirm session dates and the disciplines participating for the scheduled date. These materials are also available in the Fall 2022 folder on Dropbox and in the library of our Academic Commons group (CUNY Health and Human Services Interprofessional (IPE) Initiative) and the new HHS IPE webpage (access information forthcoming)

IV. Student Materials & Communications

Student Communications

Faculty are responsible for notifying students for the scheduled IPE events and for sharing instructions, materials, and participation details (Zoom link, event location, etc.) with students scheduled to attend the session. IPE session materials (faculty guides, IPE session slides and student materials), will be accessible in the Fall 2022 shared folder on [Teams](#) and in the library of our group [CUNY Health and Human Services Interprofessional (IPE) Initiative](#) in [Academic Commons](#) and on [Blackboard](#). ***We recommend students receive communications and associated details at least one week in advance of the session.***

Student Materials

IPE Materials will be available on all shared platforms throughout the semester. Faculty are responsible for accessing all materials and sharing student instructions, the patient case summary, Zoom link and in-person event details for registered IPE events with students, at least one week before the session.

- Student Instructions: include student-specific instructions, case scenario details, and references on the IPE core competences, implicit bias, and related IPE resources.
- Patient Summary for each of the six case scenarios, including patient history, demographics, description of current medical condition, and notes from each of the relevant disciplines (assessment and recommended plan of care).
- Logistics such as Zoom link for virtual Sim-IPE or locations for in-person IPE events (*document with all virtual Sim-IPE Zoom links on Blackboard*)

Digital Badges

The IPE Digital Badge Program is a series of three digital badges that recognize achievement of the interprofessional education core competencies essential for the provision of high-quality team-based care. Digital IPE badges will be issued to students who participate or complete a set of minimum learning requirements in three categories:

1. **Interprofessional Collaborative Practice – Foundations**. In this digital badge, health professions students will learn the foundational knowledge of interprofessional collaborative practice, the four IPEC Core Competencies, and the rationale for interprofessional collaborative practice for improving health outcomes and strengthening our health and human services delivery system. There are **five required learning activities** required to earn this digital badge:
   Learning Activities
   - Introduction to IPE online module
   - Values & Ethics – IP Practice online module
   - Roles & Responsibilities – IP Practice online module
   - Interprofessional Communication online module
   - Teams & Teamwork – IP Practice online module

2. **Interprofessional Collaborative Practice – Communication & Teamwork**. In this digital badge, health professions students will develop interprofessional communication and teamwork skills.

Using simulation-based learning experiences, students will collaborate with other health professions students to provide effective person-centered and population-based care; to effectively communicate with team members, care recipients, family members, and other professionals; to provide and receive feedback; to resolve conflict; and to work effectively within a team.

Learning Activities
- Student directly participates in at least one simulated IPE experience. Student Observers are not eligible for a digital badge.

3. **Interprofessional Collaborative Practice – Healthcare Practice.** In this digital badge, health professions students will develop interprofessional collaborative practice skills by engaging in collaborative practice in the healthcare or practice setting. Students will collaborate with patients and healthcare providers to deliver high quality, ethical healthcare services to patients and populations; demonstrate respect for cultural diversity and individual differences in interactions with patients, community members, and the healthcare team; communicate clearly and respectfully with patients, families, and health team members, to provide information, discuss care plans and decisions, and manage conflict; and engage in interprofessional teamwork to provide care, promote health, and prevent disease and disability.

Learning Activities
- Student directly participates in any of the qualifying practice-based IPE experiences.

Upon completion of the required IPE activity, the student will compete and submit an evaluation (and certificate, as applicable) to be issued a digital badge.

VI. Integrating IPE into the Curriculum

Course Level Model	Program Level Model
Exposure (Beginning of semester) **Focus:** Introduction to interprofessional practice **Modality:** IPE online module, class discussion **Assignment:** Students independently complete 1 or 2 IPE modules within the core competencies	**Exposure** (Early semesters) **Focus:** Introduction to interprofessional practice **Modality:** IPE Online Modules, class discussion, group assignm **Assignment:** Students complete 4 IPE core competency modu
Immersion (Middle of semester) **Focus:** Introduction to IP collaboration **Modality:** Educational activities in small groups **Assignment:** IPE group reflection assignment followed by a group SIM-IPE case scenario (on-site or virtual)	**Exposure & Immersion** (Middle semesters) **Focus:** Introduction to IP collaboration **Modality:** 1-2 OER IPE online modules & small group assignm **Assignments:** Students complete online modules, IPE group reflection assignment, followed by a SIM-IPE case scenario
Integration (End of semester) **Focus:** Practice-based IP experience **Modality:** On-site **Assignment:** SIM-IPE Grand Rounds, Clinical Placement Rounds, Field assignments/Shadowing/Interviewing	**Immersion & Integration** (Late semesters) **Focus:** Practice-based IP experience **Modality:** Educational activities in small groups & on-site professional IP experiences **Assignments:** Sim-IPE case scenario & Sim-IPE Grand Rounds, Clinical Placement Rounds, Shadowing/Interviewing; etc.

Faculty may consider any of the following resources and IPE learning events for students in the Fall 2022 semester (guide to each IPE experiences and suggested assignments available on Blackboard).

Note: The CUNY IPER Faculty Training Certification Program will be launched at the 3rd Annual IPER Summit on October 28, 2022. Faculty engaged in IPE, and those interested in IPE, are encouraged to register for the event: **https://forms.office.com/r/bY27bj9iArr/we4DPfUxrM**

Questions: Please contact Matthew Scott Whitley matthew.whitley@cuny.edu or Patricia Simino Boyce patricia.boyce@cuny.edu with any questions regarding the scheduling process or other information for upcoming fall IPE events.