

Milken Institute School of Public Health

THE GEORGE WASHINGTON UNIVERSITY

MPH@GW

PUBH 6023

Interprofessional Education Experience (IPE),
0 Credit Hours

Time: Various times throughout the year,
announced at least 4 weeks in advance

Instructor(s):

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Course Summary:

Who: Current GW Milken Institute School of Public Health (GWSPH) Master of Public Health (MPH) students, online and residential, who began the MPH program in Fall 2019 or later. *This syllabus is NOT for students who began the program prior to Fall 2019.*

What: Interprofessional education (IPE) provides Master of Public Health (MPH) students with an opportunity to participate in an interactive learning experience with two or more disciplines represented. IPE is a collaborative method to develop students as future team members working with colleagues from different fields. IPE is a requirement of the Council on Education for Public Health (CEPH) and a recommendation suggested by the Institute of Medicine and World Health Organization (WHO).

Every GWSPH MPH student who began the MPH program after Fall 2019 must complete at least one IPE experience prior to graduation. To register to participate, students will register for the appropriate section of PUBH 6023 in Banner. This is a one-time zero-credit required activity graded as credit/no credit.

Where: Options for completing IPE in Spring 2020 include participating:

1. Virtually or in-person through activities such as case study and collaborative problem solving and design activities. They are hosted at various times throughout the year, announced at least 4 weeks in advance;
2. Through an MPH course designated as meeting the IPE requirement.

When: Any time after completing the following prerequisite MPH courses (PUBH 6002, 6003, 6007, 6009, 6011, 6012 and 6021).

Accelerated MPH students may be eligible to participate in an IPE while also completing one or more of the Core Courses. Please contact your Program Director or advisor for more details.

Why: Potential learning outcomes for students participating in IPE include: experiencing the fundamentals of interprofessional collaboration; building awareness of the role(s) of other disciplines; understanding why interprofessional collaboration is important; practicing the fundamentals of interprofessional and cross-functional team collaboration; and describing the role that lifestyle, community, environment, health behavior and health choices have on the burden of disease and maximizing health outcomes for individuals and their communities.

Specifics for the Interprofessional Education at GWSPH

Guiding Definitions and Perspectives: [The World Health Organization, 2010 \[1\]](#)

- “Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes
- Interprofessional education is a necessary step in preparing a ‘collaborative practice-ready’ health workforce that is better prepared to respond to local health needs.
- A collaborative practice-ready health worker is someone who has learned how to work in an interprofessional team and is competent to do so.
- Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, careers, and communities to deliver the highest quality of care. It allows health workers to engage any individual whose skills can help achieve local health goals” (p.7).

Course Goal:

To provide MPH students with an interprofessional training experience. Interprofessional education is a collaborative method to develop students as future interprofessional team members and a recommendation suggested by the Institute of Medicine. Public health problems are best addressed by interprofessional teams. Training future public health professionals to work in such teams will help facilitate this model and result in improved population health (Bridges et al., 2011).

Course Learning Objectives:

Course Learning Objectives/Learning Outcomes – Upon completion of the course, students will be able to:
Demonstrate awareness of the fundamentals of interprofessional collaboration. (IPEC Domain #1 – Values/Ethics)
Describe the role of other disciplines specific to that IPE activity. (IPEC Domain #2 – Roles/Responsibilities)
Describe why interprofessional collaboration and effective communication is important (IPEC Domain #3 – Interprofessional Communication)
Apply the fundamentals of interprofessional and cross-functional team collaboration (IPEC Domain #4 – Teams/Teamwork).

LOGISTICS

MPH Students will be notified regularly of current IPE options. These options will be advertised throughout the academic year and will be posted at least 4 weeks in advance. MPH students will register for the 0-credit course entitled PUBH 6023 Interprofessional Education Experience (IPE) which will formalize the date and time frame of each IPE experience. All MPH students enrolled at the GWSPH PUBH will begin their preparation for their selected IPE option by enrolling in 6021:Essentials of Public Health Leadership & Practice 1: Leading Self and Teams in Public Health. In this course, students will identify how they are developing as leaders, followers, and teammates. They will also engage in a series of reflective exercises that will help them maximize their contributions to their IPE experience. In PUBH 6021, MPH students will receive information on PUBH 6023.

EXAMPLE IPE OPTIONS: Both the virtual and face-to-face IPE options presented below are available to ALL MPH students, online and residential.

Online: Virtual IPE (VIPE) Case Study

The Virtual Interprofessional Education (VIPE) experience brings together students and faculty leadership from multiple health discipline programs to evaluate and present on a hypothetical case study as professionals in their respective fields. Partners include domestic (Yale, Georgetown, USC, NYU and clinical and allied health programs at GW) and international universities. These IPE activities introduce students to the types of collaborations they will likely have with peers from different health and healthcare related specialties during their careers.

Students will:

- Work in student teams, representing various health disciplines;
- Attend an Interprofessional education session led by a faculty facilitator;
- Engage in a simulation/discussion of Interprofessional care through a case vignette;
- Students will complete a post-IPE assessment, and;
- Students will work in small interprofessional (IP) teams led by a faculty facilitator with students from at least one or more different professions

Face-to-Face: Participate as a Public Health Consultant: GW Medical School Summit, Clinical Public Health

In this face-to-face IPE activity, MPH students will participate in the role of “public health consultants” to a team of GW Medical School students who are in the process of designing a public health-centric health/healthcare intervention. Students will participate in a daytime

general session for the summit during the Spring semester and also provide their assigned team with input on the health/healthcare challenge they have identified. MPH students will support teams as they develop a Clinical Public Health Action Plan that outlines the key features of their solution. The initial commitment for participation will be 5-7 hours, but MPH students are encouraged to stay involved with their teams throughout the term and offer further collaboration and input as that action plan progresses.

Alternative methods under consideration for completing the IPE requirement:

Completion of a class with an integrated IPE activity:

MPH@GW students may complete courses at GWSPH that require (and assess) interprofessional activities. Examples include evaluation courses where students work with a community organization to create an evaluation plan, or, a social marketing course where student groups work with an external organization to develop a social marketing plan to contend with a complex public health problem. In order for students to satisfy IPE requirements in this fashion, the course has to have been approved by the Associate Dean of MPH programs. ***Courses with an approved IPE component will be announced Spring 2021.***