

# Milken Institute School of Public Health

THE GEORGE WASHINGTON UNIVERSITY

## Master of Public Health Programs

**PubH 6023**  
**Interprofessional Education Experience**  
**0-Credit Course**

**Multiple offerings each term**  
**Online and Residential Experience**

### Course Director(s)

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**Bulletin Description:** Completion of an interprofessional education experience (IPE) is required for all MPH students. Maximizes the student's capacity for collaboration with others to better address public health and health care challenges. A variety of options are available for students to complete this requirement before graduation. Restricted to MPH students.

**Course Summary:** Interprofessional education (IPE) provides Master of Public Health (MPH) students with an opportunity to participate in an interactive learning experience with students and practitioners from other disciplines who they could potentially encounter and collaborate with in professional practice. IPE is a requirement of the Council on Education for Public Health (CEPH) and a recommendation suggested by the Institute of Medicine (IoM) and World Health Organization (WHO).

**Course Prerequisite(s):** PubH 6002, PubH 6003, PubH 6007, PubH 6011, PubH 6012, and PubH 6021 (or completion of 20-credits in the MPH program)

### MPH Program Competencies:

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Course Learning Objectives/Learning Outcomes – Upon completion of the course, students will be able to:	Meets Competency Number
Demonstrate awareness of the fundamentals of interprofessional collaboration. (IPEC Domain #1 – Values/Ethics)	# 21
Describe the role of other disciplines specific to that IPE activity. (IPEC Domain #2 – Roles/Responsibilities)	# 21
Describe why interprofessional collaboration and effective communication is important (IPEC Domain #3 – Interprofessional Communication)	# 21
Apply the fundamentals of interprofessional and cross-functional team collaboration (IPEC Domain #4 – Teams/Teamwork).	# 21

### Required Texts

Required readings are specific to the IPE experience you are participating in and will be distributed in advance of the collaborative portion of the experience. Please contact your instructor with any questions.

**Technology Requirements:** Students must have access to a dedicated computer/laptop with video and audio capabilities. Students should have knowledge of working with Blackboard, Zoom and/or WebEx, computer microphones and cameras to access class files, upload assignments, and participate in online meetings as necessary.

### Methods of Instruction

<input checked="" type="checkbox"/> Lectures	<input checked="" type="checkbox"/> Small Group Projects/Discussions
<input checked="" type="checkbox"/> Case Studies	<input checked="" type="checkbox"/> Student Presentations
<input checked="" type="checkbox"/> Required Readings/Textbook	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

### Methods of Evaluation *(indicate those that apply)*

### Percent of Grade

Attendance and participation in a collaborative interprofessional activity (required to receive course credit)	Pass/Fail
Post-Event #1: Complete Interprofessional Attitudes Scale (IPAS) – Located on GW Blackboard	50
Post-Event #2: Submit Written Self-Assessment and Reflection – Located on GW Blackboard	50

### Credit/No-Credit SPH Graduate Grading Scale

CR: Attendance and successful completion of two required assessments	NC: Incomplete attendance/assessments or assessments not completed.  <i>As each IPE experience is a standalone offering, please be sure to monitor your email for messages from your course instructor regarding course activity dates/times, required prework, and assessments.</i>
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### Assignments/Descriptions

#### Attendance and participation in a collaborative interprofessional activity (Pass/Fail)

In order to receive credit for PubH 6023, students MUST be present and fully participate in any and all face-to-face/synchronous activities that are a part of that particular IPE experience. The collaborative components of PubH 6023 are essential to meeting course learning objectives and providing you with a meaningful interprofessional experience. Once you have registered, the instructor for your particular IPE experience will email you with details on your specific IPE experience, including pre-work, details on preparing for and joining

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the live face-to-face or online collaborative activity, and any additional requirements for that particular experience. It is student's responsibility to monitor their email for details regarding their IPE experience and be responsive to their instructor's requests in preparing for the IPE experience.

Students who find they are unable to attend and/or participate in the live/collaborative portions of PubH 6023 should contact their instructor immediately so they can be dropped from the course (and can then enroll in a future IPE experience).

### **Post-Event #1: Complete Interprofessional Attitudes Scale (IPAS) (50)**

All GWSPH students enrolled in PubH 6023 are required to complete the Interprofessional Attitudes Scale at the end of their IPE experience. The IPAS is not a formal test. It is a validated inventory meant to measure your evolving attitudes and perspectives on collaborating with other sectors and/or professions. Please respond to each item using your current perceptions and disregard any numeric scores that may be displayed. There are no right or wrong answers in responding to this inventory.

### **Post-Event #2: Written Self-Assessment and Reflection (50)**

This reflective writing exercise is student's opportunity to document their IPE experience and reflect on their contributions and the collaboration that took place during the session. As a part of that reflection, students are asked to consider how they have integrated perspectives from other sectors and/or professions to solve the health issue(s) presented in the case and promote and advance population health.

**EXAMPLE IPE OPTIONS:** Below you will find example descriptions of both a virtual and a face-to-face IPE option. GWSPH offers a variety of IPE experiences each term, so please carefully review the experience descriptions before selecting and registering. The full catalog of GWSPH IPE experiences can be found at: (<https://publichealth.gwu.edu/content/ipe-catalog>). Please note that unless otherwise notes, IPE experiences that are listed are available to ALL MPH students, regardless of a student's online or residential program designation.

### **Online: Virtual IPE (VIPE) Case Study EXAMPLE**

The Virtual Interprofessional Education (VIPE) experience brings together students and faculty leadership from multiple health discipline programs across the country and world to collaboratively explore complex health issues in a collaborative problem based learning case study format. Our lead domestic partners include: Yale PA, Georgetown Nursing, USC PT and Social Work, NYU SLP, and GW MHA. These IPE activities introduce students to the types of collaborations they may encounter in various professional settings during their careers.

#### ***Students will:***

- Complete pre-work, learning more about the various health disciplines that are represented;
- Carefully review a text based case study and a companion video which contains snapshots of a simulated patient and their family/community encountering a particular health issue;

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- Participate in a multi-program/discipline IPE session led by a faculty facilitator;
- As a part of that session, students will work in small interprofessional (IP) teams led by a faculty facilitator with students from at least one or more different professions, and engage in a case discussion requiring interprofessional collaboration between participants.
- Students will complete a post-IPE assessments

**Face-to-Face EXAMPLE: 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.