



College of Health and Behavioral Studies

Interprofessional Education (IPE) Proposal Submission Form

Welcome! We are excited that you wish to submit your IPE course/learning experience to the IPE/IDE Council for inclusion in the CHBS IPE/IDE Initiative. You are welcome to contact your department's representative on the IPE/IDE Council at any time to consult with them about your proposal. The members are listed below.

2021-2022 IDE/IPE Council members

Linda Plitt Donaldson, Dean's Office	Michael Hall, Psychology	Janet Wigglesworth, Kinesiology
Lisa McGuire, Social Work	Jeannie Corey, Nursing	Audrey Burnett, Health Sciences
Emily Akerson, IIHHS	Whitney Simmons, Health Professions	Geralyn Timler, Communications Sciences and Disorders
Anne Stewart, Graduate Psychology	Lara Sapp, JMU Libraries	

The IPE Proposal Submission form is divided into five sections:

## 1. Members of the Collaborative Team

2. Course/Learning Experience Information, including its title, summary, learning objectives, delivery mode, and DEI connection

3. Description of the Student Participants, including majors represented, and whether it is designed for undergraduate students, graduate students, or both

## 4. Core Competencies. In this section, faculty will:

- select which core competencies will be taught in the course/learning experience
- select the sub-competencies that will be taught
- select the learning activities that will be used to teach each selected core competency
- select how students will be assessed for each selected core competency

**5. Impact Level:** Faculty will have an opportunity to select criteria that will help determine whether the course/learning experience will be categorized as foundational/introductory, engaged/intermediate, or immersive/advanced.

*NOTE: You do not have to complete this form in a single session. Throughout the process, you will be given the option to save the work that you have completed thus far by entering your email address. An automated message will be sent to you with a link that you can click on to continue working on at a later date/time. When you return, you will be able to modify all aspects of the proposal using the back and forward buttons.*

## Collaboration Team (if there is more than one instructor for the experience)

Primary Contact for the course/learning experience

First Name **Anna Maria**

Last Name **Johnson**

Email **john28am@jmu.edu**

Campus Phone **555-555-5555**

Department/Program **IIHHS**

College **CHBS**

Name and Department/Program/Organization of the Collaborating Team Members

*Please list each team member on a separate line (example below)*

- *Dr. Linda Plitt Donaldson, IIHHS*
- *Dr. Band Aid, Sentara Hospital*

Dr. Emily Akerson, IIHHS  
Mary Walala, IIHHS  
Dr. BJ Bryson, CHBS  
Dr. Erika Sawin, School of Nursing  
Dr. Aaron Bodle, CoED

## Course/Learning Experience Information

In this section, you will provide information about your Course/Learning Experience:

- title
- summary
- learning objectives
- delivery mode
- and any supporting documents (optional)

### Title of Course/Learning Experience

Life in the State of Poverty Simulation

### Summary of your Course/Learning Experience (maximum of 500 words)

The Life in the State of Poverty is a team-based learning opportunity for students in the College of Health and Behavioral Studies as well as the College of Education. This simulation explores public health and community factors that make life in the state of poverty more difficult. Students work in inter-professional teams to learn about collaboration as a way to integrate care and public policy interventions. During the course of the simulation, students discuss the impact of social determinants of health through specific advocacy efforts that advance social and economic justice. Students prepare for the workshop by reading two articles and watching a video that prepares them to think about the larger questions related to poverty. They engage post-workshop reflection in their individual courses. Teaching strategies include individual and team-based readiness assessments, mini-lectures, individual and team-based work on cases described in an online SPENT activity, and short narrated video segments that drive home the goals of the workshop. Throughout the simulation, students have opportunities to reflect on issues related to poverty, inter-professional collaboration, and advocacy.

### Please list the learning objectives for the course/learning experience in the space below.

1. Students will be able to describe public issues and/or community factors that make life in the state of poverty more difficult.
2. Students will be able to describe how professionals can collaborate to integrate care and public policy interventions for optimal population health.
3. Students will be able to explain the impact of specific advocacy efforts that advance social and economic justice.

The delivery mode of the IPE course/learning experience (Check all that apply)

- face-to-face
- hybrid (face-to-face AND online)
- synchronous online
- asynchronous online
- Other (please describe)

Optional comments about the delivery mode of your course/learning experience

The poverty simulation normally takes place face-to-face, but was adapted to work online during the pandemic.

Do you have any supporting documents to upload?

*On the next page, you will be able to upload your syllabus and/or any other supporting documents (a maximum of 2 documents can be uploaded).*

- Yes
- No

Document #1

Drag your file here

Or, if you prefer

Browse

Document #2

Drag your file here

Or, If you prefer

[Browse](#)

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## Diversity, Equity, and Inclusion

Please elaborate on how this course/learning experience advances the goals of our DEI statement:

"Through collaborative interprofessional education (IPE), we strive to enhance the quality of our learning experiences to challenge historical frameworks and current systems of oppression and injustice to improve the health of individuals and communities regardless of race, ethnicity, class, ability, age, culture, nationality, sexual orientation, SES, religious beliefs, social identities, and diverse perspectives and lived experiences."

\*Please note that DEI need not be the primary focus of your course/learning experience, but these issues should be thoughtfully considered.

Poverty disproportionately affects individuals who belong to populations that have historically been marginalized and/or continue to be marginalized. Teaching materials and discussions will touch on some of the historical and contemporary systemic factors that marginalize certain populations while inviting students to reflect on the causes and then think creatively and critically about how to design solutions that aim to advance economic justice.

## Majors/Disciplines of students who will be involved (Check all that apply)

- Athletic Training
  - Audiology
  - Communication Sciences and Disorders
  - Dietetics
  - Health Sciences
  - Health Services Administration
  - Kinesiology
  - Nursing
  - Nutrition and Physical Activity
  - Occupational Therapy
  - Physician Assistant
  - Psychology
  - Social Work
  - Speech Language Pathology
  - Other: Please describe **Elementary education and secondary education programs, and sometimes exceptional education**
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## Student Level

- Undergraduate
  - Graduate
  - Other: Please explain
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Is this a course or a learning experience?

- Course
- Learning experience connected to one or more courses
- Learning experience not connected to a course

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Please list related course number(s) (ie. KIN 100, NURS 300).

NSG500; EDUC200; SOWK288; OT300; PA and AT350

This is also connected to the Physician Assistant program (apart from a course).

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Semester that the IPE course/learning experience will be offered (*check all that apply*).

- Fall
- Spring
- Summer

Optional comments about when the course/learning experience will be offered.



## Interprofessional Competencies

The next 4 sections focus on matching your course/learning experience with one or more of the IPEC core competencies and sub-competencies. On the following screens, please indicate which of the IPEC core competencies your course/learning experience addresses. It is not necessary to include all four competencies nor all sub-competencies in each course/learning experience; please choose the most relevant one(s).

The competencies include:

- Competency 1: Values and Ethics
- Competency 2: Understanding Roles and Responsibilities
- Competency 3: Interprofessional/Interdisciplinary Communication
- Competency 4: Teams and Teamwork

If you would like to download a pdf listing all the competencies to use as a reference while filling out these sections, [click here](#). (file opens in a new window)

**For each selected core competency, please select the learning activities that will be used.** *Some examples of learning activities: lectures, discussion about a video, field trips, small group work, case studies, clinical work, conferences, research projects, practicum, externship, consultation, or serving on an interdisciplinary team to complete a simulation or to provide a service.*

**In addition, for each selected core competency, please select assessments that will be used.** *Assessments may include written reflection papers, debriefing sessions, research projects, group projects, case study completion, interprofessional clinical documentation, case conference summary, or others.*

IPE Competency 1 focuses on **Values and Ethics (VE)** for Interprofessional and Interdisciplinary Education and Practice.

*"Work with individuals from other professions/majors and disciplines to maintain a climate of mutual respect and shared values."*

Please check the specific sub-competencies that align best with your objectives and/or learning activities. *Note: It is not necessary to align with all of the sub-competencies. Please choose the most relevant one(s).*

	Yes
VE1: Place interests of individuals, families, and communities at the center of service delivery, and program and policy development, with the goal of promoting equitable well-being across the life span.	<input checked="" type="checkbox"/>
VE2: Respect the dignity and privacy of individuals, families, and communities while maintaining confidentiality in the delivery of team-based services.	<input type="checkbox"/>
VE3: Embrace the cultural diversity and individual differences that characterize the people and populations we serve as well as the members of our interdisciplinary/interprofessional team.	<input checked="" type="checkbox"/>
VE4: Respect the unique cultures, values, roles/responsibilities, and expertise of other professions and disciplines and the impact these factors can have on outcomes.	<input checked="" type="checkbox"/>
VE5: Work in cooperation with those who receive services, those who provide services, and others who contribute to or support the delivery of services and programs.	<input checked="" type="checkbox"/>
VE6: Develop a trusting relationship with individuals, families, and other team members.	<input type="checkbox"/>
VE7: Demonstrate high standards of ethical conduct and quality of service in contributions to team-based services.	<input type="checkbox"/>
VE8: Manage ethical dilemmas specific to interprofessional & interdisciplinary person/population-centered service situations.	<input checked="" type="checkbox"/>
VE9: Act with honesty and integrity in relationships with individuals, families, communities, and other team members.	<input checked="" type="checkbox"/>
VE10: Maintain competence in one's own profession and/or discipline appropriate to scope of practice.	<input type="checkbox"/>

Please select the learning activities that will be used to teach ethics and values (check all that apply):

- lectures
- discussion about a video
- field trip
- small group work
- case study or multiple case studies
- clinical work
- conference
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or provide a service
- Other: please describe **online activity and reading articles**

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Optional: Additional comments about learning activities that will be used to teach ethics and values .

Face-to-face simulation roles and roles in the online SPENT activity require students to consider the ethical impact of the choices that they might have to make on behalf of their families. In their teams, students discuss their choices and amongst other things, whether those choices aligned with their values and beliefs. They are asked to consider how they might advocate for persons facing similar decisions, recognizing that they might not have all the answers and they need teams of interprofessional collaborators to be able to successfully work with diverse populations.

How will student learning about ethics and values be assessed (check all that apply)?

- written reflection paper
- debriefing sessions
- research project
- group project
- case study completion
- interprofessional clinical documentation
- case conference summary
- Other: please describe **quantitative survey**

Optional: additional comments about how student learning about ethics and values will be assessed.

In addition, students will be assessed within their attached course or program (including written reflection paper, debriefing sessions, case study completion, case conference summary, discussion group with relevant articles, and/or other assessments chosen by the course instructor).

IPE Competency 2 focuses on **Understanding Roles and Responsibilities (RR)**:

*"Use the knowledge of one's own role and those of other disciplines/professions to appropriately assess and address the needs of individuals, families, and communities and to promote and advance their well-being."*

For each sub-competency listed, please check the specific sub-competencies that align best with your objectives and/or learning activities.

Note: It is not necessary to align with all of the sub-competencies. Please choose the most relevant one(s).

	Yes
RR1: Communicate one's roles and responsibilities clearly to individuals, families, community members, and other team members.	<input checked="" type="checkbox"/>
RR2: Recognize one's limitations in skills, knowledge, and abilities.	<input checked="" type="checkbox"/>
RR3: Engage people from diverse disciplines/professions who complement one's own professional/disciplinary expertise, as well as associated resources, to develop strategies to meet the specific needs of individuals, families, and communities.	<input checked="" type="checkbox"/>
RR4: Explain the roles and responsibilities of other team members and how the team works together to provide services.	<input type="checkbox"/>
RR5: Use the full scope of knowledge, skills, and abilities of students from all relevant fields to provide services that are safe, timely, efficient, effective, and equitable.	<input type="checkbox"/>
RR6: Communicate with team members to clarify each member's responsibility in executing components of a service delivery plan.	<input checked="" type="checkbox"/>
RR7: Forge interdependent relationships with other professions/disciplines to improve services and advance learning.	<input type="checkbox"/>
RR8: Engage in continuous professional and interprofessional/interdisciplinary development to enhance team performance and collaboration.	<input type="checkbox"/>
RR9: Use unique and complementary abilities of all members of the team to optimize service delivery.	<input type="checkbox"/>
RR10 Describe how members of different professions and disciplines from a variety of fields can collaborate and integrate services to optimize individual, family, and community well-being.	<input checked="" type="checkbox"/>

Please select the learning activities that will help students to understand roles and responsibilities (check all that apply):

- lectures
- discussion about a video
- field trips
- small group work
- case study or multiple case studies
- clinical work
- conferences
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or to provide a service
- Other: please describe **online SPENT activity**

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Optional: Additional comments about learning activities to help students understand roles and responsibilities.

In face-to-face families have to come up with a strategy to help them be successful in the execution of their responsibilities within their families. In the virtual simulation students reflect in their small groups how to effectively navigate the issues they are facing in the group SPENT activity and after a mini-lecture. These activities as well as group discussions and debrief help students understand their own roles as well as those of other disciplines/professions in addressing complex issues.

How will student learning about roles and responsibilities be assessed (check all that apply)?

- written reflection papers
- debriefing sessions
- research project
- group project
- case study completion
- interprofessional clinical documentation
- case conference summary
- Other: please describe **quantitative survey**

Optional: Additional comments about assessing student learning about roles and responsibilities

In addition, students will be assessed within their attached course or program (including written reflection paper, debriefing sessions, case study completion, case conference summary, discussion group with relevant articles, and/or other assessments chosen by the course instructor).

IPE Competency #3 focuses on **Interprofessional/Interdisciplinary Communication (CC)**:

*"Communicate with individuals, families, communities, and professionals in a variety of fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of individual, family, and community well-being."*

For each sub competency listed, please check the specific sub-competencies that align best with your objectives and/or learning activities.

Note: It is not necessary to align with all of the sub-competencies. Please choose the most relevant one(s).

	Yes
CC1: Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussion and interactions that enhance team function.	<input type="checkbox"/>
CC2: Communicate information with individuals, families, community members, and team members in a form that is understandable, avoiding discipline-specific terminology when possible.	<input type="checkbox"/>
CC3: Express one's knowledge and opinions to team members with confidence, clarity, and respect working to ensure common understanding of information, service delivery decisions, and program policies.	<input checked="" type="checkbox"/>
CC4: Listen actively, and encourage ideas and opinions of other team members.	<input checked="" type="checkbox"/>
CC5: Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.	<input type="checkbox"/>
CC6: Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.	<input checked="" type="checkbox"/>
CC7: Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the team) contributes to effective communication, conflict resolution and positive interprofessional/interdisciplinary working relationships.	<input type="checkbox"/>
CC8: Communicate the importance of teamwork in person-centered service delivery and developing programs and policies.	<input checked="" type="checkbox"/>



Please select the learning activities that will teach students about interprofessional and interdisciplinary communication (check all that apply):

- lecture
- discussion about a video
- field trip
- small group work
- case study or case studies
- clinical work
- conference
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or to provide a service
- Other: please describe **online activity**

Optional: Additional comments about learning activities to teach students interprofessional and interdisciplinary communication.

The students have to take on family leadership roles that require them to make decisions for their families and also take responsibility for working with other professionals for the well-being of their family. Learning to use the resources in their community teaches students about the importance of communicating in ways that can be understood across disciplines and different populations.

How will student learning about interprofessional and interdisciplinary communication be assessed (check all that apply)?

- written reflection paper
- debriefing session
- research project
- group project
- case study completion
- interprofessional clinical documentation
- case conference summary
- Other: please describe    quantitative survey

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Optional: Additional comments about assessing student learning of interprofessional and interdisciplinary communication

In addition, students will be assessed within their attached course or program (including written reflection paper, debriefing sessions, case study completion, case conference summary, discussion group with relevant articles, and/or other assessments chosen by the course instructor).

IPE Competency #4 focuses on **Teams and Teamwork (TT)**:

*"Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate person-centered services and community-centered programs and policies that are safe, timely, efficient, effective, and equitable."*

For each sub-competency listed, please check the specific sub-competencies that align best with your objectives and/or learning activities.

Note: It is not necessary to align with all of the sub-competencies. Please choose the most relevant one(s).

	Yes
TT1: Describe the process of team development and the roles and practices of effective teams.	<input type="checkbox"/>
TT2: Develop consensus on the ethical principles to guide all aspects of teamwork.	<input type="checkbox"/>
TT3: Engage all team members in shared person-centered and population-focused problem-solving.	<input checked="" type="checkbox"/>
TT4: Integrate the knowledge and experiences of all professions/disciplines to inform service delivery decisions, while respecting the values and preferences of individuals, families, and communities receiving services.	<input type="checkbox"/>
TT5: Apply leadership practices that support collaborative practice and team effectiveness.	<input type="checkbox"/>
TT6: Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among team members and with individuals, families, and community members.	<input checked="" type="checkbox"/>
TT7: Share accountability with other team members, individuals, families, and communities for outcomes relevant to the well-being of all.	<input type="checkbox"/>
TT8: Reflect on individual and team performance for individual as well as team performance improvement.	<input checked="" type="checkbox"/>
TT9: Use process improvement to increase effectiveness of interprofessional/interdisciplinary teamwork and team-based services, programs, and policies.	<input type="checkbox"/>
TT10: Use available evidence to inform effective teamwork and team-based practices.	<input type="checkbox"/>
	Yes
TT11: Perform effectively on teams and in different team roles in a variety of settings.	<input type="checkbox"/>

Please select the learning activities that will teach team-building and teamwork (check all that apply):

- lectures
- discussion about a video
- field trip
- small group work
- case study
- clinical work
- conference
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or to provide a service
- Other: please describe

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**Optional: Additional comments about the learning activities that will teach team-building and teamwork**

The simulation is structured in families. Students have to work together to take care of their families and attend to their daily lives in these groups.

How will student learning about teams and teamwork be assessed (check all that apply)?

- written reflection paper
- debriefing session
- research project
- group project
- case study completion
- interprofessional clinical documentation
- case conference summary
- Other: please describe **quantitative survey**

Optional: Additional comments about assessing student learning about teams and teamwork

In addition, students will be assessed within their attached course or program (including written reflection paper, debriefing sessions, case study completion, case conference summary, discussion group with relevant articles, and/or other assessments chosen by the course instructor).

The last four questions will help to determine the impact level for your IPE submission.

How much time will this course or learning experience require from the student?

- The time commitment involves attending one or more lectures or activities related to a discipline other than the student's own (Foundational / 1 point)
- The time commitment involves one or more engaged experiences that include preparation and follow-up activities (Engaged / 2 points)
- The commitment involves a semester-long process or at least three times of engagement with IPE activities (Immersive / 3 points)

How many CHBS revised IPEC core competencies will be taught in this course/learning experience?

- one or more (Foundational / 1 point)
  - two or more competencies PLUS engaging with peers from other disciplines (Engaged / 2 points)
  - three or more PLUS engaging with peers from other disciplines (Immersive / 3 points)
- 

What type of activities and level of engagement will the course/learning experience involve?

- Students learn primarily individually.* Activities may include attending a lecture, listening to a discipline-specific representative guest speaker embedded within a course, or attending a professional conference or a community event. (Foundational / 1 point)
  - Students learn from others through active and engaged participation within small group collaborative interactions* that facilitate the exchange of information between students/professionals from two or more majors and disciplines. Examples include case studies, simulations, presenting at a professional conference, conducting screenings, or participating in service-learning opportunities. (Engaged / 2 points)
  - Students have ample opportunity for extensive collaboration, team leadership, and independent display of skills.* Examples include high-quality simulations, ongoing consultation, health programs or interventions, student teaching, and research team participation. May include the completion of an undergraduate honors thesis, master's thesis, or doctoral dissertation, clinical rotations, externships, and service-learning opportunities. (Immersive / 3 points)
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How extensive is the assessment process for this course/learning experience?

- The student completes a reflection as an assessment after attending/completing the activity (Foundational / 1 point)
  - The student completes a reflection after completing activities AND has opportunities to debrief with faculty members and other participants (Engaged / 2 points)
  - The student participates in a formal debriefing in which a facilitated reflection is comprehensive. The learnings are consolidated and reflected upon with respect to both process & content. (Immersive / 3 points)
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Add up the points from the preceding questions in the Impact Level section, then choose which impact level best aligns with your course/learning experience.

- Foundational / introductory (4-7 points)
- Engaged / intermediate (8-10 points)
- Immersive / advanced (11-12 points )

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Optional: Additional comments about the appropriate level of impact for this course/learning experience.

The experience can be Engaged/intermediate because students engage with peers from other disciplines to collaborate using two or more of the CHBS revised IPEC core competencies. The poverty simulation provides an opportunity for students to learn from each other through active and engaged participation within small group collaborative interactions that facilitate the exchange of information between students/professionals from two or more majors and disciplines. While this is a high quality simulation, as it is planned, it would not meet the criteria for Immersive/advanced. There are not "Opportunities for extensive collaboration, team leadership, and independent display of skills are provided." As planned, the Poverty Simulation does not involve the time commitment described in the criteria: "The time commitment for immersive/advanced activities typically involves a semester-long process or at least three times of engagement."

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That's it! We appreciate the time and attention you have spent on your proposal. Please remember to click DONE to submit!