

Mini Course Instructions and Approval Process
Applications must adhere to the submission format for consideration
Submission Deadline: 12:00 pm noon AST, (*Month, Date, Year*)

For several years the Faculty of Health has supported a robust offering of interprofessional education (IPE) mini courses offered by faculty members, students, staff, and practice colleagues across the Faculties of Health, Medicine and Dentistry. The goal is to offer interprofessional collaborative learning opportunities to enhance preparation for best practice for professional and/or research careers. IPE mini-courses are offered without cost to students in the three health-related Faculties.

Participation in an approved IPE Mini-Course may count towards satisfying the IPE requirement for Faculty of Health students (IPHE 4900 or 5900) and the IPE requirements in the Faculty of Medicine. Please note, programs should be aware that priority registration is for students from Health, Medicine and Dentistry. Programs should also be aware that there are times that mini courses are cancelled due to operational changes, low enrollment, or unforeseen circumstances. For this reason, programs should not rely on or require particular mini courses to meet home program curricular needs.

Please review the application instructions carefully. If you have questions regarding the proposal, please send your questions to IPE@dal.ca

Application Form and Submission Instructions:

The (*academic year dates*) Mini Course applications will be submitted online:

- **Part 1:** Applicants will complete the information in the **online Forms document** (link)
- **Part 2:** Applicants will upload/attach your word (or pdf) to your Forms document.
 - o **The MAX page limit is 5 pages**
- **Note:** Applications not adhering to the application or submission guidelines will not be considered for review, funding or listing as an approved IPE mini course.

Review Process

- Proposals will be reviewed by the Interprofessional Education/Simulation-enhanced IPE Academic and Research Steering Committee.
- Application review and outcome will be sent by email before the end June, 2024

Course Leadership

- The mini course must be led by a Faculty Member or Health Care Partner (HCP) Member
- **Please note:** If there is a case to made for student involvement in the course – there needs to be clear linkage with program level outcomes. Course leadership and administrative duties are the responsibility of the lead faculty or clinical partner member.

Funding Notes:

- **If the course is approved/funded, it is required that at minimum of one member of the design team of a successful mini-course application complete the interprofessional facilitation training session** organized by the Interprofessional Education/Sim-IPE Academic and Research Steering Committee.
 - o Details of the workshop will be provided once the submissions have been reviewed. Virtual and in-person options will be available.
- Approved IPE mini-course budget funding will be transferred from Faculty of Health to the designated Dalhousie unit (e.g. Faculty, School, Department) for dissemination of funds. Please ensure the correct administrator is identified in Part I of the Forms Application.

- All costs (e.g. supplies or salaries) will be paid directly by the unit. Non-Dalhousie faculty member information must be provided for honorarium processing. Receipts must be provided for other approved course costs.
- Once funds are distributed to the Faculty or School Department – it is the mini course lead’s responsibility to work with your respective and identified administration person. Funds must be used by **(date)** or they must be transferred back to the IPE account.
- If the course does not take place for any reason, funds must be returned to the Faculty of Health.
- Funding **cannot** be transferred from the unit to a research account.

IPE Mini Course Application Notes
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Design:

- Proposals must identify an interprofessional faculty and/or healthcare professional (HCP) facilitation team with representation from three or more different professions or professional programs.
- Proposals must clearly articulate the roles and responsibilities of each team member during the design, implementation, and facilitation of the IPE mini course.
- Proposals must be applicable for learners from three or more professions/disciplines.
- If the proposal is open to all professions/disciplines please provide a note for how the design and facilitation team will ensure content, learning objectives, activities and evaluation applies to all professions/disciplines. Please consult with ipe@dal.ca if you have any questions regarding your design/facilitation team.
- A course syllabus outlining session by session activities and the evaluation plan for student learning outcomes must be included (See Application Section I).

Content:

- Content must focus on a topic with relevance to interprofessional practice among healthcare professionals who may form or engage with real-world teams (i.e., healthcare professionals who would plausibly work together)
- Mini courses must integrate principles and practices of equity, diversity, inclusion, and accessibility in design, delivery, and facilitation. Priority communities/ populations and/or health inequities should also be considered.

Pedagogy:

- Learning objectives must clearly describe what students will achieve from an interprofessional perspective (i.e. how the course advances interprofessional collaboration within and among teams)
- Learning activities must be clearly aligned with the learning objectives, must be interactive and provide opportunities for participants from different professions/disciplines to learn about, from, and with each other around the topic (World Health Organization, 2010)
- Learning activities must align with and indicate how they advance knowledge and performance of two or more of the following interprofessional collaboration competencies:
 - Relationship-focused Care / Services
 - Team Communication
 - Role Clarification and Negotiation
 - Team Functioning
 - Team Differences / Disagreements Processing
 - Collaborative Leadership
- Reference: Canadian Interprofessional Health Collaborative National Interprofessional Competency Framework (2024) (English: <https://cihc-cpis.com/wp-content/uploads/2024/06/CIHC-Competency-Framework.pdf>; French: https://cihc-cpis.com/wp-content/uploads/2024/06/CIHC_FR_053024.pdf)
- Learning activities must offer opportunities for small group interprofessional student interaction while working on a joint task. Tasks are preferable for in-person or synchronous online.
- The facilitation plan for the learning activities must reflect IPC facilitation competencies of:
 1. Commitment to interprofessional education and practice
 2. Credibility in the content area while using interprofessional facilitation skills.

3. Positive role modeling to establish an interprofessional learning environment.
4. An understanding of interactive learning methods and confidence in application
5. Culturally appropriate knowledge of group development and dynamics
6. Confidence and flexibility in using professional differences creatively within groups (Banfield & Lackie, 2009)

Logistics:

- In person and synchronous online course delivery is preferred, due to the interprofessional foundation of live, real-time interaction. Please also consider how the course can include distance student engagement. Dalhousie supports the following online platforms for content and live/recorded sessions: Brightspace and Microsoft Teams.
- Proposals seeking funding must allow for a **minimum** student capacity of **30 - 40** students.
- Combination of process and content should be in the range of **6-9 hours** of student participation.
- IPHE Mini Course scheduling will occur during protected IPE time on **Tuesday and Thursday between 4:00 and 5:30 pm**
- Applicants will be asked to rank their course scheduling for either/both Fall and Winter Mini Course Schedule

Credit for completion:

- Proposals must have a clearly outlined structure for how mini course completion for credit is earned by learners (typically, completion of tasks and participation)

Student feedback & Evaluation of Interprofessional Collaborative (IPC) competencies

- All students completing IPE mini courses will be asked to provide feedback on the mini course experience and attainment of IPC competencies.
- Feedback and participation in previously offered IPE mini courses will be considered by the Review Committee

Course Budget

- For IPE mini courses approved for funding, funds will be transferred from Faculty of Health to the designated Dalhousie unit (e.g., Faculty, School, Department) for dissemination of funds. The lead faculty member on the application is responsible for managing the budget that is transferred to the respective program administrator.
- The Faculty of Health will fund to a maximum of **(\$\$)** per IPE mini-course for preparation and implementation.
 - o Funding cannot be transferred from the unit to a research account.
 - o If the course does not take place for any reason, funds must be returned to the Faculty of Health.
- Eligible expenses for the approved funds can be used for any reasonable purpose including the payment of administrative or instruction support personnel, course or workshop instructors (non-faculty), facilitators, simulated/standardized participants (patients/clients), or purchase of necessary supplies.
- Non-eligible expenses include catering for students and honoraria for design team members who are Dalhousie faculty members.

References:

- Banfield, V. & Lackie, K. (2009). Performance-based competencies for culturally responsive interprofessional collaborative practice. *Journal of Interprofessional Care*, 23 (6), 611-620.
- Canadian Interprofessional Health Collaborative National Interprofessional Competency Framework, 2024 (English: <https://cihc-cpis.com/wp-content/uploads/2024/06/CIHC-Competency-Framework.pdf>; French: https://cihc-cpis.com/wp-content/uploads/2024/06/CIHC_FR_053024.pdf)
- World Health Organization. (2010). Framework for action on interprofessional education and collaborative practice. <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>

2024-25 Mini Course Application
Submission Deadline: 12:00 pm noon AST, (DATE)
Review of submissions will be complete by end of June 2024

PART I: To be Completed online in FORMS Document

- Email For Course Contact (IPHEreg email & Web Posting)
- Name for Course Contact (IPHEreg and web)
- Team members to list on IPHE Website
- Lead Faculty/HCP Email (please use Dal email where possible)
- Lead Faculty / HCP Position and Associated Program
- What is your plan for Mini Course Delivery?
- How many students can your course accommodate?
- School/Program Administrator for Fund Transfer

PART II: To be Uploaded/Attached with your Part I FORMS Document

- **Course Overview Overall Interprofessional Competency(ies) and Learning Level(s) addressed.**
- **Complete in the form below (save in Word or pdf)**
- **MAX PAGE Length: 5 pages**

Mini course description, to be posted on the mini course website (MAX 250 WORDS)

Faculty/HCP Design Team Members

Mandatory: Faculty / HCP leads must be from 3 different professions

Name & Email	Discipline/Profession	Role(s) on Team
1.		
2.		
3.		

Please indicate the member(s) of your design team who have completed formal training in IPE facilitation, including date of training.

Mandatory: at least one team member

Name & Email	IPE Facilitation Training and Date
1.	
2.	
3.	

If no one on the design team has completed IPE Facilitation training, Please indicate the members of your design team who **will be** attending the IPE Facilitation workshop (Date TBA)

Name	Email	Discipline/Profession
1.		
2.		

IPE Mini Course Application: COURSE OVERVIEW

IPC Competency Domain (from the CIHC National Interprofessional Competency Framework, 2024 – www.cihc-cpis.com)	*Indicate: Exposure, Immersion, or Integration	List your learning objective(s) for each competency addressed in the mini cour content
1. Relationship-focused Care / Services interprofessional communication		
2. Team Communication		
3. Role Clarification and Negotiation		
4. Team Functioning		
5. Team Differences / Disagreements Processing		
6. Collaborative Leadership		

***Definitions of IPE Continuum of IPE learning experiences:**

Exposure: Explore interprofessional competencies (concepts, values and contexts, practice skills).

Immersion: Apply interprofessional knowledge and skills; analyze interprofessional concepts, values, & contexts.

Integration: Use and adapt interprofessional knowledge and skills in practice; translate knowledge; seek new knowledge; act for change

(*Reference: IPECC Glossary and Learning Taxonomy, Dalhousie University, 2017)

Mini Courses are typically scheduled for 3 delivery sessions. For EACH session, please outline the following:

Session 1	
Content overview	
Learning outcomes/objectives	
Methods of instruction, and activities that promote IPC (specifically, how students will learn about, from, and with each other)	
Describe methods for interprofessional facilitation	
Length of session and time spent for session preparation or reflection	
Describe how students will be assessed on learning objectives	
Describe methods of course evaluation/feedback	

Session 2	
Content overview	
Learning outcomes/objectives	
Methods of instruction, and activities that promote IPC (specifically, how students will learn about, from, and with each other)	
Describe methods for interprofessional facilitation	
Length of session and time spent for session preparation or reflection	
Describe how students will be assessed on learning objectives	
Describe methods of course evaluation/feedback	

Session 1	
Content overview	
Learning outcomes/objectives	
Methods of instruction, and activities that promote IPC (specifically, how students will learn about, from, and with each other)	
Describe methods for interprofessional facilitation	
Length of session and time spent for session preparation or reflection	
Describe how students will be assessed on learning objectives	
Describe methods of course evaluation/feedback	

Section III: Indicate additional content learning objectives (not detailed above) and relationship to IPECP
Section IV: Financial Summary (expand table as needed)

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Note: If the course does not take place for any reason, funds must be returned to the Faculty of Health.

Program Administrator Contact (For approved IPE mini course that receive funding)	
Administrator Name:	Program
Email Contact:	

	Amount
Non-Salary Costs	
[Description of Item 1]	
[Description of item 2]	
TOTAL Non-Salary Costs	
Salary Costs	
[Description of position 1 and term]	
Sub total	
Fringe Benefits @ XX%	
Total Salary Costs	
Total Project Cost	