



# DE LA SALLE MEDICAL AND HEALTH SCIENCES INSTITUTE

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## CENTER FOR INTER-PROFESSIONAL EDUCATION AND PRACTICE (CIPEP) *Creative Action Plans, SY 2021-2022*

### OVERVIEW

The Creative Action Plan of the Center for Inter-Professional Education and Practice for the academic year 2021-2022 will focus on the further enhancement of the curricular aspects of Interprofessional Education and the strengthening of the co-curricular and research aspects of IPE in the institution. Additionally, it will also focus on the introduction of IPE to those in practice particularly to the health workers in the partner hospital.

### PLAN MATRIX:

#### 1. Enhancement of the Curricular Aspects of Interprofessional Education in the Institution

##### A. Adoption of the Institutional GE-IPE 101 syllabus

**Rationale:** Faculty members and students should have the same understanding of the concepts related to IPE. It is also imperative that faculty members who are teaching the course should have a uniform understanding of the outcomes of IPE and the proper implementation of the course in the different programs. The GE-IPE 101 syllabus will integrate the IPE modules which were created and developed by selected IPE champions into the teaching-learning activities and assessments in the course.



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| Action Step/s  | Method/s   | By Whom  | By When                                      | Resources and Support Available/Needed               |  | Potential Barriers or Challenges                             | Communication Plan for Implementation   |
|--|--|--|--|--|--|--|---|
|  |  |  |  | Resources Available (Existing)                       | Resources Needed (Additional Resources Needed) |  |   |
| <i>What needs to be done?</i>                                | <i>How will this be implemented?</i>                             | <i>Who will take actions?</i>                            | <i>By what date will the action be done?</i> |  |  | <i>What individuals and organizations might resist? How?</i> | <i>What individuals and organizations should be informed about / involved with these actions?</i> |
| Utilize the institutional GE-IPE 101 syllabus for the course | Dissemination of the copy of the syllabus to the IPE instructors | <b>Reeva Ann L. Sumulong</b><br><br><b>IPE Champions</b> | Starting AY 2021-2022                        | Copy of the Institutional GE-IPE 101 course syllabus | N/A  | Different interpretation on how to implement the syllabus    | Letter to the different Colleges  |

## B. Curriculum Implementation Training for Faculty Members

**Rationale:** Curriculum implementation is a challenging aspect of curriculum development. Training the faculty members who will be delivering the IPE course is vital to ensure uniform understanding of the expected outcomes, contents, approaches/teaching-learning activities, and the employed assessment methods.

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|  |   |                               |  | Resources Available (Existing)                       | Resources Needed (Additional Resources Needed) |  |   |
| <i>What needs to be done?</i>  | <i>How will this be implemented?</i>  | <i>Who will take actions?</i> | <i>By what date will the action be done?</i> |  |  | <i>What individuals and organizations might resist? How?</i>                         | <i>What individuals and organizations should be informed about / involved with these actions?</i> |
| Provide a curriculum implementation training for faculty members for GE-IPE 101 course | Invite IPE champions and faculty members who will be teaching the GE-IPE 101 course | <b>Reeva Ann L. Sumulong</b>  | Before the start of AY 2021-2022             | Online platform<br><br>Training materials from CIPEP | N/A  | Training schedule relative to schedule of faculty members<br><br>Internet connection | Invitation letters to the different Colleges  |



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## C. Utilization of the IPE manual as a Reference for the Implementation of IPE in the Institution

**Rationale:** The IPE manual will serve as an official document that will serve as a guide for both students and faculty members in the implementation of IPE in the institution.

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|  |  |                               |  | Resources Available (Existing)         | Resources Needed (Additional Resources Needed)        |  |   |
| <i>What needs to be done?</i>                    | <i>How will this be implemented?</i>                             | <i>Who will take actions?</i> | <i>By what date will the action be done?</i> | <i>Resources Available (Existing)</i>  | <i>Resources Needed (Additional Resources Needed)</i> | <i>What individuals and organizations might resist? How?</i> | <i>What individuals and organizations should be informed about / involved with these actions?</i> |
| Utilize the IPE manual in the different Colleges | Disseminate the copy of the IPE manual to the different Colleges | <b>Reeva Ann L. Sumulong</b>  | AY 2021-2022                                 | Copy of the IPE manual                 | N/A   | N/A  | Letter to the different Colleges about the release of the final copy of the IPE manual            |

## D. IPE Connect: Echo seminar of faculty members who attended the International IPE training in Gunma University, Japan

**Rationale:** Faculty members who were able to undergo the IPE training in Gunma University in Japan, the WHO-Collaborating Center for Research and Training in Interprofessional Education will be given a venue to share their learnings and experiences on the formal training. It will also serve as an opportunity to present their intended activities and initiatives as part of the outcomes expected from the training to the other faculty members.



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|  |  |  |   | Resources Available (Existing)                  | Resources Needed (Additional Resources Needed)        |  |   |
| <i>What needs to be done?</i>  | <i>How will this be implemented?</i>                     | <i>Who will take actions?</i>                      | <i>By what date will the action be done?</i>        | <i>Resources Available (Existing)</i>           | <i>Resources Needed (Additional Resources Needed)</i> | <i>What individuals and organizations might resist? How?</i>   | <i>What individuals and organizations should be informed about / involved with these actions?</i> |
| Provide a venue for newly trained IPE champions to share their learnings and experiences | Echo seminar for faculty members and other IPE champions | <b>Faculty members trained in Gunma University</b> | Within AY 2021-2022 after the IPE training schedule | Online platform<br><br>Presentation of speakers | N/A   | Schedule of the event relative to the schedule of the attendees<br><br>Internet connection<br><br>Willingness of faculty members to attend | Invitation letter to the different Colleges   |

## E. IPE activities and initiatives within the Basic Education curriculum (Senior High School Special Health Sciences program)

**Rationale:** Senior high school students who are in the special health sciences program should be introduced to the foundations of Interprofessional Education since they will be taking up health sciences courses after graduation. This may be done in the immersion part of the senior HS program.



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| Come up with programs/activities/initiatives on IPE that can be part of the senior HS curriculum | Coordinate with faculty members of the senior HS program regarding the possible integration of IPE in the immersion program | <b>Reeva Ann L. Sumulong</b><br><br><b>Senior HS faculty members</b> | AY 2021-2022                                 | Online platform<br><br>Training materials | Assistance from senior HS faculty members      | Logistics and scheduling<br><br>Internet connection<br><br>Willingness and openness of faculty members to participate in the initiatives/activities related to IPE | Communication letter to administrators of the Senior HS department                                |

## F. Periodic Conduct of Evaluation of the IPE curriculum

**Rationale:** Curriculum evaluation is a very important part of the curriculum development process. The results of curriculum evaluation will be the basis for changes in existing policies and adjustments to be done in the improvement of the curriculum. Moreover, evaluation of the curriculum can be a basis for measuring educational effects and whether the outcomes of IPE have been achieved.



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| <i>What needs to be done?</i>                            | <i>How will this be implemented?</i>   | <i>Who will take actions?</i>  | <i>By what date will the action be done?</i>                              | <i>Resources Available (Existing)</i>                 | <i>Resources Needed (Additional Resources Needed)</i> | <i>What individuals and organizations might resist? How?</i>   | <i>What individuals and organizations should be informed about / involved with these actions?</i>        |
| Ensure continuous improvement of existing IPE curriculum | Adopt a curriculum evaluation model to assess success or failure of existing IPE curriculum and to determine impact and effects of existing IPE curriculum | <b>Reeva Ann L. Sumulong</b><br><b>IPE champions</b><br><b>IPE instructors</b> | At the end of the semester after the pilot IPE curriculum was implemented | Online platform for possible focused group discussion | N/A   | Honest and complete feedback from those who implemented the IPE curriculum<br><br>Limited knowledge on the use and application of available curriculum evaluation models<br><br>Limited familiarity with methods used in evaluating IPE programs | Communication letters to the different colleges inviting the IPE champions and students to this endeavor |

## G. CPD Program on IPE (in collaboration with CIETI)

**Rationale:** Spearheading an IPE CPD program within the institution will increase the awareness of faculty members and administrators on the concept of IPE and IPC.



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| Conduct a CPD program on IPE within the institution | Increase the awareness of faculty members regarding IPE.<br><br>(This program will be done in collaboration with CIETI. This will be open to all faculty members within the institution) | <b>Reeva Ann L. Sumulong</b><br><br><b>CIETI-CPD unit</b> | AY 2021-2022                                 | Online platform<br><br>Training materials<br><br>Research Fund | CIETI personnel                                | Logistics and Scheduling<br><br>Internet connection<br><br>Willingness and openness of faculty members to attend the event | Invitation letter to all Colleges, units, and offices in the institution                          |

## 2. Strengthening of the Co-curricular and Research Aspects of Interprofessional Education in the Institution

### A. Inclusion of IPE research topics in the undergraduate theses

**Rationale:** To further promote IPE in the institution, initiatives should not be limited to the curricular aspect but to research as well. Studies on IPE done in the institution can contribute to the increasing IPE related literature in the country that could provide solid evidence on its advantages and benefits.



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| Encourage research related to IPE among students | <p>Ensure that at least 1 undergraduate thesis is focused on IPE</p> <p>Release guidelines to the Colleges on what possible topics on IPE can be explored in undergraduate theses</p> | <p><b>Research chair of every College in coordination with the IPE champions</b></p> <p><b>Reeva Ann L. Sumulong</b></p> | AY 2021-2022                                 | <p>Online platform</p> <p>Presentation to Research chairs</p> | N/A  | <p>Willingness and openness to IPE research</p> <p>Logistics and scheduling</p> <p>Limited interest and familiarity on IPE</p> <p>Internet connection</p> | <p>Invitation letter to the Research chairs</p> <p>Memo regarding the inclusion of IPE as a topic in undergraduate theses</p> |

## B. Conduct of IPE Research Forum series to promote a culture of research among faculty members in Interprofessional Education and Practice

**Rationale:** With the same reason of encouraging IPE-related studies among students, faculty members are also encouraged to do research related to IPE to provide evidence-based practice in the implementation of the IPE curriculum and related activities.





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| Encourage research related to IPE among faculty members | Continue providing opportunities to faculty members to learn more about IPE through the IPE research forum | <b>Invited speakers</b><br><br><b>Reeva Ann L. Sumulong</b> | AY 2021-2022                                 | Online platform                        | Invited speakers                               | Willingness and openness to IPE research<br><br>Logistics and scheduling<br><br>Limited interest and familiarity on IPE<br><br>Internet connection | Invitation letter to the different Colleges   |

## C. Research Projects on IPE in coordination with identified IPE champions

**Rationale:** To serve as a springboard to further encourage research related to IPE, the Center will be coordinating with some IPE champions to do research projects that involve different phases. The IPE studies may focus on teaching-learning approaches, assessment, instructional design, and competencies.



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| <i>What needs to be done?</i>   | <i>How will this be implemented?</i>   | <i>Who will take actions?</i>                                     | <i>By what date will the action be done?</i> |  |   | <i>What individuals and organizations might resist? How?</i>  | <i>What individuals and organizations should be informed about / involved with these actions?</i>         |
| Engage in IPE research projects to contribute to the growing literature of IPE in the country | Coordinate with selected IPE champions in spearheading research studies on IPE focused on teaching-learning approaches, assessment, instructional design, and competencies | <b>Reeva Ann L. Sumulong</b><br><br><b>Selected IPE champions</b> | AY 2021-2022                                 | Research fund                          | Consultation with other researchers for additional inputs and suggestions | Coordination with the units to be involved in the studies<br><br>Willingness of target participants<br><br>Methodology of the study<br><br>Ethical considerations | Research proposal for presentation<br><br>Memo/Communication letter to involved Colleges and participants |

## D. IPE Contest for Students

**Rationale:** To strengthen the co-curricular aspect of IPE and to reinforce the expected outcomes from the GE-IPE 101 course, students will be given an opportunity to apply their learnings in IPE through within institution IPE contest and inter-university IPE contest.



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| Spearhead IPE contest for students | <p>Invite selected students from the different Colleges for the within institution IPE contest</p> <p>Invite students from other universities for the inter-university IPE contest</p> | <b>Reeva Ann L. Sumulong in coordination with the IPE champions and DLSMHSI administrators</b> | AY 2021-2022                                 | <p>Fund for student activities</p> <p>Materials for the contest</p> | Invited guest judges                           | <p>Venue (should this be done face to face if permitted)</p> <p>Internet connection (if to be done online)</p> <p>Availability of students</p> <p>Logistics and scheduling</p> | <p>Communication letters to the Colleges</p> <p>Communication letters to the other participating institutions</p> <p>Approval letter from DLSMHSI administrators</p> |

## E. Networking with potential IPE Partners and IPE Organizers

**Rationale:** Meetings with some potential partners will spark possible collaborations and initiatives on IPE among higher education institutions. The meetings can also serve as a venue for sharing of best practices, updates, and insights regarding IPE activities being done in the country.



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| Promote collaboration on IPE among higher education institutions | Meet potential partners for possible research collaborations or activities.<br><br>(Meeting can also serve as a venue to extend help and assistance on other higher education institutions who are planning to start their IPE program.) | <b>Reeva Ann L. Sumulong</b>  | AY 2021-2022                                 | Meeting and Representation Fund<br><br>Online platform/Physical venue | N/A  | Logistics and scheduling<br><br>Venue (should this be done face to face if permitted)<br><br>Internet connection (if to be done online)<br><br>Availability of partners | Invitation letters<br><br>Approval letter from DLSMHSI administrators                             |

### 3. Promote Interprofessional Education in the Practice Setting

**Rationale:** Introducing health care professionals in the practice setting to Interprofessional Education will help ensure the smooth transition from theory to practice once the students graduated from their respective undergraduate programs.



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| Introduce health care professionals in practice to Interprofessional Education | Provide the foundations of IPE and IPC through short seminar and training | Reeva Ann L. Sumulong<br><br>IPE Champions<br><br>In coordination with the hospital administration | Later part of AY 2021-2022                   | Meeting and Research Fund<br><br>Online platform/Physical venue | Manpower from the hospital                     | Logistics and scheduling<br><br>Venue (should this be done face to face if permitted)<br><br>Internet connection (if to be done online)<br><br>Availability of participants<br><br>Willingness and openness of participants | Invitation letters<br><br>Approval letter from DLSMHSI administrators                             |

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