Collaborat ng Across Boarders May 2025

Oral Presentation – Allison Shorten, PhD, Shelly Camp, MS, Penni Watts, PhD, Interprofessional Passport Program: Digital Badging and Competency Based Education. May, 2025, Omaha, NE.

Abstract:

Background/context

Many educational programs have moved to a competency-based model. Having a means to track competency development and attainment is needed. The Office of Interprofessional Curriculum (OIPC) has developed and implemented an interprofessional (IP) digital badging and passport system to track attainment of IPEC Competencies across curricula. The program was designed to provide learners with evidence of their experience and knowledge gained upon graduation and to recognize achievement. The purpose of the IP passport and badging system is to encourage students to engage in and document their interprofessional learning activities and attain a record of IPEC competency development.
Implementation

Working with our campus technology team, an integrated badging software solution was identified that articulated with the learning platform utilized at our institution. Badges were built with key data embedded, and designed with graphic representation of each activity. Students were issued digital badges after completing each activity using a QR code.

Evaluation plan

4884 badges have been issued since implementing the digital badging system. A PDSA cycle of quality improvement was used to assess the system. Implementation challenges included students not understanding how to claim the badges. This was addressed through improved communication about badge availability and steps for claiming. Evaluation has resulted in badges automatically being issued rather than students being required to claim them. Faculty are increasingly using the badge system to verify students have completed required Interprofessional activities.

Outcome(s) and significance

Digital badging is an easy way to track student's participation in interprofessional education activities. Each badge indicates which competencies students have obtained and can ensure students have essential knowledge and skills before graduation. Even though each health professional program has a different way of engaging their students in interprofessional activities, the digital badging program can easily document activities completed. An interprofessional badging and passport program saves administrators and faculty time and streamlines interprofessional engagement.

Oral Presentation – Allison Shorten, PhD, Shelly Camp, MS, Penni Watts, PhD. The Family Tree: Using AI to Grow Your Case Study Library. May, 2025, Omaha, NE.

Abstract:

Background/context

The Office of Interprofessional Curriculum (OIPC) serves as a resource for eleven schools at our institution. Having a variety of simulated interprofessional patient cases available helps faculty meet the needs of students. Using a family tree structure can support bringing in social determinants of health interwoven into the storyline. AI can be effective for generating ideas for new case outlines and stimulate the development process to expand patient case libraries. Implementation A 'family tree' was constructed and included a video introduction with integrated resources for each patient case. AI was used to generate new case outlines for expanding the family tree. This added to the interprofessional library for activities, including cases tailored to specific health and social conditions. Starting with the 'grandfather', family members were strategically added to span four family generations. New family members are featured when new case-based activities are introduced to achieve competencies across the learning continuum.

Evaluation plan

The family-based framework has streamlined the case development process and has enabled the team to strategically create additional opportunities for interprofessional learning around the social determinants of health. Student post-activity survey feedback has highlighted to value of intentional family connections with patient cases. Feedback from faculty supports the continued use of the family tree approach. Assessment of activities using AI assisted case development is ongoing.

Outcome(s) and significance

The outcome of this work is a living and adaptive 'family tree' that links learner IPE activities conducted across the academic institution to a clear framework for interprofessional competency development. The 'family tree' can be adapted for any profession's learner group. The use of AI allows our team to create a greater variety of patient cases that meet the needs of faculty and students from multiple programs.