

Program Title: ECLIPSE
Institution: Oakland University
Innovation Category: Civic Engagement
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Program Description:

Explorations in Collaborative Leadership and Interprofessional Education (ECLIPSE) is a longitudinal program that began in 2017 to develop collaborative leadership skills in undergraduate students in the School of Health Sciences at Oakland University. In the ECLIPSE program, students are placed in peer mentoring groups to create a connection and community within the organization and school, while also helping to track students' goals and provide resources and support to incoming students. Additionally, students in the program participate in workshops, volunteer, job shadow, have one on one meetings with the coordinator each semester, and complete reflections on what they are learning through their involvement and in the classroom. The program culminates with a Community Impact Project that is developed in collaboration with a local community partner; students apply what was learned during their ECLIPSE experiences and work on a team of diverse health-focused majors.

ECLIPSE is designed to help build the foundation for future health professionals who work collaboratively, thereby minimizing mistakes and delivering the best care to people, communities, and industry. Based on the national Interprofessional Education (IPE) competencies, the ECLIPSE program is based on four pillars that focus on building communication skills, the ability to work on diverse teams, an understanding of values and ethics, and the roles and responsibilities that students take on based on their field of study. ECLIPSE is also intended to build mutually beneficial partnerships in nonprofits, hospitals/clinics, and campus and community initiatives where students can engage and practice the skills they are developing, while also supporting the needs of our communities.

Currently, ECLIPSE has 70 members at various levels in the program, one staff coordinator, 10 unpaid peer mentors, and an unpaid graduate student intern. ECLIPSE is currently operating with a \$5,000 budget and is actively seeking funding to expand and grow opportunities for more students to get involved.

Program Objectives:

To develop collaborative leadership skills focused on communication, teamwork, values/ethics, and roles/responsibilities.

- To provide opportunities for students to practice their collaborative leadership skills through community engagement and/or as a mentor.
- To create a sense of community within the School of Health Sciences through our peer

mentoring initiative and program-wide workshops and celebrations.

- To provide longitudinal support for student's in the School of Health Sciences at Oakland University.

Target Population:

This program is for any student with a major in the School of Health Sciences. One population this program seeks to impact is our transfer students who may have fewer opportunities for meaningful involvement and leadership experiences within student organizations. We have developed a process to provide credit for their accomplishments and learning at their past institution in order to move them up levels in the program and put them at the same level as their peers.

Quantifiable/Qualifiable Outcomes:

Qualitative Data: Quotes from Involvement Entries, Mentoring data, monthly workshops

A sophomore student in his second year in ECLIPSE, after serving on a student panel for an Admissions event:

"I realized very quickly during this program that I actually know a lot more about my school than I did last year around this time. This contributes to my values because later on in my professional career will be able to effectively communicate with others so that they understand each thing I present to them." (Braydon, 326)

A first-year students' experience with their mentor:

"By hearing from her experiences and how she has benefited from all the resources, I was able to get an idea about what activities I should do and how to plan them. It also gave me an opportunity to ask questions on anything. In short, peer mentoring provided me with a guide." (anonymous, mentee survey)

On the Communication Pillar:

"As I become more familiar with these sorts of meetings, I am learning how to be more comfortable speaking up and contributing ideas. Part of communication is confidence, and as I expose myself more to these sorts of experiences, I become more confident as I grow my interpersonal skills since I know what to expect and have learned how to behave." (Megan, 332)

On the Roles/Responsibilities Pillar:

"This shadowing experience gave me the opportunity to be in contact with actual patients and, for a pre-PA student, patient-contact hours are extremely important for the application. Working there not only satisfied those application requirements, but also gave me a glimpse of what it is really like to work in the healthcare field. I definitely know I am in pursuit of the right profession." (Kati, 128)

On the Values/Ethics Pillar:

"I am absolutely the type of person who values patients' well-being and would do

whatever it takes to meet their needs. It was so exciting and encouraging to see that I am entering a profession that shares my values.” (Kara, 110)

On the Teamwork Pillar:

“This experience also relates to teamwork because we all had to work together to get this player the medical help that he needed. If it wasn't for the rec well employees, my partner and I from FAST, the OUPD officers and the EMS personnel all communicating and working together, this player would not have gone to the hospital and got the help he needed.” (Shannon, 169)

Quantitative Data:

- Total students in the program:
 - Cohort 2017-18 - 10
 - Cohort 2018-19 - 17
 - Cohort 2019-20 - 44
 - Bronze - 7
 - Silver - 5
 - Gold - 5
 - 2 students anticipated to reach Platinum status in April 2020
- Volunteer Hours:
 - 2017 - 2018 - 42 hours
 - 2018 - 2019 - 231 hours
 - 2019 - 2020 so far - 586 hours

Future Intended Outcomes:

Outcome 1: We will show students' growth in their understanding of communication, teamwork, roles/responsibilities, and values/ethics during their four years in the program. This will be accomplished with two main assessments that have been created to show program outcomes and that were developed using Bloom's Taxonomy, the Social Change Model of Leadership Development, and the IPE competencies. First, we assess the student's understanding of the IPE competencies as they enter the program and exit the program. Second, we assess the student's learning on a yearly basis as it relates to the pillars and the Social Change Model of Leadership Development. Additionally, during the Community Impact Project their senior year, there is a mid-project and end of project assessment and evaluation that students and Community Partners complete on the student's behalf.

Outcome 2: Assess student retention and overall grade point average. We plan to start tracking GPA and time to completion to see if our students have better grades and graduation rates than the general population of the School of Health Sciences. We have also developed an assessment for our Community Partners to measure the collective impact our students have and make sure we are working toward meeting their goals while providing meaningful learning opportunities for our students.

Challenges/Problems Encountered:

The biggest challenge thus far to implementing the program has been funding. In the second year we were able to secure funding for a full-time Coordinator for the program. In our third year, we have not only become more established and structured, we have doubled in size. We have created active status requirements, required peer mentoring groups, and monthly workshops to facilitate learning in the pillars. Participation has increased dramatically, and we are already seeing the benefits of peer mentoring and the learning that is happening through our monthly workshops. As we continue to grow it becomes more difficult for one person to manage, so in order to be able to offer ECLIPSE to more students we are seeking funding to support additional staff for the program.

Evaluation Approach:

The Program Coordinator, with the help of graduate interns (periodic), evaluates the ECLIPSE program. Aligning with the Interprofessional Education Competencies recognized by the Interprofessional Education Collaborative and the World Health Organization, we measure the learning that occurs in each one of the competencies, *communication, teamwork, roles/responsibilities, and values/ethics* using a pre- and post- survey. The IPE competencies are woven into every aspect of the program and evaluated through each of our assessments. To help track our students and to help monitor their progression through the program, students are required to register for 0-credit "IPE" courses each semester. They receive "satisfactory/unsatisfactory" grades based on attendance, participation, and completion of ECLIPSE activities.

ECLIPSE is also aligned with learning theory and student leadership development theory. Bloom's Taxonomy for Learning has been used to design a rubric for the program to align with our primary objectives. As students progress in the program they earn points and move up different levels; Bronze, Silver, Gold, and then Platinum. Regular assessments are given at each monthly meeting to determine what students are learning in ECLIPSE workshops, as well as Bloom's being used when giving points in the program for reflections on the pillars. Utilizing the Social Change Model of Leadership Development, students take an annual assessment, to show learning in the pillars and how they connect to giving back as a health professional.

For the Community Impact Project we also evaluate Community Partners to make sure our partnerships are mutually-beneficial to both organization and student. We ask the Community Partner to also evaluate the students as well as the students evaluate each others' work in the group. Additionally, we evaluate the mentoring experience surveying both mentors and mentees mid-year and at the end of the year.

Value Proposition, Financing Strategy and Return-On-Investment Indicators:

The program is financed through the School of Health Sciences at Oakland University. Initially a part-time person coordinating ECLIPSE as well as the Director of Academic Advising and Student Services and the Associate Dean of the School of Health Sciences led the program. This group worked to develop the mission, vision, and foundational aspects of ECLIPSE. At

the start of the second year, a full-time coordinator was hired. Currently, we are writing grants to fund additional staff and create more robust programming to facilitate student learning. We are interested in incorporating alumni and faculty mentoring, retreats for students, and stipends for peer mentors, but without additional funding we cannot continue to add new initiatives that will be beneficial to our students. General fund dollars are needed to fully finance the program.

Potential for Replication:

This program could be replicated at other universities working with students in health professions. Currently, our program is housed within the School of Health Sciences but could involve numerous health programs on campus such as nursing, pre-med biology students, social work, bio-engineers, etc. Traditional IPE programs have been delivered at the graduate level while students are in clinical settings. ECLIPSE has taken a different approach with the unique opportunity to introduce IPE to undergraduate students and best prepare them for entering professional schools, graduate programs, and jobs. We believe that by preparing students with leadership skills, they will be ready to work more effectively as a team in clinical settings and there will be less of a need to spend time teaching these skills and more time to focus on implementing what they have already learned.

Vendor Involvement: None

Requisite Program Manager Competencies:

To effectively execute the ECLIPSE program, the coordinator needs to have a strong understanding of student and leadership development theory. As the current coordinator, my background is not in health but rather Student Affairs and Educational Leadership. While having an understanding of the health field is certainly valuable, understanding how to develop students' skills in communication and understanding their values and how they impact their ethical decision making is essential to facilitating student skill building. Additionally, strong organizational skills, adaptability and flexibility are essential while discovering what works best for students and community partners.

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