



THE UNIVERSITY *of* NORTH TEXAS
HEALTH SCIENCE CENTER *at* FORT WORTH

Catalogue of Centralized IPE (C-IPE)

Academic Year 2021-2022

Contents

Definition of Centralized Interprofessional Practice Education (IPE)	3
Initial Level	4
Intermediate Level	8
Advanced Level	12
Professional and Continuing Interprofessional Education	15
References	19
Acknowledgements	20

Definition of Centralized Interprofessional Practice Education (IPE)

Centralized Interprofessional Practice Education, or C-IPE for short, is Interprofessional Practice Education designed, facilitated, and controlled by the Department of Interprofessional Education and Practice at UNTHSC.

Interprofessional practice education (IPE) has been identified as a primary initiative in the University Of North Texas Health Science Center's (UNTHSC) institutional strategic plan. The Department of Interprofessional Education and Practice (IPEP), implemented in 2012, leads UNTHSC in the strategic initiative to create an institutional culture of IPE across its five colleges and schools:

- School of Biomedical Sciences (SBS)¹
- School of Health Professions – Physician Assistant Students (PA) & Physical Therapy (PT)
- School of Public Health – Public Health (MPH) & Healthcare Administration (MHA)
- Texas College of Osteopathic Medicine (TCOM)
- UNT System College of Pharmacy (COP)

For this academic year, the Department of IPEP operates on a budget funded through the President's Office.

The HSC collaborates with regional institutions in providing IPE. These collaborations enhance professional diversity, better meeting the goal of interprofessional collaborative practice. The collaborating programs are, or have been:

- Texas Christian University (TCU)
 - Athletic Training
 - Dietetics
 - Nursing
 - Social Work
 - Speech-language Pathology
- Texas Woman's University (TWmU)
 - Dietetics
 - Dental Hygiene (*past participation*)
- Texas Wesleyan University (TWsU)
 - Athletic Training
 - Counseling (*past participation*)
- University of Texas at Arlington (UTA)
 - Athletic Training
 - Social Work

The Department of Interprofessional Education and Practice structures IPE curriculum to align strategically with the IPEC Core Competencies of Interprofessional Collaborative Practice. Each IPE offering targets one core competency, while keeping in mind how each core competency remains enmeshed with the others. The Initial and Intermediate Level IPE Units (defined later in this document) address the competencies in the following order:

1. Interprofessional Values and Ethics (Initial Level 1, fall semester)
2. Roles and Responsibilities (Initial Level 2, spring semester)
3. Interprofessional Communication (Intermediate Level 1, fall semester)
4. Teams and Teamwork (Intermediate Level 2, spring semester)

¹ SBS students do not actively participate in C-IPE. However, biomedical research is an integral component of Interprofessional Collaborative Practice. Learning regarding the contributions and collaborations of biomedical research with healthcare delivery and public health are provided to students and faculty. SBS provides Decentralized IPE opportunities for their students.

Initial Level

Initial Level IPE includes some, or all, of the following criteria:

- Initial level IPE activities with a focus on acquisition of declarative knowledge around IPE core competencies (Knows and Knows How levels of Miller's *Model of Competency Development*)
- Typically, includes HSC 1st year students on teams made up of a variety of health care professions
- Students have an opportunity to learn foundational information with regard to health care professions and how various professions may work together in the care of a patient or population
- One Initial Level C-IPE unit occurs once per semester in the first year. The first C-IPE takes place before Decentralized-IPE (see Decentralized-IPE catalogue), which are IPE sessions designed, facilitated, and controlled by specific colleges and schools, and where the Department of Interprofessional Education and Practice only holds a supporting role in its implementation.
- Each C-IPE includes both asynchronous, online learning and synchronous classroom learning. This blended learning method termed as a unit of IPE. The C-IPE synchronous classes last approximately 1 hour and 50 minutes.



Photo credit: Jill Johnson. Interprofessional class of students play word game in teams.

Initial Level 1 | Unit 1 | Establishing Interprofessional Values

Dates:

09.22.21 | 9.29.21

Description:

The first Interprofessional Practice Education (IPE) unit provides the background for interprofessional practice education so to set a foundation for all IPE learners will encounter during training and in practice. The online content provided said background, definition of key terms, and went on to emphasize the value of teams in health care and public health systems, introducing discourse on *collective competence* (Hodges & Lingard, 2012) and the concept of *psychological safety* (Edmondson, 2019) as key to positive outcomes of interprofessional practice education. The in-class session applied learning activities to address the first of the IPEC Core Competencies - Interprofessional Values to “work with individuals of other professions to maintain a climate of mutual respect and shared values” (IPEC, 2016, p. 11).

Online Learning Objectives:

To prepare for IPE class, students complete the online module, which addresses the following objectives:

1. Define interprofessional practice education and the elements that comprise competency in interprofessional practice.
2. Recognize the role of interprofessional practice education in improving health outcomes.
3. Identify the relevance of ‘collective competence’ in support of effective interprofessional teamwork.
4. Identify the relevance of ‘psychological safety’ in effective interprofessional teamwork.

Class Objectives:

1. Discuss and determine how collective competence and psychological safety support the development of trust and respect within the interprofessional team.
2. Recognize examples of disrespect and failure to value interprofessional teammates’ contributions to the team.

Interprofessional Education Collaborative (IPEC) Competencies:

The unit addresses the following subcompetencies through content, instruction, reflection, discussion, and activity.

Values and Ethics

VE 1. Place the interests of patients and populations at the center of interprofessional health care delivery and population health programs, with the goal of promoting health and health equity across the lifespan.

VE 3. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health team.

VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes.

VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).

Roles/Responsibilities.

RR7. Forge interdependent relationships with other professions within and outside of the health system to improve care and advance learning.

Communication

CC4. Listen actively and encourage ideas and opinions of other team members.

CC8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

Teamwork

TT6: Engage yourself and others to constructively manage disagreements about values, roles, goals, and actions that arise among health and other professionals and with patients, families, and community members.

Participating Colleges/School Professions: Course Number/Course Name (if available)

Athletic Training (TCU, TWsU, UTA): ---

Dietetics (TCU, TWmU): ---

Healthcare Administration: Required Co-curricular – Interlude: Professional & Academic Development
Medicine – Allopathic: MEDS 83101 Preparation for Practice 1

Medicine – Osteopathic: MEDE 7513 Professional Identity and System Based Practice 1
 Nursing (TCU): ---
 Pharmacy: PHAR 7315 Pharmacy Practice
 Physical Therapy: DPHT 7209 Foundations of Physical Therapy
 Physician Assistant: MPAS Physician Assistant Practice
 Public Health: Required Co-curricular – Interlude Professional and Academic Development
 Social Work (TCU, UTA): ---
 Speech-language Pathology (TCU): ---

College/School	Institution(s)	Course Name and Number (if available)
Athletic Training	TCU, UTA, TWsU	---
Dietetics	TCU, TWmU	---
Healthcare Admin.	HSC-SPH	Interlude: Professional & Academic Development
Medicine Allopathic	TCU-SOM	MEDS 83101 Preparation for Practice
Medicine Osteopathic	HSC-TCOM	MEDE 7513 Professional Identity & System Based Practice 1
Nursing	TCU	---
Pharmacy	UNT-COP	PHAR 7315 Pharmacy Practice
Physical Therapy	HSC-SHP	DPHT 7209 Foundations of PT
Physician Assistant	HSC-SHP	MPAS 5290 PA Practice
Public Health	HSC-SPH	Interlude: Professional and Academic Development
Social Work	TCU, UTA	---
Speech-lang. Pathology	TCU	---

Initial Level 2 | Unit 2 | Roles and Responsibilities

Dates:

04.06.22 | 04.13.22

Description:

The second IPE introduces basic concepts associated with the IPEC Core Competency of Roles and Responsibilities, including scope of practice introductions for most, not all, health professions and the necessity for knowledge and skill in establishing role clarity. The focus of this unit is to initiate the learning required of the second IPEC Core Competencies – Roles and Responsibilities to “use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of patients and to promote and advance the health of populations served” (IPEC, 2016, p.12).

Online Learning Objectives:

To prepare for IPE class, students complete the online module, which address the following objectives:

1. Briefly explain and communicate the roles and responsibilities of the health professions participating in the IPE class.
2. Value all public health, healthcare, and related professions.
3. Reflect on the decision to choose your profession, based on its roles and responsibilities.

Class Objectives:

1. Create a psychologically safe team environment in which students can share and explore the unique and shared roles and responsibilities their future professions have in the health of patients and populations.

2. Examine and challenge healthcare hierarchy and role biases/misunderstanding to forge interdependent relationships between the diverse health and population health professions.
3. Meet and get to know interprofessional student teammates to foster curiosity and communication about each other's professional training and the roles and responsibilities for which they are training.

Interprofessional Education Collaborative (IPEC) Competencies:

The unit addresses the following subcompetencies through content, instruction, reflection, discussion, and activity.

Values and Ethics

VE1. Place interests of patients and populations at center of interprofessional health care delivery and population health programs and policies, with the goal of promoting health and health equity across the life span.

Roles/Responsibilities

RR1. *Communicate one's roles and responsibilities clearly to patients, families, community members, and other professionals.*

RR2. Recognize one's limitations in skills, knowledge, and abilities.

RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care, promote health, and prevent disease.

RR7. Forge interdependent relationships with other professions within and outside of the health system to improve care and advance learning.

RR10. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.

Communication

CC4. Listen actively and encourage ideas and opinions of other team members.

CC8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

Teamwork

TT3. Engage health and other professionals in shared patient-centered and population-focused problem solving.

TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.

College/School	Institution(s)	Course Name and Number (if available)
Athletic Training	TCU, TWsU, UTA	---
Dietetics	TCU, TWmU	---
Healthcare Admin.	HSC-SPH	Interlude: Professional & Academic Development
Nursing	TCU	---
Medicine Allopathic	TCU-SOM	MEDS 83102 Preparation for Practice 2
Medicine Osteopathic	HSC-TCOM	MEDE 7514 Professional Identity & System Based Practice 2
Pharmacy	UNT-COP	PHAR 7126 Clinical Case Discussions 2
Physical Therapy	HSC-SHP	DPHT 7225 Culture Teaching & Learning
Physician Assistant	HSC-SHP	MPAS 5241 Clinical Integrated Medicine 2
Public Health	HSC-SPH	Interlude: Professional & Academic Development
Social Work	TCU, UTA	---
Speech-lang. Pathology	TCU	---

Intermediate Level

Intermediate Level IPE include some, or all, of the following criteria:

- Intermediate level IPE's focus on applying knowledge of the IPE core competencies to specific situations or settings (Knows How & Shows levels of Miller's Model of Competency Development)
- Typically includes UNTHSC 2nd year clinical students on student teams made up of four or more professions, working collaboratively on a IPE competency topic
- One Intermediate Level C-IPE is offered per semester in year two.
- Each C-IPE class lasts approximately 1 hour and 50 minutes.



Photo Credit: Cynthia Carroll. Students conduct an icebreaker exercise.

Intermediate 1 | Unit 3 | Interprofessional Communication

Dates:

10.20.21 | 10.27.21

Description:

Expert team collaboration requires each member of the team have the competency to communicate clearly with interprofessional teammates, patients and their families and or caregivers, and with nonprofessionals and volunteers involved in the care process (Slusser, M., et.al, 2019). Competency in communication within and between organizations is also necessary in order to establish the roles and responsibilities necessary for effective patient and population health. Health and healthcare professionals, patients and or populations, organizations and the community itself, all share responsibility for practicing effective communication. This unit addresses the third of the IPEC Core Competencies - Interprofessional Communication, which is the ability “to communicate with patients, families, communities and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease” (IPEC, 2016).

Online Learning Objectives:

1. Describe the importance of effective interprofessional communication to mitigate errors and patient harm.
2. Review the knowledge and skills related to health literacy in practice.
3. Review strategies to promote effective communication, respectful language, and conflict resolution.

Class Objectives:

1. Address and practice effective interprofessional communication tools and techniques to improve health outcomes.
2. Review a case study to analyze gaps in interprofessional team and patient communication.
3. Correct interprofessional communication so that information is understandable, avoiding discipline specific terminology when possible.

Interprofessional Education Collaborative (IPEC) Competencies:

The unit addresses the following subcompetencies through content, instruction, reflection, discussion, and activity.

Values and Ethics

VE5. Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services and programs.

VE6. Develop trusting relationships with patients, families and other team members (CIHC, 2020).

VE7. Demonstrate high standards of ethical conduct and quality care in contributions to team-based care.

Roles and Responsibilities

RR6. Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan of public health intervention.

RR10. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.

Interprofessional Communication

CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

CC2. Communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible.

CC3. Express one’s knowledge and opinions to team members involved in patient care and population health improvement with confidence, clarity, and respect, working to ensure common understanding of information, treatment, care decisions, and population health programs and policies.

CC4. Listen actively, and encourage ideas and opinions of other team members.

CC8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

Teams and Teamwork

TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.

TT9. Use process improvement to increase effectiveness in interprofessional teamwork and team-based services, programs, and policies.

TT11. Perform effectively on teams and in different roles in a variety of settings.

College/School	Institution	Course (if applicable)
Athletic Training	TCU, TWsU, UTA	---
Dietetics	TCU, WmU	---
Healthcare Admin.	HSC-SPH	Interlude: Professional & Academic Development
Medicine Osteopathic	HSC-TCOM	MEDE 7515 Professional Identity & System-based Practice 3
Nursing	TCU	---
Pharmacy	UNT-COP	PHAR 7136 Integrated Pharmacy Recitation 1
Physical Therapy	HSC-SHP	DPHT 7345 Clinical Practicum 1
Physician Assistant	HSC-SHP	MPAS 5242 Clinical Integrative Medicine II
Public Health	HSC-SPH	Interlude: Professional & Academic Development
Social Work	TCU, UTA	---
Speech-lang. Pathology	TCU	---

Intermediate 2 | Unit 4 | Teams and Teamwork

Dates:

01.26.22 | 02.02.22

Description:

Teamwork is the foundation of Interprofessional Collaborative Practice. The unique training of each profession assures competence as a _____ (fill in the blank with any profession). However, in reality, competent professionals can - and do with some regularity - combine to create an incompetent team (Hodges & Lingard, 2021). In this unit, students learn about and discuss the 7 C's for effective teamwork (Tannenbaum & Salas, 2021), and reflect upon their current or future transitions into the clinical/practical learning environment and how they will assimilate effectively onto the team.

Online Learning Objectives:

1. Review the seven elements of "Teams that Work" by team science researcher, Tannenbaum and Salas.
2. Clarify the value of effective teams in health systems.
3. Complete a self-reflection of the value of teamwork in health systems.

Class Objectives:

As a team, students will:

1. Describe the culture (attitudes, roles, and behaviors) of effective teams.
2. Employ the diverse strengths, knowledge, and experience represented within the team to optimize team effectiveness through an escape room simulation.
3. Assess teamwork for overall and personal teamwork effectiveness.

Interprofessional Education Collaborative (IPEC) Competencies:

The unit addresses the following subcompetencies through content, instruction, reflection, discussion, and activity.

Values and Ethics

- VE5. Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services and programs.
- VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).
- VE9. Act with honesty and integrity in relationships with patients, families, communities and other team members.

Roles and Responsibilities

- RR3. Engage diverse professions who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific health and healthcare needs of patients and populations.
- RR10. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.

Interprofessional Communication

- CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- CC7. Recognize how one’s uniqueness (experience level, expertise, culture, power, and hierarchy within the health team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).
- CC8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

Teams and Teamwork

- TT1. Describe the process of team development the roles and practices of effective teams.
- TT3. Engage health and other professionals in shared patient-centered and population-focused problem solving.
- TT5. Apply leadership practices that support collaborative practice and team effectiveness.
- TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.
- TT11. Perform effectively on teams and in different team roles in a variety of settings.

College/School	Institution	Course (if applicable)
Athletic Training	TCU, TWsU, UTA	---
Dietetics	TCU, TWmU	---
Healthcare Admin.	HSC-SPH	Interlude: Professional & Academic Development
Medicine Osteopathic	HSC-TCOM	MEDE 7516 Professional Identity & System-based Practice 4
Nursing	TCU	---
Pharmacy	UNT-COP	PHAR 7146 Integrated Pharmacy Recitation 2
Physical Therapy	HSC-SPH	DPHT 7451 Musculoskeletal Physical Therapy 2
Physician Assistant	HSC-SPH	MPAS 5205 Clinical Skills
Public Health	HSC-SHP	Interlude: Professional & Academic Development
Social Work	TCU, UTA	---

Advanced Level

Advanced Level IPE include some or all of the following criteria:

- IPE activities with a focus on applying procedural knowledge of the IPE core competencies to specific situations and settings (Shows and Does levels of Miller's Model of Competency Development)
- Typically include UNTHSC 3rd and 4th year students and residency trainees on student teams of four or less professions, working to demonstrate collaborative practice skills



Photo credit: Jill Johnson. Students apply strategies and tools to improve team performance in simulation.

TeamSTEPPS®: Basics Training

Dates:

08.23.21 | 01.13.22 | .1.14.22 | 06.20-23.22

Description:

Students learn essentials strategies and tools to enhance team performance and reduce harm. Students practice and reflect upon teamwork by building towers with Legos® and Minecraft Edu.

Objectives:

1. Demonstrate initial understanding of TeamSTEPPS® concepts and processes via low-level simulations.
2. Complete post-quiz with a score of at least 80%.

Interprofessional Education Collaborative (IPEC) Competencies:

Values and Ethics

VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).

Roles and Responsibilities

RR6. Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.

RR8. Engage in continuous professional and interprofessional development to enhance team performance and collaboration.

Interprofessional Communication

CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

CC8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

Teams and Teamwork

TT1. Describe the process of team development and the roles and practices of effective teams.

TT5. Apply leadership practices that support collaborative practice and team effectiveness.

TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.

Student Preparation Assignment:

Online module with pre-quiz assessment.

College/School	Course
Medicine Osteopathic	MEDE 8400 Clinical Skills
Pharmacy	PHAR 7240
Physical Therapy	DPHT 7209
Physician Assistant	MPAS 5205 Clinical Skills

TeamSTEPPS®: Simulation Training

Dates:

01.13.22 | 06.27.22

Description:

Basic lifesaving simulation training using strategies and tools acquiring during the TeamSTEPPS Essentials Training.

Objectives:

1. Students will apply leadership, communication, situation monitoring, and mutual support processes to improve team performance across two cardiac arrest simulations.
2. Students will utilize team briefs, huddles, and debriefs to improve team performance across two cardiac arrest simulations.
3. Students will demonstrate an ability to identify and assess effective use of ACLS training and teamwork strategies observed across two cardiac arrest simulations.

Interprofessional Education Collaborative (IPEC) Competencies:

Values and Ethics

VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).

Roles and Responsibilities

RR6. Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.

RR8. Engage in continuous professional and interprofessional development to enhance team performance and collaboration.

Interprofessional Communication

CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

CC8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

Teams and Teamwork

TT1. Describe the process of team development and the roles and practices of effective teams.

TT5. Apply leadership practices that support collaborative practice and team effectiveness.

TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.

Student Preparation Assignment:

Completion of TeamSTEPPS Basics training.

College/School	Course
Medicine – Osteopathic	MEDE 8400 Clinical Skills
Physician Assistant	MPAS 5205 Clinical Skills

Professional and Continuing Interprofessional Education

The health professions require integration of interprofessional education (IPE) into their curricula. A majority of today's health professions faculty were not exposed to interprofessional education and practice as a part of their own health professions training. Faculty are called on to demonstrate innovative integration of interprofessional education and practice into the courses they teach. Promotion and tenure committees recognize the value of IPE contributions. Accreditation programs require evidence of IPE integration into curricula and course syllabi.

Therefore, it is imperative faculty are equipped to provide interprofessional education in the classroom and authentic examples of interprofessional practice in clinical settings. To be effective faculty must develop the appropriate knowledge, attitudes and skills associated with core competencies around the values and ethics, roles and responsibilities, communication and teamwork needed for successful interprofessional collaboration. Development of Innovative strategies to overcome professional silos and barriers to effective interprofessional teamwork will help faculty more fully engage learners and integrate IPE into their courses.



Photo credit: Cynthia Carroll. Faculty group photo from IPE Faculty Development Program Cohort III (2019)

Interprofessional Practice Education Faculty Development Program - Microcredential Cohort V (fall semester) and Cohort VI (spring semester)

Dates:

Cohort V: 09.10.21 | 09.24.21 | 10.08.21 | 10.22.21 | 11.05.21 | 11.19.21 | 12.03.21

Cohort VI: 04.14.22 | 04.21.22 | 04.28.22 | 05.05.22 | 05.12.22 | 05.19.22 | 05.26.22

Description:

The HSC Department of Interprofessional Education and Practice in partnership with the HSC Division of Academic Innovations provide training in interprofessional practice education for faculty, which results in earning a microcredential.

The Certificate of Recognition utilizes a blended learning format. Participants complete online modules and reading from required texts in preparation for each one hour, interactive session (via zoom), as well as team projects completed outside of session times. The online modules cover content around basic knowledge of Interprofessional Education and Practice and its importance, roles and responsibilities, skills for IPE team facilitation, and integration into courses and clinical settings. There is focus on the relationship between interprofessional collaboration and patient safety, quality improvement, and population health. Interactive in-person sessions include an opportunity to meet faculty from other professions and brainstorm innovations for IPE collaborations. Details of program content is outline below by session.

Learners read the following textbooks required for the program: *Foundations of Interprofessional Collaborative Practice*, by Slusser et.al. and *Teams that Work*, by Tannenbaum and Salas.

The Certificate of Distinction is awarded when faculty complete the following:

- IPE Faculty *Certificate of Recognition*
- Collaborate with a least one other faculty member from a different profession to design, develop, implement, and assess outcomes.
- Demonstrate scholarship by sharing the outcomes of their IPE at a state or national professional conference or through publication of an educational descriptive or research article.

Unit Objectives:

Unit 0 – Orientation

Unit 1 – Value and Trust: A Foundational Framework for Interprofessional Collaboration

Pre-work Objectives:

1. Identify operational definitions of interprofessional education and interprofessional collaborative practice.
2. Analyze various factors driving the need for interprofessional team collaboration and competency development.
3. Identify and discuss the core competencies for interprofessional collaborative practice.

Session Objectives:

1. Reflect on and apply Psychological Safety principles for interprofessional practice and education.
2. Review the 7 C's - Conditions
3. Outline of team projects

Unit 2 – Roles and Responsibilities for Interprofessional Collaboration

Pre-work Objectives:

1. Identify basic knowledge of the role of capability in team effectiveness.
2. Create easy to explain descriptions of healthcare professions.
3. Establish a foundation of mutual respect and collaboration by sharing roles and responsibilities of professions and seeking clarity about the roles and responsibilities of interprofessional colleagues.

Session Objectives:

1. Develop a foundation of mutual respect and collaboration as faculty learn from each other by sharing roles and responsibilities of their health professions and seeking clarity about the roles and responsibilities of their interprofessional colleagues.

Unit 3 – Interprofessional Communication

Pre-work Objectives:

1. Demonstrate knowledge of communication, cognition, and coaching as drivers of effective teamwork.
2. Analyze scenarios for conditions that influence team effectiveness.
3. Utilize a review of relevant leadership approaches, identifying and reflecting on their own predominant leadership approach.
4. Analyze case scenarios for the presence of four key teamwork behaviors associated with coordination.
5. Evaluate personal areas of strength and potential growth in use of the 7C's of teamwork.
6. Evaluate personal areas of strength and potential growth in coaching.
7. Demonstrate an ability to utilize TeamSTEPPS in learning environments.
8. Reflect on opportunities to implement TeamSTEPPS into learning environments.

Session Objectives:

1. Communication tools and strategies of leadership, situation monitoring, and mutual support.
2. Learners will reflect on strategies to implement TeamSTEPPS into their learning environments.

Unit 4 – Teams and Teamwork

Pre-work Objectives:

1. Demonstrate knowledge of coordination and cooperation as drivers of effective teamwork.
2. Analyze case scenarios for the presence of four key teamwork behaviors associated with coordination.
3. Evaluate personal areas of strength and potential growth in use of the 7C's of teamwork.
4. Demonstrate application of effective teamwork strategies and tools for collaborative interprofessional problem solving.
5. Assess team outcomes and develop a plan for process improvement.

Session Objectives:

1. Solve clues and puzzles related to interprofessional education and practice and patient safety.
2. Apply the knowledge, skills, and attitudes of collaborative IPEP to solve an IPEP escape room within a set time limit.

Unit 5 – Faculty Facilitation Skills for IPE

Pre-work Objectives:

1. Model two effective facilitation strategies through an interprofessional team scenario.
2. Give and receive feedback on interprofessional team facilitation strategies.

Session Objectives:

1. Model two effective facilitation strategies through an interprofessional team scenario.
2. Give and receive feedback on interprofessional team facilitation strategies.

Unit 6 – Integrating Collaborative Practice into Existing Courses and Clinical Experiences

Pre-work Objectives:

1. Learners organize and meet with their assigned interprofessional teams at least once every two weeks to ideate, plan, and develop their team project.
2. Learner teams present their projects to the class and receive feedback.
3. Learners assess their team's use of the seven drivers of team effectiveness.

Session Objectives:

1. Demonstrate knowledge of how to develop, create an implementation and assessment plan for an interprofessional practice education activity.
2. Demonstrate the ability to work effectively as a member of an interprofessional faculty team.
3. Identify potential interprofessional learning challenges and strategies to address those challenges.
4. Identify potential collaborators for interprofessional learning in the preclinical and clinical environments.

Academy of Medical Educators (AME) – Interprofessional Practice Education

Date:

08.04.21

Description:

The faculty of AME participated in an interactive, two-hour session on the background and methods of IPE for early learners at the HSC.

Objectives:

1. Establish a rationale for interprofessional practice education (IPE).
2. Describe the curriculum for IPE at the HSC.
3. Highlight student feedback data on IPE.
4. Demonstrate and participate in samples/examples of IPE student learning activities.

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People are the most important component of successful IPE. Faculty across all professions contribute multiple hours facilitating interprofessional education and integrating interprofessional concepts into the curriculum. Through effective facilitation and instruction, our faculty have increased the value learners place on interprofessional, collaborative practice and education. Our students consistently demonstrate a genuine interest in learning with colleagues from other health professions. As these students progress in their careers, we are confident they will assimilate more effectively and efficiently into interprofessional practice teams because of their participation in interprofessional education from day one of training.

The following faculty participated in training and facilitation for C-IPE Academic Year 21'22:

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