



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

Catalogue: Department of Interprofessional Education and Practice

Academic Year 2023 – 2024

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Centralized Interprofessional Education (C-IPE)

Centralized Interprofessional Education (C-IPE) is Interprofessional Education (IPE) designed, facilitated, and regulated by the Department of Interprofessional Education and Practice (IPEP) at The University of North Texas Health Science Center at Fort Worth (UNTHSC).

IPE is identified as a primary initiative in the UNTHSC institutional strategic plan. The Department of IPEP, implemented in 2012, leads UNTHSC in the strategic initiative to create an institutional culture of interprofessionalism across its five colleges and schools:

- College of Pharmacy (CoP)
- School of Biomedical Sciences (SBS)¹
- School of Health Professions (SHP) – Physician Assistant Studies (PA) and Physical Therapy (PT)
- School of Public Health (SPH) – Healthcare Administration (HA) and Public Health (PH)
- Texas College of Osteopathic Medicine (TCOM)

This academic year, the Department of IPEP operates on a budget funded through SaferCare Texas.

UNTHSC collaborates with regional institutions in providing IPE. These collaborations enhance professional diversity, better meeting the goal of interprofessional collaborative practice (IPCP).

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| <ul style="list-style-type: none">▪ Tarrant County College (TCC)<ul style="list-style-type: none">○ Diagnostic Medical Sonography (DMS)○ Medical Assistant (MA)○ Physical Therapist Assistant (PTA)○ Radiologic Technology (RadTech)○ Respiratory Care (RC)▪ Texas Woman's University (TWU)<ul style="list-style-type: none">○ Dietetics | <ul style="list-style-type: none">▪ Texas Christian University (TCU)<ul style="list-style-type: none">○ Athletic Training (AT)○ Dietetics○ School of Medicine (SoM)○ Speech-Language Pathology (SLP)▪ University of Texas at Arlington (UTA)<ul style="list-style-type: none">○ Athletic Training (AT)○ Social Work (SW)▪ Weatherford College (WC)<ul style="list-style-type: none">○ Respiratory Care (RC) |
|---|---|

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

1. Values and Ethics – fall semester
2. Roles and Responsibilities – spring semester
3. Interprofessional Communication – fall semester
4. Teams and Teamwork – spring semester

The majority of schools/programs complete C-IPE over a two-year period, with one IPE unit per semester in the above order. Due to the curriculum of certain programs, there are some that complete all four IPE units in one year. These programs attend units 1 and 3 during the fall, and units 2 and 4 during the spring.

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

The first unit provides the background for IPE so to set a foundation for what all learners will encounter during training and in practice. The online prework provides said background, definition of key terms, and goes on to emphasize the value of teams in healthcare and public health systems. Learners are also introduced to discourse on collective competence and the concept of psychological safety as key to positive outcomes of IPE. The in-class session applies learning activities to address the first of the IPEC Core Competencies – to “work with individuals of other professions to maintain climate of mutual respect and shared values.”

Pework Learning Objectives:

1. Define interprofessional education and the elements that comprise competence in interprofessional collaborative practice
2. Recognize the role of IPE in improving health outcomes
3. Identify the relevance of collective competence in support of effective interprofessional teamwork

In-Class Objectives:

1. Analyze and establish principles and strategies for creating psychological safety on interprofessional teams
2. Identify shared beliefs, morals, values, as well as education/training of the health professions
3. Create a team-orientation and foundation for all IPE learning so that true interprofessional collaboration is attainable

IPEC Competencies (2016):

Unit 1 addresses the following sub-competencies through content, reflection, discussion, and activity.

Values/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.

VE3. Embrace the culture 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.

VE8. Manage ethical dilemmas specific to interprofessional patient/population centered care situations.

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.

Teams/Teamwork

TT2. Develop consensus on the ethical principles to guide all aspects of team work.

TT6. Engage self 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 Professions and Institutions: Course Number/Course Name (if available)

Athletic Training (TCU | UTA) – course information unavailable

Diagnostic Medical Sonography (TCC) – course information unavailable

Dietetics (TCU | TWU) – course information unavailable

Healthcare Administration (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 1)

Medical Assistant (TCC) – course information unavailable

Medicine, Allopathic (TCU) – course information unavailable

Medicine, Osteopathic (UNTHSC TCOM) – MEDE 7513 Professional Identify and System Based Practice 1

Pharmacy (UNTHSC CoP) – PHAR 7315 Pharmacy Practice

Physical Therapist Assistant (TCC) – course information unavailable

Physical Therapy (UNTHSC SHP) – DPHT 7209 Professional Practice

Physician Assistant (UNTHSC SHP) – MPAS 5290 PA Practice

Public Health (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 1)

Radiologic Technology (TCC) – course information unavailable

Respiratory Care (TCC | WC) – course information unavailable

Social Work (UTA) – course information unavailable

Speech-Language Pathology (TCU) – course information unavailable

The second unit introduces basic concepts associated with the IPEC core competency of Roles and Responsibilities. This includes scope of practice introductions for most, not all, health professions and the necessity of knowledge and skill in establishing role clarity. The focus of this unit is to initiate the learning required of the Roles and Responsibilities IPEC core competency – to “use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.”

Pework Learning Objectives:

1. Identify the basic concepts associated with the core competency of Roles and Responsibilities
2. Briefly explain and communicate the roles and responsibilities of the health professions participating in our IPE
3. Reflect on the decision to choose your profession role

In-Class Objectives:

1. Create a psychologically safe team environment to explore the unique and shared roles and responsibilities of the professions
2. Through a series of activities: describe and clarify the education/training, scope of practice, and roles of health professions
3. Using case examples, students set a foundation for open communication and continuous learning about health professions’ roles and responsibilities

IPEC Competencies (2016):

Unit 2 addresses the following sub-competencies through content, reflection, discussion, and activity.

Values/Ethics

VE1. Place interests of patients and populations at center of interprofessional health care delivery and population health programs and policies, with the goals 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.

Teams/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.

Participating Professions and Institutions: Course Number/Course Name (if available)

Athletic Training (TCU | UTA) – course information unavailable

Diagnostic Medical Sonography (TCC) – course information unavailable

Dietetics (TCU | Texas Health Resources | TWU) – course information unavailable

Healthcare Administration (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 1)

Medical Assistant (TCC) – course information unavailable

Medicine, Allopathic (TCU) – course information unavailable

Medicine, Osteopathic (UNTHSC TCOM) – MEDE 7514 Professional Identity and System Based Practice 2

Pharmacy (UNTHSC CoP) – PHAR 7325 Pharmacy Practice 2

Physical Therapist Assistant (TCC) – course information unavailable

Physical Therapy (UNTHSC SHP) – DPHT 7232 Foundational Clinical Skills for PT

Physician Assistant (UNTHSC SHP) – MPAS 5241 Clinical Integrated Medicine 1

Public Health (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 1)

Radiologic Technology (TCC) – course information unavailable

Respiratory Care (TCC | WC) – course information unavailable

Social Work (UTA) – course information unavailable

Speech-Language Pathology (TCU) – course information unavailable

Expert team collaboration requires each member of the team to have the competence to communicate clearly with interprofessional teammates, patients and their families and/or caregivers, and with nonprofessionals and volunteers involved in the care process. 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 – 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.”

Pework Learning Objectives:

1. Explain the essential components of interprofessional communication
2. Know the communication tools and strategies that enhance team function
3. Develop approaches for interpersonal and informational conflict management

In-Class Objectives:

1. Share to learn about the education and training on communication strategies from different health professions
2. Analyze case studies demonstrating communication errors and issues in interprofessional teams
3. Practice effective communication strategies to improve transition/hand-offs and conflict between team members, and thus, improve teamwork and health outcomes

IPEC Competencies (2016):

Unit 3 addresses the following sub-competencies through content, reflection, discussion, and activity.

Values/Ethics

VE5. Work in cooperation with those who receive care, those who provide care, and those 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.

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

Roles/Responsibilities

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

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/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 of interprofessional teamwork and team-based services, programs, and policies.

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

Participating Professions and Institutions: Course Number/Course Name (if available)

Athletic Training (TCU | UTA) – course information unavailable

Diagnostic Medical Sonography (TCC) – course information unavailable

Dietetics (TCU | Texas Health Resources | TWU) – course information unavailable

Healthcare Administration (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 2)

Medical Assistant (TCC) – course information unavailable

Medicine, Osteopathic (UNTHSC TCOM) – MEDE 7515 Professional Identity and System Based Practice 3

Pharmacy (UNTHSC CoP) – PHAR 7230 Foundations of Patient Care and Skills Development 1

Physical Therapist Assistant (TCC) – course information unavailable

Physical Therapy (UNTHSC SHP) – DPHT 7345 Clinical Practicum 1

Physician Assistant (UNTHSC SHP) – MPAS 5244 Clinical Integrative Medicine 4

Public Health (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 2)

Radiologic Technology (TCC) – course information unavailable

Respiratory Care (TCC) – course information unavailable

Social Work (UTA) – course information unavailable

Speech-Language Pathology (TCU) – course information unavailable

Teamwork is the foundation of IPCP. 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. Unit 4 allows learners to learn about and discuss the 7 C's for effective teamwork, reflect upon their current or future transitions into the clinical/practical learning environment, and how they will assimilate effectively into the team.

Pework Learning Objectives:

1. Describe the characteristics of effective teams
2. Identify the relationships between effective teams and their provision of person-centered/population-centered work and improved health outcomes
3. Complete a self-reflection on the value of teamwork in health systems

In-Class Objectives:

1. Using the strengths of interprofessional teams, apply team strategies and tools to complete a team-based escape room
2. Debrief and share constructive feedback on teamwork demonstrated
3. Identify the elements necessary (knowledge, skills, attitudes, and behaviors) for effective teamwork and identify how it has or will be applied to the professional/clinical/practical learning environment

IPEC Competencies (2016):

Unit 4 addresses the following sub-competencies through content, reflection, discussion, and activity.

Values/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.

VE9. Act with honesty and integrity in relationships with patients, families, communities, and other team members.

Roles/Responsibilities

RR3. Engage diverse professionals 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.

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.

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

Teams/Teamwork

TT1. Describe the process of team development and 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.

Participating Professions and Institutions: Course Number/Course Name (if available)

Athletic Training (TCU | UTA) – course information unavailable

Dentistry (UNTHSC SHP VA Partnership) – course information unavailable

Dietetics (TCU | Texas Health Resources | TWU) – course information unavailable

Healthcare Administration (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 2)

Medical Assistant (TCC) – course information unavailable

Medicine, Osteopathic (UNTHSC TCOM) – MEDE 7516 Professional Identity and System Based Practice 4

Pharmacy (UNTHSC CoP) – PHAR 7240 Foundations of Patient Care and Skill Development 2

Physical Therapist Assistant (TCC) – course information unavailable

Physical Therapy (UNTHSC SHP) – DPHT 7451 Musculoskeletal Physical Therapy II

Physician Assistant (UNTHSC SHP) – MPAS 5205 Clinical Skills

Public Health (UNTHSC SPH) – Interlude: Professional & Academic Development (Year 2)

Radiologic Technology (TCC) – course information unavailable

Respiratory Care (TCC) – course information unavailable

Social Work (UTA) – course information unavailable

Speech-Language Pathology (TCU) – course information unavailable

Students learn essential strategies and tools to enhance performance and patient safety. Students practice and reflect upon teamwork by building towers with Legos®. Students complete an online module with a pre-quiz assessment before the training and a post-quiz assessment after the training.

Objectives:

1. Review sentinel events in healthcare, the top root causes, and the need for team performance improvement
2. Establish team strategies and tools to implement consistently for increased team performance and patient safety (Communication, Leadership, Situation Monitoring, and Mutual Support)
3. Practice team strategies and tools via simulation and reflect on how these strategies and tools improve individual and team performance

IPEC Competencies (2016):

The training addressed the following sub-competencies through content, reflection, discussion, and activity.

Values/Ethics

VE6. Develop a trusting relationship with patients, families, and other team members.

Roles/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.

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/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.

Participating Professions and Institutions: Course Number/Course Name (if available)

Medicine, Osteopathic (UNTHSC TCOM) – MEDE 8400 Intro to Core Clerkships

Physical Therapist Assistant (Collin College | Weatherford College) – course information unavailable

Physical Therapy (UNTHSC SHP) – DPHT 7209 Professional Practice in PT

Physician Assistant (UNTHSC SHP) – MPAS 5205 Clinical Skills

Basic Life Support (BLS) simulation training using strategies and tools acquire during TeamSTEPPS® Essentials Training and BLS Certification training.

Objectives:

1. Students will apply TeamSTEPPS® leadership, communication, situation monitoring, and mutual support strategies/tools 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 BLS training and teamwork strategies observed across two cardiac arrest simulations using a BLS Teamwork Observation Form

IPEC Competencies (2016):

The training addressed the following sub-competencies through content, reflection, discussion, and activity.

Values/Ethics

VE6. Develop a trusting relationship with patients, families, and other team members.

Roles/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.

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/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.

Participating Professions and Institutions: Course Number/Course Name (if available)

Medicine, Osteopathic (UNTHSC TCOM) – MEDE 8400 Intro to Core Clerkships

Physician Assistant (UNTHSC SHP) – MPAS 5205 Clinical Skills

CLER Teaming Pathway

Dates: 09.15.2023 | 10.04.2023 | 10.09.2023 | 10.24.2023 | 10.26.2023 | 11.07.2023 | 11.10.2023 | 01.03.2024 | 01.10.2024 | 01.16.2024 | 02.06.2024 | 02.09.2024 | 02.12.2024 | 02.16.2024 | 02.20.2024 | 04.10.2024 | 05.23.2024

The Accreditation Council for Graduate Medical Education (ACGME) published *CLER Pathways to Excellence: Expectations for an Optimal Clinical Learning Environment to Achieve Safe and High-Quality Patient Care, Version 2.0* in 2019. The Teaming Pathway states, “The optimal clinical learning environment supports high-performance teaming. The concept of teaming recognizes the dynamic and fluid nature of the many individuals of the clinical care team that come together in the course of providing patient care to achieve a common vision and goals. Teaming recognizes the benefits of purposeful interactions in which team members quickly identify and capitalize on their various professional strengths-coordinating care that is both safe and efficient. The team members collaborate and share accountability to achieve outstanding results.” Medical residents from John Peter Smith (JPS) Hospital participate in a 3 part Teaming series during their GME program. Residents participate in TeamSTEPPS® Essentials Training, Teaming 101, and Teaming 102 Navigating Conflict.

TeamSTEPPS® Objectives:

1. Review sentinel events in healthcare, the top root causes, and the need for team performance improvement
2. Establish team strategies and tools to implement consistently for increased team performance and patient safety (Communication, Leadership, Situation Monitoring, and Mutual Support)
3. Practice team strategies and tools via simulation and reflect on how these strategies and tools improve individual and team performance

Teaming 101 Objectives:

1. Define “teaming” vs. teamwork, and the significance of each in your work
2. Analyze the seven drivers for effective teams
3. Discuss the factors essential for the seven drivers in your team

Teaming 102 - Navigating Conflict Objectives:

1. Cultivate conditions where conflict is manageable
2. Reframe our beliefs and attitudes about conflict
3. Identify causes of conflict and strategies for addressing it

Participating Disciplines

Emergency Medicine	Palliative Care
Family Medicine	Podiatry
Geriatric Medicine	Psychiatry
Obstetrics and Gynecology	Sports Medicine
Oral and Maxillofacial Surgery	Transitional Residency
Orthopedic Medicine	

De-Centralized Interprofessional Education (D-IPE)

De-Centralized Interprofessional Education (D-IPE) is a term established by the Department of IPEP at UNTHSC. The term allows us to distinguish IPE designed, facilitated, and regulated by faculty collaborators from distinct colleges and schools from IPE designed, facilitated, and regulated by the Department of IPEP, which is termed “C-IPE”.

C-IPE has its limitations. While C-IPE is open to all colleges and schools, including colleges and schools from collaborating institutions, it is designed to meet the fundamental, macro-level educational needs of all. C-IPE may not fit neatly within the overall curriculum for each student at particular times. Despite effort to design inclusive learning and facilitation, students may not gather the relevancy of the learning. While C-IPE survey data shows an increase in students valuing IPE, a disconnect remains for some.

D-IPE is a solution toward improving the IPE needs of students. D-IPE is defined as, “when faculty from more than one profession come together to design and facilitate IPE that is fully embedded into a class or rotation for learners of more than one profession.” Often, the collaboration between colleges and schools is smaller, with 2-4 professions coming together. Smaller collaborations can apply interprofessional collaborative practice content distinctly related to the instruction of a class or rotation.

Some of the IPE learning opportunities described in this section of the catalogue are assigned to only one profession. We include these descriptions because the assignment requires active involvement with interprofessional colleagues and reflection exercises regarding IPCP. These assignments may also include interprofessional peer, faculty, or preceptor feedback so to establish growth in interprofessional practice.

*Note: While we do our best to capture all D-IPE offerings, formal and informal, there are units or activities within courses classified as IPE that are not reflected in this catalogue.

September 2023

Student-led Interprofessional Simulations

Contact: Student Society of Health System Pharmacists, TCOM Student Initiative in Medical Simulation

Programs Involved: Pharmacy and Osteopathic Medicine

Interprofessional Education Team Activity – Translational Research Plan – Graduate Student Mental Health for the Clinician-Scientist

Contact: Monica Jenschke (TCU Nurse Anesthesia) and Stephen Mathew (SBS)

Programs Involved: Biomedical Science, Nurse Anesthesia (TCU), and Physics & Astronomy (TCU)

DPT/PTA Intraprofessional Training – Roles/Responsibilities TeamSTEPPS®

Contact: Beverly McNeal (PT)

Programs Involved: Physical Therapist Assistant (Collin College and Weatherford College) and Physical Therapy

Friday Night in the ER® - Teamwork and Collaboration for Patient Safety

Contact: Janet Lieto, Lillie Gelinas, Emily Belew

Programs Involved: TCOM Year 2 students and Masters of Healthcare Administration Year 1 students.

Pediatric Dietetics Internship

Contact: Nusrath Habiba (TCOM)

Programs Involved: Dietetics (TCU & TWU), Osteopathic Medicine, and Physician Assistant

October 2023

IPE for Social Determinants of Health

Contact: Kayla Fair (SPH), Shane Fernando (TCOM), Kimberly Fulda (SPH), and Janet Lieto (TCOM)

Programs Involved: Public Health and Osteopathic Medicine

Common Reading – TCU

Contact: Kayla Fair (SPH) and Lynn Jackson (TCU Social Work)

Programs Involved: Public Health and various programs from TCU

November 2023

Interprofessional Chest Trauma Training

Contact: Jeff Beeson, Jeff Mott (PA), Chief of Police, and Tactical Medicine Applications - Registered Student Organization

Programs Involved: Osteopathic Medicine and Physician Assistant

Seniors Assisting in Geriatric Education (SAGE) – ends

Contact: Keri Christensen

Programs Involved: Dietetics (TCU), Nursing (TCU), Osteopathic Medicine, Pharmacy, Physical Therapy, Physician Assistant, Social Work (TCU), and Speech-Language Pathology (SLP)

January 2024

Co-Mobility

Contact: Leslie Ayers (PT) and Veda Womack (PA)

Programs Involved: Physical Therapy and Physician Assistant

IPE Simulations

Contact: Jamie Park (PA) and Sam Selby (TCOM)

Programs Involved: Osteopathic Medicine and Physician Assistant

Seniors Assisting in Geriatric Education (SAGE) – begins

Contact: Keri Christensen

Programs Involved: Dietetics (TCU), Nursing (TCU), Osteopathic Medicine, Pharmacy, Physical Therapy, Physician Assistant, Social Work (TCU), and Speech-Language Pathology (SLP)

February 2024

Interprofessional Critical Care Simulation

Contact: Haley McKeefer (Pharmacy student)

Programs Involved: Osteopathic Medicine, Pharmacy, and Physician Assistant

March 2024

Interprofessional Cultural Sensitivity

Contact: Janet Lieto (TCOM), Rolake Neba (Pharmacy), and Jamie Park (PA)

Programs Involved: Osteopathic Medicine, Pharmacy, and Physician Assistant

Interprofessional Mock Ethics

Contact: Janet Lieto (TCOM), Rolake Neba (Pharmacy), and Julia Reynolds (PA)

Programs Involved: Osteopathic Medicine, Pharmacy, and Physician Assistant

Interprofessional Mission Trip

Contact: Christian Medical Association

Programs Involved: Osteopathic Medicine and Pharmacy

April 2024

Disability, Rights, Education, and Activism in Medicine

Programs Involved: Osteopathic Medicine and Physical Therapy

Pedi-Palooza Simulations

Contact: Hae Jin Cho (Pharmacy) and Sam Selby (TCOM)

Programs Involved: Osteopathic Medicine and Pharmacy

Interprofessional Ethics

Contact: Stephen Mathew (SBS)

Programs Involved: Biomedical Sciences

Health Through Humility

Contact: Cultural Alliance, Registered Student Organization

Programs Involved: Osteopathic Medicine and Physical Therapy

June 2024

Institute for Health Disparities (IHD) IPE Workshop

Contact: Stephen Mathew (SBS)

Programs Involved: Biomedical Sciences and Osteopathic Medicine; undergraduate students participating in the summer programs under IHD

Professional Development and Continuing 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 IPE and IPCP as a part of their own health professions training. Faculty are called on to demonstrate innovative integration of IPE 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 IPE in the classroom and authentic examples of IPCP in clinical/professional settings. Faculty must develop the appropriate knowledge, abilities, and skills associated with core competencies around values and ethics, roles and responsibility, communication, and teamwork needed for successful IPCP. 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.

Academy of Health Science Educators (AHSE) – IPE Faculty Development

Dates: Fall 2023

“AHSE is a monthly workshop series dedicated to best practices in learning and education in the health sciences. AHSE will encourage all faculty to develop in themselves and in their colleagues’ excellence in facilitating learning at all stages of education from classrooms and labs to practice and research. The AHSE will foster a culture of educational excellence that values diversity...”

– Division of Academic Innovation ([Faculty and Staff Development Opportunities at UNTHSC](#))

September 21, 2023 – A Brief History of Interprofessional Teams: How We Got to Where We Are Today

Speakers – Cynthia Carroll (IPEP) and Hayley Yording (Research and Education Librarian)

Learning Objectives

1. A Journey Through Health History: Identify key events and milestones that shaped the development of interprofessional teams in healthcare
2. Evaluating Our Past: Discuss how the history of interprofessional teams influences today’s team dynamics
3. Bridging Past and Future: Gain practical strategies to leverage the wisdom of our past for a brighter and more collaborative future in healthcare

October 19, 2023 – A Comparison of Strategy For IPE

Speakers – Cynthia Carroll (IPEP)

Learning Objectives

1. Review the accreditation requirements and interprofessional curricular guidelines for implementing IPE
2. Describe the IPE methods of leading institutions across the country
3. Compare and contrast to discuss what methods are “best”

November 2, 2023 – Evolving Dimensions of Interprofessional Education

Speakers – Cynthia Carroll (IPEP) and Emily Dos Santos (IPEP)

Learning Objectives

1. Provide a clear understanding of the foundational definitions related to interprofessional collaborative practice and interprofessional education
2. Explore the impact of these definitions on shaping our approach and identifying potential boundaries
3. Envision innovative paradigms for classifying and expanding the scope of interprofessional endeavors

December 14, 2023 – How Do We Assess Teams and Teamwork Competence? Finding Organization in the Chaos...

Speakers – Emily Dos Santos (IPEP)

Learning Objectives

1. Establish a common language of key terms and phrases to enhance understanding and transferability of knowledge gained

2. Review the current standards for teams and teamwork competency and ways to assess
3. Discover the steps for, and practice, drafting an assessment tool to ensure actionability

Interprofessional Practice Education Faculty Development Program – Microcredential Cohort VIII

Dates: 04.05.2024 | 04.12.2024 | 04.19.2024 | 04.26.2024 | 05.03.2024 | 05.10.2024 | 05.17.2024

The UNTHSC Department of Interprofessional Education and Practice, in partnership with the UNTHSC Division of Academic Innovation, provides training in interprofessional practice education for faculty and preceptors, resulting in the earning of a microcredential.

The *Certificate of Recognition* utilizes a blended learning format. Participants complete online modules and readings 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 sessions include an opportunity to meet faculty from other professions and brainstorm innovations for IPE collaborations. Details of program content are outlined 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

*The microcredential program earned the Quality Matters® Certification this year after a rigorous review process.

Program Outline and Unit Objectives:

Unit 1 – Psychological Safety

Pework Objectives:

1. Review the history and driving factors of interprofessional education and practice and operational definitions and core competencies of interprofessional education and practice
2. Identify the drivers of collaborative practice and effective teamwork

Synchronous Session Objectives:

1. Create conditions for shared values, ethical conduct, and mutual respect while working with team members
2. Create a statement of goals for an interprofessional education project

Unit 2 – Roles and Responsibilities

Pework Objectives:

1. Apply knowledge of one's own role and team members' expertise to address health outcomes

2. Examine roles and responsibilities (i.e. capabilities) within the interactions of two realms, one being task-oriented and the other being team-oriented

Synchronous Session Objectives:

1. Clarify the roles and responsibilities of our health professions to further develop conditions that support interprofessional collaboration
2. Develop the first half of an outline for the team project

Unit 3 – Interprofessional Communication

Pework Objectives:

1. Analyze personal contributions to communicating in a responsive, responsible, respectful, and compassionate manner with team members
2. Describe the connection between effective communication and creating shared team cognition

Synchronous Session Objectives:

1. Explore tools and strategies to enhance team function and conditions
2. Develop the second half of an outline for the team project

Unit 4 – Interprofessional Teamwork

Pework Objectives:

1. Apply values and principles of team science to adapt one's own role in a variety of team settings
2. Assess team learning objectives, methods, and outcomes to develop improvement plans

Synchronous Session Objectives:

1. Recognize conditions that impact teamwork through a virtual game to identify how to assess and evaluate learning in teams
2. Review the outline of a different team and provide peer feedback as a team

Unit 5 – Interprofessional Team Facilitation

Pework Objectives:

1. Illustrate the general principles and methods of team facilitation, including a self-reflection of beliefs and behaviors that negate the aforementioned
2. Articulate the knowledge, skill, and preparation that are necessary for interprofessional facilitation

Synchronous Session Objectives:

1. Discuss ways of responding to case scenarios unique to interprofessional team/learning conditions
2. Review the peer feedback and submit a final outline of your team project

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

Pework Objectives:

1. Outline 'ways of being' interprofessional and strategies for creating interprofessional conditions at your institution

2. Describe instructional design principles for the development and delivery of IPE

Synchronous Session Objectives:

1. Present team projects for the development and delivery of original IPE experience/training/etc., and “yes, and” the projects through peer ideation
2. Submit your final presentation to Canvas and your Portfolium account

Participating Professions

Dietetics

Learning and Technology

Nursing

Occupational Therapy

Pharmacy

Physical Therapy

Public Health

Speech-language Pathology

Participating Institutions

Texas Christian University

University of North Texas Health Science Center

University of Montana

University of Nebraska

Washington State University

West Coast University

Texas IPE Consortium Events and Trainings

The Texas IPE Consortium is a task force in the state of Texas charged with fostering “cross-institutional collaboration in order to expand learning opportunities and reinforce value for IPE as a critical aspect of health professions education.” The UNTHSC Department of IPEP is a founding member of the Texas IPE Consortium and participates in and facilitates the events and trainings offered to the community by the consortium.

TeamSTEPPS Master Training Course

Date: August 4, 2023

IPE Facilitator Certificate Course

Date: November 10, 2023

TXIPE Consortium Annual Meeting

Date: April 11, 2024

Presentation: Assessing Teams

Conferences Attended and Presentations Delivered

Nexus Summit 2023 - Virtual

Dates: September 27-29, 2023

Presentation: Advancing Up The Learning Continuum – Interprofessional Education in Graduate Medical Education (Lightning Talk)

American Evaluation Association Annual Conference – Indianapolis, IN

Dates: October 12-14, 2023

Social Work Mini Conference – University of Texas at Arlington

Date: November 17, 2023

Presentation: IPE presentation to conference attendees

Administrative Professionals Team Quarterly Meeting – virtual

Date: November 13, 2023

Presentation: Navigating Communication Barriers and Strategies

National Academies of Practice Annual Meeting and Forum – Jacksonville, FL

Dates: March 15-16, 2024

Academy for Program Coordinators – virtual

Date: March 21, 2024

Presentation: Navigating Team Relationships

Clarion National Interprofessional Case Competition – Minneapolis, MN

Dates: April 12-13, 2024

Presentation: 4 students from College of Pharmacy, School of Public Health, and Texas College of Osteopathic Medicine competed in an interprofessional case competition hosted by the University of Minnesota wherein they presented their solution to a health-related issue in the state of Minnesota

Academy of Medical Educators – UNTHSC

Date: April 24, 2024

Presentation: History of Health Professions

North Texas Eye Research Institute – UNTHSC

Date: April 25, 2024

Presentation: Effective Teams in Ineffective Systems – the Rationale for Interprofessionalism

Association of Schools Advancing Health Professions Regional Summit – Virtual

Date: May 23, 2024

Change Makers for Health Policy Summer Camp – Weatherford College

Date: June 10, 2024

Presentation: Intro to TeamSTEPPS® and communication alongside faculty from the College of Nursing presenting on the nursing profession and nursing degrees at UNTHSC

References

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2. Miller GE. The assessment of clinical skills/competence/performance. *Acad Med*. 1990;65(9): S63-S67. doi: 10.1097/00001888-199009000-00045
3. Hodges BD, Lingard L, eds. *The Question of Competence: Reconsidering Medical Education in the Twenty-First Century*. Ithaca: ILR Press; 2012. Gordon S, Nelson S, eds. *The Culture and Politics of Health Care Work*.
4. Edmondson AC. *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Hoboken, New Jersey: John Wiley & Sons; 2019.
5. Canadian Interprofessional Health Collaborative. A National Interprofessional Competency Framework. Accessed October 24, 2022. <http://www.cihc-cpis.com/publications1.html>
6. Slusser MM, Garcia LI, Reed CR, McGinnis PQ. *Foundations of Interprofessional Collaborative Practice in Health Care*. St. Louis, Missouri: Elsevier Inc; 2018.
7. Tannenbaum S, Salas E. *Teams That Work: The Seven Drivers of Team Effectiveness*. Oxford University Press; 2021.

Acknowledgements

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The Department of IPEP is not able to fulfill its mission without collaboration from many university partners. The Division of Academic Innovation, Facilities Management, HSC Police and Parking, Classroom Education and Technology Support, and many others play an integral role in the implementation of IPE across the campus. We wish to extend our gratitude to the team members within each of these departments.

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 during the 23'24 academic year:

<i>Adrignola, Matt</i>	<i>Cox, Brittney</i>	<i>Hulsizer, Abigail</i>	<i>Orwig, Tracy</i>
<i>Aguiniga, Ashlyn</i>	<i>Cox, Jim</i>	<i>Hunter, Darlene</i>	<i>Park, Daniel</i>
<i>Alexander, Cailyn</i>	<i>Crompton, Maria</i>	<i>Jevas, Stephanie</i>	<i>Park, Jamie</i>
<i>Alzyoud, Jay</i>	<i>Crumm, Jennifer</i>	<i>Johnson, Cassandra</i>	<i>Patel, Manoj</i>
<i>Anderson, Stacie</i>	<i>Dadpay, Ali</i>	<i>Johnston, Val</i>	<i>Pickell, Stuart</i>
<i>Atkins, Lee</i>	<i>Davis, Kathleen</i>	<i>Kunkel, Laura</i>	<i>Piehl, Tonya</i>
<i>Ayres, Leslie</i>	<i>Davis, Sandra</i>	<i>Lieto, Janet</i>	<i>Quiben, Myles</i>
<i>Babalola, Funto</i>	<i>Decker, Meredith</i>	<i>Lively, Audrey</i>	<i>Ramanathan, Meena</i>
<i>Bach, Brandie</i>	<i>Dickson, Holly</i>	<i>Love, Brittany</i>	<i>Reynolds, Julia</i>
<i>Barr, Fredricka</i>	<i>Dos Santos, Emily</i>	<i>Lynch, Laurel</i>	<i>Rivera-Campos, Ahmed</i>
<i>Barrow, Jennifer</i>	<i>Drulia, Teresa</i>	<i>Machu, Tina</i>	<i>Robinson, Christina</i>
<i>Benavides, Taylor</i>	<i>Elliott, Ashlyne</i>	<i>Markham, Laine</i>	<i>Ross, Sarah</i>
<i>Bennett, Jackie</i>	<i>Fair, Kayla</i>	<i>Martinez, Hannah</i>	<i>Sambamoorthi, Usha</i>
<i>Bold, Lashaunn</i>	<i>Fantus, Sophia</i>	<i>Matches, Sarah</i>	<i>Samuels, Kenya</i>
<i>Boutte, Matthew</i>	<i>Fisher, Kelly</i>	<i>Mcneal, Beverly</i>	<i>Surve, Sajid</i>
<i>Bratton, Bobbie</i>	<i>Fix, Jennifer</i>	<i>Mott, Jeff</i>	<i>Tomer, Vikas</i>
<i>Brimo, Danielle</i>	<i>Franks, Susan</i>	<i>Mullins, Ashley</i>	<i>Troutman, Monte</i>
<i>Britton, Kelly</i>	<i>Furtado, Michael</i>	<i>Murphy, Jen</i>	<i>Trowbridge, Cindy</i>
<i>Brosnan, Amanda</i>	<i>Galke, Curtis</i>	<i>Nandy, Rajesh</i>	<i>Voth Schrag, Rachel</i>
<i>Brummett, Mindy</i>	<i>Garcia, Elizabeth</i>	<i>Ndiulor, Michelle</i>	<i>Walters, Scott</i>
<i>Burton, Justin</i>	<i>Gentry, Ashley</i>	<i>Neba, Rolake</i>	<i>Watson, Jennifer</i>
<i>Carroll, Cynthia</i>	<i>Gokenbach, Val</i>	<i>Neelamegam,</i>	<i>Wesling, Megan</i>
<i>Cervantes, Diana</i>	<i>Griego, Theresa</i>	<i>Malinee</i>	<i>White, Kristina</i>
<i>Cho, Hae Jin</i>	<i>Griner, Stacy</i>	<i>Noble, Charlotte</i>	<i>Womack, Veda</i>
<i>Choudhury, Ryan</i>	<i>Habiba, Nusrath</i>	<i>Northeim, Kari</i>	<i>Xavier, Christy</i>
<i>Cowling, Samantha</i>	<i>Howard, Meredith</i>	<i>Orr, David</i>	