



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

Catalogue of Centralized IPE (C-IPE)

Academic Year 2019-2020

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Definition of Centralized Interprofessional Practice Education (IPE)

Centralized Interprofessional Practice Education (C-IPE) is defined as IPE designed, facilitated, and controlled by the University of North Texas Health Science Center (UNTHSC) Department of Interprofessional Education and Practice.

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

- Graduate School of Biomedical Sciences (GSBS)
- 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)

The Department of IPEP operates on a budget funded through the Provost's office.

The UNT Health Science Center collaborates with regional institutions in providing IPE. These collaborations provide professional diversity to better meet 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 (*new participation as of 19'20*)

Initial Level

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

- Entry 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 UNTHSC 1st year students on teams made up of a variety of health care professions
- Students have an opportunity to learn about the health care professions and how various professions may work together in the care of a patient or population
- One Initial Level C-IPE class is offered per semester in the first year.
- Each C-IPE class is scheduled for 1 hour and 50 minutes.



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

Initial Level 1 | Establishing a Team (Roles and Responsibilities)**Dates:**

09.18.2019 | 09.25.2019

Description:

The Interprofessional Education (IPE) activity focuses on establishing a culture of interprofessional collaboration, understanding the roles and responsibilities of the health professions available to our program, and establishing an interprofessional team. The activity is intended to promote a positive foundation for future interprofessional learning and experiences.

Objectives:

1. To help develop a foundation for mutual respect and collaboration, students will learn from each other by sharing the roles and responsibilities of their health professions.
2. Using a patient and family health care experience, students will identify barriers to effective teamwork and safety.
3. Individually reflect and discuss strategies for effective teamwork and communication to improve quality of care and safety.
4. To generate ownership of competencies that promote collaboration, students will articulate the importance of the Interprofessional Education Collaborative four-core IPE competencies.
5. Students will create an interprofessional team plan to address a patient and population-centered need.
6. Students will debrief on teamwork experienced in this IPE workshop.

Interprofessional Education Collaborative (IPEC) Competencies:*Values and Ethics*

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

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

RR4. Explain the roles and responsibilities of other 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.

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.

Student Preparation Assignment:

- UNTHSC IPE/P Online CANVAS Module: Intro to IPE + Roles and Responsibilities
- IHI Open School's Online Module: PS 104: Teamwork and Communication in a Culture of Safety

College/School	Course (if applicable)
Athletic Training (TCU, TWsU, UTA)	---
Dietetics (TCU, TWmU)	---
Healthcare Administration	Required Co-curricular – Interlude: Professional & Academic Development
Medicine – Allopathic	MEDS 83102 Preparation for Practice 1
Medicine – Osteopathic	MEDE 7513 Professionalism & System-based Practice 1
Nursing (TCU)	---
Pharmacy	PHAR 7116 Clinical Case Discussions 1
Physical Therapy	DPHT 7209 Foundations of PT
Physician Assistant	MPAS 5290 PA Practice
Public Health	Required Co-curricular – Interlude: Professional & Academic Development
Social Work (TCU, UTA)	---
Speech-language Pathology (TCU)	---

Initial Level 2: Interprofessional - Population Health

Dates:

04.01.2020 | 04.08.20

Description:

Interprofessional teams of health professions students collaborate using a population health perspective to address the problem of the 2020 COVID-19 Pandemic. An upstream thinking approach (looking upstream at the determinants of health) is used to work on preventing problems, rather than focusing solely on interventions once the determinants of health have shown their negative impact. Students share and evaluate strategies for healthcare systems to work with patients, communities, government, and industry to develop interventions/prevention at the population level. The discussion begins with upstream thinking and social determinants of health. The discussion concludes with a focus on the four core competencies for interprofessional collaborative practice as they apply to the pandemic.

Objectives:

1. Practice knowledge and application of the four core IPE competencies through an interprofessional team discussion of the COVID-19 Pandemic.
 - o Value contributions from all to examine ethical dilemmas specific to this pandemic (Values and Ethics);
 - o Describe how professionals collaborate and integrate interventions to optimize health systems and public health during the pandemic (Roles and Responsibilities);
 - o Listen actively, express and encourage ideas and opinions (Communication);
 - o Constructively manage disagreement, and reflect on individual learning that occurred while communicating within a team (Teams and Teamwork).
2. Identify the role of clinical health care in partnering with public health – community, government, industry, and others outside the clinical setting to develop appropriate interventions at the population level.

Interprofessional Education Collaborative (IPEC) Competencies:

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

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

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.

Student Preparation Assignment:

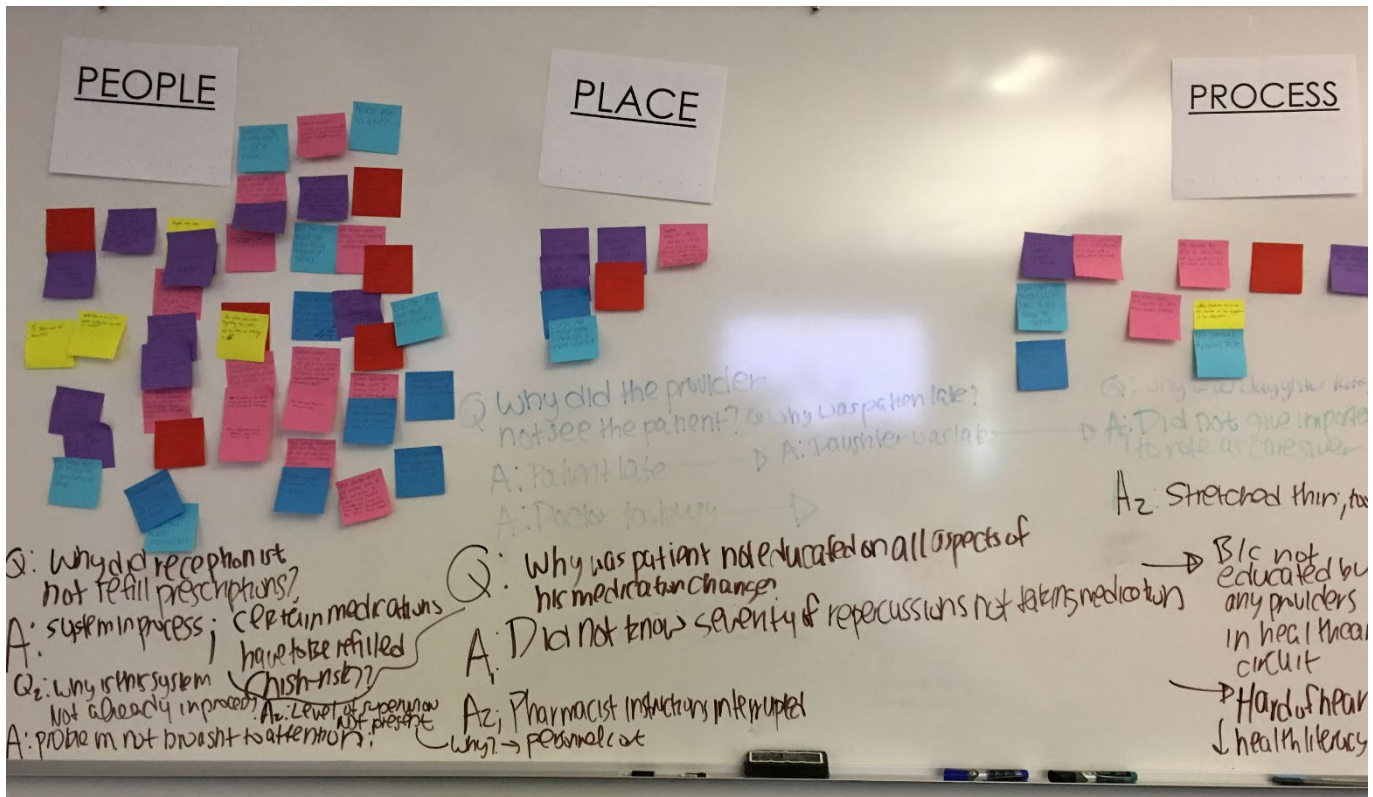
- Institute for Healthcare Improvement - Open School Online Module: TA 101: Introduction to the Triple Aim for Populations
- Self-directed review of news regarding COVID-19.

College/School	Course (if applicable)
Athletic Training (TCU, TWsU, UTA)	---
Dietetics (TCU, TWmU)	---
Healthcare Administration	Required Co-curricular – Interlude: Professional & Academic Development
Nursing (TCU)	---
Osteopathic Medicine	MEDE 7514 Professionalism & System-based Practice 2
Pharmacy	PHAR 7126 Clinical Case Discussions 2
Physical Therapy	DPHT 7225 Culture Teaching & Learning
Physician Assistant	MPAS 5322
Public Health	Required Co-curricular – Interlude: Professional & Academic Development
Social Work (TCU, UTA)	---
Speech-language 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 1 hour and 50 minutes.



(Photo Credit: Lillie Gelinas. Students collaborate to work through Root Cause Analysis.)

Intermediate 1: Patient Safety in Interprofessional Ambulatory Care

Dates:

11.06.19 | 11.13.19

Description:

Interprofessional Education is an avenue for improving health outcomes and the quality of health and health care. In accordance with the quality of health and health care, the issue of *patient safety* is ever present. It is estimated that up to 440,000 patients die each year in hospitals. And while the numbers are not easily measured in ambulatory (outpatient) care, it is estimated that patient harm in ambulatory settings is much larger than inpatient settings. This workshop focuses on *patient safety issues within and among ambulatory settings and ambulatory teams*.

Objectives:

1. Students review the pre-assignment content to reinforce how patient safety is multi-factorial.
2. Students will analyze a case scenario to identify how adverse events can occur in the ambulatory setting.
3. Student teams will use an abbreviated root cause analysis to identify factors that led to a preventable adverse event.
4. Students, using the findings of the root cause analysis, will recommend strategies to avoid future adverse events.

Interprofessional Education Collaborative (IPEC) Competencies:

Values and Ethics

VE1. Place interests of patients and populations at the 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 cultural diversity and individual differences that characterize patients, populations, and the health team.

VE.5 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.

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

Roles/Responsibilities

RR5. Use the full scope of knowledge, skills, and abilities of professionals from health and other fields to provide care that is safe, timely, efficient, effective, and equitable.

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

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

RR9. Use unique and complementary abilities of all members of the team to optimize health and patient care.

Communication

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

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.

Student Preparation Assignment:

- Institute for Healthcare Improvement - Open School Online Module: PS 101: Introduction to Patient Safety
- Journal Article: Sarkar, U., Wachter, R. M., Schroeder, S. A., Schillinger, D., (2009) Refocusing the lens: patient safety in ambulatory chronic disease care. *The Joint Commission Journal on Quality and Patient Safety*. 2009, July; 35(7): 377-83, 341.

College/School	Course (if applicable)
Athletic Training (TCU, TWsU, UTA)	---
Dietetics (TCU, TWmU)	---
Healthcare Administration	Required Co-curricular – Interlude: Professional & Academic Development
Medicine – Allopathic	MEDS 83102 Preparation for Practice 1
Medicine – Osteopathic	MEDE 7515 Professionalism and System-based Practice 3
Nursing	---
Pharmacy	PHAR 7136 Integrated Pharmacy Recitation 1
Physician Assistant	MPAS 5242 Clinical Integrative Medicine II
Public Health	Required Co-curricular – Interlude: Professional & Academic Development
Social Work (TCU, UTA)	---
Speech-language Pathology (TCU)	---

Intermediate 2: Interprofessional Mortality Review Committees

Dates:

01.29.20 | 02.05.20

Description:

Texas mothers are dying at an increasing rate, causing alarm for the public and within our state government. The Texas Legislature called together a task force to investigate mortality trends in mothers. The **Texas Maternal Mortality and Morbidity Task Force** (a maternal mortality and morbidity review committee) was legislatively established in 2013 and convened in 2014. Maternal Mortality and Morbidity committees exist in hospitals and government as interprofessional teams. 'Maternal mortality committees have a sober and noble charge: determine preventability of individual maternal deaths and recommend specific and feasible actions to prevent future deaths. (<http://www.reviewtoaction.org>, December 11, 2017). The IPE Workshop provides an opportunity for students to practice working together as a Maternal Mortality and Morbidity Committee.

Objectives:

As a team, students will:

1. Identify social determinants of health related to maternal mortality.
2. Utilize a Life Course Approach to consider the roles each profession plays in contributing to the overall health of women before, during, after, and between pregnancies.
3. Assess information related to case studies to determine if a presented death was pregnancy-related and preventable.
4. Use appropriate communication and decision-making tools to reach consensus on case studies.
5. Collaboratively describe appropriate recommendations for prevention of case related maternal deaths.
6. Review and evaluate their work as a team.

Interprofessional Education Collaborative (IPEC) Competencies:

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 lifespan.

VE3. Embrace cultural diversity and individual differences that characterize patients, populations, and the health team.

Roles and 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.

Interprofessional Communication

CC3. Express one's own 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.

Teams and Teamwork

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

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

Student Preparation Assignment:

- Canvas module: Two Patient Case Reviews
- Complete page one of the MMRIA Committee Decision Forms for each case.

College/School	Course (if applicable)
Athletic Training (TCU, TWsU, UTA)	---
Dietetics (TCU, TWmU)	---
Healthcare Administration	Required Co-curricular – Interlude: Professional & Academic Development
Medicine – Allopathic	MEDS 83102 Preparation for Practice 1
Medicine – Osteopathic	MEDE 7516 Professionalism & System-based Practice 4
Nursing (TCU)	---
Pharmacy	PHAR 7126 Integrated Pharmacy Recitation 2
Physical Therapy	DPHT 7551 Musculoskeletal Physical Therapy II
Physician Assistant	MPAS 5250 Emergency Medicine
Public Health	Required Co-curricular – 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®: Essentials Training

Dates:

Offered at various times throughout the school year. The date of occurrence is listed in the Course column below.

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®.

Objectives:

1. Demonstrate initial understanding of TeamSTEPPS® concepts and processes via low-level 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:

- N/A

College/School	Course (if applicable)
Medicine – Osteopathic	MEDE 8400 Clinical Skills (week of 06.22.20)
Pharmacy	PHAR 7116 (Date: 08.12.19)
Physical Therapy	DPHT 7209 (Date: 08.08.19)
Physician Assistant	MPAS 5205 Clinical Skills (Offered online due to COVID-19, 03.20)

TeamSTEPPS®: Simulation Training

Dates:

Offered at various times throughout the academic year. Details regarding occurrence are listed in the Course column below.

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 'Basics in TeamSTEPPS' training.

College/School	Course (if applicable)
Medicine – Osteopathic	MEDE 8400 Clinical Skills – Due to COVID-19, the TeamSTEPPS simulation was postponed; plans to reschedule during first clinical rotation.
Physician Assistant	MPAS 5205 Clinical Skills - Due to COVID-19, the TeamSTEPPS simulation was postponed; plans to reschedule during rotation exam days (PASS Day).

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: Jill Johnson. Faculty apply teamwork strategies to play the IPEscape room game.)

Interprofessional Education for Faculty Development - Online Modules

Dates:

open enrollment, self-paced

Description:

Module 1 Interprofessional Education and Practice: The New Frontier in Health Professions Education:

Information on the Interprofessional Education and Practice movement nationally and at UNTHSC. Helps define collaborative practice, the role of IPE in developing collaborative practice ready professionals, and the importance of collaborative practice in improved quality of care and patient safety.

Module 2 Developing Faculty Facilitation Skills for Interprofessional Education:

Insights into best practices for facilitation of Interprofessional student team education activities. Facilitation principles and strategies are discussed and characteristics of effective facilitation are identified.

Module 3 Integrating Interprofessional Education and Practice into your Curriculum:

Insights into best practices in instructional design and delivery strategies for implementing Interprofessional Education into existing courses.

Module 4 Roles and Responsibilities:

Foundational knowledge regarding the health professions available to our IPE programs.

Objectives:

1. Identify operational definition of Interprofessional Education and Interprofessional Collaborative Practice.
2. Analyze the various factors driving the need for interprofessional team collaboration competency development
3. Discuss core competencies and competency domains for interprofessional collaborative practice.
4. Describe interprofessional education at University of North Texas Health Science Center.
5. Explore the characteristics of effective IPE facilitators.
6. Identify facilitation principles for use with interprofessional learners and teams.
7. Recognize group facilitation methods for use with IPE learners.
8. Translate strategies to create an interactive learning environment and IPE setting.
9. Explore strategies for creating a culture of IPE in the classroom.
10. Gather information about instructional design principles for IPE.
11. Discover curricula delivery methods for promoting interactive learning in IPE.
12. Try effective instructional design and delivery strategies to integrate IPE within existing courses.
13. Briefly explain the roles and responsibilities of the health professions participating in UNTHSC IPE.
14. Communicate your roles to patients, caregivers, and other professionals.
15. Value all health care and related professions.

Interprofessional Education for Faculty Development - Certificate of Recognition and Distinction – Cohort III

Dates:

09.06.19 | 09.20.19 | 10.04.19 | 10.18.19 | 11.15.19 | 12.13.19

Description: The UNTHSC Department of Interprofessional Education and Practice in partnership with the UNTHSC Center for Innovative Learning, and with recommendations from *SaferCare* Texas, provide faculty development programs to promote and strengthen Interprofessional Education and Practice.

The Certificate of Recognition utilizes a blended learning format. Participants complete one or two online modules in preparation for each one and a half hour, interactive session, 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.

The Certificate of Distinction is awarded to faculty who complete the IPE Faculty *Certificate of Recognition* and collaborate with a least one other faculty member from a different profession to design, develop, implement, and assess outcomes of an approved interprofessional learning experience with students or trainees of two or more professions. Faculty seeking the IPE *Faculty Distinction* will demonstrate additional 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.

Organizational Strategy Alignment:

- [See 2020](#)
- [One University](#)
- [Faculty Development Framework](#)
- Promotion and Tenure
- Train the Trainer model

Session Objectives:

Session 1 – Creating an IPEP Educational Public Service Announcement

1. Demonstrate the knowledge, attitudes and skills of dynamic interprofessional collaborative teamwork through creation of an innovative Interprofessional education and practice public service video.
2. Promote and encourage student and faculty awareness of Interprofessional collaboration in education and practice through the planning and designing of a public service video to be shared with faculty and students.

Session 2 – Team Tower Training

1. To review leadership, communication, situation monitoring, and mutual support tools and strategies and apply them to team performance simulations.

Session 3 – IPEscape Room

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.

Session 4 – Game of Roles!

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.

Session 5 – IPE Improv Facilitation

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

Session 6 – Integrating IPE into Curriculum and Clinics

1. Celebration, distinction projects, and PSA premiers.

HSC/JPS Interprofessional Preceptor Development Program – pilot

Dates:

02.19.20 | 03.25.20 | 04.15.20 | 05.20.20 | 06.10.20

(Program postponed due to COVID-19)

Description:

In the fall of 2019, faculty, who had completed the IPE Faculty Development Program and who were looking for ways to train clinical preceptors, came to the Department of IPEP to propose that the program be delivered to clinical preceptors. Not only were our faculty hoping for interprofessional preceptor development, the National Center for Interprofessional Education had been calling out for years for the IPE Learning Continuum to expand to clinical training sites. Furthermore, the National Collaborative for Improving the Clinical Learning Environment (NCICLE) issued a report describing how all efforts in interprofessional education during student training could be swiftly lost once students enter into clinical learning sites, because those sites often fail to distinctly demonstrate or define interprofessional collaborative practice as it is occurring.

UNTHSC is a close partner with John Peter Smith Hospital; it is where many of our students fulfill their clinical rotations. Therefore, due to an established relationship and proximity, the academic team at JPS welcomed the Department of Interprofessional Education and Practice, the Center for Innovative Learning (faculty development), and INCEDO (continuing education) to provide IPE development for leadership and preceptors.

The pilot program launched on Feb 25, 2020 with 27 participants. The program consists of five (2-hours) modules to precede five (1.5 hours) in-person, interactive sessions. The objectives of the five sessions are listed below.

Session Objectives:

Session 1: Developing a Cultural of Interprofessional Practice and Education - Psychological Safety

1. Define Psychological Safety and its role in health care and health professions' education.
2. Identify the relevance of psychological safety in enhancing the clinical learning environment.
3. Develop strategies for the development of psychological safety in the clinical learning environment.

Session 2: Establishing the Fundamentals of Teamwork

1. Leadership, communication, situation monitoring, and mutual support tools and strategies applied to improve team performance in simulation.
2. Reflect on implementation of TeamSTEPPS into clinical learning environments.

Session 3: Integrating Collective Competence in the Clinical Learning Environment

1. Work collectively within small interprofessional teams to solve clues and puzzles on interprofessional practice education.

Session 4: Facilitating Interprofessional Teams

1. Demonstrate strategies for facilitating interprofessional teams.

Session 5: The Seven C's of Teamwork

1. Working in interprofessional teams, learners create innovative clinical learning environment improvement projects.
2. Teams pitch their project ideas to colleagues for feedback.
3. Celebration.

Acknowledgements

Interprofessional education would not be possible without true leadership support. We would like to acknowledge President Williams and Provost Taylor for continuously highlighting the value of interprofessional education and practice to improve health outcomes.

The Department of Interprofessional Education and Practice is not able to fulfill its mission without collaboration from many university partners. Of the many: The Center for Innovative Learning (CIL) supports the Department of IPEP initiatives in faculty and preceptor development, as well as instructional design strategies for all levels of IPE. INCEDO (professional and continuing education) supports the Department of IPEP by supplying continuing education credits for faculty, preceptors, and clinicians. SaferCare Texas helps the Department of IPEP align its curriculum with principles of interprofessional practice for patient safety.

People are the most important component of successful IPE. Each year faculty across all professions contribute multiple hours to facilitate interprofessional education and integrate interprofessional concepts into their curriculum. Through effective facilitation and instruction, our faculty have increased the value learners place on interprofessional, collaborative practice. Students participating in IPE are breaking down silos. Our students consistently demonstrate a genuine interest in the model of 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 as a result of their willingness to participate in interprofessional education from day one of training.