



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

Catalogue: Department of Interprofessional Education and Practice

Academic Year 2022-2023

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Definition of Centralized Interprofessional Practice Education (C-IPE)

Centralized Interprofessional Practice Education (C-IPE) is Interprofessional Practice 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 IPE across its five colleges and schools:

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

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. The collaborating programs are

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| <ul style="list-style-type: none">▪ Tarrant County College (TCC)<ul style="list-style-type: none">○ Diagnostic Medical Sonography○ Medical Assistant○ Physical Therapist Assistant○ Radiologic Technology○ Respiratory Care▪ 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○ Dietetics○ School of Medicine○ Speech-Language Pathology▪ University of Texas at Arlington (UTA)<ul style="list-style-type: none">○ Athletic Training○ Social Work |
|---|--|

The Department of IPEP structures IPE curriculum to align strategically with the Interprofessional Education Collaborative's (IPEC) Core Competencies for Interprofessional Collaborative Practice¹. 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. Values/Ethics for Interprofessional Practice – Initial Level 1, fall semester
2. Roles and Responsibilities for Collaborative Practice – Initial Level 2, spring semester
3. Interprofessional Communication Practice – Intermediate Level 1, fall semester
4. Interprofessional Teamwork and Team-based Practice – Intermediate Level 2, 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 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 C-IPE

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

- Initial level IPE activities with a focus on acquisition of declarative knowledge around the IPEC core competencies (Knows and Knows How levels of Miller's Model of Competency Development²)
- Typically, includes UNTHSC 1st year students and students from our collaborating programs on teams made up of a variety of health care and public health professions
- Students have an opportunity to learn foundational information with regard to public health and 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 per semester. The first C-IPE takes place before Decentralized IPE, which are IPE sessions designed, facilitated, and regulated by specific colleges and schools, and where the Department of IPEP only holds a supporting role in its implementation.
- A C-IPE unit includes both asynchronous, online learning and synchronous classroom learning. This blended learning method is termed a "unit" of IPE. The C-IPE synchronous classes last approximately 1 hour and 50 minutes.

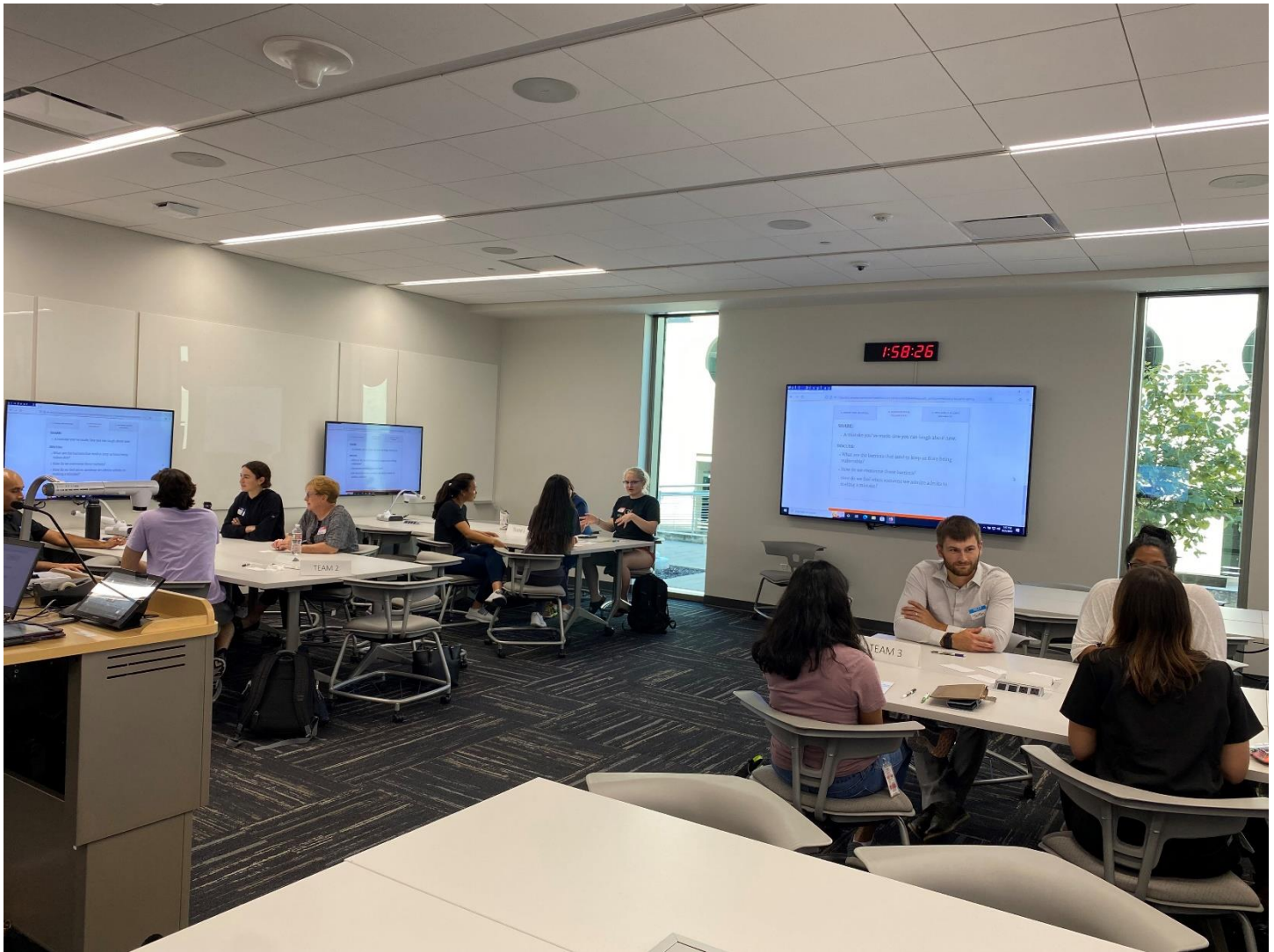


Figure 1 - Interprofessional student teams demonstrate fallibility by sharing and discussing mistakes and barriers to vulnerability.

Dates: 09.21.2022 | 09.28.2022

Description: The first unit provides the background for IPE so to set a foundation for what all IPE learners will encounter during training and in practice. The online content provides 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*³ and the concept of *psychological safety*⁴ 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 a climate of mutual respect and shared values.”

Online Learning 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

In-Class Objectives:

1. Analyze and establish principles and strategies for creating psychological safety on interprofessional teams
2. Identify same/shared knowledge, training, attitudes, and values of the health professions
3. Create space where interprofessional teams of students can learn about, from, and with each other to improve health outcomes

IPEC Competencies¹:

The unit addresses the following sub-competencies through content, instruction, 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 members⁵.

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) – TCU course information unavailable; UTA KINE 5221 Clinical Athletic Training II

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) – MEDS 83101 Preparation for Practice 1

Medicine, Osteopathic (UNTHSC TCOM) – MEDE 7513 Professional Identity and Systems Practice 1

Pharmacy (UNT SCP) – PHAR 7315 Pharmacy Profession and Skill Enhancement I

Physical Therapist Assistant (TCC) – course information unavailable

Physical Therapy (UNTHSC SHP) – DPHT 7209 Foundations of Physical Therapy

Physician Assistant (UNTHSC SHP) – MPAS 5290 Approach to PA Practice

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

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

Dates: 04.05.2023 | 04.12.2023

Description: The second IPE 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.”

Online 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 in which 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 Competencies¹:

The unit addresses the following sub-competencies through content, instruction, 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.

✓ 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) – TCU course information unavailable; UTA KINE 5222 Clinical Athletic Training II

Diagnostic Medical Sonography (TCC) – course information unavailable

Dietetics (TCU | TWU) – course information unavailable

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

Medical Assistant (TCC) – course information unavailable

Medicine, Allopathic (TCU) – MEDS 83102 Preparation for Practice 2

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

Pharmacy (UNT SCP) – PHAR 7325 Pharmacy Practice 2

Physical Therapist Assistant (TCC) – course information unavailable

Physical Therapy (UNTHSC SHP) – DPHT 7225 Culture Teaching & Learning

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

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

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

Intermediate Level C-IPE

Intermediate level IPE includes some, or all, of the following criteria:

- Intermediate level IPE offerings focus on applying knowledge of the IPEC core competencies to specific situations or settings (Knows How and Shows levels of Miller's Model of Competency Development³⁾)
- Typically includes UNTHSC 2nd year clinical students and students from our collaborating programs on student teams made up of four or more professions, working collaboratively on an IPEC competency topic
- One intermediate level C-IPE unit is offered per semester
- A C-IPE unit includes both asynchronous, online learning and synchronous classroom learning. The C-IPE synchronous classes last approximately 1 hour and 50 minutes.



Figure 2 - Students practice teamwork together in interprofessional teams to complete a virtual escape room.

Dates: 10.19.2022 | 10.26.2022

Description: Expert team collaboration requires each member of the team to 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.⁶ 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.”¹

Online Learning Objectives:

1. Explain the essential tools and strategies that improve interprofessional communication
2. Conduct a communication self-assessment and identify two personal conclusions based on the result; write a reflection response to share in class

In-Class Objectives:

1. Discuss education and training for effective communication and analyze case studies demonstrating communication errors
2. Practice effective communication strategies to manage transitions, hand-offs, and conflict
3. Debrief and share constructive feedback on applied communication practice

IPEC Competencies¹:

The unit addresses the following sub-competencies through content, instruction, 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.⁵

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) – TCU course information unavailable; UTA KINE 5224 Clinical Athletic Training V

Dietetics (TCU | TWU | THR Interns) – 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 Health Systems Practice 3

Pharmacy (UNT SCP) – PHAR 7230 Foundations of Patient Care and Skills and Development I

Physical Therapist Assistant (TCC) – course information unavailable

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

Physician Assistant (UNTHSC SHP) – MPAS 5244 Clinical Integrated 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

Intermediate 2 | Unit 4 | Teams and Teamwork

Dates: 01.25.2023 | 02.01.2023 (rescheduled to 02.15.2023 due to inclement weather)

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.³ In this unit, students learn about and discuss the 7 C's for effective teamwork,⁷ reflect upon their current or future transitions into the clinical/practical learning environment, and how they will assimilate effectively into the team.

Online 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

IPEC Competencies¹:

The unit addresses the following sub-competencies through content, instruction, 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.⁵

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.

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.

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) – TCU course information unavailable; UTA KINE 5225 Clinical Athletic Training VI

Dentistry (UNTHSC SHP VA Partnership) – course information unavailable

Dietetics (TCU | 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 (UNT SCP) – 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

Advanced Level C-IPE

Advanced level IPE includes some, or all, of the following criteria:

- IPE activities with a focus on applying procedural knowledge of the IPEC core competencies to specific situations and settings (Shows and Does levels of Miller's Model of Competency Development²)
- Typically includes UNTHSC 3rd and 4th year students and residency trainees on student teams of four or less professions, working to demonstrate collaborative skills



Figure 3 - Physician Assistant Studies students participate in TeamSTEPPS Essentials Training and apply their strategies and tools to build a Lego tower.

TeamSTEPPS® Essentials Training

Dates: 07.27.2022 | 01.05.2023 | 01.19.2023 | 06.21-23.2023

Description: 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 (Leadership, Communication, 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 Competencies¹:

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

Values/Ethics

VE6. Develop a trusting relationship with patients, families, and other team members.⁵

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.

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/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

Pharmacy (UNT SCP) – PHAR 7240 Foundations of Patient Care and Skills Development II

Physical Therapy (UNTHSC SHP) – DPHT 7209 Foundations of Physical Therapy

Physician Assistant (UNTHSC SHP) – MPAS 5205 Clinical Skills

TeamSTEPPS® Simulation Training

Dates: 01.26.2023 | 06.26.2023

Description: Basic life support (BLS) simulation training using strategies and tools acquired during the TeamSTEPPS® Essentials 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 Competencies¹:

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

Values/Ethics

VE6. Develop a trusting relationship with patients, families, and other team members.⁵

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.

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/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: 08.25.2022 | 08.29.2022 | 09.07.2022 | 09.23.2022 | 10.03.2022 | 12.06.2022 | 12.09.2022 | 12.14.2022 | 12.16.2022 | 01.24.2023 | 02.24.2023 | 04.07.2023 | 04.25.2023 | 05.10.2023 | 06.08.2023

Description: Fellows and residents from John Peter Smith (JPS) Hospital participate in a series of 2 training sessions following the Accreditation Council for Graduate Medical Education (ACGME) Clinical Learning Environment Review (CLER) Program's Pathways to Excellence Teaming Pathway. Learners are introduced to the "Seven C's" for effective teaming⁷ in the first session and communication and conflict management in the second session.

Objectives:

Teaming 101

1. Define "teaming" and its significance in your work
2. Identify the Seven C's for effective teaming
3. Discuss and reach consensus on the systems, skills, and mindsets essential for the Seven C's on your team

Teaming to Navigate Conflict

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 Professions:

Emergency Medicine

Family Medicine

Geriatric Medicine

Obstetrics and Gynecology

Orthopedic Medicine

Palliative Care

Podiatry

Psychiatry

Sports Medicine

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 IPE 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/professional settings. Faculty, in order to be effective, 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.



Figure 4 - Learners practice communication strategies and tools to assemble a Mr. Potato Head model correctly and try to finish before the other teams.

Interprofessional Practice Education Faculty Development Program – Microcredential Cohort VII

Dates: 04.13.2023 | 04.20.2023 | 04.27.2023 | 05.04.2023 | 05.11.2023 | 05.18.2023 | 05.25.2023

Description: 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

Program Outline and Unit Objectives:

Unit 0 – Orientation

Unit 1 – Psychological Safety

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. Develop initial ideas and outline of team projects

Unit 2 – Roles and Responsibilities

Pre-work Objectives:

1. Establish a foundation of mutual respect and collaboration by sharing the roles and responsibilities of various professions and seeking by clarity about the roles and responsibilities from interprofessional colleagues
2. Identify basic knowledge of team member capability with regard to overall team effectiveness

Session Objectives:

1. Develop a foundation of mutual respect and collaboration as we learn from each other by sharing roles and responsibilities of our health professions and seeking clarity about the roles and responsibilities of 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 the 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. Review and clarify tools and strategies of communication, leadership, situation monitoring, and mutual support
2. Learners will reflect on strategies to implement TeamSTEPPS® into their learning environments

Unit 4 – Interprofessional Teamwork

Pre-work Objectives:

1. Demonstrate knowledge of coordination and cooperation as drivers of effective teamwork
2. Analyze case scenarios for four key teamwork behaviors associated with coordination
3. Evaluate personal areas of strength and potential growth in the use of the 7C's of teamwork
4. Demonstrate the 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 practice to solve an IPE escape room within a set time limit

Unit 5 – Interprofessional Team Facilitation

Pre-work Objectives:

1. Demonstrate knowledge strategies for effective interprofessional teams and learner facilitation
2. Analyze case scenarios for the presence of effective facilitation strategies
3. Demonstrate the application of effective facilitation strategies and tools for learner scenarios
4. Give and receive feedback on team effectiveness in their demonstration of 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

Pre-work Objectives:

1. Outline strategies for creating a culture of **IPEP** in the classroom
2. Apply instructional design principles for the development and delivery of **IPE**

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

TeamSTEPPS® Essentials Training

Date: 01.12.2023

Description: The Texas College of Osteopathic Medicine (TCOM) Faculty Development Center offers a Graduate Certificate in Academic Medicine Fellowship. 14 faculty members from schools across Texas participated in TeamSTEPPS® Essentials Training to learn essential strategies and tools to enhance performance and patient safety. Learners practice and reflect upon teamwork by building towers with Legos® and assembling a Mr. Potato Head model.

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 (Leadership, Communication, 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

Participating Professions and Institutions:

Biomedical Sciences and Public Health (BSW All Saints IMRP | Lake Granbury FMRP | Texas Health FW IMRP)

Business (TCOM Health Systems)

Medicine, Allopathic (Charlton Methodist FMRP | Texas Health FW IMRP | UNTHSC Pathology | University of the Incarnate Word SOM | Waco FMRP)

Medicine, Osteopathic (JPS Palliative Care/Hospice)

Physical Therapy (University of Mary Hardin-Baylor)

Definition of De-centralized Interprofessional Practice Education (D-IPE)

De-centralized Interprofessional Practice 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 interprofessional collaborative practice. These assignments may also include interprofessional peer, faculty, or preceptor feedback so to establish growth in interprofessional practice.

Coding System for Student Participation in D-IPE

Not all D-IPE opportunities are curricular requirements. Some D-IPE opportunities are voluntary. For example:

- Faculty may pilot an IPE and request participation from students through student organizations
- The IPE opportunity is required, but not offered to all students. Students assigned to a rotation may be required to participate in an IPE simulation during that rotation. However, the simulation does not occur during each rotation of students.
- IPE could occur within an elective class. Therefore, IPE is required for the students who register for the class, but as an elective, the class does not reach all students.

An asterisk placed next to a college or school indicates the following:

No asterisk: Required for all students in a distinct college or school

*One asterisk: Required for all students in a distinct class or rotation, therefore not reaching all students

**Two asterisks: Student participation is voluntary

Institute for Health Disparities IPE Workshop

Date: 06.29.2022

Description: Professional identity formation within the health professions includes self-identification as a member of an interprofessional health care team. Research has identified effective health care teams as a factor in improved patient outcomes. Translational research bridges the gap between basic science and clinical practice. This workshop brings together basic science researchers and healthcare professionals to collaborate on a clinically relevant topic in need of basic science research and community-based approaches.

The focus of this activity for students from basic science and clinical professions will focus on the following 3 core competencies for interprofessional collaborative practice:

Roles and Responsibilities: Student teams will discuss their current understanding of the role science researchers and healthcare professionals play in improving care – focusing on contributions of clinical and basic science knowledge to identify problems and devise solutions.

Interprofessional Communication: With the assistance of a facilitator, team members will be guided through introductions, questions, and problem-solving as a method they can utilize in the future.

Teams and Teamwork: Student teams comprised of healthcare professionals and scientists will use information from a recent research study to complete a (1) team-based learning activity, (2) discuss directions for future study and (3) design a study to address the unknown related to the topic.

Collaborators: Stephen Mathew

Participants: SBS graduate and undergraduate students and TCOM students that are part of the summer programs under IHD

Student-led Interprofessional Simulation

Date: 09.16.2022

Description: Student-led simulation training between physician and pharmacy students for ED and ICU contexts. Students respond to emergencies such as overdoses and stroke.

Collaborators: Haley McKeefer (Pharmacy Year 3 | Student Society of Health-System Pharmacists) and Matt Wieters (TCOM Year 2 | TCOM Student Initiative in Medical Simulation)

Participants: 150 students

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

Date: 09.23.2022

Description: Translational research bridges the gap between basic science and clinical practice. This workshop brings together basic science researchers and healthcare professionals to collaborate on a clinically relevant topic in need of basic science research.

Objectives:

1. Engaging students to discuss the interaction of their various science disciplines
2. Offering the students the experience of interdisciplinary collaboration
3. Students from various backgrounds sharing the role of research in their field

IPEC Competencies¹:

Roles/responsibilities — Student teams will discuss their current understanding of the role science researchers and healthcare professionals play in improving care — focusing on contributions of clinical and basic science knowledge to identify problems and devise solutions.

Interprofessional communication — With the assistance of a facilitator, team members will be guided through introductions, questions, and problem-solving as a method they can utilize in the future.

Teams and teamwork — Student teams comprised of healthcare professionals and scientists will use information from a hypothetical scenario and a recent research study to complete a (1) team-based learning activity, (2) discuss directions for future study and (3) design a study to address the unknown related to the topic.

Collaborators: Monica Jenscke (School of Nurse Anesthesia) and Stephen Mathew (School of Biomedical Sciences)

Participants: 88 students

TCU College of Science and Engineering

- Department of Physics and Astronomy

TCU Harris College of Nursing and Health Sciences

- Department of Kinesiology
- School of Nurse Anesthesia

UNTHSC at Fort Worth

- Department of Lifestyle Health Sciences
- Interprofessional Education and Practice (facilitators only)
- School of Biomedical Sciences

IPE for Social Determinants of Health

Date: 10.05.2022

Description:

Objectives:

1. Discuss social determinants of health and how they are associated with public health
2. Discuss how public health achievements have affected the health of the population
3. Explain how social determinants of health can affect the health at the individual and population level
4. Examine how stakeholders can work together to improve social determinants of health
5. Discuss how interprofessional teams of public health and clinicians can work together to improve population health

Collaborators:

Matt Adrignola, EdD

Kayla Fair, DrPH, MPH, RN

Justin Lunningham, PhD

Arthur Mora, PhD, MHA

Kari Northeim, PhD, MBA

Participants: 1st and 2nd year * * MPH and * * MHA students

BMSC 5121

Dates: Fall Semester 2022 | Also offered in Spring Semester to MS students in Medical Sciences with more than 350 students

Description:

Collaborators: Stephen Mathew

Participants: 14 students

Interprofessional Chest Trauma Training

Date: 11.30.2022

Description: Student Group Tactical Medicine Applications Groups (TMAG)

Collaborators:

Jeff Arrington, Chief of Police

Jeffrey Beeson, DO, RN, EMT-P

Jeffrey Mott, DHSc, PA-C

Participants: **PA and **TCOM

Lifestyle Health

Date:

Description:

Collaborators:

Participants:

*Contact Debbie Gillespie for D-IPE info

Co-Mobility with PA and PT - Special Populations Transfer Lecture and Lab

Date: 01.11.2023

Description: PT students demonstrated to PA students how to approach and perform transferring patients with physical limitations to and from an exam table for an assessment and patient education on use of assistive devices. PA students then practiced learned techniques. PA and PT students also worked on patient case scenarios as a group.

Objectives:

1. Discuss how to approach patient encounters for patients that includes patients with physical disability
2. Demonstrate proper assessment of a patient with physical limitations
3. Perform proper transfer of simulated patients with physical disabilities

Collaborators:

Leslie Ayres, PT, DPT, CCS
Glenn Forister, PhD, PA-C
Michelle Nelson

Myles Quiben, PT, PhD, DPT, GCS, NCS
Veda Womack, MBA, PA-C

Participants: *PA (MPAS 5205 Clinical Skills) and *PT (DPHT 7232 Therapeutic Interventions I) students

Interprofessional Critical Care Simulation

Date: 02.10.2023

Description: Student-led

Collaborators: Haley McKeefer

Participants:

Christian Medical Association

Date: Spring Break 2023

Description:

Collaborators:

Participants: TCOM and Pharmacy students

Cultural Sensitivity

Date: 04.04.2023

Description: Culturally competent care is associated with improved medication adherence, patient satisfaction, and health outcomes. Cultural sensitivity training is important for all healthcare disciplines and interprofessional care. The Cultural Sensitivity interprofessional education (IPE) event is a patient panel and application activity for pharmacy students, social worker students, and physician assistant students. This IPE event will provide an opportunity for patients to speak on behalf of themselves. The objectives of this IPE is to develop a patient-centered, interprofessional team approach to patient care.

Objectives:

1. Identify the unique cultures, differences, and experiences represented on the interprofessional health care team and their value in creating respect for patient and population diversity
2. Demonstrate communication skills sensitive to cultural differences of diverse patients that result in recognition and respect for patient and population diversity and translate into quality patient care
3. Develop a patient-centered, interprofessional team approach to patient cases

Collaborators:

Cailyn Alexander
Vincent Antunez, DSc, PA-C
Bobbie Bratton, MSN, APRN, FNP-BC, CHWI
Amanda Brosnan, PA-C
Jennifer Crum
Rebecca Cunningham, PhD
Emily Dos Santos, MS, LAT, ATC
Ryan English, MPAS, PA-C
Bryn Esplin, JD, HEC-C, CPPS
Ashley Gentry, PA-C
Amany Hassan, PhD
Michael Jann, PharmD, FCCP, FCP
Emma Lane
Janet Lieto, DO
Audrey Lively, PA-C

Jeff Mott, DHSc, PA-C
Lin Nelson, MBA
Tracy Orwig, LCSW
Jamie Park, MS, MPAS, PA-C
Kelly Perry
Meenakshi Ramanathan, PharmD, BCPS, BCIDP
Julia Reynolds, PA-C
Kelli Rogers, LMSW
Julie Santiago-Urrutic
Chloe Seay
Allison Tomlinson, PhD, LCSW-S
Annesha White, PharmD, MS, PhD
Bethany Wood, PhD
Storee Yzaguirre

Participants: *Pharmacy (PHAR 7363 IPT Special Populations) students, *Physician Assistant Studies, **Social Work (UTA) students, and **TCOM students

TCOM/Pharmacy Simulations

Date: 04.10.2023

Description:

Collaborators:

Bishop

Hae Jin Cho, PharmD

Daniel Hamm, DO

Malinda Hansen, MS, DO, CAQSM

Elizabeth Hearn, PharmD, BCACP

Michael Jann, PharmD, FCCP, FCP, BCPP

Bryn Lindley, PharmD, BCPS

Sarah Matches, DO

William McIntosh, DO

Frank Papa, DO, PhD

Sam Selby, DO

Nancy Tierney, PhD, APRN, ACNP, CPPS

Stuart Williams, DO

Participants: Pharmacy (PHAR 7363 Integrated Pharmacotherapy – Special Populations) students and TCOM (simulation year 2 medical practice) students

Interprofessional Ethics

Date: 03.08.2023

Description:

Collaborators:

Cynthia Carroll, MA, LPC, CPPS, PNAP

Theresa Day, RCPHT-Adv

Bryn Esplin, JD, HEC-C, CPPS

Janet Lieto, DO

Rolake Neba, PharmD, BCACP

Jamie Park, MS, MPAS, PA-C

Julia Reynolds, PA-C

Julie Santiago-Urrutic

Participants: Pharmacy, Physician Assistant Studies, Social Work (UTA), and TCOM students

SPH IPE

Date:

Description:

Collaborators: Fair

Participants:

Seniors Assisting Geriatric Education (SAGE)

Dates: 4 visits over the course of a year (Spring Semester 2023 | Fall Semester 2023)

Description: The Seniors Assisting in Geriatric Education (SAGE) Program was created in 2009 at the University of North Texas Health Science Center at Fort Worth (HSC) with the goal of increasing health professions students' exposure to older adults, giving them a better understanding of geriatric care through first-hand experience. Since then, SAGE has expanded into a collaborative effort with Texas Christian University (TCU) and includes over 650 students each semester, across eight health professions.

SAGE pairs interprofessional student teams with an older adult (65+) in the community known as a Senior Mentor. The student teams visit their mentor four times in one calendar year. During visits, students practice basic clinical skills and screening techniques while receiving valuable feedback and input from their mentor.

Collaborators: UNTHSC Center for Older Adults

Participants:

UNTHSC

- Osteopathic Medicine
- Physician Assistant
- Physical Therapy
- Pharmacy

TCU

- Nursing
- Dietetics
- Social Work
- Speech-Language Pathology

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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 22'23 academic year:

<i>Matt Adrignola</i>	<i>Kayla Fair</i>	<i>America McGuffee</i>
<i>Ashlyn Aguiniga</i>	<i>David Farmer</i>	<i>William McIntosh</i>
<i>Cailyn Alexander</i>	<i>Kelly Fisher</i>	<i>Jeff Mott</i>
<i>Jehad Alzyoud</i>	<i>Jennifer Fix</i>	<i>Malinee Neelamegam</i>
<i>Vincent Antunez</i>	<i>Curtis Galke</i>	<i>Charlotte Noble</i>
<i>James Aston</i>	<i>Kelle George</i>	<i>Kari Northeim</i>
<i>Lee Atkins</i>	<i>Val Gokenbach</i>	<i>Tracy Orwig</i>
<i>Leslie Ayres</i>	<i>Theresa Griego</i>	<i>Eunjoon Park</i>
<i>Funto Babalola</i>	<i>Stacy Griner</i>	<i>Daniel Park</i>
<i>Brandie Bach</i>	<i>Nusrath Habiba</i>	<i>Billie Baschal</i>
<i>Jennifer Barrow</i>	<i>Karen Hennington</i>	<i>Stuart Pickell</i>
<i>Jacqueline Bennett</i>	<i>Crystal Hodge</i>	<i>Christina Robinson</i>
<i>Lashaunn Bold</i>	<i>Vic Holmes</i>	<i>Kelli Rogers</i>
<i>Bobbie Bratton</i>	<i>Karlyn Hood</i>	<i>Sarah Ross</i>
<i>Danielle Brimo</i>	<i>Ken Hopper</i>	<i>Jennifer Roye</i>
<i>Mindy Brummett</i>	<i>Cheryl Hurd</i>	<i>Kenya Samuels</i>
<i>Priya Bui</i>	<i>Denise Inman</i>	<i>Kate Taylor</i>
<i>Justin Burton</i>	<i>Lynda Jarrell</i>	<i>Erika Thompson</i>
<i>Cynthia Carroll</i>	<i>Stephanie Jervas</i>	<i>Brittany Torres</i>
<i>Angela Cecil</i>	<i>Cassandra Johnson</i>	<i>Rachel Vothschrag</i>
<i>Eric Cheng</i>	<i>Pam Johnson</i>	<i>Scott Walters</i>
<i>Hae Jin Cho</i>	<i>Laura Kunkel</i>	<i>Micki Washburn</i>
<i>Brittney Cox</i>	<i>Joe Lewis</i>	<i>Jennifer Watson</i>
<i>Maria Crompton</i>	<i>Bryn Lindley</i>	<i>Mayela Warner</i>
<i>Holly Dickson</i>	<i>Brittany Love</i>	<i>Megan Wesling</i>
<i>Thomas Dombrowsky</i>	<i>Laurel Lynch</i>	<i>Kristina White</i>
<i>Emily Dos Santos</i>	<i>Tina Machu</i>	<i>Gabriela Whitener</i>
<i>Ashlyne Elliott</i>	<i>Sarah Matches</i>	<i>Christy Xavier</i>