

IPE Programming Form

This form provides a mechanism for faculty to submit a course, activity, or event for inclusion in the Interprofessional Education Program website and database at the University of Central Arkansas (UCA). The program includes health professional students from the College of Health and Behavioral Sciences (CHBS) and related departments outside the CHBS.

The goal of the Interprofessional education program is to prepare students with the knowledge, skills, and attitudes necessary for collaborative Interprofessional practice. The working definition of Interprofessional Education (IPE) is "when students from two or more professions learn ABOUT, FROM, and WITH each other to enable effective collaboration and improve health outcomes." IPE involves interactive learning focused on active collaboration.

The IPE program addresses four core competencies for Interprofessional collaborative practice* at the exposure, immersion, and competence levels of learning:

1. Values/ethics for Interprofessional practice
2. Roles/responsibilities
3. Interprofessional communication
4. Teams/teamwork

* Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

All IPE programming must include ALL of the following criteria:

- Involve learners from two or more professions.
- Include interactivity with other participants
- Facilitated debriefing and / or reflection following the event



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Will the IPE activity include students from two or more professions? *

Yes

No

Will students learn ABOUT, FROM, AND WITH each other through interactive learning focused on active collaboration? Please note, students from multiple professions passively listening to a lecture is NOT considered IPE. *

Yes

No

Will the IPE activity include facilitated debriefing or reflection after the event? *

Yes

No

Will the IPE activity include an assessment of student learning? *

Yes

No

If you answer NO to any of the 4 previous questions, please consult with the IPE committee prior to completing the rest of the form.

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IPE Activity Description

IPE Activity Title: *

IPE Simulation Lab

IPE Activity Summary (100 words or less) *

The Departments of Nursing, Occupation Therapy, and Physical Therapy are offering a collaborative student experience through the use of an interprofessional simulation lab. During the lab students interact and respond to changes in a "life-like" acute-care and ICU settings using patient simulators and standardized patients.

Instructional Method for the IPE Activity:

- Face-to-Face
- Asynchronous / Online
- Blended / Hybrid

Proposed Level of the IPE activity:

- Exposure
- Immersion
- Competence

Instructors Contact Information (Please include Names, Departments, and Email addresses of ALL faculty involved) *

Chad Lairamore, Physical Therapy, chadl@uca.edu

Che' Reeves, Nursing, creed@uca.edu

Veronica Rowe, Occupational Therapy, vrowe@uca.edu

Courses Associated with the IPE activity *

PTHY 7209

IPE Activity Objectives

IPE Core Competencies (choose all competencies that apply) *

- Values/Ethics for Interprofessional Practice - Values should undergird relationships among the professions, joint relationships with patients / clients, the quality of cross-professional exchange, and interprofessional ethical considerations.
- Roles and Responsibilities for Collaborative Practice - Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.
- Interprofessional Communication - Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- Teams and Teamwork - Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

Learning objectives for IPE competency of VALUES / ETHICS (choose all that apply)

- Describe methods by which the interests of patients and populations are placed at the center of Interprofessional health care delivery and populations health programs and policies, with the goal of promoting health and health equity across the lifespan
- Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care
- Describe cultural diversity and individual differences that characterized patients, populations, and the health
- Recognize the unique cultures, values, roles/responsibilities, and expertise of their health professions
- Demonstrate 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
- Display a trusting relationship with patients, families, and other team members.
- Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care.
- Describe ethical dilemmas specific to Interprofessional patient/population centered care situations
- Demonstrate honesty and integrity in relationships with patients, families, communities and other team members.
- Justify maintaining competency of one's own profession appropriate to scope of practice.

Learning objectives for IPE competency of ROLES AND RESPONSIBILITIES (choose all that apply)

- Summarize one's own roles and responsibilities clearly to patients, families, communities, and other professions
- Recognize one's limitations in skills, knowledge, and abilities
- Discover diverse healthcare 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
- Explain the roles and responsibilities of other care providers and how the team works together to provide care, promote health, and prevent disease.
- Describe 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.
- Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- Justify interdependent relationships with other professions within and outside of the health system to improve care and advance learning
- Discover continuous professional and Interprofessional development to enhance team performance and collaboration.
- Identify unique and complementary abilities of all members of the team to optimize health and patient care.
- Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.

Learning objectives for IPE competency of COMMUNICATION (choose all that apply)

- Identify effective communication tools and techniques, including information systems and communicate technologies, to facilitate discussions and interactions that enhance team functions
- Describe information with patients, families, community members, and health team members in a way that is understandable, avoiding discipline-specific terminology when possible.
- Summarize 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 and treatment, care decisions, and population health programs and policies
- Demonstrate active listening and encourage ideas and opinions of other team members.
- Outline approaches to give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- Identify respectful language appropriate for a given difficult situation, crucial conversation, or Interprofessional conflict
- Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the health team, contributes to effective communication, conflict resolution, and positive Interprofessional working relationships.
- Justify the importance of teamwork in patient-centered care and population health programs and policies.

Learning objectives for IPE competency of TEAMS AND TEAMWORK (choose all that apply)

- Describe the process of team development that the roles and practices of effective teams.
- Demonstrate Shared problem solving, decision making, and accountability.
- Justify health and other professionals- appropriate to the specific care situation- in a shared patient-centered and population-focused problem-solving
- Summarize the knowledge and experience of health and other professions appropriate to the specific care situation- to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.
- Apply leadership practices that support collaborative practice and team effectiveness.
- Describe methods to constructively manage disagreements about values roles, goals, and actions that arise among health and other professionals and with patients, families, and community members.
- State accountability with other professions, patients, and communities, for outcomes relevant to prevention and health care.
- Measure individual and team performance for individual, as well as team, performance improvement.
- Summarize process improvement strategies to increase the effectiveness of Interprofessional teamwork and team-based services, programs and policies.
- Use available evidence to inform effective teamwork and team-based practices.
- Demonstrate methods to perform effectively on teams and in different team roles in a variety of settings.

Triple Aim Dimensions (choose all dimensions that apply to the IPE activity) *

- Quality (Improving the Health of a defined Population)
- Value (Enhancing the Patient Care Experience)
- Cost (Reducing, or at least controlling, the per capita cost of care)

IPE Activity Scheduling (time and participants)

Year in which the IPE activity will occur *

2017

Semester in which the IPE activity will occur *

- Fall
- Spring
- May intersession
- Summer

Specific Date & Time of the activity (if known)

November 7 & 9

Number of students currently involved in the IPE activity *

150

Student professions currently involved in the IPE activity: *

- Athletic Training
- Dietetics
- Exercise and Sport Science
- Health Sciences
- Nursing (graduate)
- Nursing (undergraduate)
- Occupational Therapy
- Physical Therapy
- Psychology (counseling)
- Psychology (school)
- Speech Language Pathology
- Other:

Open for new enrollment

- Yes – Please contact faculty to determine objective alignment for potential new enrollment
- No

If open for new enrollment, What is the maximum number of students that may be enrolled in the activity

50

This form was created inside of University of Central Arkansas.

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