



Office of Interprofessional Education
University of Arkansas for Medical Sciences
Course/Activity Proposal Submission



This form provides a mechanism to submit a course or activity for inclusion in the Interprofessional Education (IPE) Program at the University of Arkansas for Medical Sciences (UAMS). The program includes health professional students from the College of Health Professions, Medicine, Nursing, Pharmacy, Public Health and the Graduate School.

The goal of the interprofessional education program (IPE) is to prepare students with the knowledge, skills, and attitudes necessary for collaborative interprofessional practice. The working definition of IPE is “when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”

The program addresses four core competencies for interprofessional collaborative practice at the informative, formative, and transformative levels of learning:

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

Proposed **courses** must include faculty representation from at least two disciplines/colleges; student participants must represent at least two disciplines/colleges. Proposed **activities** must include faculty representation from at least two disciplines/professions and should be applicable and made available to any student enrolled in IPE irrespective of discipline/profession.

The UAMS IPE Triple Aim Curriculum Framework is comprised of three phases designed across exposure (novice), immersion (intermediate), and competence (advanced) phases of professional development to prepare students for collaborative practice.

- Exposure: Introduces the novice student to the Triple Aim as well as the four IPEC domains. Bridge activities transition the student from exposure to immersion phase.
- Immersion: Interprofessional teams design and implement a project to address Triple Aim goals. Interprofessional teams participate in a simulation activity.
- Competence: Summative delivery of advanced Triple Aim content relevant to learners entering practice or post-graduate training. Completion of service learning project, practice activity or high fidelity simulation with an interprofessional team. Student educator activity where the student “circles back” in the IPE coursework.

Please submit completed forms to Dr. Kathryn Neill at IPE@uams.edu. The IPE vetting subcommittee will review all proposals and make recommendations for approval.

References

1. Frenk J., Chen L., Bhutta ZA., et al. (2010). Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world. *Lancet*. 376, 1923- 58.
2. Interprofessional Education Collaborative Expert Panel. (2016). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

Content objectives specific to the activity			
Type of Course/Activity	Face to face	Online/ asynchronous	Blended
Course*/Activity Offering	All Fall semester	S Spring semester	Year: _____
Date/time of the activity, where applicable	Date: _____ Time: _____		
Materials/Supplies Required			
FACULTY Faculty from which colleges/degrees will deliver this activity?	All Health Professions Medicine	Pharmacy Public Health	Nursing Graduate School
	Specific Programs (if applicable): Comments:		
STUDENTS Students from which colleges/degrees will receive advertisement for this activity?	All Health Professions Medicine	Pharmacy Public Health	Nursing Graduate School
	Specific Programs (if applicable): Comments:		
Enrollment Allowed	Minimum: _____ Maximum: _____		
	Comments:		
Primary Contact for Submission	_____		
	Name (Typed)	Signature	
College approval (Department Head/Associate Dean)	_____		
	Signature		

Select the Primary Domain that the proposed course/activity would meet. Choose only ONE primary domain.

DOMAIN: Values/Ethics for Interprofessional Practice - Work with individuals of other professions to maintain a climate of mutual respect and shared values.

DOMAIN: Roles and Responsibilities - 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.

DOMAIN: Interprofessional Communication - 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.

DOMAIN: Teams and Teamwork - Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient-/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

Select ALL IPEC subcompetencies that will be addressed by this activity in each of the 4 IPEC domains.

1. Values/Ethics for Interprofessional Practice - (Choose all that apply)

DEVELOPMENTAL STAGE: NOVICE

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.

Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.

Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care or health science team.

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

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

DEVELOPMENTAL STAGE: INTERMEDIATE

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.

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

DEVELOPMENTAL STAGE: ADVANCED

Demonstrate high standards of ethical conduct and quality of care/work in one's contributions to team-based care/goals.

Manage ethical dilemmas specific to interprofessional patient/ population centered care or team science situations.

Maintain competence in one's own profession appropriate to scope of practice.

2. Roles and Responsibilities - Learning objectives (Choose all that apply)

DEVELOPMENTAL STAGE: NOVICE

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

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

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

DEVELOPMENTAL STAGE: INTERMEDIATE

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

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

DEVELOPMENTAL STAGE: ADVANCED

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.

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.

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

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

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

3. Interprofessional Communication - Learning objectives (Choose all that apply)

DEVELOPMENTAL STAGE: NOVICE

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

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

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

DEVELOPMENTAL STAGE: INTERMEDIATE

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

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

Recognize how one's own uniqueness (experience level, expertise, culture, power, and hierarchy within the health care/health science team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships.

DEVELOPMENTAL STAGE: ADVANCED

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

Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.

4. Teams and Teamwork - Learning objectives (Choose all that apply)

DEVELOPMENTAL STAGE: NOVICE

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

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

DEVELOPMENTAL STAGE: INTERMEDIATE

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

Apply leadership practices that support collaborative practice and team effectiveness.

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

Use available evidence to inform effective teamwork and team-based practices.

DEVELOPMENTAL STAGE: ADVANCED

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

Integrate the knowledge and experience of health and other professions to inform health, care, and research decisions, while respecting patient and community values and priorities/preferences for care.

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.

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

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