



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 and Ethics for interprofessional practice
2. Roles and Responsibilities
3. Interprofessional
4. Teams and 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 Quadruple 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 Quadruple 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 Quadruple Aim goals. Interprofessional teams participate in a simulation activity.
- Competence: Summative delivery of advanced Quadruple 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	<input type="checkbox"/> Face to face	<input type="checkbox"/> Online/ asynchronous	<input type="checkbox"/> Blended
Course*/Activity Offering	<input type="checkbox"/> Fall semester	<input type="checkbox"/> 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?	<input type="checkbox"/> Health Professions <input type="checkbox"/> Medicine	<input type="checkbox"/> Pharmacy <input type="checkbox"/> Public Health	<input type="checkbox"/> Nursing <input type="checkbox"/> Graduate School
	Specific Programs (if applicable): Comments:		
STUDENTS Students from which colleges/degrees will receive advertisement for this activity?	<input type="checkbox"/> Health Professions <input type="checkbox"/> Medicine	<input type="checkbox"/> Pharmacy <input type="checkbox"/> Public Health	<input type="checkbox"/> Nursing <input type="checkbox"/> 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 and Ethics for Interprofessional Practice: Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.

DOMAIN: Roles and Responsibilities: Use the knowledge of one's own role and team members' to expertise to address individual and population health outcomes.

DOMAIN: Communication: Communicate in a responsive, responsible, respectful with team members.

DOMAIN: Teams and Teamwork: Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

Select ALL IPEC sub competencies 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

Uphold the dignity, privacy, identity, and autonomy of **persons** while maintaining confidentiality in the delivery of **team-based care**.

Value **diversity**, identities, cultures, and differences.

Value the expertise of **health professionals and researchers** and its impacts on **team** functions and **health outcomes**.

Practice trust, empathy, respect, and compassion with **persons, caregivers, health professionals, researchers, and populations**.

Support a **workplace** where differences are respected, career satisfaction is supported, and **well-being** is prioritized.

DEVELOPMENTAL STAGE: INTERMEDIATE

Promote the values and interests of **persons** and **populations** in health care delivery, **One Health** and **population** health initiatives.

Collaborate with honesty and integrity while striving for **health equity** and improvements in **health outcomes**.

Apply high standards of ethical conduct and quality in contributions to **team-based care**.

Contribute to a just culture that fosters self-fulfillment, collegiality, and civility across the team.

DEVELOPMENTAL STAGE: ADVANCED

Advocate for **social justice** and **health equity** of **persons** and **populations** across the life span.

Maintain competence in one's own profession in order to contribute to **interprofessional** care.

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

DEVELOPMENTAL STAGE: NOVICE

Practice **cultural humility** in **interprofessional*** teamwork.

DEVELOPMENTAL STAGE: INTERMEDIATE

Collaborate with others within and outside of the health system to improve **health outcomes**.

Differentiate each **team** member's role, scope of practice, and responsibility in promoting **health outcomes**.

DEVELOPMENTAL STAGE: ADVANCED

Include the full scope of knowledge, skills, and attitudes of **team** members to provide care that is **person-centered**, safe, cost-effective, timely, efficient, effective, and equitable.

Incorporate complementary expertise to meet health needs including the **determinants of health**.

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

DEVELOPMENTAL STAGE: NOVICE

Communicate one's roles and responsibilities clearly.

Practice **active listening** that encourages ideas and opinions of other **team** members.

DEVELOPMENTAL STAGE: INTERMEDIATE

Communicate clearly with authenticity and **cultural humility**, avoiding discipline-specific terminology.

Promote common understanding of shared goals.

Use constructive feedback to connect, align and accomplish **team** goals.

DEVELOPMENTAL STAGE: ADVANCED

Use communication tools, techniques, and technologies to enhance **team** function, well-being, and **health outcomes**.

Examine one's position, power, role, unique experience, expertise, and culture towards improving communication and managing conflicts.

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

DEVELOPMENTAL STAGE: NOVICE

Appreciate **team** members' diverse experiences, expertise, cultures, positions, power, and roles towards improving **team** function.

Reflect on self and **team** performance to inform and improve team effectiveness.

Share **team** accountability for outcomes.

Discuss organizational structures, policies, practices, resources, access to information, and timing issues that impact the effectiveness of the **team**.

DEVELOPMENTAL STAGE: INTERMEDIATE

Describe evidence-informed processes of **team** development and **team** practices.

Practice **team reasoning**, problem-solving, and decision-making.

Operate from a shared framework that supports **resiliency, well-being, safety**, and efficacy.

DEVELOPMENTAL STAGE: ADVANCED

Use **shared leadership** practices to support **team** effectiveness.

Apply **interprofessional conflict management** methods, including identifying conflict cause and addressing divergent perspectives.

Facilitate **team** coordination to achieve safe, effective care and **health outcomes**.