

Q1. Title of IPE/P Activity

An Introduction to Interprofessional Education: Learning About, From, and With Each Other

Q2. The IPE/P activity must meet the ALL following criteria met to proceed:

- Involves 2 or more professions
- Provides opportunities to learn about, from and with each other
- Has significant interactivity between participants
- Teaching and/or learning about interprofessional practice and education is intentionally integrated into the activity
- IPE/P activity has learning objectives which are assessed by students as part of the learning activity.

Q3. Brief Description of IPE/P Activity (Include purpose, topic, audience and event agenda)

The purpose of this activity (pre-work and participation in virtual learning) is to give students enrolled in UVM health professions a common expectation of their role in interprofessional education and practice. The topic of the orientation activity is roles and responsibilities of individual professions and IP teams. The audience is beginning level graduate students in communication sciences, counseling, medicine, nursing, nutrition, pharmacy, physical and occupational therapy, public health, medical laboratory sciences, and social work. Senior undergraduate students in athletic training, audiology, medical laboratory science, nursing, nutrition, integrative health, and radiation therapy. Agenda: 9:55 - 10:00 Arrive in Zoom Main Room: 10:00 - 10:15 Welcome - Event Overview, Zoom Etiquette, Brian's story 10:15 - 10:20 Instructions for Breakout Zoom Rooms 10:20 - 10:45 Breakout Rooms: Introductions, IPE Module reflections 10:45 - 11:00 Stretch Break 11:00 - 11:25 "Health Professionals Shuffle" in Zoom Breakout Rooms with health professions faculty/practitioners (3 discussions with health professions faculty/practitioners for 7 mins. each) 11:25 - 11:30 Return to Main Session 11:30 - 11:38 Interprofessional Health Student Organization (IHSO) AHEC IP Creative Challenge 11:38 - 11:45 2022 Deans' Award for Interprofessional Leadership 11:45 - 11:50 Wrap-up and Student Evaluation

Q4. List Learning Objectives (at least 3)

- 1. List the four IPEC core competencies
- 2. Define Interprofessional education and interprofessional collaborative practice
- 3. Recognize the roles and responsibilities embedded within the different health professions

- 4. Examine the impact of IPE and IPCP on the care of individuals, families and communities
- 5.
- 6.

Q5. IPEC Core Competencies Targeted by this IPE Learning Activity (check all that apply)

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

Q6. Type of Learning Activity (check all that apply)

- Online
- In-person
- Both online and in-person
- Involves simulation
- At a clinical practice site

Q7. Targeted Student Audience: (check all that apply)

- Athletic Training
- Audiology
- Clinical Laboratory Science
- Speech-Language Pathology
- Occupational Therapy
- Physical Therapy
- Exercise Science
- Counseling
- Nursing
- Nurse Practitioner
- Pharmacy
- Medicine
- Social Work

- Integrative Health
- Public Health
- Mental Health Provider
- Registered Dietitian/Nutritionist
- Radiation Therapist
- Other

Q8. Profession/last name of faculty planning/participating

- Athletic Training
- Audiology
- Clinical Laboratory Science
- Speech-Language Pathology
- Occupational Therapy
- Physical Therapy
- Exercise Science
- Counseling
- Nursing
- Nurse Practitioner
- Pharmacy
- Medicine
- Social Work
- Integrative Health
- Public Health
- Mental Health Provider
- Registered Dietitian/Nutritionist
- Radiation Therapist
- Other

Q9. Level of Student

- Undergraduate
- Graduate
- Both

Q10. Learner Level

- Year 1
- Year 2

- Year 3
- Year 4
- Residency

Q11. Students' Clinical Experience Level (specify profession if mixed)

- None
- Some
- Moderate
- Advanced

Q23. Profession/last name of faculty planning/participating

This question was not displayed to the respondent.

Q12. Attendance or participation requirement (specify profession if mixed):

- Course requirement
- Certificate credit
- Portfolio credit
- Voluntary basis

Q13. Frequency/semester of learning activity (check all that apply)

- Once per semester
- More than once per semester
- Annually
- Fall semester
- Spring semester
- Summer semester
- Over Winter break
- Over Spring break
- Other or Does not apply (explain)

Q14. Values/Ethics Sub-Competencies (check all that apply)

- 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.
- VE2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care

- VE3. Embrace the cultural 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.
- 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.
- VE7. Demonstrate high standards of ethical conduct and quality of care in contributions to team-based care.
- VE8. Manage ethical dilemmas specific to interprofessional patient/ population centered care situations.
- VE9. Act with honesty and integrity in relationships with patients, families, communities, and other team members.
- VE10. Maintain competence in one's own profession appropriate to scope of practice.

Q15. Interprofessional Communication Sub-competencies: (Check all that apply)

- 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.
- CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.
- 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.

Q16. Team and Teamwork Sub-competencies: (Check all that apply)

- TT1. Describe the process of team development and the roles and practices of effective teams.
- TT2. Develop consensus on the ethical principles to guide all aspects of team work.
- TT3. Engage health and other professionals in shared patient-centered and population-focused problem-solving.
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TT4. Integrate the knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.

- TT5. Apply leadership practices that support collaborative practice and team effectiveness.
- 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.
- 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.
- TT9. Use process improvement to increase effectiveness of interprofessional teamwork and team-based services, programs, and policies.
- TT10. Use available evidence to inform effective teamwork and team-based practices.
- TT11. Perform effectively on teams and in different team roles in a variety of settings.

Q17. Roles/Responsibilities Sub-competencies: (check all that apply)

- 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.
- 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.
- RR4. Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease.
- 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.
- RR6. Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- 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.
- RR10. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.

Q18. Type of Assessment of Activity/Student Learning (Check all that apply)

- Attitudinal and/or perceptions survey
- Knowledge assessment
- Self-efficacy or confidence scaling
- Activity evaluation (logistics, sign-up, technology)

Q19. Is evaluation planned from the following groups? (Check all that apply)

- From faculty/facilitators
- From planning committee
- From students

Q20. Funding Source

- Departmental
- College
- University
- Grant (name)

Q21. Organizer/Contact Person (Name, credentials, phone, email)

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Q22. Click to write the question text

Location Data

Location: [\(44.2654, -72.5764\)](#)

Source: GeoIP Estimation

