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# **THE CENTER FOR HEALTH IPE ANNUAL REPORT**

2020 • 2021



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# CENTER FOR HEALTH IPE LEADERSHIP

## Center Staff



**Veronica Young, PharmD, MPH, FNAP**  
Director, Center for Health IPE  
Director of IPE and Community  
Engagement, College of Pharmacy



**Lauren El-Assad, LCSW**  
Assistant Director,  
Center for Health IPE

## Executive Steering Committee



**Barbara Jones, PhD, MSW, FNAP**  
Associate Dean, Health Affairs,  
Steve Hicks School of Social Work;  
Chair, Dept. of Health Social Work,  
Dell Medical School



**John Luk, MD, FNAP**  
Assistant Dean, Interprofessional  
Integration, Dell Medical School



**Gayle Timmerman, PhD, RN,  
CNS, FAAN, FNAP**  
Senior Associate Dean  
for Academic Affairs,  
School of Nursing

## Board of Deans 2020-2021



**Samuel Poloyac,  
PharmD, PhD,**  
Dean,  
College of Pharmacy  
Administrative Dean,  
Center for Health IPE



**David Vanden Bout,  
PhD**  
Interim Dean,  
College of Natural  
Sciences



**Clay Johnston,  
MD, PhD**  
Dean,  
Dell Medical School  
2014-2021

**George Macones,  
MD, MSCE**  
Interim Dean,  
Dell Medical School  
July 2021-present



**Jay Bernhardt,  
PhD, MPH**  
Dean,  
Moody College of  
Communication



**Alexa Stuifbergen,  
PhD, RN, FAAN**  
Dean,  
School of Nursing



**Luis Zayas,  
PhD, MSW**  
Dean,  
Steve Hicks School  
of Social Work

## CENTER FOR HEALTH IPE GOALS



### ESTABLISH

● **ESTABLISH** a sustainable, internationally-recognized health IPE center that promotes collaborative leadership, scholarship, and programming in interprofessional education and practice to transform health care delivery.



### CULTIVATE

● **CULTIVATE** a collaborative health care culture by engaging with campus and community partners to develop innovative curricula, tools, and strategies that integrate IPE principles into practice and education.



### DEVELOP

● **DEVELOP** faculty and practitioners to lead interprofessional education, practice, and scholarship.



### PROMOTE

● **PROMOTE** student-driven health IPE initiatives that foster education and leadership skills in interprofessional education and collaborative practice.



### PREPARE

● **PREPARE** a collaborative practice-ready workforce through quality interprofessional curricular and co-curricular programming.



# ABOUT THE CENTER FOR HEALTH IPE

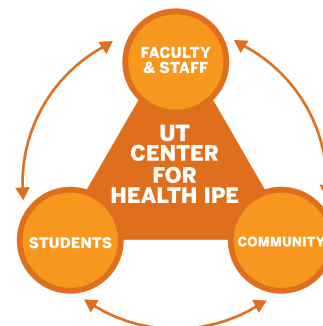
## MISSION

The Center for Health IPE (CHIFE) launched in late 2017 to advance person-centered care and population health through collaborative approaches to health education and practice. Its mission is to lead innovative interprofessional education, practice, and scholarship to advance collaborative person-centered care and population health. The center relies on an extensive network of key partners across campus and in the community to carry out this mission and transform the culture of health care delivery.

## ACKNOWLEDGMENTS

CHIFE was launched with approval and start-up funds from the Office of the Executive Vice President and Provost. It receives additional support through the collaborative efforts of leadership, faculty, and staff in its founding programs: the College of Pharmacy, Dell Medical School, the School of Nursing, and the Steve Hicks School of Social Work. CHIFE welcomes two new partnering programs: the Department of Nutritional Sciences (College of Natural Sciences) and the Department of Speech, Language, and Hearing Sciences (Moody College of Communication). Dr. Sam Poloyac serves as the administrative dean of CHIFE, providing invaluable guidance to drive CHIFE's mission and vision. CHIFE extends its appreciation to Dr. Lynn Crismon for his leadership as the administrative dean from 2017-2020.

## TRANSFORMING TEAMS. TRANSFORMING HEALTH CARE.



CHIFE works to build a collaborative culture that connects all health professions programs to advance interprofessional collaborative practice and team-based care, reflecting UT Austin's priority of transforming the continuum of care.



## DIRECTOR'S MESSAGE

CHIFE operationalizes UT Austin's well-known tagline "What Starts Here Changes the World" by preparing a health professions workforce trained to provide quality team-based care. At the time of this publication, health care workers continue to collaborate to respond to the COVID-19 pandemic. Effective teamwork is essential to address an ongoing public health crisis of this magnitude, as demonstrated at UT Austin's COVID-19 vaccination clinics that launched fall 2020. Faculty, students, and staff across UT Austin health professions programs and beyond worked together to swiftly deploy vaccines to thousands of people. Clinic leaders from Dell Medical School, the School of Nursing, the College of Pharmacy, and the Steve Hicks School of Social Work co-created a practice environment that was successful because of the strengths brought forth by each of the professions involved. This type of effective collaborative practice in action is what we strive to see in practice environments across our communities. During the 2021-2022 year, CHIFE will continue to focus on building a strong infrastructure that integrates IPE throughout health professions programs at UT Austin to ensure our communities and health care workforce are healthy, safe, and supported.

Kind regards,  
Veronica Young, PharmD, MPH, FNAP  
Director, Center for Health IPE

## DEFINITION OF IPE

When [learners] from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.<sup>1</sup>



Figure 1.

### IPEC CORE COMPETENCIES

The Interprofessional Education Collaborative (IPEC) developed the principles and the four core competencies for interprofessional collaboration, which are now accepted as the national standard for IPE.<sup>2,3</sup> Figure adapted from reference 2.

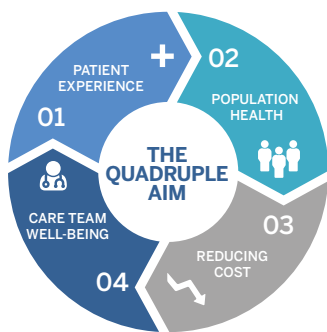


Figure 2.

### THE QUADRUPLE AIM

The Quadruple Aim, based on the Institute for Healthcare Improvement Triple Aim, recognizes the importance of the well-being of care teams in addition to improving the patient experience, advancing population health, and reducing cost. Interprofessional learning prepares practitioners and health care workers to address the Quadruple Aim to optimize health care delivery.<sup>4,5</sup>

## INTERPROFESSIONAL PRACTICE AND EDUCATION AT UT AUSTIN

More than ever, high-performing interprofessional health care teams are needed to address emergent health issues, chronic diseases, and inequity in health care. Interprofessional practice and education is founded on the principles that effective interprofessional teamwork is quintessential to reducing health care errors and improving the quality and safety of care.<sup>2,3</sup> IPE is also grounded in the Quadruple Aim, which recognizes improved health system performance requires improving the experience of care and population health, reducing cost, and enhancing well-being of practitioners and other health care workers.<sup>4,5</sup> Preparing our health professions students to be competent in interprofessional education and collaborative practice is a national mandate, a requirement that is now fully integrated into the accreditation standards of health professions programs.

### THE HEALTH PROFESSIONS ACCREDITORS COLLABORATIVE

IPE for health professions students at UT strives to align with the consensus recommendations and guidance from the Health Professions Accreditors Collaborative (HPAC), which represents 24 accreditors for health professions.<sup>6</sup> HPAC provides IPE guidance for institutional leaders, program-specific leaders and faculty, and accreditation boards on how to develop quality IPE for the health professions. Quality experiences bring interprofessional learners together in an intentional way to positively impact their attitudes, knowledge, skills, and collaborative competencies.

### THE INTERPROFESSIONAL CLINICAL LEARNING ENVIRONMENT

An optimal interprofessional clinical learning environment is the foundation for successful IPE and collaborative practice. Interprofessional learning does not end at graduation. The interprofessional learning continuum model, first introduced by the Institute of Medicine (IOM) in 2015, continues to guide the importance of developing our practitioners and other health care workers on interprofessional collaborative practice.<sup>7</sup> At UT Austin, advancing IPE for health professions students and preparing residents, clinicians, and other health care workers with the attitudes, behaviors, and cognitions necessary to optimize the interprofessional clinical learning environment are priorities.<sup>8,9,10</sup> IPE at UT is guided by key national IPE frameworks:

- IPEC Core Competencies<sup>2,3</sup> (Figure 1)
- Quadruple Aim<sup>4,5</sup> (Figure 2)
- HPAC 2019 Guidance<sup>6</sup>
- IOM Interprofessional Learning Continuum<sup>7</sup>
- Optimizing the Interprofessional Clinical Learning Environment<sup>8,9</sup>
- Guidance from the National Center for Interprofessional Practice and Education<sup>10</sup>

### UT AUSTIN HEALTH PROFESSIONS

This table lists UT Austin health care professions and their respective accrediting agencies that are members of the Health Professions Accreditors Collaborative.

|                           |                                   |  |
|---------------------------|-----------------------------------|--|
| Athletic Training         | College of Education              | Commission on Accreditation of Athletic Training Education   |
| Audiology                 | Moody College of Communication    | Council on Academic Accreditation in Audiology and Speech Language Pathology   |
| Clinical Psychology       | College of Liberal Arts           | American Psychological Association   |
| Dietetics                 | College of Natural Sciences       | Accreditation Council for Education in Nutrition and Dietetics   |
| Medicine                  | Dell Medical School               | Liaison Committee on Medical Education   |
| Nursing                   | School of Nursing                 | Commission on Collegiate Nursing Education   |
| Pharmacy                  | College of Pharmacy               | Accreditation Council for Pharmacy Education   |
| Social Work               | Steve Hicks School of Social Work | Council on Social Work Education   |
| Speech Language Pathology | Moody College of Communication    | American Speech-Language Hearing Association; Council on Academic Accreditation in Audiology and Speech Language Pathology |

# IPE: A CORE COMPONENT OF HEALTH CARE EDUCATION

## WE ARE...

**Leading** an institutional strategy to advance IPE among the health professions programs;  
**Educating** a health care workforce ready for collaborative practice in the continuum of care;  
**Advancing** campus and community partnerships to foster a collaborative health care culture;  
**Promoting** scholarly innovations in IPE to advance best practices.

## OUR OUTCOMES



# CHIPE COMMITTEES THAT DRIVE ITS INSTITUTIONAL STRATEGY

## EXECUTIVE STEERING COMMITTEE

The Executive Steering Committee consists of administrative IPE leaders from CHIPE's founding programs who guide the strategic direction of the center to advance its mission, vision, and goals, and who lead, initiate, and promote IPE at UT Austin and beyond.

## HEALTH PROFESSIONS ADVISORY COMMITTEE

The Health Professions Advisory Committee consists of academic deans, department chairs, and faculty who provide input on the accreditation and programmatic IPE needs for their respective programs; facilitate implementation of interprofessional learning experiences; and cultivate a supportive environment that encourages IPE innovations among their stakeholders.

## IPE CURRICULUM COMMITTEE

The IPE Curriculum Committee consists of health professions faculty across UT Austin. The committee's overall charge is to implement an IPE program that is systematically integrated into required curricula and meets the IPE accreditation standards for all health professions programs.

## STUDENT HEALTH INTERPROFESSIONAL PRACTICE AND EDUCATION COMMITTEE (SHIPEC)

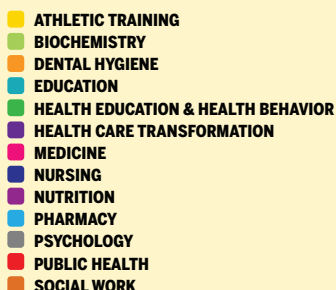
SHIPEC is a student-led committee whose mission is to lead interprofessional student forums to advance collaborative learning and scholarship and promote team-based, person-centered care within the health care and health care-related professions. CHIPE is the advising body for SHIPEC.

The complete committee directory can be found on page 13.

## THE MOST FREQUENTLY REPORTED SKILLS GAINED FROM THE VIRTUAL SIMULATION WERE:

- Working with key stakeholders;
- Participating in a task force meeting; and
- Developing a community action plan.

The majority (94%) recommend this simulation to their colleagues.



## PREPARING A COLLABORATIVE PRACTICE-READY WORKFORCE: HIGHLIGHTED EXPERIENCES

### VIRTUAL SIMULATION ON SDOH: A COLLABORATION BETWEEN UT AND AUSTIN COMMUNITY COLLEGE

CHIEP, the College of Pharmacy, and the Steve Hicks School of Social Work developed a virtual simulation that allows participants to explore the impact of social determinants of health (SDOH) on health and health outcomes. Participants gained skills in actively engaging in a community task force meeting to propose an intervention plan. Offered in November 2020 and March 2021, the simulations were well attended by students, residents, and faculty from 13 professions from UT and Austin Community College, including nursing, pharmacy, social work, medicine, dietetics, dental hygiene, athletic training, and public health.

### EXPLORING SOCIAL DETERMINANTS OF HEALTH WITH MEDICAL RESIDENTS

On May 6, Veronica Young and Joan Asseff, Clinical Assistant Professor with the Steve Hicks School of Social Work, started the first in a series of in-person trainings with medical residents titled, **“Navigating the Health Insurance Marketplace Simulation.”** Through this simulation, residents in the Transitional Residency program directed by Tim Ruttan, MD, explored the challenges many people face when trying to secure affordable health insurance, and identified SDOH and other barriers that affect access to care. This process allowed residents to reflect on barriers their patients may have to accessing health care and identify how they may collaborate with other professions to increase their patients’ access to care.

### LEARNING TEAMWORK CONCEPTS THROUGH VIRTUAL ESCAPE ROOMS

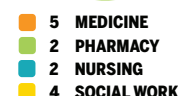
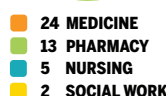
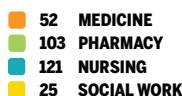
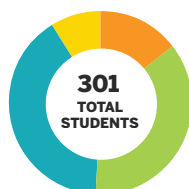
The continuing need to social distance necessitated innovations in learning. Veronica Young and 3rd-year pharmacy student, Suzanne Roberts, addressed this need by creating an online escape room experience to deliver to students in the Foundations of Interprofessional Collaborative Practice (FICP) course. Dede Sparks (Steve Hicks School of Social Work), John Luk (Dell Medical School), and Dan Richards (Dell Medical School) co-developed and delivered this experience. The purpose of this escape room was to provide an interactive way for students to work in teams while learning and applying concepts related to TeamSTEPPS®, an evidence-based set of teamwork tools aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals.

### THE FOUNDATIONS OF INTERPROFESSIONAL COLLABORATIVE PRACTICE (FICP)

The FICP course brings nursing, social work, medicine, and pharmacy students together to learn about, with, and from each other. This course remained virtual during the 20-21 academic year. Students worked in teams that were facilitated by interprofessional faculty and gained skills and awareness in concepts essential to well-functioning health care teams, including team communication, patient safety, motivational interviewing, palliative care, and TeamSTEPPS®.

### THE FICP COURSE POPULATION BREAKDOWN

In 2020-2021, 301 students were facilitated by 13 interprofessional course directors, co-directors, and TAs, as well as 44 faculty facilitators and 16 3rd-year medicine students.



Thank you to the following faculty guest presenters who regularly contribute their expertise to the FICP course: Dan Richards (Dell Medical School), Mary Velasquez (Steve Hicks School of Social Work), Lloyd Berg (Dell Medical School and College of Education), Jesús Ortega (Dell Medical School and the Steve Hicks School of Social Work), and Danica Sumpter (School of Nursing).



## PROMOTING IPE ACROSS THE CAMPUS AND THE COMMUNITY

### UT STUDENTS COMPETE IN NATIONAL CASE COMPETITION

On April 9, 2021 an interprofessional team from The University of Texas at Austin competed in the CLARION Case Competition hosted by the University of Minnesota. This is the first time in the national competition's 16-year history that a team from UT Austin competed. The CLARION (Clinician Administrator Relationship Improvement Organization) Case Competition is the longest-running, most prestigious case competition for health professions students that focuses on patient safety and quality improvement, using a complex case. The UT Austin team consisted of Dayal Rajagopalan (medicine; team leader and president of the *Student Health IPE Committee*); Katie Foshee (social work and president-elect of the *Student Health IPE Committee*); Eun Joon Park (pharmacy); and Ife Shoyombo (medicine). They collaborated to present a root cause analysis for a case involving a family displaced by a natural disaster. These students were advised by faculty across programs who provided them with mentorship and support to enrich their learning experience.

### 3RD ANNUAL INTERPROFESSIONAL HEALTH SHOWCASE CELEBRATES STUDENTS' AND RESIDENTS' ACHIEVEMENTS

CHIPE hosted its 3rd Interprofessional Health Showcase on April 30, 2021. This virtual event provided a forum for students and residents to present their health-related projects in one of the following categories: community engagement, quality improvement, research, and literature review. Last year due to the COVID-19 lock-down, this showcase was abruptly converted to an asynchronous, virtual platform. This year, we were able to provide synchronous components to our event so that attendees and presenters could interact and learn with, from, and about each other. CHIPE developed a digital poster gallery that attendees could view from April 30 – May 3. On April 30, teams that were finalists for awards presented to judges and attendees during the oral presentation sessions. After these sessions, all presenters were invited to host their own breakout rooms where guests circulated and discussed projects with authors. This event was well-attended and received very positive feedback, all of which would not have been possible without the collaborative efforts of our dedicated interprofessional faculty and staff volunteers. The showcase was sponsored by Blue Cross Blue Shield of Texas.

#### SHOWCASE HIGHLIGHTS

Posters across 5 categories

80

Registered Attendees

626

98%

Rated showcase  
"excellent or good"

516

Attended the synchronous poster  
presentations and sessions

10

Award-winning posters from education, liberal arts,  
medicine, natural sciences, nursing, pharmacy, and  
social work

### UT AUSTIN STUDENT COMPETITION TEAM



Dayal Rajagopalan, Medicine



Ife Shoyombo, Medicine



Eun Joon Park, Pharmacy



*I learned the purview of my own profession and the areas in which I will need the expertise of other professionals. I learned about specific medical terminology and became familiar with healthcare and medical systems. Though each of us were trained in specific ways, we had the ability to ask the right questions to fill in our respective gaps in knowledge.*

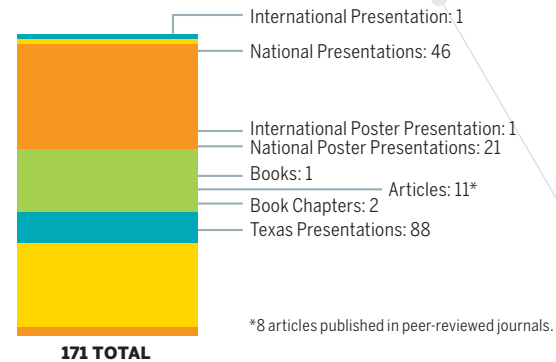
– Katie Foshee, Social Work



# RESEARCH AND SCHOLARSHIP HIGHLIGHTS

## FACULTY SCHOLARSHIP IN IPE

Check this page to see a continually updated list: <https://healthipe.utexas.edu/health-ipe-scholarship>



## SELECTED RECENT IPE SCHOLARSHIP

Building a Statewide Consortium to Advance Interprofessional Practice and Education: Lessons from the Lone Star State. Kim Krumwiede (UT Southwestern); Renée Bogenschutz (Texas Tech HSC); Veronica Young (University of Texas at Austin); David Farmer (University of North Texas HSC); and Chris Kaunas (Texas A&M HSC). *Journal of Interprofessional Education & Practice*; June 2021.

An Interprofessional Approach to Advance Care Planning. Jung Kwak (School of Nursing); Aleena Jamal (College of Natural Sciences); Barbara Jones (Steve Hicks School of Social Work); Gayle Timmerman (School of Nursing); Brian Hughes (Health Care Chaplaincy Network and United Health Group); and Liam Fry (Dell Medical School). *American Journal of Hospice and Palliative Medicine*; June 2021.

Virtualizing Interprofessional Learning: Utilizing an Online Escape Room to Convey Team Communication Strategies and Practitioner Resilience. Veronica Young (CHIPE and College of Pharmacy); Dede Sparks (Steve Hicks School of Social Work); Dan Richards (Dell Medical School); Suzanne Roberts (College of Pharmacy); and John Luk (Dell Medical School). Presented at: The 2021 Innovations in Health Science Education Annual Conference. The University of Texas System; February 27, 2021.

## INTERPROFESSIONAL GRANTS ACROSS CAMPUS

UT Austin's Texas Center for Disability Studies (TCDS) was awarded the prestigious LEND (Leadership Education in Neurodevelopmental and Related Disabilities Program) grant to develop and train interprofessional leaders who will improve the lives of youth with disabilities and their families. Sandy Magaña, director of TCDS at the Steve Hicks School of Social Work, will lead this program that involves faculty from Dell Medical School, the schools of Nursing and Law, and the departments of Special Education, Speech Language and Hearing, and Psychology.

Lloyd Berg, PhD, ABPP, alongside departmental Co-PI's David Curtis, PhD and Sussann Kotara, MD (Psychiatry), and interprofessional Co-PI's Donna Rolin, PhD (Nursing); Jane Gray, PhD (Educational Psychology); Diana DiNitto, PhD (Social Work); and Eboni Calbow, PhD (Social Work), were awarded a 4-year, \$1.9 million Behavioral Health Workforce Education and Training (BHWET) grant from the Human Services and Resources Administration to prepare interprofessional mental health trainees in the Integrated Behavioral Health Scholars Program to provide evidence-based, trauma-informed behavioral health services to at-risk children, adolescents and transition-aged youth and expand the Texas behavioral health workforce.

The Pharmacy Addictions Research & Medicine (PhARM) Program continued its work to address the opioid crisis in Texas as a part of the Texas Targeted Opioid Response initiative administered through the Texas Health & Human Services Commission. This grant was awarded during the 2019/2020 year and Lucas Hill, clinical associate professor at the College of Pharmacy, serves as PI for this interprofessional \$25 million grant that spans 5 years.

# ELEVATING IPE STATEWIDE AND NATIONALLY

## NATIONAL IPE TRAINING LAUNCHED AT UT AUSTIN

CHIPE kicked off 2021 by launching the national T3 Interprofessional Team Development Program (T3 ITDP). CHIPE is one of two institutions currently offering the T3 ITDP, a program that gives teams the tools to design and implement an interprofessional health-related project at their home institutions over the course of 3.5 days. An interprofessional team of faculty delivered engaging content and consulted with the teams. CHIPE developed a sequence of learning for the 3.5-day immersive program that takes the teams from idea to implementation phase of their project development; see the graphic below. The T3 ITDP was initially funded by a grant from the Josiah Macy, Jr. Foundation and was developed by the University of Washington, University of Missouri, and the University of Virginia, in collaboration with the National Center for IPE and a national advisory committee.



## TEXAS IPE CONSORTIUM: ADVANCING INNOVATIONS AND BEST PRACTICES IN COLLABORATIVE HEALTH CARE EDUCATION

The University of Texas at Austin is a founding member of the Texas IPE Consortium which fosters cross-institutional collaboration in order to expand learning opportunities and reinforce value for IPE as a critical aspect of health professions education. CHIPE was pleased to co-lead and support the following Texas IPE Consortium activities over the 20/21 year:

- "IPE Connect: A Summit of Regional & Statewide IPE Organizations" was held on June 14, 2021. This event was the first national IPE summit of its kind to bring national IPE organizations together for participants to share ideas and best practices around inter-institutional collaboration to catalyze IPE.
- TeamSTEPPS® Master Training courses in August 2020, November 2020 and April 2021 where clinician educators across Texas and beyond were trained in this evidence-based teamwork system that serves to improve team communication and collaboration within an institution. The following faculty and staff are now certified Master TeamSTEPPS trainers: Robin Richardson (UT Health Austin); Rebekkah Schear (UT Health Austin); Margaret Whitney (Dell Medical School); and Lauren El-Assad (Center for Health IPE).
- "Building Connections to Interprofessional Collaboration: Innovations in Substance Use and Harm Reduction Pedagogy" was held on May 11, 2021 and featured speakers and facilitators from the College of Pharmacy and Dell Medical School. Lucas Hill, Health IPE Fellow and College of Pharmacy Clinical Assistant Professor, provided the keynote address. This activity was funded by the Texas Health and Human Services Texas Targeted Opioid Response.

### Professions attending T3 ITDP in January and May:

|                            |
|----------------------------|
| Athletic Training          |
| Audiology                  |
| Dentistry                  |
| Educational Administration |
| Health Informatics         |
| Law                        |
| Library Science            |
| Marketing                  |
| Medicine                   |
| Nursing                    |
| Pharmacy                   |
| Physical Therapy           |
| Physician Assistant        |
| Psychology                 |
| Public Health              |
| Occupational Therapy       |
| Respiratory Therapy        |
| Social Work                |
| Speech Language Pathology  |

## NATIONAL IPE TRAINING SURVEY RESULTS

### PARTICIPANTS' OVERALL EXPERIENCE:

**85%** EXCELLENT  
**15%** GOOD

### I WILL BE ABLE TO USE WHAT I LEARNED IN THE NEXT 6-12 MONTHS:

**83%** STRONGLY AGREE  
**17%** AGREE



"We went into the T3 training as a newly formed team with a general idea of what our project might be. Little did we think that within the 3 ½ days, we would have developed a new model for an interprofessional education program. The guidance, teamwork, and expertise of the T3 faculty was incredible and we would not have been able to develop this program without attending T3."

– January participant



## COMMITTEE DIRECTORY

### CENTER FOR HEALTH IPE EXECUTIVE STEERING COMMITTEE

**Barbara Jones**, PhD, MSW, FNAP  
Associate Dean for Health Affairs,  
Steve Hicks School of Social Work;  
Chair, Department of Health Social Work,  
Dell Medical School

**John Luk**, MD, FNAP  
Assistant Dean of Interprofessional  
Integration, Dell Medical School

**Gayle Timmerman**, PhD, RN, CNS,  
FAAN, FNAP  
Senior Associate Dean for Academic  
Affairs, School of Nursing

### HEALTH PROFESSIONS ADVISORY COMMITTEE

#### CENTER FOR HEALTH INTERPROFESSIONAL PRACTICE AND EDUCATION

**Veronica Young**, PharmD, MPH, FNAP  
Director

**Lauren El-Assad**, LCSW,  
Assistant Director

#### COLLEGE OF NATURAL SCIENCES DEPARTMENT OF NUTRITIONAL SCIENCES DIETETICS PROGRAM

**Monica Meadows**, PhD,  
Director, Coordinated Program  
in Dietetics

**Sara Sweitzer**, PhD,  
Director, Didactic Program in Dietetics

#### COLLEGE OF PHARMACY

**Renee' Acosta**, MS,  
Associate Dean for Academic Affairs

#### DELL MEDICAL SCHOOL

**Beth Nelson**, MD,  
Associate Dean for Undergraduate Medical  
Education

#### MOODY COLLEGE OF COMMUNICATION DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

**Courtney Byrd**, PhD,  
Professor and Founding Director, Michael  
and Tami Lang Stuttering Institute

**Craig Champlin**, PhD,  
Professor

#### SCHOOL OF NURSING

**Gayle Timmerman**, PhD, RN, CNS,  
FAAN, FNAP  
Senior Associate Dean for Academic Affairs

#### STEVE HICKS SCHOOL OF SOCIAL WORK

**Allan Cole**, PhD,  
Senior Associate Dean for Academic Affairs

### IPE CURRICULUM COMMITTEE

#### CENTER FOR HEALTH INTERPROFESSIONAL PRACTICE AND EDUCATION

**Veronica Young**, PharmD, MPH,  
Director

**Lauren El-Assad**, LCSW,  
Assistant Director

#### COLLEGE OF EDUCATION DEPARTMENT OF KINESIOLOGY AND HEALTH EDUCATION ATHLETIC TRAINING PROGRAM

**Kelvin Phan**, MS,  
Clinical Assistant Professor

#### COLLEGE OF NATURAL SCIENCES DEPARTMENT OF NUTRITIONAL SCIENCES DIETETICS PROGRAM

**Drew Hays**, MA, RD,  
Assistant Professor of Instruction

**Monica Milonovich**, MS, RDN, LD,  
Assistant Professor of Instruction

#### COLLEGE OF PHARMACY

**Lucas Hill**, PharmD,  
Clinical Assistant Professor

**Morgan Stewart**, PharmD,  
Clinical Assistant Professor

#### DELL MEDICAL SCHOOL

**Lynn Thoreson**, DO,  
Assistant Professor of Pediatrics

**Ashley Trust**, MD,  
Assistant Professor of Psychiatry

#### MOODY COLLEGE OF COMMUNICATION DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

**Corinne Jones**, PhD, CCC-SLP,  
Assistant Professor

**Sangeeta Kamdar**, AuD,  
Clinical Assistant Professor

#### SCHOOL OF NURSING

**Gayle Acton**, PhD, RN, FANP  
Senior Associate Dean for Academic  
Affairs

**Ana Todd**, PhD, RN  
Assistant Dean for Undergraduate  
Programs

#### STEVE HICKS SCHOOL OF SOCIAL WORK

**Dede Sparks**, LMSW,  
Assistant Dean for Health Affairs

### STUDENT HEALTH IPE COMMITTEE

#### 2020-2021 REPRESENTATIVES:

**Dayal Rajagopalan**, SHIPEC President  
and Dell Medical School student

**Cindy Nguyen**, SHIPEC Vice-President  
and College of Pharmacy student

**Katie Foshee**, SHIPEC Representative  
and Steve Hicks School of Social Work  
master's student

**Dina Chibbli**, SHIPEC Representative and  
College of Pharmacy student

**Sarah Cho**, SHIPEC Representative and  
College of Pharmacy student

#### FACULTY ADVISORS:

**Kristin Janzen**, PharmD,  
Clinical Assistant Professor,  
College of Pharmacy

**John Luk**, MD, FNAP  
Assistant Dean for Interprofessional  
Integration, Dell Medical School

**Dede Sparks**, LMSW,  
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## CONTACT US

**Veronica Young, PharmD, MPH**  
Director, Center for Health IPE  
512.475.9755  
[youngv@austin.utexas.edu](mailto:youngv@austin.utexas.edu)

**Lauren El-Assad, LCSW**  
Assistant Director,  
Center for Health IPE  
512.471.9606  
[lauren.el-assad@austin.utexas.edu](mailto:lauren.el-assad@austin.utexas.edu)

UT Center for Health IPE  
1710 Red River  
Austin, TX 78712

