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THE CENTER FOR HEALTH IPE ANNUAL REPORT



2019
2020





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CENTER FOR HEALTH IPE LEADERSHIP

Center Staff



Veronica Young, PharmD, MPH
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
Associate Dean, Health Affairs,
Steve Hicks School of Social
Work; Chair, Dept. of Health
Social Work, Dell Medical School



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



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

Board of Deans



M. Lynn Crismon, PharmD
Dean, College of Pharmacy



Clay Johnston, MD, PhD
Dean, Dell Medical School



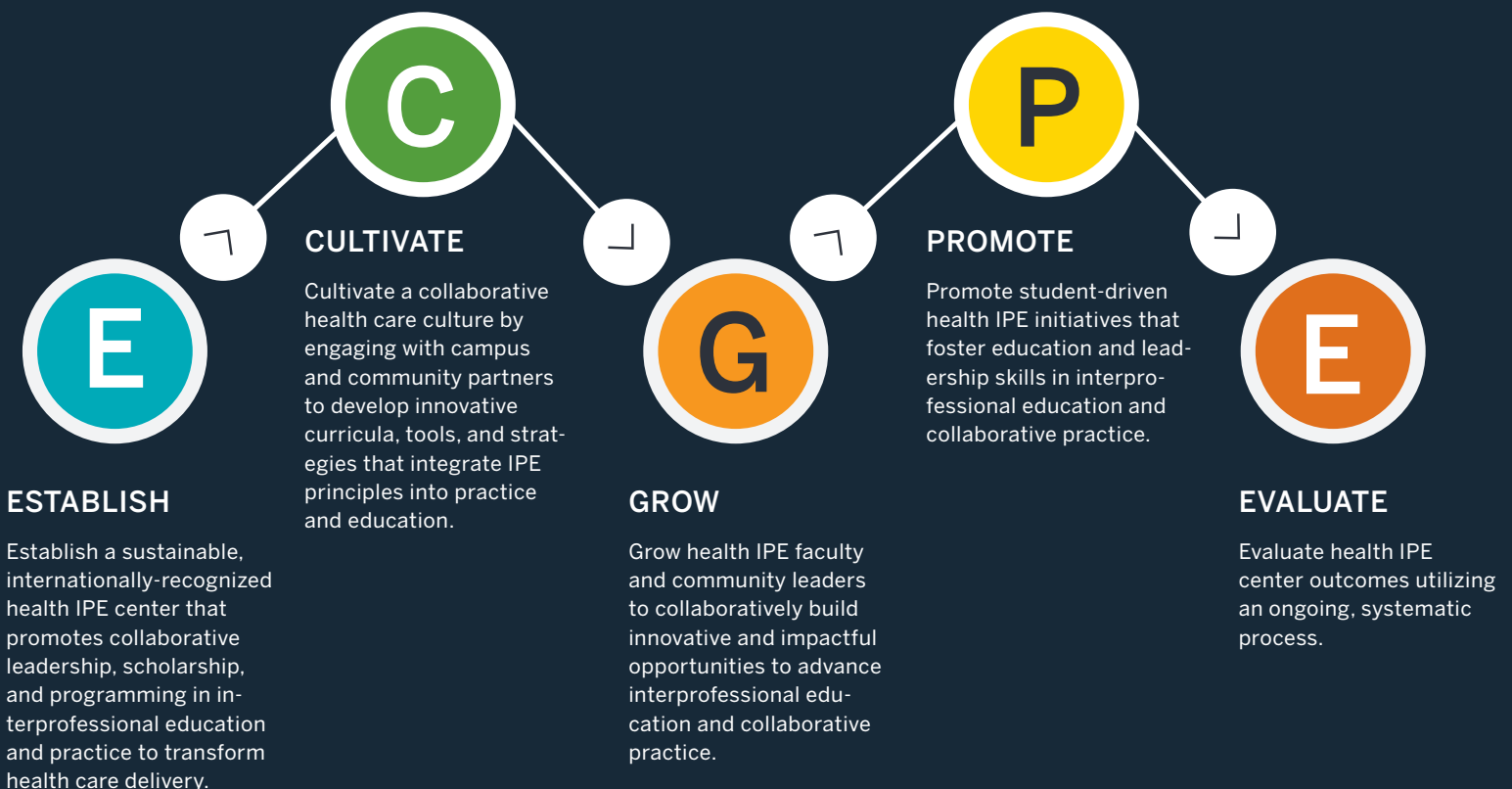
**Alexa Stuijbergen, PhD, RN,
FAAN**
Dean, School of Nursing



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



CENTER FOR HEALTH IPE GOALS



ABOUT THE CENTER FOR HEALTH IPE

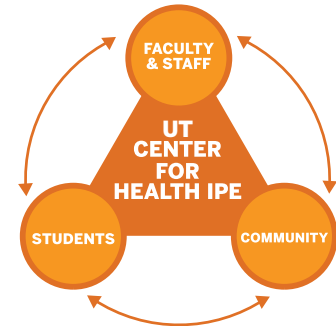
MISSION

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 the College of Pharmacy, Dell Medical School, the School of Nursing, and the Steve Hicks School of Social Work. CHIFE would like to specifically recognize Dr. Lynn Crismon who is stepping down as dean of the College of Pharmacy after 13 years of leadership. Dean Crismon has been a champion for interprofessional education and served as CHIFE's administrative dean since its launch. In this role, he provided valuable leadership to advance IPE at UT Austin.

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 on transforming the continuum of care.



DIRECTOR'S MESSAGE

CHIFE's 3rd year began with great momentum to launch a new national faculty and practitioner development program, expand trainings in practice settings, and increase interprofessional workshop offerings. Although the COVID-19 pandemic impacted plans, it spurred our rapid transition from in-person to synchronous, interactive online experiences. The pandemic demonstrated the urgent need to train health care personnel in team-based collaborative practice in order to be effective and efficient in rapidly-changing settings and conditions. Cross institutional collaborations in interprofessional practice and education further strengthens our collective response to a public health crisis in a coordinated, effective manner.

This annual report highlights CHIFE's work during the 19-20 year. We are privileged to be a part of UT Austin's health care ecosystem and to partner with health professions programs as we advance the national call-to-action to integrate interprofessional practice and education. On behalf of CHIFE, I look forward to working with you to transform health care education and practice, and advance person-centered health care and population health at UT Austin and beyond.

Sincerely,
Veronica Young, PharmD, MPH
Director, Center for Health IPE

DEFINITION OF IPE

When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.¹



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.^{2,3} Figure adapted from reference 2.

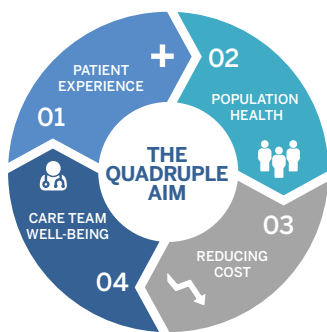


Figure 2.

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.^{4,5}

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.^{2,3} 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.^{4,5} 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.⁶ 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.⁷ 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.^{8,9,10} IPE at UT is guided by key national IPE frameworks:

- IPEC Core Competencies^{2,3} (Figure 1)
- Quadruple Aim^{4,5} (Figure 2)
- HPAC 2019 Guidance⁶
- IOM Interprofessional Learning Continuum⁷
- Optimizing the Interprofessional Clinical Learning Environment^{8,9}
- Guidance from the National Center for Interprofessional Practice and Education¹⁰

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

HIGHLIGHTING IPE LEADERSHIP AT UT AUSTIN

INDUCTING THE INAUGURAL CLASS OF HEALTH IPE FELLOWS

On November 1, 2019, CHIPE inducted its first class of Health IPE Fellows. The ceremony was led by CHIPE and the Executive Steering Committee members. Health IPE Fellows represent the highest level of IPE ambassadorship and promote interprofessional education and practice among health professions learners in all stages of their careers. Through their contributions to teaching, scholarship, and service, Health IPE Fellows transform health care delivery and advance population health. The four health professions deans and two faculty from each program were named Health IPE Fellows.



COLLEGE OF PHARMACY

Veronica Young, PharmD, MPH
Director of IPE and Community
Engagement;

Lucas Hill, PharmD, BCPS,
Clinical Assistant Professor;

Patrick Davis, PhD, Professor;

M. Lynn Crismon, PharmD, Dean



DELL MEDICAL SCHOOL

John Luk, MD, Assistant Dean of
Interprofessional Integration;

Rich Bottner, DHA, PA-C,
Clinical Assistant Professor;

Dan Richards, MD, Associate Chair
for Education;

Clay Johnston, MD, PhD, Dean



SCHOOL OF NURSING

Lori Haertel, PhD, RN, CS, ARNP,
Clinical Assistant Professor;

Stephanie Morgan, PhD, RN, FNP-BN,
Director of Practice Innovation and
Clinical Professor;

Gayle Timmerman, PhD, RN, CNS, FAAN,
Associate Dean for Academic Affairs;

Alexa Stuifbergen, PhD, RN, FAAN, Dean



STEVE HICKS SCHOOL OF SOCIAL WORK

Barbara Jones, PhD, MSW,
Associate Dean for Health Affairs;

Farya Phillips, PhD, CCLS,
Research Assistant Professor;

Dede Sparks, LMSW, Assistant Dean
for Health Affairs;

Luis Zayas, PhD, MSW, Dean

Selected Recent Publications

Interprofessional Simulation in Prelicensure Learners. Book chapter in *InterProfessional Team Training and Simulation* authored by John Luk, Melissa Sanders, Veronica Young, Barbara Jones, and Kim Brown.

Transformative Teams in Health Care: Enhancing Social Work Student Identity, Voice, and Leadership in a Longitudinal Interprofessional (IPE) Course. Published in *Advances in Social Work* and authored by Barbara Jones, Jennifer Currin-McCulloch, Liana Petruzzi, Farya Phillips, and Blake Smith.

Implementation of a Collaborative Model for Opioid Overdose Prevention on Campus. Published in the *Journal of American College Health* and authored by Lucas Hill, Lori Holleran Steiker, Lubna Mazin, and Mark Kinzly.

Impact of Physician-Pharmacist Covisits at a Primary Care Clinic in Patients with Uncontrolled Diabetes. Published in the *Journal of Pharmacy Practice* and authored by Jasmine Peterson, Jamie Barner, Phillips Lai, Aida Garza, April Hinds, Michelle Nguyen, Lucas Hill, and Tyler Gums.



"The success of the rapid pivot from in-person to virtual learning in the FICP course rests squarely with the course team and learners. I think that all exhibited grace, resilience, and grit in the face of the disruption to the semester. Course team members balance the importance of active, experiential learning and the need for flexibility in the new virtual learning environment to which most of us were novices. Our learners demonstrated patience and fortitude as they rapidly transitioned into this environment with us. I confidently assert that the interprofessional collaboration of our course team and learners enabled us to continue the success and effect of the course. Indeed, we were even able to deliver the capstone simulation experience with astounding results! Cheers to all!"

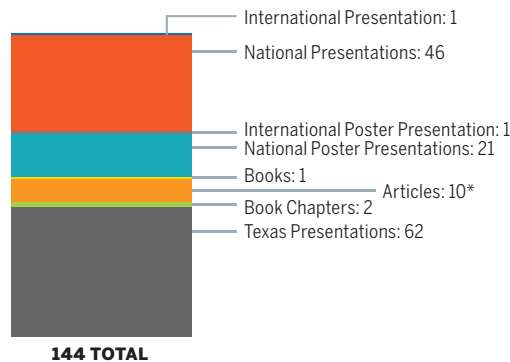
– John Luk, MD, Assistant Dean of Interprofessional Integration, Dell Medical School, and FICP course director.



RESEARCH AND SCHOLARSHIP HIGHLIGHTS

FACULTY SCHOLARSHIP IN IPE

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



*8 articles published in peer-reviewed journals.

INTERPROFESSIONAL COLLABORATION IN ADDICTION RESEARCH

The Pharmacy Addictions Research & Medicine (PhARM) Program has been awarded \$22.3 million over three years to address the opioid crisis in Texas as part of the Texas Targeted Opioid Response initiative administered through the Texas Health & Human Services Commission. Dr. Lucas Hill, clinical assistant professor at the College of Pharmacy and Health IPE Fellow, is PI on the grant and, alongside collaborative project leaders from Dell Medical School (Drs. Kasey Claborn and Christopher Moriates), the Moody College of Communication's Center for Health Communication (Dr. Michael Mackert), and the Steve Hicks School of Social Work (Dr. Fiona Conway), conducts innovative work using an interprofessional approach. CHIPE collaborates with the PhARM team to support the creation of new live and online continuing educational programming to develop interprofessional teams that address the opioid crisis. This programming will emphasize harm reduction strategies and medications for opioid use disorder which remain underutilized despite substantial evidence of benefit.

PRESENTED AT THE NEXUS SUMMIT IN AUGUST 2020

"Implementation of a Palliative Care Telehealth Simulation Using Standardized Patients" was accepted as a part of the Lightning Talk series. Authors: Veronica Young (CHIPE and pharmacy); John Luk (medicine); Barbara Jones (social work); Michael Akwari and Kenny Nguyen (pharmacy students).

"An Interprofessional Socialization Pedagogy: Preparing Students to Enter the Clinical Learning Environment" was accepted as a part of the seminar series. Authors: John Luk (medicine) Veronica Young (CHIPE and pharmacy); Gayle Timmerman (nursing); and Barbara Jones (social work).

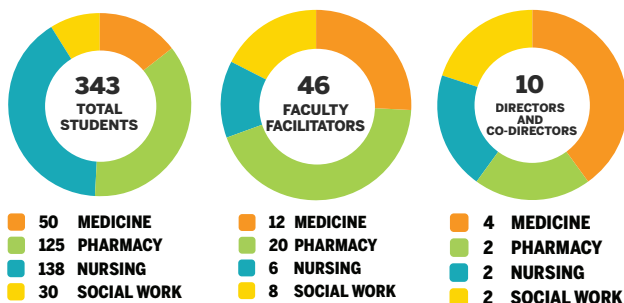
"Developing a Low-Cost Tool for Muscle Strength Assessment in Telehealth" was accepted for presentation as part of the Interprofessional Student Poster series. Authors: Natalie Weston and Nina Lemieux (medical students). This project focuses on medical, engineering, and kinesiology students collaborating on biomedical device design.

INNOVATIONS IN INTERPROFESSIONAL EDUCATION

The Foundations of Interprofessional Collaborative Practice (FICP) course brings nursing, social work, medicine, and pharmacy students together to learn about, with, and from each other. This course incorporates interactive activities and simulations. Due to the COVID-19 pandemic, the course directors successfully redesigned the course for virtual delivery. They will continue to innovate on delivering this course online in the 20-21 year.

THE FICP COURSE POPULATION BREAKDOWN

In 2019-2020, 343 students were facilitated by 10 interprofessional course directors and co-directors, as well as 46 faculty facilitators.



PROMOTING IPE ACROSS CAMPUS AND THE COMMUNITY



INTERPROFESSIONAL PEER HEALTH CONSULTING

This past year CHIPE, in partnership with the McCombs School of Business, Dell Medical School, and College of Pharmacy, launched its Interprofessional Peer Health Consulting program. Students with advanced knowledge in their own field consult on a community-based project that is conducted by a team of students from another major/profession. These community-based projects focus on advancing person-centered care and/or population health.

One project that launched this year featured Kate Galloway, RN, who graduated in spring 2020 with an MBA from the McCombs School of Business. She consulted with a team of Dell Medical students to help them increase efficiencies with their workflow at the CD Doyle Clinic, which is a free, student-run clinic. Kristie Loescher, director of the Healthcare Innovation Initiative at the McCombs School, served as faculty advisor. Another project involved dietetics students who consulted with pharmacy students to provide quality disease management. Mariam Eid and Bailey Irvin, dietetics students within the College of Natural Sciences, worked with a pharmacy student team to develop nutritional modifications for the Community Coalition for Health Adult Diabetes Program. Veronica Young, director of CHIPE, served as the faculty advisor for the peer consulting. Both projects cited that understanding each other's roles and responsibilities and maintaining strong communication were key to successful team work.



Kate Galloway,
MBA, RN



Bailey Irvin,
dietetics student



Mariam Eid,
dietetics student

"When students are able to learn from and with each other, it increases understanding and collaboration. Our hope is that we will see patient outcomes and satisfaction improve due to the increased coordination between health professions."

Kate Galloway

INTERPROFESSIONAL SIMULATIONS:

- Alcohol Withdrawal/
Suicide Recognition Simulation
- Disaster Drill Simulation
- Hospital Clinical Day Simulation
- End of Life Simulation
- Palliative Care Simulation
- Poverty Simulation in partnership with Austin Community College's Division of Health Sciences



2ND ANNUAL INTERPROFESSIONAL HEALTH SHOWCASE

The 2nd annual Interprofessional Health Showcase, originally intended to be a live event on May 1st, was converted to an online event as a result of the COVID-19 pandemic and subsequent social distancing requirements. This change in format allowed a large online audience to view 88 health-related posters that were displayed from students and residents across UT programs. Poster categories include quality improvement, community engagement, research, case studies, and literature review. New this year was the People's Choice award where 304 attendees voted for their favorite posters across all categories. "Phase-Dependent Modulation of Muscle Activation Evoked by Superficial Radial Nerve Stimulation During Walking in Humans" presented by Suhana Ahamed and advised by Lawrence Abraham, both in the department of Kinesiology and Health Education, won the People's Choice award. Despite disruptions brought forth by COVID-19, CHIPE was thrilled to be able to highlight students' and residents' innovative health-related projects.

SHOWCASE HIGHLIGHTS

Posters across 5 categories

88

51%

Projects involved community partners



304

Attendees voted for the new People's Choice Award

10,849

Unique page views from 5/1-5/4

Undergraduate, graduate, and professional students and residents presented posters

94% Rated showcase "excellent or good"

12

Award-winning posters from 9 programs: athletic training, educational psychology, kinesiology & health education, liberal arts, medicine, natural sciences, nursing, pharmacy, and social work

STUDENT LEADERSHIP IN IPE

Aligning with its goal to advance student-driven IPE initiatives, CHIPE supported the launch of an interprofessional student committee. Adam Burkhard, 3rd year College of Pharmacy student, and Sam Baldazo, 3rd year Dell Medical student, co-founded the Student Health IPE Committee, (SHIPEC) in March 2020. Their mission is to lead interprofessional student forums to advance collaborative learning and scholarship and promote team-based, person-centered health care within the health care and health care-related professions. Below Adam and Sam discuss why they started the committee and why IPE.

Why did you start the SHIPEC?



AB: Establishing SHIPEC is one way in which students can support CHIPE and promote organic opportunities for health profession students to collaborate outside of the classroom. SHIPEC hopes their efforts in support of CHIPE will better prepare graduates to work collaboratively across professions for the betterment of patient care.



SB: I want our schools to be able to coordinate opportunities for all students to learn, work, and interact with people of various health educations. The more we can interact, the more able we will be to work together as future professionals.

Why is IPE important to you and your respective profession?



SB: Every clinical encounter is dotted with different interactions and professionals who contribute to a whole outcome for a patient, and the more able our students are able to interact with those other professionals, the better able that whole process will function.



AB: Educating health profession students about intercollaborative practice at the start of their professional careers is crucial for catalyzing the transformation of our health care system. For pharmacy specifically, the last ten years has rapidly shifted our practice. Although historically operating in a silo, pharmacists are gaining recognition for their valuable contributions to health care teams as the medication experts.

Where do you hope this committee will be in 2 years?



AB: I have two overarching goals for SHIPEC that can be summarized in two words: representation and impact. In two years I hope to see increased representation, especially from professions outside of medicine, nursing, social work, and pharmacy. The more representation we have on the committee, the larger our audience and the larger our impact. This leads to my second goal: expanding their impact. In two years I hope to see SHIPEC sponsoring at least two health IPE events each semester with attendance from all health professions represented on the committee.

3

Clinics that received IPE training /consultation

36

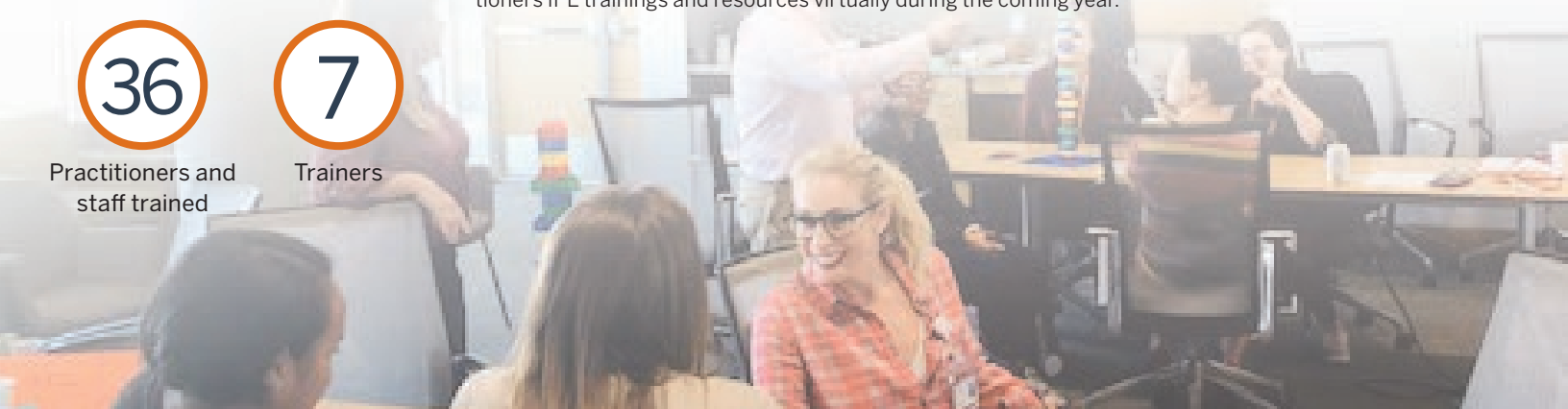
Practitioners and staff trained

7

Trainers

IPE IN THE CLINICAL LEARNING ENVIRONMENT

CHIPE is focused on expanding IPE into clinical learning environments and to this end, started delivering trainings and consultations to selected UT Health Austin clinics in September 2019. UT Health Austin clinics' focus on delivering collaborative, team-based care aligns perfectly with core components of IPE. CHIPE will continue supporting clinical learning environments to offer practitioners IPE trainings and resources virtually during the coming year.



ELEVATING IPE STATEWIDE AND NATIONALLY

T3 INTERPROFESSIONAL TEAM DEVELOPMENT PROGRAM

CHIPE is partnering with the National T3 Advisory Board and the National Center for Interprofessional Practice and Education to deliver the national T3 training for faculty and practitioner teams from across the country to develop and implement quality IPE for education and practice at their home institutions. IPE leaders from UT Austin who are trained in and passionate about collaborative, team-based health care are transitioning this training to a virtual format to offer an innovative experiential experience to participating teams. CHIPE's first T3 program will be delivered virtually in January 2021.



TEXAS IPE CONSORTIUM

UT Austin is one of five founding members of the Texas IPE Consortium which fosters cross-institutional collaboration and learning opportunities and reinforces value for IPE as a critical aspect of health professions education statewide. Led by Texas Tech University Health Sciences Center, who was charged with this initiative by the State of Texas Legislature's House Committee on Public Health in 2015, the founding institutions besides UT are UT Southwestern Medical Center, University of North Texas Health Science Center, and Texas A&M University Health Science Center.

ADAPTING IPE DURING COVID-19



The pandemic presented an unprecedented challenge to the IPE community where highly interactive, in-person interactions are essential to teaching and learning. The consortium pivoted quickly in March 2020 to support Texas institutions and beyond to transition to virtual interprofessional learning. CHIPE co-hosted along with the

consortium two "Conversations in IPE" virtual events. The April event was titled, "Conversations in IPE: The Impact of COVID-19" and UT facilitators included Veronica Young from CHIPE, Renee' Acosta and Claire Latiolais from the College of Pharmacy, and Barbara Jones from the Steve Hicks School of Social Work and Dell Medical School. CHIPE co-facilitated a second virtual event in July, titled "Conversations in IPE: Virtual Simulations with Standardized Patients." The virtual events were well attended by faculty and practitioners from Texas institutions and other states.

PROMOTING TEAMSTEPS® TO ADVANCE INTERPROFESSIONAL TEAMWORK AND PATIENT SAFETY

One strategic goal of the consortium is to promote TeamSTEPS® Fundamentals training among all health professions learners in the state. TeamSTEPS®, an evidence-based teamwork system to improve patient safety, was jointly developed by the Agency for Healthcare Research and Quality (AHRQ) and the Department of Defense Patient Safety Program. In August, the consortium offered the first TeamSTEPS® Master Training Course virtually, recognizing the even more urgent need to improve teamwork and interprofessional collaboration in health care during a pandemic. CHIPE supported the consortium in transitioning the course to a virtual platform and co-facilitated the live, synchronous training. The training produces Master Trainers to offer TeamSTEPS® training and certification at their home institutions. This training sold out quickly and will be offered again during the forthcoming year. CHIPE will continue to work with the Texas IPE Consortium to strategically deploy virtual IPE trainings and learning experiences to support team-based health care education and practice across Texas.

T3 Austin Core Faculty Planning Team:

- Lauren El-Assad, LCSW, Assistant Director, Center for Health IPE
- Barbara Jones, PhD, MSW, FNAP, Associate Dean for Health Affairs and Co-Director for Institute for Collaborative Health Research and Practice, Steve Hicks School of Social Work; Inaugural Chair of the Department of Health Social Work, Dell Medical School
- John Luk, MD, FNAP, Assistant Dean of Interprofessional Integration, Dell Medical School
- Stephanie Morgan, PhD, RN, FNP-BC, Clinical Professor and Director of Practice Innovation, School of Nursing
- Dan Richards, MD, Associate Chair for Medical Education, Dell Medical School
- Dede Sparks, LMSW, Assistant Dean for Health Affairs, Steve Hicks School of Social Work
- Gayle Timmerman, PhD, RN, CNS, FAAN, FNAP, Associate Dean for Academic Affairs, School of Nursing
- Veronica Young, PharmD, MPH, FNAP, Director, CHIPE; Director for IPE and Community Engagement, College of Pharmacy



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CONTACT US

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