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**TRANSFORMING TEAMS.
TRANSFORMING HEALTH CARE.**

THE CENTER FOR HEALTH IPE ANNUAL REPORT

2017-2018

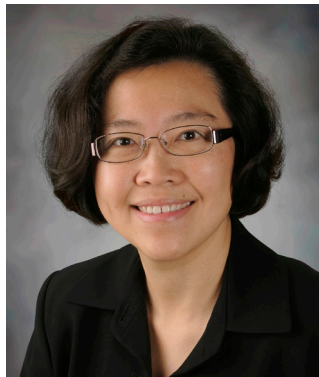


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CENTER FOR HEALTH IPE LEADERSHIP

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“ **INTERPROFESSIONAL EDUCATION OCCURS WHEN STUDENTS FROM TWO OR MORE PROFESSIONS LEARN ABOUT, FROM AND WITH EACH OTHER TO ENABLE EFFECTIVE COLLABORATION AND IMPROVE HEALTH OUTCOMES** ”

SOURCE: WORLD HEALTH ORGANIZATION, 2010

ABOUT THE CENTER FOR HEALTH IPE

STATEMENT

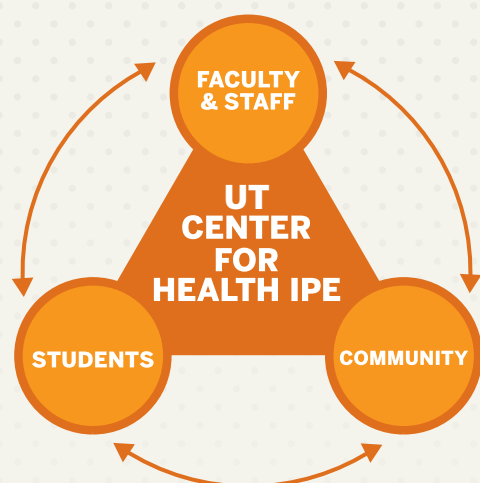
The Center for Health IPE launched in fall 2017 to advance person-centered care and population-oriented health through collaborative approaches to health education and practice. During its inaugural year, the center expanded upon the health IPE efforts started years ago by faculty champions who spearheaded interprofessional learning opportunities across campus. Simultaneously, the foundation was laid for a sustainable, internationally-recognized center positioned to change health care practice and outcomes. The Center for Health IPE brings forth aspirational goals to transform health care culture and is pleased to share some of these developments in service of this vision.

ACKNOWLEDGMENTS

The Center for Health IPE 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, School of Nursing, and the Steve Hicks School of Social Work.




TRANSFORMING TEAMS. TRANSFORMING HEALTH CARE.



THE UT CENTER FOR HEALTH IPE CONVENES KEY HEALTH AND EDUCATION STAKEHOLDERS TO TRANSFORM HEALTH PROFESSIONS EDUCATION THROUGH COLLABORATIVE INTERPROFESSIONAL PRACTICE AND TEAM-BASED CARE.

Our Vision: to transform health care by developing an internationally-recognized center that prepares interprofessional leaders and conducts scholarship in collaborative practice and system innovation.

Our Mission: to lead innovative interprofessional education, practice, and scholarship that advances collaborative person-centered care and population-oriented health.



**“ INTERPROFESSIONAL
COLLABORATIVE PRACTICE
OCCURS WHEN MULTIPLE HEALTH
WORKERS FROM DIFFERENT
PROFESSIONAL BACKGROUNDS
PROVIDE COMPREHENSIVE
SERVICES BY WORKING WITH
PATIENTS, THEIR FAMILIES,
CARERS, AND COMMUNITIES TO
DELIVER THE HIGHEST QUALITY
OF CARE ACROSS ALL SETTINGS. ”**

SOURCE: WORLD HEALTH ORGANIZATION, 2010

GOALS AND HIGHLIGHTS

The Center for Health IPE staff and steering committee members identified five primary goals to drive the strategic direction of the center for the first five years. These goals are outlined in the following pages, along with a brief description of our progress.

GOAL #1. 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.

Start from the Ground Up

Building a solid infrastructure to ensure that the center launches in a deliberate, thoughtful manner was key during the inaugural year. Accomplishments include determining goals and a structure to drive center activities and establishing a communications strategy, visual identity, and web and social media presence.

Collaborate as Leaders and Scholars

The center represents the University as one of five founding institutions to initiate the Texas IPE Task Force in response to a mandate from the Texas State Legislature. The center continues to lead the transition of this task force to a permanent consortium supporting IPE at the state level. These health IPE leaders share institutional IPE initiatives, experiences, and lessons learned to advance transformational change in health education and practice throughout Texas and beyond. At the 2018 Nexus Summit hosted by the National Center for Interprofessional Practice and Education, the Texas IPE Consortium received Honorable Mention for the 2018 George E. Thibault, MD Nexus Award. The award recognizes significant contributions to the Nexus through the alignment of interprofessional practice and education to improve health (Figure 1).

Center staff and leadership drove efforts to further health IPE scholarship and sustainability. Steering Committee members facilitated scholarship on IPE through research, publications, and presentations at local, state, national, and international conferences including the National Academies of Practice, Interprofessional Education Collaborative Institute, National Center for Interprofessional Practice and Education, Collaborating Across Borders, All Together Better Health, and the UT Kenneth I. Shine, MD, Academy of Health Science Education.



(Figure.1)

THE TEXAS IPE CONSORTIUM'S HONORABLE MENTION

(from left to right)

Barbara Brandt, PhD
Director, National Center for Interprofessional Practice and Education

David Farmer, PhD, LPC, LMFT
Director, Interprofessional Education and Practice, UNT

Kim Hoggatt Krumwiede, PhD, CMI
Director, Interprofessional Practice and Education, UT Southwestern

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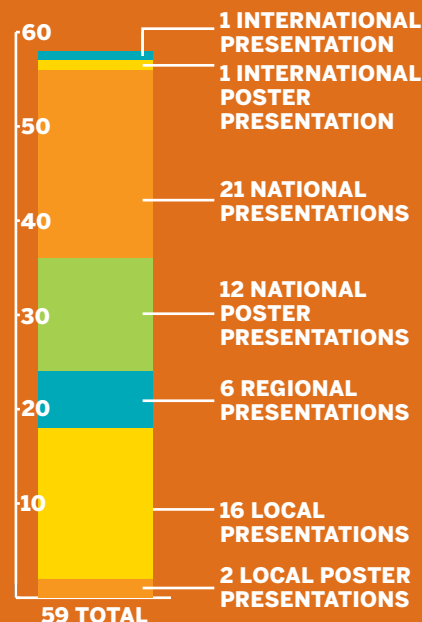
Christine Kaunas, MPH
Director, Faculty Excellence and Diversity, Texas A&M

George E. Thibault, MD
Immediate Past President, Josiah Macy Jr. Foundation

Renée Bogschutz, PhD, CCC-SLP
Not pictured
Chair, Texas IPE Consortium, Director, Interprofessional Education, Texas Tech

FACULTY SCHOLARSHIP

Since 2014, Center for Health IPE Steering Committee members have made numerous contributions to health IPE scholarship.





THE FICP COURSE POPULATION BREAKDOWN

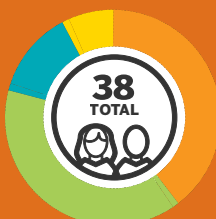
In 2017-2018, 346 students were assigned to 36 interprofessional teams, facilitated by 38 faculty facilitators.

STUDENTS



47 MEDICINE
123 PHARMACY
134 NURSING
42 SOCIAL WORK

FACULTY



15 MEDICINE
15 PHARMACY
5 NURSING
3 SOCIAL WORK

GOAL #2. 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.

Innovate Health IPE Curricula

The Center for Health IPE facilitates the development of innovative IPE courses and other learning experiences to meet national IPE criteria and profession-specific accreditation standards. Expert consultants will work with leadership and faculty to address programmatic IPE needs.

Foundations of Interprofessional Collaborative Practice

The Foundations of Interprofessional Collaborative Practice (FICP) course was launched in fall 2016. FICP contributes to the transformation and improvement of health care education by preparing students to lead and to effectively contribute to team-based care. It brings together students from medicine, nursing, pharmacy, and social work in interprofessional teams to engage in hands on activities and simulations designed to provide students with opportunities to develop interprofessional education collaborative competencies. During six, 3-hour sessions each semester, team members learn about, with, and from each other on key health areas such as interprofessional ethics, health inequity, implicit bias, TeamSTEPPS®, motivational interviewing, addiction care, palliative care, and health care error disclosure. In 2017-2018, 346 students were assigned to 36 interprofessional teams, facilitated by 38 faculty facilitators. FICP course leaders developed an innovative, rapid-cycle course improvement process to continually revise content, activities, and delivery format.



Quality Improvement and Patient Safety

Medicine, nursing, and pharmacy faculty members co-developed an interprofessional experience that centers on quality improvement and patient safety. With health care errors being the third leading cause of death in the U.S., training all health care professionals on quality improvement and patient safety is foundational to improving health outcomes, population health, and efficiency of care. Within their respective programs, students complete the Institute for Healthcare Improvement Basic Certificate in Quality and Safety. Over a two-week period in the fall and spring semesters, 200+ students from all three professions come together in an online forum to delve into issues of quality and safety. These interprofessional teams are supported by 15+ faculty facilitators.

Engage on Campus and in the Community

The Center for Health IPE has several initiatives in the pipeline to foster engagement with campus and community members. These initiatives include developing a cadre of Health IPE Affiliates, identifying and honoring Master Health IPE experts, and creating an Academy of Health IPE Student Peer Consultants. Center personnel have identified over 25 entities on campus with potential for health IPE partnerships and are conducting an environmental scan to assess for current health IPE activities and needs. Beyond the 40 Acres, center leadership has met with key collaborative health advocates in the community to discuss collaborations. Online educational resources, funded through a HRSA grant, are hosted on the center's website and continue to be rich resources for health IPE information available to broad audiences.

Facilitate Outreach Programs

Outreach is a key center priority that is accomplished through a variety of channels. Partnering with entities on local, state, and national levels to support health IPE activities is a key component of outreach. The center provided support for the Poverty Simulation event in February 2018, which involved faculty, students, and community members from a variety of professions. The center collaborated with the Integrated Behavioral Health Scholars Program, a joint-initiative among health programs, to apply for and receive a grant from the Texas Higher Education Coordinating Board to recruit and retain African American and Hispanic students into graduate and professional mental health programs at UT.

GOAL #3. GROW HEALTH IPE FACULTY AND COMMUNITY LEADERS to collaboratively build innovative and impactful opportunities to advance interprofessional education and collaborative practice.

Develop our Faculty and Practitioners

Supporting health IPE-related training and professional development opportunities for faculty and practitioners is essential to prepare health care leaders to transform practice. The Center for Health IPE supports efforts to train faculty to facilitate student teams in the FICP course, as well as be a resource to identify practitioners to serve on panels. Center staff and affiliated faculty support professional development programming on IPE at the local, regional, and national levels. The center collaborated on UT Austin's successful application to send an interprofessional team of providers to a training in Chicago to participate in the National Cancer Institute-sponsored Interprofessional Education Exchange (IPEX) Project for 2018-2019. This selection process is highly-competitive and faculty providers who participate will further develop, implement, and evaluate interprofessional education in palliative care. There is tremendous interest from faculty to increase their IPE competencies and the center looks forward to responding with innovative, practice-based programming.

Nurture Academic-Community Partnerships

The center is piloting a program that brings students together to solve complex health care practice issues. The Academy of Health IPE Student Peer Consultants program will enable students to collaborate with each other and community partners to find solutions to complex practice-based health care issues.

GOAL #4. PROMOTE STUDENT-DRIVEN HEALTH IPE INITIATIVES that foster education and leadership skills in interprofessional education and collaborative practice.

A cornerstone of the center's work is supporting student-driven co-curricular opportunities to enhance practice-based learning and cultivate leaders in health IPE. The center is supporting efforts for students to develop interprofessional organizations, including Primary Care Progress and a UT Austin chapter of the Institute for Healthcare Improvement Open School. The center will augment efforts to support health IPE student leaders by spearheading case competitions that will give health professions students experience collaborating on complex, real-world health care practice issues.

GOAL #5. EVALUATE HEALTH IPE CENTER OUTCOMES utilizing an ongoing, systematic process.

As the Center for Health IPE works towards its ambitious goals to create a more collaborative health care practice culture and advance population-oriented health, metrics will be used to measure productivity and outcomes. The Center for Health IPE has partnered with UT's Faculty Innovation Center to determine assessment tools and methods for mapping health IPE activity at UT, as well as measuring how effective various experiences and resources are in advancing learners' health interprofessional competencies.



Interprofessional Education Collaborative (IPEC) four competencies and sub-competencies that outline desired principles of practice are recognized as the foundation of interprofessional practice and have become an integral part of health professions curricula. (Figure. 2 Adapted from IPEC, 2011)



THE LEARNING CONTINUUM PRE-LICENSURE THROUGH PRACTICE TRAJECTORY



TRANSFORMING TEAMS. TRANSFORMING HEALTH CARE.

CONTACT US

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A photograph of two healthcare professionals, a woman with glasses and a stethoscope, and another woman, in a clinical setting. The image is overlaid with a semi-transparent orange banner containing text. The background is a warm, orange-toned photograph of two healthcare professionals, a woman with glasses and a stethoscope, and another woman, in a clinical setting.

“ INTERPROFESSIONAL TEAM-BASED CARE IS DELIVERED BY SMALL WORK GROUPS CONSISTING OF DIFFERENT PROFESSIONS IN HEALTH CARE WHO ARE RECOGNIZED AS HAVING A COLLECTIVE IDENTITY AND SHARED RESPONSIBILITY FOR A PATIENT OR GROUP OF PATIENTS. ”

SOURCE: IPEC, 2011, 2016



The University of Texas at Austin
Center for Health Interprofessional
Practice and Education

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