



TEXAS

The University of Texas at Austin



THE CENTER FOR HEALTH IPE ANNUAL REPORT

2021 • 2022





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 2021-2022



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



David Vanden Bout, PhD
Dean,
College of Natural Sciences



**George Macones,
MD, MSCE**
Interim Dean,
Dell Medical School



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



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



Luis Zayas, PhD
Dean,
Steve Hicks School
of Social Work
2012-2022



Allan Cole, PhD
Dean,
Steve Hicks School of Social Work
June 2022-present

TABLE OF CONTENTS

Center for Health IPE Leadership.....3

Goals..... 4

Mission5

Acknowledgments5

Director’s Message5

Interprofessional Practice and Education at UT Austin..... 6

IPE: A Core Component of Health Care Education.....7

Preparing a Collaborative Practice-Ready Workforce 8

State, National, and International IPE Highlights10

Research and Scholarship Highlights 11

Recognitions13

2021-2022 Committee Directory14

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

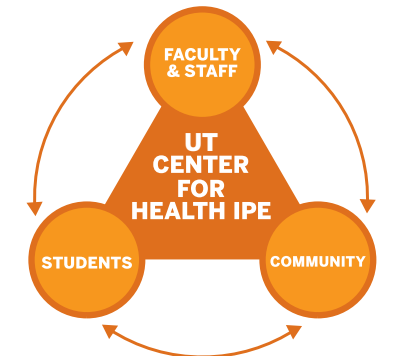
MISSION

The Center for Health IPE (CHIFE) launched in late 2017 with a mission 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 financial support 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 following partner programs, each of which has representation on the Board of Deans: College of Natural Sciences (Department of Nutritional Sciences), College of Pharmacy, Dell Medical School, Moody College of Communication (Department of Speech, Language, and Hearing Sciences), School of Nursing, and the Steve Hicks School of Social Work. Dr. Sam Poloyac serves as the administrative dean of CHIFE, providing guidance to drive the center's mission and vision.

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

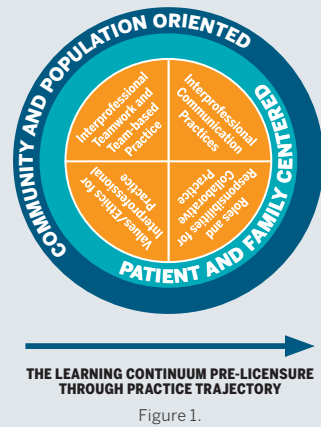


CHIFE launched in November 2017 through the determination and passion of a group of faculty champions who knew that improving how we train health professions learners would improve health care practice. During the past 5 years, CHIFE has grown its network of IPE champions and colleagues to bring learners from different health professions together to develop the knowledge, skills, and attitudes that are outlined in national competencies and necessary to optimize health care teamwork. This report highlights many of the programs and activities that have resulted from these collaborations. We are grateful for our strong network of IPE champions who work across campus and across institutions to transform how health care is taught and practiced.

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

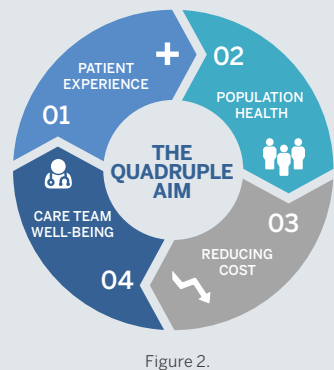
DEFINITION OF IPE

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



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
Counseling Psychology	College of Education	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



CHIBE COMMITTEES THAT DRIVE ITS INSTITUTIONAL STRATEGY

BOARD OF DEANS

The Board of Deans articulates a shared vision for IPE at UT Austin and provides institutional support for CHIPE to ensure that it is a sustainable entity positioned to lead innovative interprofessional education, practice, and scholarship.

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)

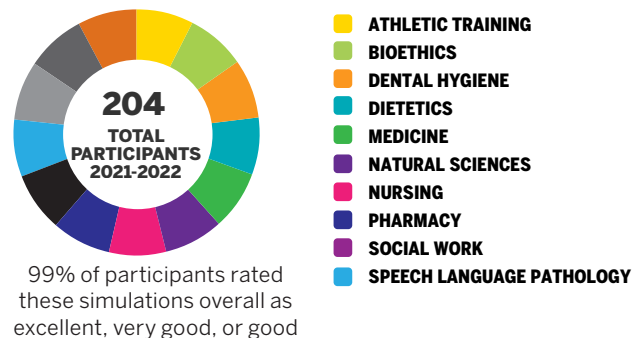
SHIPEC is a student-led committee whose mission is to lead interprofessional student forums to advance collaborative learning and scholarship and promote team-based, person-centered care within the health care and health care-related professions. CHIPE is the advising body for SHIPEC.

The complete committee directory can be found on page 14.

PREPARING A COLLABORATIVE PRACTICE-READY WORKFORCE: HIGHLIGHTED EXPERIENCES

HEALTH AND WELL-BEING FOR ALL VIRTUAL SIMULATIONS

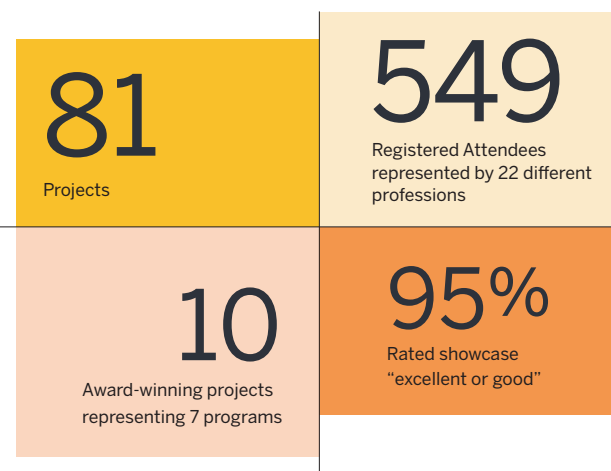
These simulations, held on November 6, 2021 and March 5, 2022, take participants through a 6-step improvement process where they simulate a community task force intervention focused on social determinants of health and unhealthy weight. Participant teams, consisting of interprofessional students, faculty, and staff, are facilitated by advanced-level learners who received training from CHIPE on interprofessional small group facilitation. To date, CHIPE has delivered four of these simulations in collaboration with Austin Community College's Health Sciences Program.



4TH ANNUAL INTERPROFESSIONAL HEALTH SHOWCASE

CHIPE hosted its 4th Interprofessional Health Showcase on April 29, 2022. 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 health innovation. This year, 81 health-related projects were presented and 62% of these involved community partners. Award finalists 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.

SHOWCASE HIGHLIGHTS



NATIONAL CLARION COMPETITION

An interprofessional team of UT Austin students competed in the national CLARION Case Competition on April 9, 2022. This virtual case competition, hosted by the University of Minnesota, 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 Brett Barrier (Steve Hicks School of Social Work), Zaynab Omisade (College of Pharmacy), Christian Shannon (Dell Medical School), and Blake Smith (Dell Medical School). They delivered a case titled, "A System of Belonging: Investing in our Healthcare Heros."



Zaynab Omisade



Christian Shannon

Not pictured: Brett Barrier and Blake Smith.

TEAMING FOR GRADUATE MEDICAL EDUCATION (GME) RESIDENTS

Dan Richards, MD, Dell Medical School, and Veronica Young, PharmD, MPH, Center for Health IPE, co-led TeamSTEPS® Fundamentals Training for GME residents, including a virtual 2-part workshop for 33 Distinction in Care Transformation residents in August 2021 and January 2022. The inaugural teaming workshop, "High Performance Teaming Utilizing TeamSTEPS® Strategies," was conducted by John Luk, MD, Dan Richards, MD, Lynn Thoreson, DO, and Veronica Young, PharmD, MPH to 54 incoming GME residents on June 22, 2022. TeamSTEPS® stands for Team Strategies and Tools to Enhance Performance and Patient Safety. It's an evidence-based system to improve team performance. Teaming is one of six cross-cutting pathways from the Accreditation Council for Graduate Medical Education (ACGME), and adopted by the NCICLE, to optimize the interprofessional clinical learning environment to achieve safe and high-quality patient care.



SYSTEMS THINKING THROUGH AN IPE LENS

CHIPE provides interprofessional training in systems thinking using Friday Night at the ER®, a simulation designed to build leadership, collaboration, communication, and problem-solving skills involving systems improvements. The pilot training included clinician educators from 5 programs, all of whom strongly agreed that it was a valuable learning experience.



John Luk, MD, facilitates a FNER pilot session with Patty Hamilton-Solum (Nursing); Kristin Janzen (Pharmacy); Joan Asseff (Social Work); and Kelli Martinez (Medicine).

NAVIGATING THE HEALTH INSURANCE MARKETPLACE: SOCIAL DETERMINANTS OF HEALTH WORKSHOP

Joan Asseff, LCSW-S, Steve Hicks School of Social Work, and Veronica Young, PharmD, MPH, Center for Health IPE, co-led this workshop in March 2022 for GME residents to give them a simulated experience about the challenges faced by many households trying to secure affordable health insurance. Participants worked in small groups to assume the role of a family unit, reflected on their own professional role in reducing barriers to care, and identified ways to collaborate with other professionals to increase access to care.

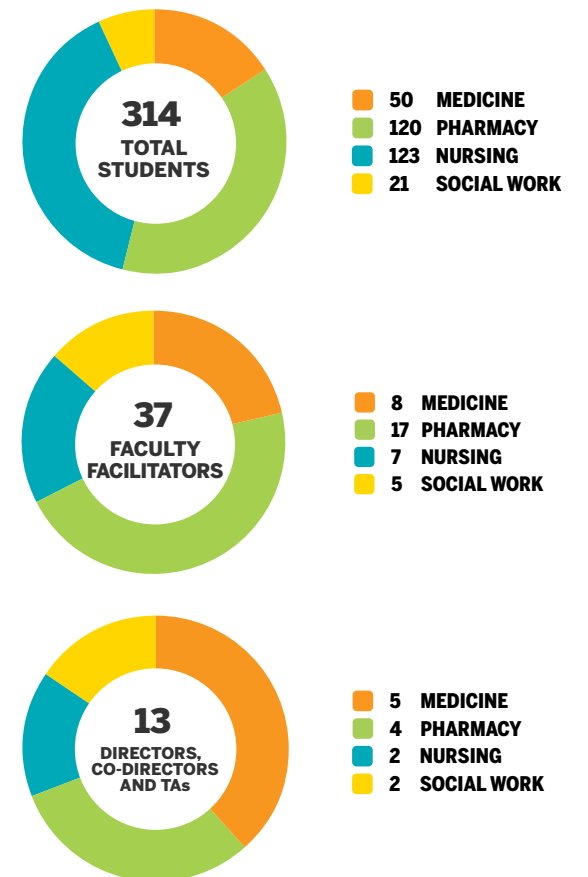
FOUNDATIONS OF INTERPROFESSIONAL COLLABORATIVE PRACTICE (FICP)

The FICP course brings medicine, nursing, pharmacy, and social work students together to learn about, with, and from each other. Students meet on Friday afternoons to work on interprofessional teams to gain foundational knowledge, skills, and attitudes that are essential for health care teams to optimally function. Faculty facilitators support these students teams and facilitate learning in areas that include team communication, patient safety, motivational interviewing, palliative care, and TeamSTEPS®.



THE FICP COURSE POPULATION BREAKDOWN

In 2021-2022, 314 students were facilitated by 13 course directors, co-directors, leads, TAs, and 37 faculty facilitators.



INTERPROFESSIONAL SIMULATIONS

Friday Night at the E.R. Simulation
Alcohol Withdrawal / Suicide Recognition Simulation
Disaster Drill Simulation
Hospital Clinical Day Simulation
End-of-Life Simulation
Palliative Care Simulation
Health and Well-Being for All Simulation

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).

STATE, NATIONAL, AND INTERNATIONAL IPE HIGHLIGHTS

T3 TRAIN-THE-TRAINER INTERPROFESSIONAL TEAM DEVELOPMENT



T3 ITDP January 2022

T3 TRAIN the TRAINER
Interprofessional Team Development Program

T3 ITDP Faculty Planning Team: **Lauren El-Assad**, LCSW, CHiPE, **Barbara Jones**, PhD, MSW, Steve Hicks School of Social Work & Dell Medical School, **John Luk**, MD, Dell Medical School, **Stephanie Morgan**, PhD, RN, School of Nursing, **Dan Richards**, MD, Dell Medical School, **Dede Sparks**, LMSW, Steve Hicks School of Social Work, **Gayle Timmerman**, PhD, RN, School of Nursing, **Veronica Young**, PharmD, MPH, CHiPE. We'd also like to thank other T3 faculty presenters: Ashley Castleberry, PharmD, ME.D., College of Pharmacy; Kristie Loescher, MPH, DBA, SHRM-SCP, McCombs School of Business; Jesús Ortega, LMSW, Dell Medical School & Steve Hicks School of Social Work; and Danica Sumpter, PhD, RN, School of Nursing. CHiPE also thanks Renée Bogschutz, Chris Kaunas, and Kim Krumwiede who have represented the Texas IPE Consortium at all T3 programs to date.

CHIPE kicked off 2022 hosting its 3rd T3 Interprofessional Team Development Program (T3 ITDP) in January (which sold out) and its 4th program in May. CHiPE is one of two institutions currently offering the T3 ITDP, which 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 UT Austin faculty led interactive sessions during the program, which takes teams from idea to implementation phase of their project development as shown in the graphic. 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.

UT AUSTIN FACULTY LEAD INTERNATIONAL IPE WORKSHOPS

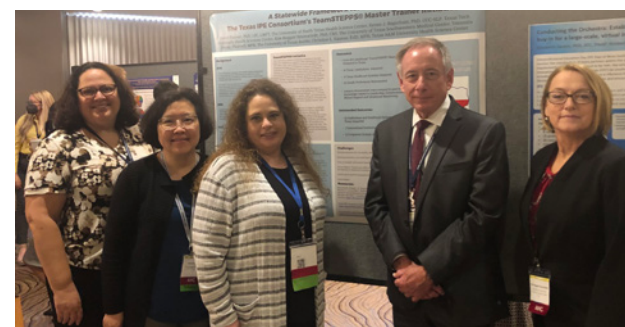
Colleagues from Tecnológico de Monterrey School of Medicine and Health Sciences (TecSalud) invited faculty from UT Austin to guest teach during the spring and summer semesters. Dede Sparks, LMSW, Steve Hicks School of Social Work; Dan Richards, MD, Dell Medical School; John Luk, MD, Dell Medical School; Veronica Young, PharmD, MPH, CHiPE; and Lauren El-Assad, LCSW, CHiPE, met virtually with hundreds of TecSalud students in medicine, dentistry, psychology, nutrition, and medical biosciences to introduce them to an international perspective on interprofessional collaboration and community service learning. Following these semesters, Dr. Luk was invited to lead a 3-day workshop for health professions students and faculty at the TecSalud campus in Monterrey, Mexico in June 2022. Through

interactive activities over the course of the 3 days, learners increased their understanding of interprofessional socialization and teaming, and discussed application in clinical practice.



John Luk, 3rd from left, with students and faculty from TecSalud.

TEXAS IPE CONSORTIUM



Texas IPE Consortium Directors L-R: Chris Kaunas (Texas A&M), Veronica Young (UT Austin), Renée Bogschutz (Texas Tech HSC), David Farmer (University of North Texas HSC), and Kim Krumwiede (UT MD Anderson Cancer Center).

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 virtual activities over the 21/22 year:

- **November 2021 TeamSTEPPS® Master Training Course:** The TeamSTEPPS® (*Team Strategies and Tools to Enhance Performance and Patient Safety*) Master Training Course is an interactive train-the-trainer course that prepares participants to plan, teach, implement, and sustain TeamSTEPPS® fundamentals. This online course is based on a framework of four teachable-learnable core teamwork skills: Communication, Leadership, Situation Monitoring, and Mutual Support.
- **April 2022 IPE Facilitator Training Course:** 90+ health professions faculty and practitioners gathered to get trained in enhancing their interprofessional facilitation skills. Participants represented over 16 professions and 25+ institutions. Veronica Young, PharmD, MPH, CHiPE, and Dan Richards, MD, Dell Medical School, led sessions throughout the day and Corinne Jones, PhD, CCC-SLP, UT Austin Moody College of Communication, and Lisa Morris, RN, UT Austin School of Nursing, earned certifications in IPE facilitation.

RESEARCH AND SCHOLARSHIP HIGHLIGHTS

iPEX Program

A delegation of faculty providers from The Texas Center for Pediatric and Congenital heart Disease, a partnership between Dell Children's Medical Center and UT Health Austin, was chosen in August 2022 to receive a highly-competitive iPEX (Interprofessional Education Exchange) grant to advance interprofessional education and collaborative practice within their setting. Led by Angela Nguyen, LCSW-S, this team includes Kim Krauklis, APRN, NP-C, PNP-AC, Alexandra Lamari-Fisher, PhD, Austin Adair, MD, Heather Van Diest, MPH, LCSW, and Janet Morrison, PhD, RN. Faculty providers who are chosen for iPEX grants will further develop, implement, and evaluate interprofessional education in palliative care and oncology, as well as serious illnesses that include cardiovascular and neurologic diseases.



Angela Nguyen, Heather Van Diest, Janet Morrison, Kim Krauklis, Austin Adair, not pictured Alexandra Lamari-Fisher

LEND Program

UT Austin's Texas Center for Disability Studies (TCDS) received the prestigious national 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, leads 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. Trainees also include family members and people with disabilities who learn alongside graduate interprofessional students.

IBHS Program

The Integrated Behavioral Health Scholars (IBHS) Program, established in 2017, is an innovative cross-campus collaboration preparing interprofessional trainees from social work, nursing, psychology and psychiatry to deliver team-based behavioral health services in medically underserved Texas communities. The IBHS program is led by Lloyd Berg, PhD, ABPP (Psychology), in conjunction with clinical program leads Sussann Kotara, MD (Psychiatry), Sasha Jaquez, PhD (Psychology) Donna Rolin, PhD, APRN, PMHCNS-BC, PMHNP-BC (Nursing), Jane Gray, PhD (Educational Psychology), Diana DiNitto, PhD, ACSW, LCSW, AADC (Social Work), Eboni Calbow, LCSW, PhD (Social Work) and program administrator, Stephanie Reed. The IBHS Program has been continuously supported by a portfolio of grants from the Human Services and Resources Administration (HRSA) and other philanthropic support, including current funding from a four-year HRSA Behavioral Health Workforce Education and Training (BHWET) grant since 2021 and a three-year HRSA Graduate Psychology Education grant awarded this past year.

PhARM Program

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.

T3 ITDP HIGHLIGHTS Numbers from the 2022 cohorts

11
Teams and Projects

54
Participants

25
Professions

96%
Rated program
"excellent or good"



"This T3 training experience has been outstanding in every way. I really appreciate the opportunity to learn from our wonderful presenters as well as from each team, as well as all of this outstanding opportunity of extended time to work with my team throughout the training."

– May 2022 participant



Professions Attending T3 ITDP in January and May 2022:

Administration
Athletic Training
Dental Hygiene
Dentistry
Educational Administration
Exercise Science
Health Informatics
Health Science
Instructional Design
Library Science
Nursing
Marketing
Medical Anthropology
Medicine
Nursing
Nutrition
Occupational Therapy
Physical Therapy
Physician Assistant
Psychology
Public Health
Research
Respiratory Therapy
Social Work
Speech Language Pathology

ADDITIONAL RESEARCH AND SCHOLARSHIP HIGHLIGHTS

SELECTED RECENT IPE SCHOLARSHIP

Jones, B., Currin-McCulloch, J. & Fink, R. (2021) *Principles of interprofessional education (IPE) applied to palliative care*. In Oxford Textbook on Interprofessional Palliative Care. Eds: Dorasky, D., Wallace, C., Saks, N., Milic, M. & Head. B. Oxford University Press.

Owen JA, Young V, Brashers V, Haizlip J, Abu-Rish L, Blakeney E, May NB, El-Assad L, Hall L, Zierler BK. Transforming Health Care Education One Team at a Time: Project-Based Learning through the T3 Interprofessional Team Development Program. Lightning Talk at the 2022 Nexus Summit, August 23, 2022.

Kaunas C, Bogschutz RJ, Farmer DW, Hoggatt Krumwiede K, Young V. Cross-Institutional Collaboration: An Emerging Model for IPE Facilitator Development. Seminar at the 2022 Nexus Summit, August 22, 2022.

Farmer DW, Bogchutz RJ, Hoggatt Krumwiede K, Young V, Kaunas CL. A Statewide Framework for Teamwork: the Texas IPE Consortium's TeamSTEPPS Master Trainer Initiative. Poster Presentation at the 2022 Nexus Summit, Minneapolis, MN, August 22, 2022.

Young V, Yan Y, El-Assad L. Readiness for Team-Based Community Interventions: Preparing Learners Using an Interprofessional Virtual Simulation. Poster Presentation at the 2022 American Association of Colleges of Pharmacy Annual Meeting, Grapevine, TX, July 24, 2022.

Farmer DW, Bogchutz RJ, Hoggatt Krumwiede K, Young V, Kaunas CL. A Statewide Framework for Teamwork: the Texas IPE Consortium's TeamSTEPPS Master Trainer Initiative. Poster Presentation at the Advancing Care Conference by the American Hospital Association, Chicago, IL, March 7, 2022.

Zorek JA, Najjar G, Ballard J, Blue A, Bronstein L, Dow A, Gunaldo T, Hagemen H, Karpa K, Michalec B, Nickol D, Odiaga J, Ohtake P, Pfeifle A, Southerland J, Vlasses F, Young V, Zomorodi M, Ragucci K. Institutional Characteristics Associated with High-Quality Programmatic Interprofessional Education. Poster Presentation at the 2022 National Academies of Practice Annual Meeting and Forum, San Diego, CA, March 4, 2022.

Loescher, K., Andrews, A., Well, A., Davis, V., & Ford, K. Designing a Team-Based Experiential Learning Project to Transform Health Care: What We Have Learned. The 2022 Innovations in Health Science Education Annual Conference Shine Academy; 2022, February; Houston, TX

Jones, B., Zomorodi, M., Torres-Hostos, L. & Woodard, L. (November 2021) Invited. Building Resilience, Collaborating to Solve Wicked Problems, and Creating Partnerships to Advance Health: The Promise of IPE. University of Houston Humana Interprofessional Education Summit

Young V, Mulvaney M, Mason P, El-Assad L. Preparing Learners for Team-Based Community Interventions Through an Interprofessional Virtual Simulation. Lightning Talk at the 2021 Nexus Summit, October 7, 2021.

Jones, B. Practitioner Distress and Resilience in the Time of Covid. American Association of Cancer Institutes; October 2021. Virtual

Luk, J., Young, V., Timmerman, G., Jones, B., Hill, L., Sparks, D., & Hinojosa-Galvan, S. Establishing a foundation for interprofessional collaborative practice through a longitudinal course for pre-clinical learners. Nexus Summit; October 2021. Virtual.

Farmer D, Bogschutz R, Hoggatt Krumwiede K, Kaunas C, Young V. Impacting the Nexus Through a Statewide Framework for Inter-Institutional Collaboration: The Texas IPE Consortium. Seminar at the 2021 Nexus Summit, September 14, 2021.

INTERPROFESSIONAL EXPERT PANEL

Veronica Young, PharmD, MPH was competitively selected to serve on a national expert panel to guide the development of a standardized tool to assess institutional progress towards IPE implementation. This panel is co-chaired by Joseph Zorek, PharmD, University of Texas Health Science Center at San Antonio and Kelly Ragucci, PharmD, American Association of Colleges of Pharmacy, and was conducted in partnership with the Interprofessional Education Collaborative and grant funded by the Josiah Macy Jr. Foundation.

RECOGNITIONS

CHIPE inducted its newest cohort of Health IPE Fellows at a private ceremony and reception on Friday, Nov. 19, 2021 at Dell Medical School's Health Learning Building. 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. These inductees joined the inaugural cohort of Health IPE Fellows, who were inducted in 2019.



College of Pharmacy

Veronica Young, Renee' Acosta, Kristin Janzen, and Samuel Poloyac



Steve Hicks School of Social Work & Dell Medical School

Sandy Magaña, Joan Asseff, Heather Van Diest, Jesús Ortega, and Barbara Jones



Dell Medical School

John Luk, Elizabeth Blankenship, and Isaac Lavie



School of Nursing

Gayle Timmerman, Ana Todd, Patty Hamilton-Solum, and Alexa Stuijbergen

2021-2022 Health IPE Fellows

COLLEGE OF PHARMACY

- **Renee' Acosta**, RPh, MS, Associate Dean for Academic Affairs & Clinical Professor

- **Kristin Janzen**, PharmD, BCPS, Clinical Assistant Professor

DELL MEDICAL SCHOOL

- **Elizabeth Blankenship**, PA-C, FHM, Associate Provider & Affiliate Faculty

- **Isaac Lavie**, MD, Assistant Professor

STEVE HICKS SCHOOL OF SOCIAL WORK & DELL MEDICAL SCHOOL

- **Jesús Ortega**, LMSW, Director, Office of Diversity, Equity, and Inclusion & Assistant Professor of Practice

- **Heather Van Diest**, LCSW, MPH, Senior Social Worker & Assistant Professor of Practice

MCCOMBS SCHOOL OF BUSINESS

- **Kristie Loescher**, MPH, DBA, SHRM-SCP, Assistant Dean for Instructional Innovation & Senior Lecturer

SCHOOL OF NURSING

- **Patricia Hamilton-Solum**, PhD, RN, IBCLC, Clinical Assistant Professor

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CONTACT US

Veronica Young, PharmD, MPH
Director, Center for Health IPE
512.475.9755
youngv@austin.utexas.edu

Lauren El-Assad, LCSW
Assistant Director,
Center for Health IPE
512.471.9606
lauren.el-assad@austin.utexas.edu

