



Register an IPE Learning Activity Information and User Guide

Requirements for approved IPE Learning Activities:

- Involvement of two or more professions.
- Opportunities to learn about, from, and with one another.
- Significant interactivity between participants.
- Teaching and learning about interprofessional practice and education is intentionally integrated into the activity. Interprofessional practice and education constructs are targeted with IPE learning objectives (IPE learning objectives below) and are also discussed, trained, reviewed, and/or assessed as part of the learning activity.

Note: All criteria must be met to register the IPE learning activity.

Information gathered in the registration process includes:

- Description and Purpose of Learning Activity
- Level of Interprofessional Practice and Education Integration
- Date/ Location/ Frequency of Activity
- Target Audience
- How the Activity addresses one or more of the following IPE Learning Objectives:
 - Values and Ethics
 - Roles and Responsibilities
 - Interprofessional Communication
 - Teams and Teamwork
- Information and Supporting Documents on Program Assessment and Evaluation
- Projection for future of the Learning Activity
- Contact Information

To Use the Interprofessional Activity Registration Portal:

1. Access the portal for activity registration at www.ttuhscc.edu/ipe.



2. To begin your registration, select **“Register an Activity”** and login with your eraider ID.

a. Select **“Register an Activity”** again after logging in with eraider ID.

b. You will be guided through five sections to gather information. You can view your progress or navigate ahead using the “Form Navigation” in the left column.

c. **Tip:** On free response questions, you may increase the size of the typing box by pulling the bottom right hand corner of the box with your mouse.

d. You will be given the opportunity to upload documents, if applicable. Do so by first choosing and then uploading via the buttons indicated. After successful upload, you will be able to view or delete the file as needed.

e. If you wish to complete registration at a later time, you may save your application and exit. To view existing and in-progress applications, select **“Register an Activity”** from the main IPE webpage. You will then be shown all applications that have been created from your account, and their approval status. You may make edits to in-progress applications.

f. If you have any questions during the registration process or need assistance, please contact the *TTUHSC Office of Interprofessional Education*.

Your activity requests

Existing Requests

Activity Title	Status	Date Submitted	
ECl Toy Drive	Submitted	9/16/2016	PDF Clone
Example Registration	Pending		Edit Delete PDF Clone

I'd like to submit a new activity

✉ ipe@ttuhsc.edu

☎ 806-743-2028

Appendix A

Screen Shots for Registering an IPE Activity



Register an Activity

TTUHSC Interprofessional Practice and Education (IPE) Learning Activity Registration Form

Save Next

Form Navigation

• Section 1: Criteria

• Section 2: Participation

• Section 3: Learning Objectives

• Section 4: Assessment

• Section 5: Program Contact

Section 1: Criteria

Complete all sections of this form to register each Interprofessional Practice and Education (IPE) learning activity.

Title of IPE Learning Activity

Criteria Met by this IPE Learning Activity

- Involvement of two or more professions.
- Opportunities to learn about, from, and with one another.
- Significant interactivity between participants.
- Teaching and learning about interprofessional practice and education is intentionally integrated into the activity. Interprofessional practice and education constructs are targeted with IPE learning objectives (see section on IPE learning objectives to follow) and are also discussed, trained, reviewed, and/or assessed as part of the learning activity.

All criteria must be met to register the IPE learning activity. By checking each box, you confirm each criteria will be implemented in the IPE learning activity. If further assistance is needed to meet these four criteria, staff members in the Office of Interprofessional Education can provide guidance in activity development.

Type of Learning Activity (Check all that apply)

- Case-based and/or problem-based learning
- Clinical observation learning
- Collaborative research project
- Competition or contest
- Interprofessional journal club
- Pilot Program or Project
- Service learning and/or community engagement project
- Simulation learning

Controversy discussions and/or mock debates learning

Team-building event

Didactic learning

TeamSTEPPS® training within an interprofessional environment

Experiential and/or clinical learning

Workshop, interactive demo, or small group activity

International/global health experience

Other Type of learning activity

Detailed Description and Purpose of Learning Activity

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Include outline of activity, anticipated number of students involved, resources and objectives.

Level of Interprofessional Practice and Education integration (Check all that apply)

Competence Level: Consists of practice-ready learning activities where learners will integrate their interprofessional education and collaborative knowledge and skills in an authentic team-based care environment. These activities will have learners actively engaged in team decision-making around patient, family, and/or community care. The desired outcome for activities offered at the competence level is development of competent practice-ready health care providers.

Exposure Level: Consists of introductory learning activities that provide learners with the opportunity to interact and learn from professionals and peers from disciplines beyond their own. The desired outcome for activities offered at the exposure level is that learners will gain a deeper understanding of their own profession while gaining an appreciation for the perspective and roles of other professions.

Immersion Level: Consists of development learning activities that provide learners with the opportunity to learn about, with, and from other professional learners in an active learning situation where they are applying learning during the activity. The desired outcome for activities offered at the immersion level is that learners will develop critical thinking skills as part of an interprofessional view that incorporates multiple perspectives, and acknowledges and encourages diversity in providing quality health and human services.

Other Level of interprofessional practice and education integration

Form Navigation

- Section 1: Criteria
- **Section 2: Participation**
- Section 3: Learning Objectives
- Section 4: Assessment
- Section 5: Program Contact

Section 2: Participation

Previous

Save

Next

Please indicate how learners will receive recognition for their attendance or participation in the learning activity. Check all that apply. Include supporting details or documents when applicable

Attendance or Participation in Learning Activity (Check all that apply)

Certificate credit

Community service credit

Course requirement

CV credit

Experiential credit

Experiential requirement

Portfolio credit

Program and/or school requirement

Voluntary basis

Other Attendance or participation

Attach a Copy of Certificate of Participation, if Applicable.

no file selected

Frequency of Learning Activity

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Duration and/or Timeline of Learning Activity

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Campus and/or Location of Learning Activity (Check all that apply)

Abilene

Amarillo

Clinical or experiential rotation

[Click here to enter details](#)

Dallas

Lubbock

Midland

Odessa

Other Campus or Location

Average Number of Learners Participating in the Learning Activity

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Target Audience (Check all that apply)

Graduate School of Biomedical Sciences

Select All Schools and Programs

Biomedical Sciences

Public Health

Pharmaceutical Sciences

Other Graduate School of Biomedical Sciences Audience

Select All

School of Health Professions

Athletic Training

Health Sciences

Physician Assistant

Audiology

Molecular Pathology

Rehabilitation Counseling

Clinical Laboratory Science

Occupational Therapy

Rehabilitation Sciences, PhD

Clinical Practice Management

Physical Therapy

Speech, Language, and Hearing Sciences

Clinical Services Management

Physical Therapy, ScD

Speech-Language Pathology

Communication Sciences and Disorders, PhD

Other School of Health Professions Audience

Select All

School of Medicine

MS 1

MS 3

Residents

MS 2

MS 4

Other School of Medicine Audience

Select All

School of Nursing

Doctor of Nursing Practice

RN to BSN

Traditional BSN

Graduate MSN

Second Degree BSN

Veteran BSN

Post-Master's/Advanced Practice

Other School of Nursing Audience

Select All

School of Pharmacy

P1

P3

Residents

P2

P4

Other School of Pharmacy Audience

Select All

Other

Learners/professions from outside TTUHSC. Please list

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Previous

Save

Next

Form Navigation

- Section 1: Criteria
- Section 2: Participation
- **Section 3: Learning Objectives**
- Section 4: Assessment
- Section 5: Program Contact

Section 3: Learning Objectives

[Previous](#)[Save](#)[Next](#)

Please indicate the IPE learning objectives for the activity. The activity must contain at least one learning objective. Check all that apply.

Values and Ethics for Interprofessional Practice (Check all that apply)

- Act with honesty and integrity in relationships with patients, families, and other team members.
- Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care.
- Develop a trusting relationship with patients, families, and other team members.
- Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.
- Maintain competence in one's own profession appropriate to scope of practice.
- Manage ethical dilemmas specific to interprofessional patient/population centered care situations.
- Place the interests of patients and populations at the center of interprofessional health care delivery.
- Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
- Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.
- Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Other Value or Ethical Practice One

Other Value or Ethical Practice Two

Other Value or Ethical Practice Three

Roles and Responsibilities (Check all that apply)

- Communicate one's roles and responsibilities clearly to patients, families, and other professionals.
- Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- Engage in continuous professional and interprofessional development to enhance team performance.
- Explain the roles and responsibilities of other care providers and how the team works together to provide care.
- Forge interdependent relationships with other professions to improve care and advance learning.
- Recognize one's limitations in skills, knowledge, and abilities.
- Use the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.
- Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.
- Use unique and complementary abilities of all members of the team to optimize patient care.

Other Role and Responsibility One

Other Role and Responsibility Two

Other Role and Responsibility Three

Interprofessional Communication (Check all that apply)

- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- Communicate consistently the importance of teamwork in patient-centered & community-focused care.
- Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
- Express one's knowledge and opinions to team members involved in patient care with confidence, clarity, & respect, working to ensure common understanding of information, treatment & care decisions.
- Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- Listen actively, and encourage ideas and opinions of other team members.
- Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships
- Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.

Other Communication One

Other Communication Two

Other Communication Three

Teams and Teamwork (Check all that apply)

- Apply leadership practices that support collaborative practice and team effectiveness.
- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.
- Describe the process of team development and the roles and practices of effective teams.
- Develop consensus on the ethical principles to guide all aspects of patient care and teamwork.
- Engage other health professionals, appropriate to the specific care situation, in shared patient-centered problem-solving.
- Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.
- Integrate the knowledge and experience of other professions, appropriate to the specific care situation, to inform care decisions, while respecting patient and community values and priorities/preferences for care.
- Perform effectively on teams and in different team roles in a variety of settings.
- Reflect on individual and team performance for individual, as well as team, performance improvement.
- Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- Use available evidence to inform effective teamwork and team-based practices.
- Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

Other Teams and Teamwork One

Other Teams and Teamwork Two

Other Teams and Teamwork Three

Form Navigation

- Section 1: Criteria
- Section 2: Participation
- Section 3: Learning Objectives
- **Section 4: Assessment**
- Section 5: Program Contact

Section 4: Assessment

Previous

Save

Next

Type of Assessment Administered (Check all that apply)

Please indicate if learners will complete an assessment associated with the learning activity. Check all that apply. Include supporting details or documents when applicable.

Attitudinal Survey

None

Skills assessment

Formative assessment

Self-efficacy or confidence scaling

Summative assessment

Knowledge pre- and post-test

Self-reflection

Other Type of Assessment

Formal Assessment Protocol used, if Applicable

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Type of Program Evaluation Administered (Check all that apply)

Please indicate how learners will receive feedback related to their participation in the learning activity. Include supporting details or documents when applicable.

Activity feedback/evaluation – from faculty and/or preceptors

Activity feedback/evaluation – from other learners

Facilitated debrief

Focus group

Follow-up survey

None

Planning committee feedback/evaluation

Pre- and posttest

Other Type of Program Evaluation

Attach a Copy of Program Evaluation Form/Instrument, if Applicable.

no file selected

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Provide Details on the Potential Sustainability of the Learning Activity

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Additional Information About Learning Activity, if Necessary

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Roles of Faculty/Staff in Learning Activity (e.g., Planning Committee, Facilitators, Instructors, Mentors, etc.)

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Learning Activity Organizer (Check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Division of Integrative Medicine | <input type="checkbox"/> Office of Interprofessional Education | <input type="checkbox"/> School of Nursing |
| <input type="checkbox"/> Graduate School of Biomedical Sciences | <input type="checkbox"/> School of Health Professions | <input type="checkbox"/> School of Pharmacy |
| <input type="checkbox"/> Office of Diversity and Inclusion | <input type="checkbox"/> School of Medicine | <input type="checkbox"/> Simulation Center |

Office of Global Health

TTUHSC Center

TTUHSC Institute

Other within TTUHSC

Other outside of TTUHSC

Contact Person(s) and Contact Information for Learning Activity

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Previous

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