

REGISTER AN IPE LEARNING ACTIVITY

Accessible Information and User Guide

REQUIREMENTS FOR APPROVED IPE 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
- Projection for future of the Learning Activity
- Contact Information

INSTRUCTIONS TO USE REGISTRATION PORTAL

- To register an IPE activity, visit the registration website at app4.ttuhsc.edu/ipeo/default.aspx. Click “Sign In” and login with your Eraider credentials. Once on the Main Menu, under User Options select “Register an Activity”. From here, select ‘I’d like to submit a new activity on the top right corner of the screen’ and then fill out all sections of the forms discussed below.
 - This form has 5 sections. To move between sections, use the “Form Navigation” Tab on the left side of the screen, or click on “Previous” and “Next” on the upper right side of the screen to go back and forth between sections.
 - Click on “Save” in the upper right corner of the screen to save your progress (form saves automatically when you change sections). To view existing and in-progress applications, select “Register an Activity” from the Main Menu under User Options 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.

- When you have completed the form and are ready to submit your form for review, click “Submit” on the upper right side of screen.
- If you want to renew your IPE activity, on the Main Menu under User Options, select ‘Renew an Activity’ under User Options. Find the event you wish to renew. Click on “Renew (No Changes)” if you want to renew without making any changes. Click on “Edit (I need to make changes)” if you want to renew and make some changes to event details.
- If you want to Download Activity Certificates for your event, select “Download Activity Certificates” on main menu. From this menu, find your activity and select either “View Participant Certificate” or “View Facilitator Certificate”.
- To see a list of Approved Activity Registry events, click “Approved Activity Registry” on Main Menu under User Options. From here, you may view details of already approved IPE Learning activities.
- If you have any questions during the registration process or need assistance, please contact the TTUHSC Office of Interprofessional Education:
 - Email: ipe@ttuhsc.edu
 - Cell: 806-743-2028
- See Below for a detailed walk-through of all the IPE Activity Registration Form sections.

SECTION 1: CRITERIA

Section Instructions: “Complete all sections of this form to register each Interprofessional Practice and Education (IPE) learning activity.”

Prompt: “Title of IPE Learning Activity”

- Enter title of proposed IPE learning activity in the blank text box.

Prompt: “Criteria Met by this IPE Learning Activity”

- Select the best options that represent the criteria met by this IPE Learning Activity. Options include:
 - Involvement of two or more professions.
 - Opportunities to learn about, from, and with one another.
 - Significant interactivity between participants.
 - Teaching and/or learning about interprofessional practice and education is intentionally integrated into the activity. Interprofessional practice and education constructs are targeted with IPE learning objectives are also discussed, trained, reviewed, and/or assessed as part of the learning activity.
- Text under options reads: “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.”

Prompt: “Type of Learning Activity (Check all that apply)”

- Select the option(s) that best represents the types of learning activity for the event. Options include:
 - Case-based and/or problem-based learning
 - Interprofessional journal club
 - Clinical observation learning
 - Pilot Program or Project
 - Collaborative research project
 - Service learning and/or community engagement project
 - Competition or contest
 - 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
 - Telehealth and/or remote patient monitoring
 - International/global health experience
 - Workshop, interactive demo, or small group activity
 - Other Type of learning activity
 - Blank text box to manually fill in option that is not listed

Prompt: “IPEC Core Competencies Targeted by this IPE Learning Activity (Check all that apply):”

- Select the options that best represents the IPEC Core Competencies. Options include:
 - Interprofessional Communication: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
 - Roles and Responsibilities: Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
 - Teams and Teamwork: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.
 - Values/Ethics for Interprofessional Practice: Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Prompt: “Detailed Description and Purpose of Learning Activity”

- Type out your detailed description and purpose of learning activity in the blank text box.

Prompt: “Level of Interprofessional Practice and Education Integration (Check all that apply)”

- Check off the boxes that apply best to your activity. Options include:
 - **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.
 - **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.
 - Other levels of interprofessional practice and education integration
 - Blank text box to fill out option that is not listed.

SECTION 2: PARTICIPATION

Section Instructions: 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

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

- Select the options that represent how participant’s attendance and participation best apply with this learning activity. Options include:
 - Certificate credit
 - CV credit
 - Portfolio credit
 - Community service credit
 - Experiential credit
 - Blank text box to fill out details of selection.

- Program and/or school requirements
 - Blank text box to fill out details of selection.
- Course requirement
 - Blank text box to fill out details of selection.
- Experiential requirement
 - Blank text box to fill out details of selection.
- Voluntary basis
- Other Attendance or Participation
 - Blank text box to fill out option that is not listed.

Prompt: “Frequency of Learning Activity”

- Select the option that best represents how often the learning activity will take place. Options include:
 - 01. Annually
 - 02. Semesterly
 - 03. Quarterly
 - 04. Experiential rotation duration
 - 05. Bi-monthly
 - 06. Monthly
 - 07. Bi-weekly
 - 08. Weekly
 - 09. Daily
 - Other Frequency of Learning Activity
 - Blank text box to fill out option that is not listed.

Prompt: “Duration and/or Timeline of Learning Activity”

- Select the option that best represents how long the learning activity will last. Options include:
 - 01. Up to 1 hour
 - 02. 1 to 3 hours
 - 03. 4 to 5 hours
 - 04. 6 to 7 hours
 - 05. 8 to 10 hours
 - 06. Greater than 11 hours
 - Other Duration and/or Timeline of Learning Activity
 - Blank text box to fill out option that is not listed.

Prompt: “Campus and/or Location of Learning Activity (Check all that apply)”

- Select the option that best represents where the learning activity will take place. Options include:
 - Abilene
 - Dallas
 - Midland
 - Amarillo
 - Distance Education

- Odessa
- Lubbock
- Clinical or experiential rotation
 - Blank text box to fill out details of selection.
- Other Campus or Location
 - Blank text box to fill out option that is not listed.

Prompt: “Average Number of Learners Participating in the Learning Activity”

- Select the option that best represents the number of learners participating in the learning activity. Options include:
 - 01. up to 50
 - 02. 51 to 100
 - 03. 101 to 150
 - 04. 151 to 200
 - 05. 201 to 300
 - 06. 301 to 400
 - 07. 401 to 750
 - 08. 751 to 1000
 - 09. 1001 to 2500
 - 10. greater than 2500
 - Average Number of Learners Participating in the Learning Activity
 - Blank text box to type out the average number of learners participating in the learning activity.

Prompt: “Target Audience (Check all that apply)”

- Select the options that best represent that target audience of this learning activity. This section is divided up into different areas of TTUHSC, each section has a button that allows you to select all audiences in that field. There is also a button towards the top to select all of the schools and programs.
- The Graduate School of Biomedical Sciences Audiences options include:
 - Button to Select All Graduate School of Biomedical Sciences Audiences
 - Biomedical Sciences, MS
 - Pharmaceutical Sciences, MS
 - Biomedical Sciences, PhD
 - Pharmaceutical Sciences, PhD
 - Biotechnology, MS
 - Public Health, MPH
 - Graduate Medical Sciences, MS
 - Other Graduate School of Biomedical Sciences Audience
 - Blank text box to fill out option that is not listed.
- The School of Health Professions Audiences options include:
 - Button to Select All School of Health Professions Audiences
 - Addiction Counseling, MS
 - Occupational Therapy, MOT

- Athletic Training, MAT
- Occupational Therapy, OTD
- Audiology, AuD
- Occupational Therapy, OTD-P
- Clinical Laboratory Science (Certificate), BS
- Physical Therapy, DPT
- Clinical Laboratory Science (Second Degree), BS
- Physical Therapy, ScD
- Clinical Laboratory Science, BS
- Physician Assistant Studies, MPAS
- Clinical Mental Health Counseling, MS
- Rehabilitation Science (Communication Sciences and Disorders), PhD
- Clinical Rehabilitation Counseling, MS
- Rehabilitation Science (Movement Sciences and Disorders), PhD
- Healthcare Administration, MS
- Speech, Language, and Hearing Sciences (Second Degree), BS
- Healthcare Management, BS
- Speech, Language, and Hearing Sciences, BS
- Molecular Pathology, MS
- Speech-Language Pathology, MS
- Other School of Health Professions Audience
 - Blank text box to fill out option that is not listed.
- School of Medicine Audiences
 - Select All School of Medicine Audiences
 - MS 1
 - MS 2
 - MS 3
 - MS 4
 - Residents
 - Other School of Medicine Audience
 - Blank text box to fill out option that is not listed.
- School of Nursing Audiences
 - Select All School of Nursing Audiences
 - 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
 - Blank text box to fill out option that is not listed.
- School of Pharmacy Audiences
 - Select All School of Pharmacy Audiences
 - P1
 - P2

- P3
- P4
- SOP Residents
- Other School of Pharmacy Audience
 - Blank text box to fill out option that is not listed.
- Other
 - Learners/professions from outside Texas Tech University Health Sciences Center. Please list
 - Blank text box to fill out option that is not listed.

SECTION 3: LEARNING OBJECTIVES

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

Prompt: “Values and Ethics for Interprofessional Practice (Check all that apply)”

- Select the option(s) that best represent the interprofessional values and ethics of the activity. Options include:
 - VE01. Place interests of patients and populations at center of interprofessional health care delivery and population health programs and policies, with the goal of promoting health and health equity across the life span.
 - VE02. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
 - VE03. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health team.
 - VE04. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes.
 - VE05. 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 and programs.
 - VE06. Develop a trusting relationship with patients, families, and other team members.
 - VE07. Demonstrate high standards of ethical conduct and quality of care in contributions to team-based care.
 - VE08. Manage ethical dilemmas specific to interprofessional patient/population centered care situations.
 - VE09. Act with honesty and integrity in relationships with patients, families, communities, and other team members.
 - VE10. Maintain competence in one’s own profession appropriate to scope of practice.
 - Other Values and Ethics for Interprofessional Practice
 - Blank text box to fill out option that is not listed.

Prompt: “Roles and Responsibilities (Check all that apply)”

- Select the option(s) that best represent the roles and responsibilities of the activity. Options include:
 - RR01. Communicate one’s roles and responsibilities clearly to patients, families, community members, and other professionals.
 - RR02. Recognize one’s limitations in skills, knowledge, and abilities.
 - RR03. Engage diverse professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific health and healthcare needs of patients and populations.
 - RR04. Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease.
 - RR05. Use the full scope of knowledge, skills, and abilities of professionals from health and other fields to provide care that is safe, timely, efficient, effective, and equitable.
 - RR06. Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.
 - RR07. Forge interdependent relationships with other professions within and outside of the health system to improve care and advance learning.
 - RR08. Engage in continuous professional and interprofessional development to enhance team performance and collaboration.
 - RR09. Use unique and complementary abilities of all members of the team to optimize health and patient care.
 - RR10. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.
 - Other Roles and Responsibilities
 - Blank text box to fill out option that is not listed.

Prompt: “Interprofessional Communication (Check all that apply)”

- Select the option(s) that best represent the aspects of interprofessional communication of the activity. Options include:
 - CC01. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
 - CC02. Communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible.
 - CC03. Express one’s knowledge and opinions to team members involved in patient care and population health improvement with confidence, clarity, and respect, working to ensure common

understanding of information, treatment, care decisions, and population health programs and policies.

- CC04. Listen actively, and encourage ideas and opinions of other team members.
- CC05. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- CC06. Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.
- CC07. Recognize how one's uniqueness (experience level, expertise, culture, power, and hierarchy within the health team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships.
- CC08. Communicate the importance of teamwork in patient-centered care and population health programs and policies.
- Other Interprofessional Communication
 - Blank text box to fill out option that is not listed.

Prompt: "Teams and Teamwork (Check all that apply)"

- Select the best option(s) that represent the activities aspects of teams and teamwork. Options include:
 - TT01. Describe the process of team development and the roles and practices of effective teams.
 - TT02. Develop consensus on the ethical principles to guide all aspects of team work.
 - TT03. Engage health and other professionals in shared patient-centered and population-focused problem-solving.
 - TT04. Integrate the knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care.
 - TT05. Apply leadership practices that support collaborative practice and team effectiveness.
 - TT06. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among health and other professionals and with patients, families, and community members.
 - TT07. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
 - TT08. Reflect on individual and team performance for individual, as well as team, performance improvement.
 - TT09. Use process improvement to increase effectiveness of interprofessional teamwork and team-based services, programs, and policies.
 - TT10. Use available evidence to inform effective teamwork and team-based practices.

- TT11. Perform effectively on teams and in different team roles in a variety of settings.
- Other Teams and Teamwork
 - Blank text box to fill out option that is not listed.

SECTION 4: ASSESSMENT

Section Instructions: Please select the appropriate responses based on the prompt.

Prompt: “Type of Learner 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 at end of section. Options include:
 - Attitudinal and/or perceptions survey
 - Self-efficacy or confidence scaling
 - Skills and/or competency assessment
 - Formative assessment
 - Self-reflection with facilitated debrief
 - Summative assessment
 - Knowledge pre- and post-test
 - Other Type of Learner Assessment
 - Blank text box to fill out option that is not listed.

Prompt: “Formal Assessment Protocol used, if Applicable”

- Blank text box to fill in any formal assessment protocol. If none are being used, section may be left blank.

Prompt: “Type of Program Evaluation Administered (Check all that apply)”

- Please indicate how you will receive feedback related to quality improvement of the learning activity. Include supporting details or documents when applicable at end of section. Options include:
 - Activity feedback/evaluation – from faculty, facilitators, and/or preceptors
 - Focus group with members of target audience
 - Activity feedback/evaluation – from other learners
 - Planning committee feedback/evaluation
 - Facilitated debrief with planning committee
 - Satisfaction survey results
 - Other Type of Program Evaluation
 - Blank text box to fill out option that is not listed.

Prompt: “Attach a Copy of the Learner Assessment and/or Program Evaluation, if Applicable

- Use this option to choose files to upload if applicable. Click “Choose file”, select your file(s) to upload, click on “Upload Evaluation”. After successful upload, you will be able to view or delete the file as needed by selectin the “View File” or “Remove Evaluation” buttons.

SECTION 5: PROGRAM CONTACT

Section instructions: Please select the appropriate responses based on the prompt.

Prompt: “Provide Details on the Potential Sustainability of the Learning Activity”

- Select the option(s) that best represent the sustainability of the learning activity. Options include:
 - Dedicated personnel
 - Integrated into a course and/or experiential rotation requirements
 - Dedicated resources
 - Integrated into program curriculum
 - Engaged community partners
 - Met an identified need or gap
 - Incentives available for learner and/or faculty participation
 - Other Details on the Potential Sustainability of the Learning Activity
 - Blank text box to fill out option that is not listed.

Prompt: “Roles of Faculty/Staff in Learning Activity”

- Select the option(s) that best represent the roles of faculty/staff during the learning activity. Options include:
 - Facilitators
 - Mentors
 - Instructors and/or preceptors
 - Planning committee members
 - Leadership team members
 - Other Roles of Faculty/Staff in Learning Activity
 - Blank text box to fill out option that is not listed.

Prompt: “Additional Information About Learning Activity, if Necessary”

- Use this blank text box to write out any additional information about the learning activity that has not been covered by this form.

Prompt: “Learning Activity Organizer (Check all that apply)”

- Select the option(s) that best represent the learning activity organizer. Options include:
 - Division of Integrative Medicine
 - Office of Interprofessional Education
 - School of Nursing

- Graduate School of Biomedical Sciences
- School of Health Professions
- School of Pharmacy
- Office of Diversity and Inclusion
- School of Medicine
- Simulation Center
- Office of Global Health
- TTUHSC Center
 - Blank text box to elaborate on selection
- TTUHSC Institute
 - Blank text box to elaborate on selection
- Other within TTUHSC
 - Blank text box to elaborate on selection
- Other outside of TTUHSC
 - Blank text box to elaborate on selection

Contact Person(s) and Contact Information for Learning Activity

- Use this blank text box to fill out the contact person(s) and information for this IPE learning activity.

Click “Submit” in top right corner of screen when form is completed.