

## 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.

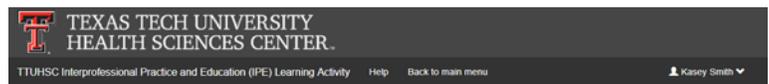
*Note: All criteria must be met to register the IPE learning activity.*

**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:
  - o Values and Ethics
  - o Roles and Responsibilities
  - o Interprofessional Communication
  - o 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.ttuhsoc.edu/interprofessional-education](http://www.ttuhsoc.edu/interprofessional-education)
2. To begin your registration, select “**Register an Activity**” and login with your eraider ID.
  - a. Select “**Register an Activity**” again after logging 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 column.



**Register an Activity**

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

**Form Navigation**

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

Save Next

Save - Saves your current progress if you need to come back later  
Next - Moves you to the next section of the form

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.

in

left

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.

**Duration and/or Timeline of Learning Activity**

500 word(s) left

size of  
box

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

**Attach a Copy of Certificate of Participation, if Applicable.**

Choose File No file chosen

Upload Certificate

---

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

Choose File No file chosen

Upload Evaluation View File Remove Evaluation

so by  
or

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

### Your activity requests

Existing Requests

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

may  
To  
shown

[I'd like to submit a new activity](#)

f. To renew your IPE activity, 'Renew an Activity' under User Options and follow the prompts.

### Instructions

Use the 'Register an Activity' link below to register an IPE Learning Activity. IPE learning activities registered with the Office of Interprofessional Education will be available to TTUHSC learners and visible in the Approved Activity Registry. Through successful participation in a registered IPE learning activity, TTUHSC learners will be eligible to earn credit to satisfy institutional IPE graduation requirements.

To register an event, you will be asked to submit information on the event's purpose, audience, goals and expected outcomes. You may save your application and return to complete it in a new session. Once your request has been submitted, it will then be routed to the Office of Interprofessional Education for approval. You will be notified once the event has been reviewed.

You can view active approved activities via the "Approved Activity Registry" link.

If you have any questions please contact:

Office of Interprofessional Education  
 ✉ [ipe@ttuhsc.edu](mailto:ipe@ttuhsc.edu)  
 ☎ 806-743-2028

[Download pdf users guide](#)

their  
edits

- ### User Options
- [Register an Activity](#)
  - [Renew an Activity](#)
  - [Approved Activity Registry](#)
- 

select

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

✉ [ipe@ttuhsc.edu](mailto: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

Save - Saves your current progress if you need to come back later  
Next - Moves you to the next section of the form

• **Section 1: Criteria**

• **Section 2: Participation**

• **Section 3: Learning Objectives**

• **Section 4: Assessment**

• **Section 5: Program Contact**

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
- Controversy discussions and/or mock debates learning
- Didactic learning
- Interprofessional journal club
- Pilot Program or Project
- Service learning and/or community engagement project
- Simulation learning
- Team-building event
- 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

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

- 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.

**Detailed Description and Purpose of Learning Activity**

1000 word(s) left

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

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

- 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 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

Save - Saves your current progress if you need to come back later

Next - Moves you to the next section of the form

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.

Choose File No file chosen

Upload Certificate

### Frequency of Learning Activity

500 word(s) left

### Duration and/or Timeline of Learning Activity

500 word(s) left

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

Abilene

Amarillo

Clinical or experiential rotation

Dallas

Distance Education

Lubbock

Midland

Odessa

Other Campus or Location

**Average Number of Learners Participating in the Learning Activity**

500 word(s) left

**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**

Addiction Counseling, MS

Clinical Rehabilitation Counseling, MS

Physical Therapy, DPT

Athletic Training, MAT

Communication Sciences and Disorders, PhD

Physical Therapy, ScD

Audiology, AuD

Healthcare Administration, MS

Physician Assistant Studies, MPAS

- Clinical Laboratory Science (Certificate), BS
- Healthcare Management, BS
- Rehabilitation Sciences, PhD
- Clinical Laboratory Science (Second Degree), BS
- Molecular Pathology, MS
- Speech, Language, and Hearing Sciences (Second Degree), BS
- Clinical Laboratory Science, BS
- Occupational Therapy, MOT
- Speech, Language, and Hearing Sciences, BS
- Clinical Mental Health Counseling, MS
- Physical Therapy (Transitional), tDPT
- Speech-Language Pathology, MS

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
- SOP Residents
- P2
- P4

Other School of Pharmacy Audience

Select All

**Other**

Learners/professions from outside TTUHSC. Please list

500 word(s) left

# Form Navigation

• **Section 1: Criteria**

• **Section 2: Participation**

• **Section 3: Learning Objectives**

• **Section 4: Assessment**

• **Section 5: Program Contact**

## Section 3: Learning Objectives

Save - Saves your current progress if you need to come back later

Next - Moves you to the next section of the form

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, communities, and other team members.
- Demonstrate high standards of ethical conduct and quality of care in 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 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 and population health programs and policies, with the goal of promoting health and health equity across the life span.
- 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 and the impact these factors can have on health outcomes.
- 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.
- 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

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

#### Section 4: Assessment

*Save - Saves your current progress if you need to come back later*

*Next - Moves you to the next section of the form*

## Form Navigation

- [Section 1: Criteria](#)
- [Section 2: Participation](#)
- [Section 3: Learning Objectives](#)
- [Section 4: Assessment](#)
- [Section 5: Program Contact](#)

### 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.*

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Attitudinal Survey           | <input type="checkbox"/> None                                | <input type="checkbox"/> Skills assessment    |
| <input type="checkbox"/> Formative assessment         | <input type="checkbox"/> Self-efficacy or confidence scaling | <input type="checkbox"/> Summative assessment |
| <input type="checkbox"/> Knowledge pre- and post-test | <input type="checkbox"/> Self-reflection                     |   |

Other Type of Assessment

### Formal Assessment Protocol used, if Applicable

500 word(s) left

### 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.**

Choose File No file chosen

Upload Evaluation

Save

**Section 5: Program Contact**

*Save - Saves your current progress if you need to come back later*  
*Next - Moves you to the next section of the form*

**Form Navigation**

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

**Provide Details on the Potential Sustainability of the Learning Activity**

500 word(s) left

**Additional Information About Learning Activity, if Necessary**

500 word(s) left

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

500 word(s) left

**Learning Activity Organizer (Check all that apply)**

- 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

TTUHSC Institute

Other within TTUHSC

Other outside of TTUHSC

**Contact Person(s) and Contact Information for Learning Activity**

500 word(s) left

Previous

Finish