



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
- Projection for future of the Learning Activity
- Contact Information

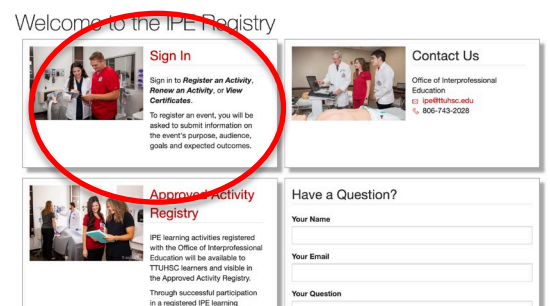
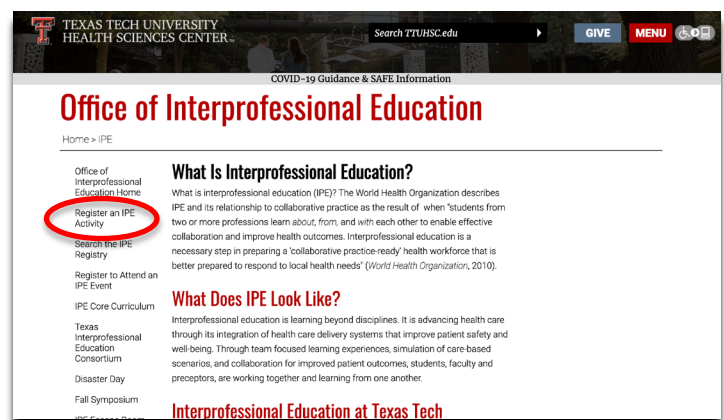
To Use the Interprofessional Activity Registration Portal:

1. Access the portal for activity registration at:

<https://www.ttuhsoc.edu/interprofessional-education/default.aspx>

Select **Register an IPE Activity** from the left navigation panel.

2. To begin your registration, select **"Sign In"** and login with your eraidier ID.



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

Main Menu

User Options

- Register an Activity**
- Renew an Activity
- Download Activity Certificates
- Approved Activity Registry

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.

Activity IPE Registration Form

Previous / Next - Moves you between sections of the form
Save - Saves your current progress if you need to come back later
Submit - Validates your activity and if valid, submits it for review
Form saves automatically when you change sections

Section 1: Criteria

Form Navigation

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

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

Name of IPE Learning Activity:

Criteria Met by this IPE Learning Activity:

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

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.

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

Choose File No file chosen

Upload Program Evaluation

Choose File No file chosen

Upload Learner Assessment





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”** under User Options on Main Menu. 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 or clone currently approved activities.

ECI Toy Drive Status: Rejected Expires: 9/16/2017	PDF	Clone
Emergency Preparedness in Communities (EPIC) Day: An Interprofessional Small Group Activity Status: Approved Expires: 9/20/2022	PDF	Clone
Global Health Activity Request Status: Pending Expires: -	Edit	Delete PDF Clone
Interprofessional Medicare Wellness Clinic: A Collaborative Care Clinic Status: Rejected Expires: 8/28/2018	PDF	Clone

3. To renew your IPE activity, select **‘Renew an Activity’** under User Options on Main Menu select ‘Renew (No changes)’ or ‘Edit (I need to make some changes)’. By selecting Edit, you will be directed to the IPE Registration form for that event so that you may make necessary changes. You will need to submit your changes for approval.

Main Menu

User Options

-  **Register an Activity**
-  **Renew an Activity**
-  **Download Activity Certificates**
-  **Approved Activity Registry**

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

IPe Registry Home Main Menu Approved Activity Registry Help

Renew an Activity





If you would like your activity to expire, do nothing and it will expire automatically after the expiration date.

Activity Title	Date Expires	
Mental Health & Wellness: An Interprofessional Small Group Activity	10/20/2022	<input type="button" value="Renew (No Changes)"/> <input type="button" value="Edit (I need to make changes)"/>

4. To download your activity certificates, select **‘Download Activity Certificates’** under User Options on Main Menu. From there, select either ‘View Participant Certificate’ or ‘View Facilitator Certificate’.

Main Menu

User Options

-  **Register an Activity**
-  **Renew an Activity**
-  **Download Activity Certificates**
-  **Approved Activity Registry**

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

IPe Registry Home Main Menu Approved Activity Registry Help





Activity Certificates

Click "View Participants' Certificates" or "View Facilitator Certificate" to download the certificates associated with each IPE Learning Activity.

Activity Title	Date Expires	
Annual IPE Fall Symposium: An Interprofessional Case-Based Learning Activity	6/13/2022	<input type="button" value="View Participant Certificate"/> <input type="button" value="View Facilitator Certificate"/>
Best Practices in Care-Planning for Infants and Toddlers with Developmental Delays/Disabilities: An Interprofessional Case-Based Learning Activity	7/26/2022	<input type="button" value="View Participant Certificate"/> <input type="button" value="View Facilitator Certificate"/>
Disaster Day: An Interprofessional Mass Casualty Simulation	9/9/2022	<input type="button" value="View Participant Certificate"/> <input type="button" value="View Facilitator Certificate"/>

Main Menu

User Options

-  **Register an Activity**
-  **Renew an Activity**
-  **Download Activity Certificates**
-  **Approved Activity Registry**

- To view the full approved activity registry, select '**Approved Activity Registry**' under User Options on the main menu. From there, you may browse all of the approved IPE activities.

Approved Activity Registry

All activities on this list have been approved and are active.

Search Filter Location Sort By

The search filter is compared to the Title, Description, Contact Person, and Additional Information fields.

Filter by Experience Types

Filter by Audiences


Filter by IPEC Core Competencies

Export list to CSV 61 activities

Title	Interprofessional Medicare Wellness Clinic: A Collaborative Care Clinic
Description	A healthcare team of faculty members representing audiology, behavioral health, medicine, nursing, pharmacy, physical therapy, and speech-language pathology designed and implemented an Interprofessional Medicare Wellness Clinic (IMWC) at the TTUHSC Lubbock Department of Family and Community Medicine outpatient clinic. The IMWC was developed as both a clinical and an educational initiative, with the dual goals of conducting wellness visits in a primary care setting and increasing students' interprofessional competence, knowledge, understanding, and respect for collaborative practice. This clinic is innovative in that it was the first of its kind to be offered in the west Texas region as a community outreach program to promote prevention/wellness and to improve the healthcare outcomes of elderly patients. By attending the IMWC Medicare
Date Approved	11/12/2021 View Details

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

 ipe@ttuhsc.edu

 806-743-2028

Appendix A

Screen Shots for Registering an IPE Activity

Activity IPE Registration Form

Previous / Next - Moves you between sections of the form
Save - Saves your current progress if you need to come back later
Submit - Validates your activity and if valid, submits it for review
Form saves automatically when you change sections

Previous Next
Save Submit

Form Navigation
Section 1: Criteria
Section 2: Participation
Section 3: Learning Objectives
Section 4: Assessment
Section 5: Program Infrastructure

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/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.

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 criteria, please contact ipe@ttuhsc.edu.

Type of Learning Activity (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Case-based and/or problem-based learning | <input type="checkbox"/> Interprofessional journal club |
| <input type="checkbox"/> Clinical observation learning | <input type="checkbox"/> Service learning and/or community engagement project |
| <input type="checkbox"/> Collaborative research project | <input type="checkbox"/> Simulation learning |
| <input type="checkbox"/> Competition or contest | <input type="checkbox"/> Team-building event |
| <input type="checkbox"/> Controversy discussions and/or mock debates learning | <input type="checkbox"/> TeamSTEPPS® training within an interprofessional environment |
| <input type="checkbox"/> Didactic learning | <input type="checkbox"/> Telehealth and/or remote patient monitoring |
| <input type="checkbox"/> Experiential and/or clinical learning | <input type="checkbox"/> Workshop, interactive demo, or small group activity |
| <input type="checkbox"/> 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.

Quintuple Aim Strategic Goals Discussed in this IPE Learning Activity (Check all that apply):

- Advancing health equity
- Improving patient and/or population health outcomes
- Enhancing the experience of care
- Reducing the cost of care
- Improving care team well-being

Detailed Description and Purpose of Learning Activity:

1000 word(s) left

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



Texas Tech University Health Sciences Center Activity IPE Registration Form

Previous / Next - Moves you between sections of the form
Save - Saves your current progress if you need to come back later
Submit - Validates your activity and if valid, submits it for review
Form saves automatically when you change sections

Buttons: Previous, Next, Save, Submit

Form Navigation
Section 1: Criteria
Section 2: Participation
Section 3: Learning Objectives
Section 4: Assessment
Section 5: Program Contact

Section 2: Participation

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, CV credit, Portfolio credit, Community service credit, Experiential credit, Program and/or school requirement, Course requirement, Experiential requirement, Voluntary basis

Other Attendance or Participation

Frequency of Learning Activity

- 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

500 word(s) left

Duration and/or Timeline of Learning Activity

- 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

500 word(s) left

Average Number of Learners Participating in the Learning Activity:

- 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

Other average number of learners participating in the learning activity:

500 word(s) left

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

- Abilene
- Dallas
- Midland
- Amarillo
- Distance Education
- Odessa
- Clinical or experiential rotation
- Lubbock

[Click here to enter details](#)

Other campus or location:

Target Audience (Check all that apply):

Check / Uncheck All Schools and Programs

Graduate School of Biomedical Sciences Audiences:

Check / Uncheck All Graduate School of Biomedical Sciences Audiences

- Biomedical Sciences, MS
- Biotechnology, MS
- Pharmaceutical Sciences, MS
- Biomedical Sciences, PhD
- Graduate Medical Sciences, MS
- Pharmaceutical Sciences, PhD

Other Graduate School of Biomedical Sciences Audiences Audience

School of Health Professions Audiences:

Check / Uncheck All School of Health Professions Audiences

- Addiction Counseling, MS
- Athletic Training, MAT
- Audiology, AuD
- Clinical Laboratory Science (Certificate), BS
- Clinical Laboratory Science (Second Degree), BS
- Clinical Laboratory Science, BS
- Clinical Mental Health Counseling, MS
- Clinical Rehabilitation Counseling, MS
- Healthcare Administration, MS
- Healthcare Management, BS
- Molecular Pathology, MS
- Occupational Therapy, MOT
- Occupational Therapy, OTD
- Occupational Therapy, OTD-P
- Physical Therapy, DPT
- Physical Therapy, ScD
- Physician Assistant Studies, MPAS
- Rehabilitation Science (Communication Sciences and Disorders), PhD
- Rehabilitation Science (Movement Sciences and Disorders), PhD
- Speech, Language, and Hearing Sciences (Second Degree), BS
- Speech, Language, and Hearing Sciences, BS
- Speech-Language Pathology, MS

Other School of Health Professions Audiences Audience

School of Medicine Audiences:

Check / Uncheck All School of Medicine Audiences

- MS 1
- MS 2
- MS 3
- MS 4
- Residents

Other School of Medicine Audiences Audience

School of Nursing Audiences:

Check / Uncheck All School of Nursing Audiences

- Doctor of Nursing Practice
- Graduate MSN
- Post-Master's/Advanced Practice
- RN to BSN
- Second Degree BSN
- Traditional BSN
- Veteran BSN

Other School of Nursing Audiences Audience

School of Pharmacy Audiences:

Check / Uncheck All School of Pharmacy Audiences

- P1
- P2
- P3
- P4
- SOP Residents

Other School of Pharmacy Audiences Audience

School of Population and Public Health Audiences:

Check / Uncheck All School of Population and Public Health Audiences

- Public Health, Certificate
- Public Health, MPH Online
- Public Health, MPH Traditional

Other School of Population and Public Health Audiences Audience

Other Target Audiences:

Outside programs, learners, and/or professions - please list:

500 word(s) left

Form Navigation
Section 1: Criteria
Section 2: Participation
Section 3: Learning Objectives
Section 4: Assessment
Section 5: Program Infrastructure

Section 3: Learning Objectives

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):

- 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:

Roles and Responsibilities (Check all that apply):

- 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:

Interprofessional Communication (Check all that apply)

- 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

Teams and Teamwork (Check all that apply)

- 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

Form Navigation	
Section 1: Criteria	
Section 2: Participation	
Section 3: Learning Objectives	
Section 4: Assessment	
Section 5: Program Infrastructure	

Section 4: Assessment

Previous Next
Save Submit

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.

- | | | |
|--|---|--|
| <input type="checkbox"/> Attitudinal and/or perceptions survey | <input type="checkbox"/> Peer feedback | <input type="checkbox"/> Skills and/or competency assessment |
| <input type="checkbox"/> Formative assessment | <input type="checkbox"/> Self-efficacy or confidence scaling | <input type="checkbox"/> Summative assessment |
| <input type="checkbox"/> Knowledge assessment | <input type="checkbox"/> Self-reflection with facilitated debrief | <input type="checkbox"/> Written reflection |

Other type of learner assessment:

Formal Assessment Protocol Used, if Applicable:

Please list the names of any formal assessment protocols or tools used as a part of the activity (e.g., RIPLS, ICCAS, TSS, etc).

500 word(s) left

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.

- | | |
|---|--|
| <input type="checkbox"/> Activity feedback/evaluation – from faculty, facilitators, and/or preceptors | <input type="checkbox"/> Focus group with members of target audience |
| <input type="checkbox"/> Activity feedback/evaluation – from learners | <input type="checkbox"/> Planning committee feedback/evaluation |
| <input type="checkbox"/> Facilitated debrief with planning committee | <input type="checkbox"/> Satisfaction survey results |

Other type of program evaluation:

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

Choose File No file chosen

Upload Program Evaluation

Choose File No file chosen

Upload Learner Assessment

Form Navigation
Section 1: Criteria
Section 2: Participation
Section 3: Learning Objectives
Section 4: Assessment
Section 5: Program Infrastructure

Section 5: Program Infrastructure

Provide Details on the Potential Sustainability of the Learning Activity (Check all that apply):

- Dedicated personnel
- Dedicated resources
- Engaged community partners
- Incentives available for learner and/or faculty participation
- Integrated into a course and/or experiential rotation requirements
- Integrated into program curriculum
- Met an identified need or gap

Other details on the potential sustainability of the learning activity:

500 word(s) left

Provide Dedicated Funding Sources (Check all that apply):

- Centralized university administration funding
- Decentralized school or program funding
- Endowments and gifts
- External grants
- Fees (e.g., student or program fees)
- In-kind contributions
- No dedicated funding
- Other

[Click here to enter details](#)

Roles of Faculty/Staff in Learning Activity (Check all that apply):

- Assessors of student learning
- Facilitators
- Instructors and/or preceptors
- Leadership team members
- Mentors
- Planning committee members
- Volunteers

Other roles of faculty/staff in learning activity:

500 word(s) left

Additional Information About Learning Activity, if Necessary:

500 word(s) left

Learning Activity Organizer (Check all that apply):

- | | | |
|---|---|---|
| <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, Equity, and Inclusion | <input type="checkbox"/> School of Medicine | <input type="checkbox"/> School of Population and Public Health |
| <input type="checkbox"/> Office of Global Health | <input type="checkbox"/> School of Nursing | <input type="checkbox"/> Simulation Center |
| <input type="checkbox"/> Office of Interprofessional Education | | |

TTUHSC Center

TTUHSC Institute

--	--

Other within TTUHSC

Other outside of TTUHSC

--	--

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

Name
Institution
Title
Email
Phone

500 word(s) left