College of Health Professions Executive Committee – Meeting Record

UAMS | College of Health Professions

DATE	September 22, 2016	**FACILITATOR**	Douglas Murphy	**LOCATION**	Winters Conference Room, Administration West Building	
TIME	8:30-9:30 am	**RECORDER**	Deborah Taylor	**GUESTS**	Nia Indelicato, TRI Wendy Ward, IPE Office	

ATTENDEES (✓ INDICATES ATTENDANCE)

✓ Amyn Amlani	Lori Williamson Dean	✓ Suzanne Hansen	✓ Susan Long	✓ Mark Wallenmeyer
Tony Baker	✓ Mitzi Efurd	✓ Karen Hunter	✓ Douglas Murphy	✓ Edward Williams
✓ Danny Bercher	✓ Phyllis Fields	✓ John Jefferson	✓ Cindy Saylors	✓ Bill Woodell
✓ Erna Boone	✓ Reza Hakkak	✓ Tom Jones	✓ Kathy Trawick	

AGENDA			MEETING RECORD
Time	**Item**	**Presenter**	**Main Points / Discussion**
8:30	I. Announcements	Varies	1. CHP Interprofessional Collaboration Brown Bag Lunch, Friday, September 30, 12:00-1:00 pm, in the I. Dodd Wilson Education Building Auditorium 226. An IVN connection has been scheduled for the Northwest Campus; if other connections are needed, please contact Deborah Taylor. 2. Department annual reports due October 1 3. Reminder: Political activity – It is unlawful for employees to use university facilities, equipment, or services for political purposes, and employees may not identify themselves as UAMS employees when participating in political activities. 4. Allied Health Professions Week is November 7-11 5. Donuts with the Dean will be held on Tuesday, November 8, 7:00-9:00 am 6. Scholarship Reception will be held on Thursday, November 10, 5:00-6:30 pm; department chairs/program directors and scholarship recipients to attend.
8:35	II. Faculty members' use of PROFILES	Nia Indelicato	Nia walked the group through accessing profiles and using its key features. Profiles can be accessed via the TRI main page, tri.uams.edu. There is a permanent link to Profiles right underneath the crawler on the page, or it can also be accessed through the "services" dropdown menu. Clicking on the link will take you to the profiles landing page where there is information and updates about Profiles. When faculty members are ready to start their search they can click on the "start your search" button. This will take you to the Profiles System. First time users can click on the "first time user" text underneath the "start your search" button to access a rundown of key things you need to know about the system.
8:55	III. Interprofessional Education Faculty Development Opportunities	Wendy Ward	Presentation attached.
9:10	IV. Academic Advisement Holds	Susan Long	Two semesters prior to the semester of anticipated graduation, a student will receive a notice through GUS that an academic hold has been placed on their account and the student will not be able to register for classes. Students are to meet with their advisor to review their degree plans and discuss requirements for program completion. Once this is completed, the advisor can remove the hold, and the student can register for classes.
	V. Degree Time Limit Policy Draft	Douglas Murphy	A motion was made and seconded to approve the policy draft (attached) with no changes; approval was unanimous.
9:30	Adjourn		

ACTION PLAN		
Action Item	**Owner**	**Target Date**
Promotion and Tenure Guidelines – Incorporate suggestions into revised guidelines for additional review by the P&T Committee, EC, information sessions for faculty, and final vote by the end of the fall semester	Douglas Murphy	
Introduction of the OSPAN (Office of Sponsored Programs Administrative Network) Team 1	Renee Rains	After July 1
Collect information on CHP's diverse and unique needs for the new UAMS Faculty Service Center	Jan Shorey	TBD
CHP Alumni Survey	Douglas Murphy	May, 2017

The Office of Interprofessional Education
Interprofessional Faculty Development Curriculum Overview
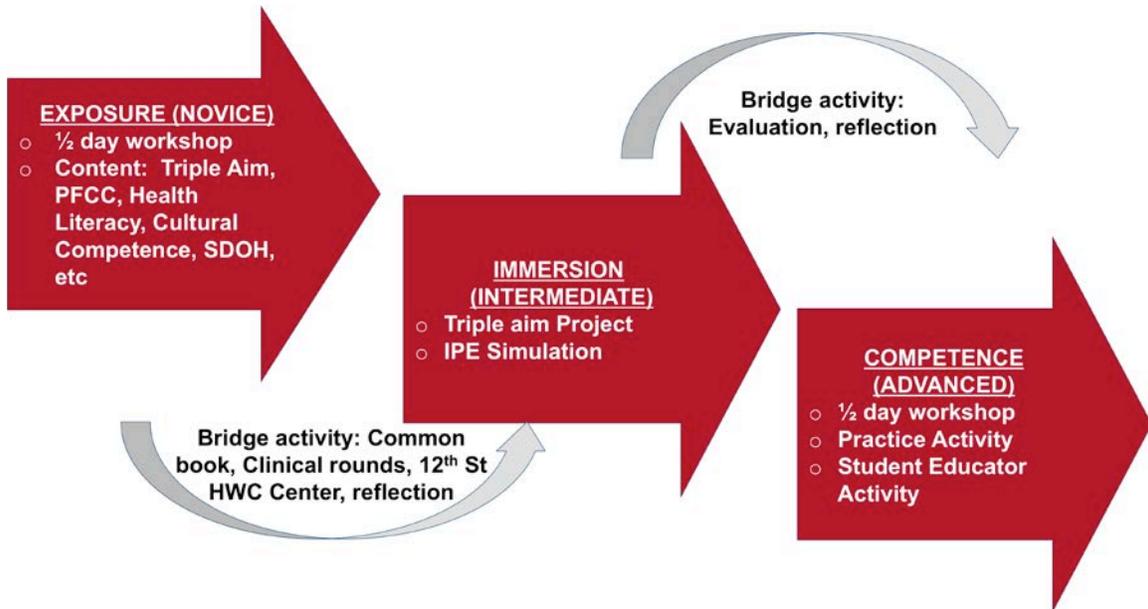
I.   **Cultural Change and Enhancing Value for Interprofessional Collaboration** across the missions:
   a. 1-hour event (monthly): Interprofessional Collaboration: Theory, Evidence, and UAMS Application.
   b. Available to present at Grand Rounds/Staff meetings/Open Forums
   c. Highlights a "foundational awareness" of the benefits of collaboration across education, clinical care, and research contexts.
   d. Outlines next steps for getting more involved

II.   **Building a Skilled Group of Interprofessional Educators**
   a. 3-hour workshops (monthly): Building Interprofessional Facilitator Skills and Developing New IPE events across UAMS
   b. 1-hour seminars on key issues related to facilitation/teaching IPE
   c. Facilitated observation of experienced IPE facilitators at live IPE events
   d. Observation of facilitation with interprofessional students with confidential feedback
   e. Certification Process for IPE Facilitator and IPE Master Facilitator
   f. Partnering with Educators Academy and other stakeholders for maximum reach
   g. Grandfathering in those skilled in IPE already

III. **Shifting UAMS Toward Integrated Clinical Care**
   a. 3-hour workshop: Shifting Your Practice Toward an Integrated and Collaborative Clinical Care Team: How to Build a Team (includes a process model that covers identifying team members, defining roles, reimbursement/coding, space and material planning, and a process for piloting with ongoing QI).
   b. 3-hour workshop: Strengthening Communication and Teamwork in Your Clinical Team (attendees are teams not individuals and includes a team functioning assessment tool prior to the workshop to identify each team's needs)
   c. 1-hour seminars on key issues related to collaborative clinical care practice: the dynamics of role overlap and role distinctions, communication, cultural change, teamwork, managing conflict on a team, etc.
   d. Partnering with PFCC and other clinical care stakeholders
   e. Partnering with BCBS and other payor stakeholders

IV. **Expanding our Team-Based Science**
   a. 1-hour faculty development seminars on key skills to enhance team-based project design, grant writing, project implementation, and manuscript writing. These include the four core competencies mentioned above, as applied to research teams/team science.
   b. Partnering with TRI and faculty from the graduate school to develop more IPE student events that are research focused and appropriate for all students.
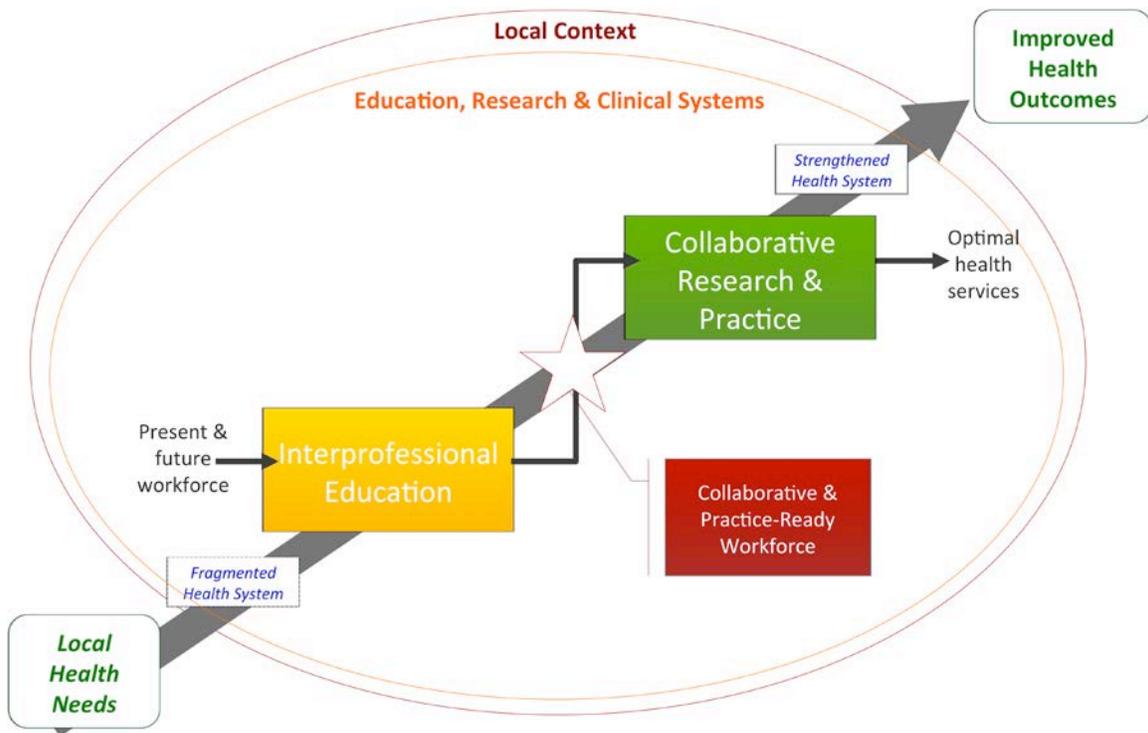   c. Promoting the use of Profiles for all faculty not just researchers

UAMS Office of Interprofessional Education
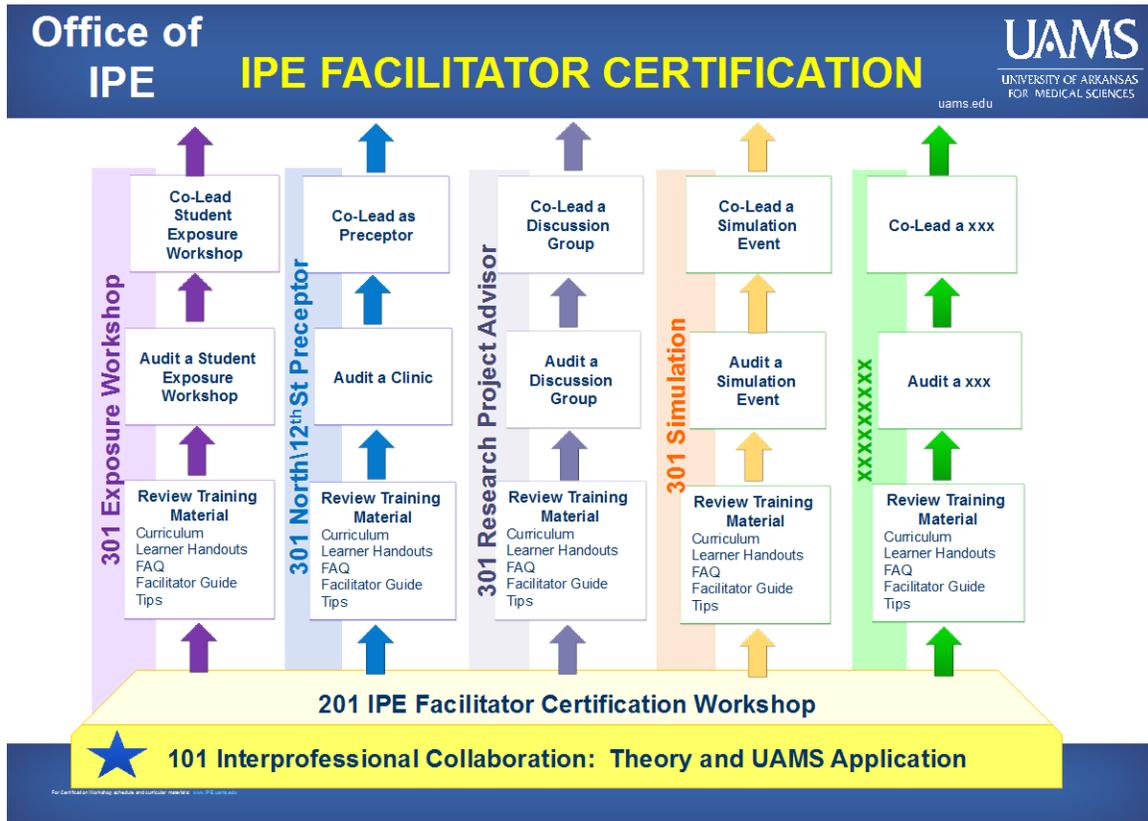
Triple Aim Curriculum for Students at AUMS

EXPOSURE (NOVICE)
- ½ day workshop
- Content: Triple Aim, PFCC, Health Literacy, Cultural Competence, SDOH, etc

Bridge activity: Common book, Clinical rounds, 12th St HWC Center, reflection

IMMERSION (INTERMEDIATE)
- Triple aim Project
- IPE Simulation

Bridge activity: Evaluation, reflection

COMPETENCE (ADVANCED)
- ½ day workshop
- Practice Activity
- Student Educator Activity

Framework for Action on IPE & Collaborative Practice
(Adapted from Core Competencies for Interprofessional Collaborative Practice)

Local Context

Education, Research & Clinical Systems

Improved Health Outcomes

Strengthened Health System

Collaborative Research & Practice

Optimal health services

Present & future workforce

Interprofessional Education

Collaborative & Practice-Ready Workforce

Fragmented Health System

Local Health Needs

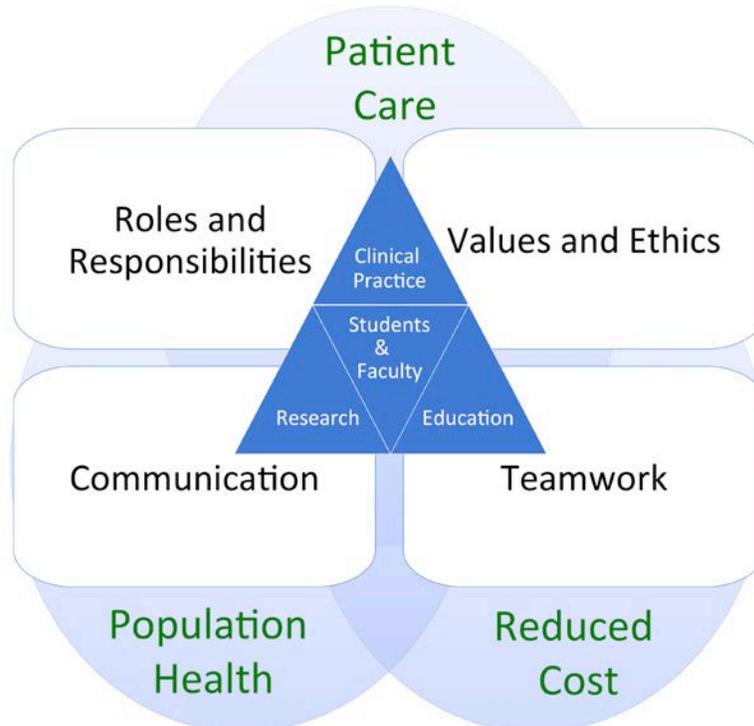**Faculty Development - IPE 101 (Foundational Awareness)**

UAMS Office of Interprofessional Education

IPE Facilitator Certification for UAMS Faculty

UAMS Goals to Achieve the Triple Aim

Faculty Development - IPE 101 (Foundational Awareness)

EXPOSURE
(novice)

EXPOSURE WORKSHOP
(~ 4 hours)

1

This introductory ½ day workshop includes exposure to the key concepts of:
- The Triple Aim
- IPEC Domains: Roles and responsibilities, Effective communication, Values and Ethics, Teamwork
- Patient and Family Centered Care
- Health Literacy
- Social determinants of health and Arkansas' most prevalent health disparities
- Cultural competency coordinated by the Office of Global Health
- Health economics: the role of the provider, the payers, and society

Transition (EXPOSURE to IMMERSION): bridge IP activity (~ 3-4 hours)

2

Participate in (1) UAMS Common Book/ movie, (2) volunteer at the 12th Street Health and Wellness Center or other interprofessional free or reduced cost clinic, or (3) observe interdisciplinary rounds/clinic **AND** complete a reflection.

IMMERSION
(intermediate)

TRIPLE AIM PROJECT
(~ 10-12 hours)

3

Interprofessional teams (3-8 students) participate in 1 of 3 Triple Aim Tracks:
- Patient care improvement;
- Population health improvement; or
- Health care cost reduction.

Broad solicitation for project ideas from: (1) UAMS educational and clinical departments; (2) Community-based organizations; and (3) Local businesses with an interest in health care and the triple aim (insurance agencies, corporations with wellness programs, etc.).

Teams develop a structured and complete proposal to meet triple aim goals and objectives. Teams present at an event to compete for the best proposal.

SIMULATION ACTIVITY
(~ 1-2 hours)

4

Teams participate in an IPE simulation session.

COMPETENCE
(advanced)

COMPETENCE WORKSHOP
(~ 4 hours)

5

Summative ½ day workshop delivering advanced triple aim content relevant to learners entering practice or post-graduate training.
- Up to date literature review to support IPC practice, Health Literacy, Patient and Family Centered Care, Cultural Competency, and other social determinants of health.
- Quality improvement processes and initiatives that exist to affect system change.
- Update on successful IMMERSION projects to demonstrate how team-based efforts contribute to meeting the triple aim.

REQUIRED "PRACTICE" ACTIVITY
(~ 2-4 hours)

6

- Completion of a service learning project/activity or high fidelity simulation with an IP team - Health Fair, IP clinic participation, SIM Wars, etc.

STUDENT EDUCATOR ACTIVITY
(~ 2-4 hours)

7

Students "circle back" in the IPE coursework:
- Co-facilitators for EXPOSURE or IMMERSION sessions
- Mentor students in simulation activities, health fairs, and other events that translate into improved community outcomes with a patient-centered or healthcare focus.
- Serve on student advisory board/leader for 12th Street, North Street clinics, etc.

Suggested Language for Citing IPE Experiences in Promotion Packet

GENERAL

Clinicians
Dr. _____ has demonstrated interest and commitment to interprofessional collaborative practice through [activities]

Researchers
Dr. _____ has demonstrated interest and commitment to interprofessional collaborative research through [activities]

Administrators
Dr. _____ has demonstrated interest and commitment to interprofessional collaborative policy and advocacy initiatives through [activities]

Faculty Development
Dr. _____ has attended X hours of CE credits in UAMS Faculty Development Events that were designated as IPE skills training, including those focused on building [interprofessional clinical team-based skills, IPE teaching skills, Simulation teaching skills, interprofessional research team-based skills, interprofessional collaborative grant and publication writing, etc].

EDUCATORS

General Statement
Acknowledging the importance of developing an appreciation for interprofessional collaboration in health professions students, Dr. _____ has been involved in the University of Arkansas for Medical Sciences Triple Aim Interprofessional Education Curriculum. This curriculum will ensure that all students graduating from the University of Arkansas for Medical Sciences campus have a working knowledge of Triple Aim concepts (improving the patient care experience, improving population health, reducing healthcare costs) as well as Interprofessional Education Collaborative Core Domains (values and ethics, roles and responsibilities, interprofessional communication, teams and teamwork). Through his/her involvement in this curriculum, Dr. ___ has interacted with students from the colleges of medicine, pharmacy, nursing, health professions, public health and the graduate school. Specifically, [activities]

Facilitator Certification
In addition, Dr. _____ has completed the **IPE Facilitator Certification** process whereby they are trained in evidence-based IPE educational methods including a half day workshop, online training materials, live observation of IPE teaching activities with debriefing, and co-leading an IPE event with structured feedback. These diverse skills provide the foundation needed for participation as an IPE Facilitator in an IPE event.

Master Facilitator Certification
In addition to IPE Certification as an IPE Facilitator at UAMS, Dr. _____ has completed the training necessary for **IPE Master Facilitator Certification**. This requires training to be an IPE Facilitator in 3 or more IPE events with consistent demonstration to a commitment to IPE education on our campus.

Exemption Policy for IPE Facilitator Certification

The Office of IPE recognizes that there are faculty among us who are already engaged in interprofessional education activities and have been for some time. While you still can participate in our IPE Facilitator and Master Facilitator certification processes, some of you may wish to be acknowledged for your already-existing expertise in IPE facilitation. If so, please answer the following questions and send them along with your CV to wward@uams.edu for review by the Office of IPE Faculty Development Committee.

Please list below each of the IPE events you have facilitated (it is ok to cut/paste from your CV) and add the name and profession of all co-presenters for that event, and the professions in which the student attendees are training. Most importantly, describe how interprofessional learners are learning about, from, and with each other and which core competencies you think are skills being developed in your event (teamwork, shared values/ethics, communication, and/or understanding roles/responsibilities).

Please note that effective facilitation of one type of IPE event (e.g., exposure workshop, research project advisor, movie review 12th street preceptor, etc) is termed IPE Facilitator Certification. Effective facilitation of three or more types of IPE events is termed Master IPE Facilitator Certification. If upon review of your materials the Office of IPE Faculty Development Committee is unable to determine the nature/extent of your IPE facilitation activities the Committee may request additional information and/or observe your facilitation of your IPE event.

Event Name and Date(s)	Co-presenters (name and profession)	Students (numbers and professions)	How exactly interprofessional learners learned about, from, and with each other during your event and which core competency domain(s) are skills being taught in your event.
1.			
2.			
3.			

Proposed Policy on Degree Time Limits
College of Health Professions Executive Committee
September 15, 2016

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Policy Rationale and Background

Students admitted to College of Health Professions programs must complete certificate and degree requirements in a timely manner to assure that they are competent according to contemporary standards of scientific knowledge and clinical practice. The purpose of this policy is to establish time limits for degree plans and procedures for extending time limits in extenuating circumstances.

Scope

This policy applies to students enrolled in any full-time and part-time certificate and degree program offered by the College of Health Professions.

Policy

Degree Time Limit – Students admitted to College of Health Professions' certificate and degree programs must complete the program within two (2) years beyond the published time to degree for the programs. The time limit includes time spent on an approved leave of absence, on suspension imposed by the faculty, or time not actively enrolled in courses.

Time Limit Extension – Students may apply for one one-year extension of the degree time limit in extenuating circumstances by submitting a Degree Time Limit Extension Form to the director of the student's certificate or degree program. The director will review the request and submit a recommendation to the associate dean for academic affairs who will decide whether to grant the extension and, if an extension is granted, whether conditions may apply. The associate dean for academic affairs will notify the student and the program director of the decision. A time limit extension expires one year from the date of the original time limit. No additional extensions will be granted.

Notification and Failure to Complete Degree Requirements – Students approaching the certificate or degree time limit will be notified by the Office of the Dean at least one year in advance of the limit that they must complete certificate or degree by the date of the time limit expiration. A copy of the notification will be sent to the program director.

Students who do not complete program requirements within the time limit or are not granted an extension will be administratively withdrawn from the program. They may re-apply for admission to the program and, if re-admitted, will adhere to the current degree plan and time limit that applies to the plan.

Effective Date

This policy will take effect on July 1, 2017.

Approval

This policy was approved by the College of Health Professions Executive Committee on [DATE].