POLICY

Interprofessional Education grant funds are designed to support projects which aim to develop, train or assess competencies in one or more of the following domains: values/ethics, roles/responsibilities, interprofessional communication or teamwork.

Qualifications: Faculty in the College of Allied Health Professions (CAHP) are eligible for support under this program. CAHP faculty may include faculty from other UNMC Colleges as Co-Investigators.

Project Eligibility:
- Eligible projects will align with at least one of the four Interprofessional Education Collaborative (IPEC) core competencies for Interprofessional Education (IPE) and at least one of the three UNMC Entrustable Professional Activities (EPA) (see Appendix A).
- Proposals must include a minimum of two CAHP programs and/or other UNMC Colleges.
- Examples of eligible projects include projects utilizing a simulated health situation, e-Learning, pre-learning or table-top activities.
- A plan for dissemination of the project and respective results and outcomes must be included in the application in addition to an assessment which yields meaningful data regarding the effectiveness and value of the project.

PROCEDURE

Submission Requirements:
Applications must be submitted to the CAHP Pilot Grant Application portal on REDCap, accessible via this link: http://j.mp/2GUbv7h by 5:00p.m. on May 17th, 2019.

Below are the required application materials. Upload each as a separate pdf document to the REDCap portal.
1. Lay summary of project. Please provide a brief summary of your proposed research project in lay language, suitable for a news release to the lay public. The summary should not exceed half a page in length.
2. Main narrative. The main narrative should not exceed four pages in length and should include the following:
   a. Objectives of the project.
   b. Background on the current state of information in the area and its relevance to health professions education. Include how this project aligns with IPEC competencies or UNMC EPAs.
   c. Proposed plan of work/methods.
   d. Description of the methods of assessment of the work proposed.
   e. Plan for dissemination of the project results.
   f. Timeline of work. The timeline of the project cannot exceed 24 months.
   g. References.
3. Budget. Requested funds cannot exceed $5,000.00 total. Please provide details of the requested budget using the attached template.
4. Budget justification. Include justification/rationale for each item requested in the budget.
**Format.** Use a typeface no smaller than 11-point Times New Roman or Arial. Margins of at least 0.5 inches are required.

**Deadlines and Review.** Applications for IPE Grant funding must be submitted by May 17th. Applications are assigned for peer review in the order received and applicants will be notified of the funding decision by the CAHP Office of Research within two months from the application deadline. The applications will be reviewed by the members of the CAHP IPE Committee.

**Award Amount and Timelines.** The maximum award amount is $5,000.00. The grant timeline is up to 24 months.

**Human Subjects.** If human subjects are involved, final funding will be contingent on IRB approval.

**Award Notification.** The award is for completion of the objectives outlined in the application and is to be expended within a 24-month period. All management of the award will be handled by the CAHP Office of Research and all funds remaining at the end of the funding period will revert to the CAHP IPE Grant Program.

**Reporting Requirements.** Every six months, the Investigator(s) will meet with the CAHP Office of Research to discuss progress to date, budget, and resources required for success. A final report is required upon completion of the project, but no later than 24 months after funding is awarded.

Please contact Cherie Kimble at cherie.kimble@unmc.edu or (402) 559-3319 with questions.
APPENDIX A:

IPEC (Interprofessional Education Collaborative): 2011, 2016 Update

Four Competency Domains
- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

Four Core Competencies, updated in 2016:

**Competency 1** Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

**Competency 2** 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. (Roles/Responsibilities)

**Competency 3** 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. (Interprofessional Communication)

**Competency 4** 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. (Teams and Teamwork)
UNMC Entrustable Professional Activities (EPAs)

Receptivity to Teammates
Self-efficacy as a Team Member
Team Approach to Health Care

Interprofessional Education Entrustable Professional Activity (EPA) Description

EPA Title: Receptivity to Teammates

Entrustable Professional Activity: Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

Effective teamwork is necessary for care that is safe, timely, effective, efficient, equitable and patient-centered. Accepting and responding to recommendations and feedback from all members of the health care team will result in better outcomes.

Functions
- Establish a climate of mutual respect and trust.
- Communicate all relevant information exchange.
- Use attentive listening skills when communicating with team members.
- Acknowledge personal limits as an individual and seek help from the other members of the team to optimize health care delivery.

Most Relevant IPEC Domains and Competencies Critical to Entrustment Decisions
- Interprofessional Communication
  - Listen actively, and encourage ideas and opinions of other team members.
- Roles & Responsibilities
  - Use the full scope of knowledge, skills, and abilities of available health professionals and health care workers to provide care that is safe, timely, efficient, effective, and equitable.
- Teams & Teamwork
  - Describe the process of team development and the roles and practices of effective teams.

<table>
<thead>
<tr>
<th>Critical Competency</th>
<th>Pre-Entrustable Behaviors</th>
<th>Entrustable Behaviors</th>
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<tbody>
<tr>
<td>Listen actively, and encourage ideas and opinions of other team members.</td>
<td>Uses unidirectional communication, failing to encourage ideas or opinions from other team members.</td>
<td>Actively listens and encourages ideas and opinions of other team members.</td>
</tr>
<tr>
<td>Use the full scope of knowledge, skills, and abilities of available health professionals and health care workers to provide care that is safe, timely, efficient, effective, and equitable.</td>
<td>Identifies roles of other team members but does not recognize how or when to use them as resources. Does not recognize the value of other professionals on the team in the care of the patient.</td>
<td>Respects the roles and responsibilities of all members of the team. Supports activities of other team members in the care of the patient.</td>
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<tr>
<td>Describe the process of team development and the roles and practices of effective teams.</td>
<td>Little initiative to interact with team members. Focuses on individual work responsibilities. Limited acknowledgement of contributions of others.</td>
<td>Actively integrates into team function, working to achieve team goals. Acknowledges and respects the roles and contributions of others.</td>
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Interprofessional Education Entrustable Professional Activity (EPA) Description

EPA Title: Self-efficacy as a Team Member

Entrustable Professional Activity: Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Respect for the roles, responsibilities, and contributions individual members of the team bring to the care of patients is critical to fully embracing the value that teamwork adds to patient care outcomes. Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.

Functions
- Identify team members’ roles and the responsibilities associated with each role.
- Use attentive listening skills when communicating with team members.
- Adjust communication content and style to align with team-member communication needs.

Most Relevant IPEC Domains and Competencies Critical to Entrustment Decisions
- **Interprofessional Communication**
  Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.
- **Interprofessional Communication**
  Organize and communicate information with patients, families, and health care team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- **Roles & Responsibilities**
  Communicate one’s roles and responsibilities clearly to patients, families, and other professionals.
- **Roles & Responsibilities**
  Explain the roles and responsibilities of other care providers and how the team works together to provide care.

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<td>Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.</td>
<td>Uses unidirectional communication that fails to elicit ideas or opinions from other team members.</td>
<td>Successfully tailors communication strategy and message to the audience, purpose, and context in most situations.</td>
</tr>
<tr>
<td>Organize and communicate information with patients, families, and health care team members in a form that is understandable, avoiding discipline-specific terminology when possible.</td>
<td>Communication does not change based on context, audience or situation.</td>
<td>Fully aware of the purpose of communication; can efficiently tell a story and present alternatives, taking into account roles of other team members.</td>
</tr>
<tr>
<td>Communicate one’s roles and responsibilities clearly to patients, families, and other professionals.</td>
<td>Does not communicate the value of other professionals on the team to the patient/family.</td>
<td>Supports activities of other team members, and communicates their value to the patient/family.</td>
</tr>
<tr>
<td>Explain the roles and responsibilities of other care providers and how the team works together to provide care.</td>
<td>Identifies roles of other team members but does not recognize how or when to use them as resources.</td>
<td>Can articulate the unique contributions of other health care professionals, seeking their input for appropriate issues.</td>
</tr>
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</table>
**Interprofessional Education Entrustable Professional Activity (EPA) Description**

**EPA Title:**  Team Approach to Health Care

**Entrustable Professional Activity:** 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.

Effective teamwork is necessary for care that is safe, timely, effective, efficient, equitable and patient-centered. Understanding different team roles will help to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care.

**Functions**
- Communicate all relevant information exchange.
- Use attentive listening skills when communicating with team members.
- Adjust communication content and style to align with team-member communication needs.
- Acknowledge personal limits as an individual and seek help from the other members of the team to optimize health care delivery.

**Most Relevant IPEC Domains and Competencies Critical to Entrustment Decisions**
- **Values & Ethics**
  Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
- **Teams & Teamwork**
  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.
- **Teams & Teamwork**
  Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among health care professionals and with patients and families.
- **Interprofessional Communication**
  Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- **Roles & Responsibilities**
  Forge interdependent relationships with other professions to improve care and advance learning.
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<td>Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.</td>
<td>Limited acknowledgment of the contributions of others.</td>
<td>Identifies self and is seen by others as an integral part of the team.</td>
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<tr>
<td>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.</td>
<td>More self-centered in approach to work with a focus on one’s own performance.</td>
<td>Will adapt and shift roles and responsibilities as needed to adjust to changes to achieve team goals.</td>
</tr>
<tr>
<td>Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among health care professionals and with patients and families.</td>
<td>Limited participation in team discussion; passively follows the lead of others on the team. Little initiative to interact with team members.</td>
<td>Actively seeks feedback and initiates adaptations to help the team function more effectively in changing environments. Engages in closed loop communication in all cases to ensure that the correct message is understood by all.</td>
</tr>
<tr>
<td>Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.</td>
<td>Communication does not change based on context, audience, or situation.</td>
<td>Uses the appropriate strategy for communication.</td>
</tr>
<tr>
<td>Forge interdependent relationships with other professions to improve care and advance learning.</td>
<td>Discipline-centered interactions, limited understanding of roles of others on the team.</td>
<td>Facilitates the participation of health care team in all discussions about patient’s health. Participates in team-based reflection and quality improvement efforts.</td>
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</tbody>
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