INTERPROFESSIONAL EDUCATION (IPE)

IPE 1020 Medical Terminology — 1 credit
This fully online course is designed to provide students with an overview of healthcare terminology. Students will use a programmed text to learn the building blocks of terminology including prefixes, suffixes and roots. Testing is done online. Offered in the College for Adults.

IPE 1030 Healthcare Teams Foundations and Medical Terminology — 2 credits
In this course, students will examine the roles and responsibilities of the healthcare team. They will be introduced to interprofessional practice and its impact on healthcare delivery. Students will discover that developing team skills is an important component of professional practice. Communication and self-awareness skills needed to implement the concepts of interprofessionalism and team-based care will be developed through role play, lecture, team exercises, and case studies. The course is also designed to help develop comprehensive, integrative skills in using and understanding medical terminology used in clinical settings and in medical literature. Included in the course are prefixes, suffixes, roots and combining forms. Emphasis is on pronunciation, spelling and the definition of words as they relate to basic anatomy and physiology. Terms for diagnostic procedures, pathology and treatment procedures for each body system, as well as complementary words, are included. Students will increase their medical vocabulary and comprehension of the medical language which is a necessary component of interprofessional communication. This course is geared toward first and second year students interested in pursuing a career in a health/human services profession. Offered in the College for Women and the College for Adults.

IPE 1040 Healthcare Teams and Quality Outcomes — 2 credits
Students will explore the common components of patient-centered care, patient safety, evidence-based practice, quality improvement, and informatics as they apply to development of the professional role. Offered in the College for Women and the College for Adults.

IPE 1050 Pain and Suffering - An Interprofessional Perspective — 4 credits
In this course, students will learn about the interaction between health care and spirituality as they explore the theological responses to the problem of pain and suffering as an aspect of the practical work of caring for patients. Students will discover that developing team skills is an important component of professional practice and team-based care, and that reflecting on their own understanding of the meaning of pain in human life is an important component of responding to the pain of others. Students will learn communication and self-awareness skills needed to implement the concepts of interprofessionalism as they explore the issue of pain and suffering through an interprofessional perspective. The course will include health-care centered principles of quality improvement, research and evidence based practice, and communication; it will also include theological reflection on the nature of the human person, the place of suffering in human life, and the ways in which communities manifest their spiritual commitments. The course is also designed to help develop comprehensive, integrative skills in using and understanding medical terminology used in clinical settings and in medical literature. This course meets the liberal arts and science core requirement in theology. It also replaces IPE 1030 and IPE 1040.

IPE 2800 Healthcare Teams: Opportunities and Challenges in Aging — 4 credits
In this course, students will learn to differentiate normal health changes from pathology and maximize older adult strengths and minimize risks to the health, mental health and well-being of elders. They will understand evidence-based practices and technologies for older adult health promotion and wellness and recognize the importance of developing relationships and working with other professionals who provide interprofessional health care delivery to older adults and their families. Knowledge is gained through lectures as well as team-based classroom learning activities. Skills are developed from actual service learning experiences working in teams with elders in community sites. The course is geared toward first and second year students interested in pursuing a career that may involve working with elders in a health or human services profession. Offered in the College for Women.
Prerequisite: a medical terminology course (INDI 1150, INDI 2220, IPE 1030, or IPE 1020).

IPE 2994 Topics — 4 credits
The subject matter of the course is announced in the annual schedule of classes. Content varies from year to year but does not duplicate existing courses.

IPE 4200W Healthcare Teams - Evidence-Based Practice — 4 credits
Research methods has theory, seminar, Panopto modules and clinical components that enable students to synthesize and apply research methodology and research types to provide clinical care at the systems and community level of population based practice. This course will enhance the student’s understanding and ability to provide evidence-based patient care. This course also includes an interprofessional education component that promotes and advances interdisciplinary understanding and a focus on scientific writing. Offered in the College for Women.

IPE 4500 Learning from Elder Teachers in Healthcare Teams — 0 credits
This course provides students with clinical experience as a participant in an interprofessional healthcare team. After an initial orientation, students will be assigned to small interprofessional teams assigned to work with an Elder Teacher, a resident from Carondelet Village, under the guidance of an IPE team mentor from Carondelet Village and a faculty mentor from the student’s academic program. Together the team will review the elder teacher’s health status, discuss treatment plans and find new ways to optimize his or her health, independence and vitality.

IPE 4952 Independent Study — 2 credits
Independent study offers students the opportunity for specialized research not covered in a course offering. Students work with a faculty advisor to develop a learning contract, which specifies the content and objectives of the study as well as the requirements and procedures for evaluation. The amount of credit earned for the study also is included in the learning contract.
Prerequisites: Permission of the faculty and department chair or program director.