

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.

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 work 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

Team-based skills are essential for optimal patient/client outcomes and providing person-centered care. In IPE 1040, you will work in a team to hone your team skills as you learn about key elements for maximum patient/client safety: person-centered care, team communication (TeamSTEPPS), quality improvement, and the use of evidence and informatics to support quality improvement efforts. This course is appropriate for 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 1050 Pain and Suffering - An Interprofessional Perspective – 4 credits

In this course student 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 1100 Healthcare Exploration and Mentor Program – 0 credits

IPE 2681 Directed Study – 1 credit

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 2992 Topics – 2 credits

IPE 4200W Healthcare Teams - Evidence-Based Practice – 4 credits

Evidence-based practice encompasses research, clinical expertise, and patient preference to inform decisions around clinical care and healthcare practice. This course focuses on evaluating and interpreting research to enhance students' understanding and ability to translate research evidence to patient-centered care. Students will gain an understanding of different research methodologies, when each might be used, and how to appraise different types of research for relevance and validity. These skills are necessary when working on interprofessional teams and designing solutions from multiple disciplinary perspectives. This is a writing-intensive course; students will write an evidence-based practice paper. Offered in the College for Women and College for Adults.

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 2400 Patient Care 1 - 2 Credits

This course provides students an opportunity to earn a healthcare certificate, receive credit for healthcare work experiences, and/or participate in interprofessional simulation or co-curricular activities. Students will gain an understanding of evidence-based practice and the value of patient-centered care through activities and reflections. Offered in the College for Adults.

IPE 3400 Patient Care 2 - 2 credits

This course provides students an opportunity to earn a healthcare certificate, receive credit for healthcare work experiences, and/or participate in interprofessional simulation or co-curricular activities. Students will apply evidence-based practice in the care of clients/patients. Students will build leadership skills as they engage in interprofessional collaboration through direct or simulated client/patient care. Offered in the College for Adults.

IPE 4400 Patient Care 3 - 2 credits

This course provides students an opportunity to earn a healthcare certificate, receive credit for healthcare work experiences, and/or participate in interprofessional simulation or co-curricular activities. Students will critique evidence to provide holistic care of clients/patients. Students will also demonstrate leadership principles as they engage in interprofessional collaboration through direct or simulated client/patient care. Offered in the College for Adults.

IPE 4850W Senior Seminar - 2 credits

This course prepared health science majors for their future roles in professional life. Discussions, practice of professional skills, and career readiness activities will prepare students for career launch and advancement. Students will create a cover letter, personal statement, resume, and a paper related to an ethical practice dilemma. Senior seminar is a culminating course to wrap up the health science degree and is required for all health science majors. Offered in the College for Adults.