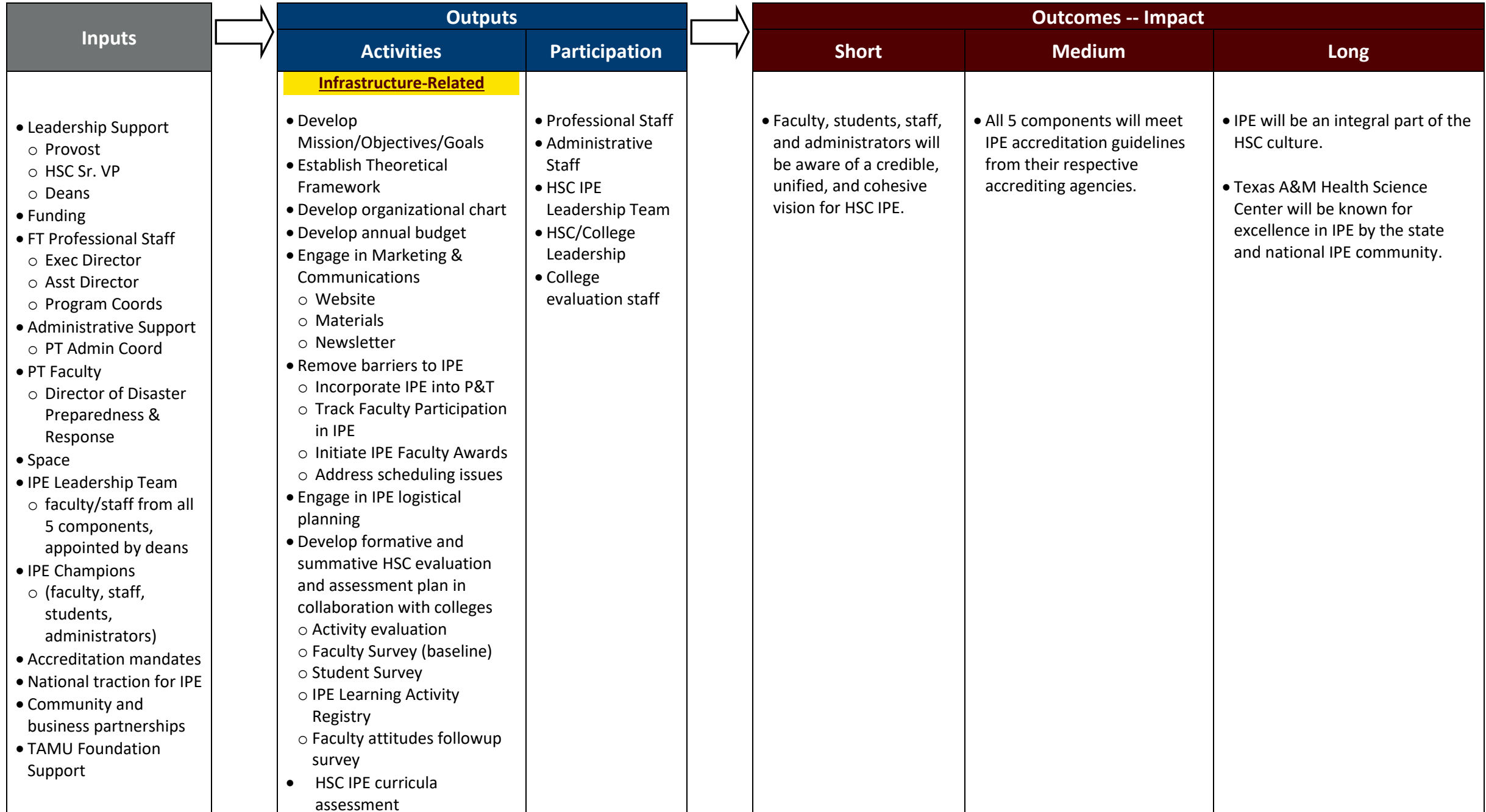


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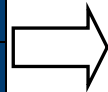
Logic Model



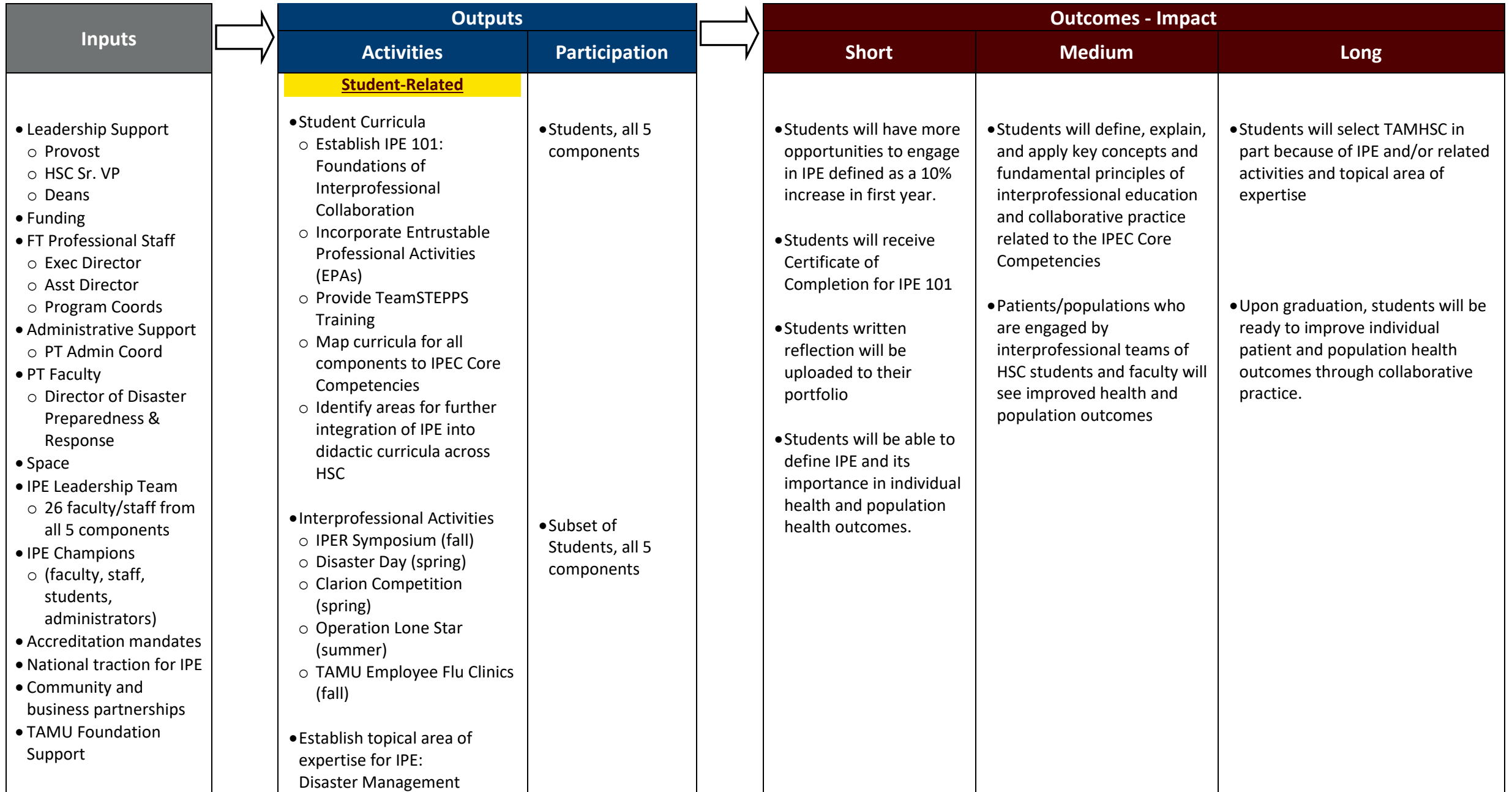
Inputs
<ul style="list-style-type: none"> • Leadership Support <ul style="list-style-type: none"> ○ Provost ○ HSC Sr. VP ○ Deans • Funding • FT Professional Staff <ul style="list-style-type: none"> ○ Exec Director ○ Asst Director ○ Program Coords • Administrative Support <ul style="list-style-type: none"> ○ PT Admin Coord • PT Faculty <ul style="list-style-type: none"> ○ Director of Disaster Preparedness & Response • Space • IPE Leadership Team <ul style="list-style-type: none"> ○ 26 faculty/staff from all 5 components • IPE Champions <ul style="list-style-type: none"> ○ (faculty, staff, students, administrators) • Accreditation mandates • National traction for IPE • Community and business partnerships • TAMU Foundation Support



Outputs	
Activities	Participation
<ul style="list-style-type: none"> • <u>Faculty-Related</u> 	
<ul style="list-style-type: none"> • Initiate Faculty Development Program <ul style="list-style-type: none"> ○ Initiate Interprofessional Leadership Fellows Program ○ Establish Online Training ○ Provide In-person Training ○ Provide TeamSTEPPS Training <ul style="list-style-type: none"> ▪ Master Trainers ▪ Fundamentals • Support IPE Scholars <ul style="list-style-type: none"> ○ Provide seed grants for research ○ Highlight IPE research and researchers ○ Provide venue for disseminating scholarship 	<ul style="list-style-type: none"> • Faculty, all 5 components • Subset of faculty, all 5 components



Outcomes - Impact		
Short	Medium	Long
<ul style="list-style-type: none"> • Faculty will understand key elements underlying the purpose and goals of IPE activities, ideal attributes and characteristics of IPE educators/clinicians, and educational competencies, components, and activities for successful IPE integration into clinical and academic curricula. 	<ul style="list-style-type: none"> • Faculty attitudes toward IPE and teamwork will be improved by a 10% increase in average likert score responses, particularly among non-nursing faculty • Faculty will understand and model IPEC Core Competencies for students • Faculty will engage in IPE and IPE scholarship with greater frequency defined as a 10% increase in first year. 	<ul style="list-style-type: none"> • Faculty will select the Texas A&M Health Science Center in part for IPE



Assumptions

- Continued support from HSC/College Leadership
- Continued and sufficient funding
- Continued and increased component engagement
- Continued and increased accreditation requirements

External Factors

- Community needs
- Accreditation guidelines
- Legislature
- TX IPE Consortium (collaborations with other institutions)