

NAP LEXICON TASK FORCE UPDATE: NAP EXECUTIVE COMMITTEE MEETING

Approved by Council at Fall Leadership Meeting, 09/13/20

INTRODUCTION

As the National Academies of Practice organization continues to grow in scope and application, the need for consistent and accurate use of terminology is identified as a critical component to support understanding about the discipline/science of interdisciplinary collaboration. A common lexicon provides clear understanding of the way words are used to describe aspects within or associated with the brand of NAP. Examples of how terminology can be unclear in representing the intended message are: 1) terms such as interdisciplinary, multidisciplinary, and transdisciplinary have been used interchangeably yet can hold different meanings and 2) terms such as patient, client, or person can refer to those receiving care in different ways among disciplines. “When people speak with one language, one understanding of each other, they are able to accomplish almost anything.” [Genesis]

In May 2020 the NAP Executive Committee assembled a Task Force with a defined purpose to develop a common NAP Lexicon to describe the terminology used across and within the organization and that would be used consistently across and throughout our communications, including publications, committees/task forces/shared work groups, and other associated products and services.

The Task Force identified key stakeholders and organizations working in the field, including individuals using and those providing interprofessional care and service as well as policy makers and potential funders to inform its work, and reviewed related and relevant documents as well as the literature to assemble this preliminary document. The Task Force took a global perspective wherever available to generate a Lexicon to support NAP’s work to advance advocacy, education, practice, public policy, and research, however, appreciates that additional input from the Academies is needed at this point in time. Importantly, the Lexicon is intended as an iterative document that will be reviewed and refined systematically to add clarity over time by our Academies.

With these considerations in mind the proposed lexicon is currently divided into the following categories.

- Terms describing the work of interprofessional collaboration in advocacy, education, practice, or research.
- Terms describing work that is related to, but not synonymous with interprofessional collaboration in advocacy, education, practice, or research.
- Terms describing those who do the work of interprofessional collaboration in advocacy, education, practice, or research.
- Terms describing the processes involved in the work of interprofessional collaboration in advocacy, education, practice, or research.

- “One Health,” as used by veterinary medicine and others, is often synonymous with “interprofessional collaboration.”

For the purposes of NAP academies seeking transparency, inclusivity, and full representation:

- Those for whom we are providing care may be referred to as “patient” and/or “client” and/or “resident”.
- Those for whom we are providing education may be referred to as “student” and/or “learner”.
- Those providing care for a patient and/or client may be referred to as “carer” and/or “caregiver” and/or “family” and/or “friend” and/or “service provider”.
- Actions involved in caring for a patient and/or client may be referred to as “care” or “service”.
- The following terms may be used for a variety of reasons by different disciplines or professions or in different contexts.
 - health worker(s)
 - health care worker(s)
 - people
 - health professional(s)
 - health care provider(s)
 - individuals
 - practitioner(s)
 - person(s)

TERMS

1. Terms describing the work of interprofessional collaboration in advocacy, education, practice, or research.

Term	Definition	Source(s)*
Advocacy	Education and information for key stakeholders/policy makers around specific issues or causes to guide what is in the best interest for individuals, communities, and society’s health and well-being using	National Academies of Practice. (2019). <i>Mission statement</i> . Retrieved June 7, 2020, from https://www.nappractice.org/mission-vision-values .

	available research, expertise, and collaborative relationships to bring an interprofessional voice/perspective, therefore, fulfilling NAP's purpose and mission.	
Evidence-Based Practice	The integration of clinical expertise, patient values, and the best research evidence into the decision-making process for patient care. Clinical expertise refers to the clinician's cumulated experience, education and clinical skills. The patient brings to the encounter his or her own personal and unique concerns, expectations, and values. The best evidence is usually found in clinically relevant research that has been conducted using sound methodology.” (Sackett 1996)	Sackett, D. L., Rosenberg, W. M. C, Muir Gray, J. A., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: What it is and what it isn't: It's about integrating individual clinical expertise and the best external evidence. <i>BMJ: British Medical Journal</i> , 312(7023), 71-72. https://doi.org/10.1136/bmj.312.7023.71
Family Centered Care	An approach to the planning, delivery, and evaluation of care that is grounded in mutually beneficial partnerships	Institute for Patient- and Family-Centered Care. (2020). <i>Patient- and family- centered care defined</i> . Retrieved June 7, 2020, from https://www.ipfcc.org/bestpractices/sustainable-partnerships/background/pfcc-defined.html

	among health care providers, patients, clients, and families that redefines the relationships in health care by placing an emphasis on collaborating with people of all ages, at all levels of care, and in all settings. In patient- and family-centered care, those receiving care and their carers define their “family” and determine how they will participate in care and decision-making. A key goal is to promote the health and well-being to maintain their control.	
Interagency or Interagency Collaboration	Occurs when people from different organizations, produce something through joint effort, resources, and decision making, and share ownership of the final product or service.	Linden, R. M. (2002). <i>Working across boundaries: Making collaboration work in government and nonprofit organizations</i> (1 st ed.). Jossey-Bass.
Interprofessional	Occurring between or involving two or more different professions or professionals	Merriam-Webster. (2020). Interprofessional. In <i>dictionary by Merriam-Webster</i> . Retrieved June 7, 2020, from https://www.merriam-webster.com/dictionary/interprofessional
Interprofessional Advocacy	Two or more professions or professionals providing	National Academies of Practice. (2019). <i>Mission statement</i> . Retrieved June 7, 2020, from https://www.nappractice.org/mission-vision-values .

	education and information for key stakeholders/policy makers around specific issues or causes to guide what is in the best interest for individuals, communities, and society's health and well-being using available research, expertise, and collaborative relationships to bring an interprofessional voice/perspective, therefore, fulfilling NAP's purpose and mission.	Merriam-Webster. (2020). Interprofessional. In <i>dictionary by Merriam-Webster</i> . Retrieved June 7, 2020, from https://www.merriam-webster.com/dictionary/interprofessional
Interprofessional Collaboration	Partnership between a team of health providers and a client in a participatory collaborative and coordinated approach to shared decision making around health and social issues.	Canadian Interprofessional Health Collaborative. (2010). <i>Canadian interprofessional health collaborative framework</i> . Retrieved June 7, 2020, from https://www.mcgill.ca/ipeoffice/ipe-curriculum/cihc-framework
Interprofessional Collaborative Practice	Occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients/clients, their carers and communities	World Health Organization. (2010). <i>Framework for action on interprofessional education & collaborative practice</i> . https://apps.who.int/iris/bitstream/handle/10665/70185/WHO_HRH_HPN_10.3_eng.pdf

	to deliver the highest quality of care across settings.	
Interprofessional Collaborative Practice Competency	Ability to demonstrate knowledge, skills, and values within the domain of Interprofessional Collaborative Practice, encompassing the topics of values and ethics, roles and responsibilities, interprofessional communication, and teams and teamwork.	Interprofessional Education Collaborative. (2016). <i>Core competencies for interprofessional collaborative practice: 2016 update</i> . https://hsc.unm.edu/ipe/resources/ipec-2016-core-competencies.pdf
Interprofessional Education	Occasions when members or students, residents, and health workers) of two or more professions learn with, from, and about each other to improve collaboration, and the quality of care and services.	World Health Organization. (2010). <i>Framework for action on interprofessional education & collaborative practice</i> . https://apps.who.int/iris/bitstream/handle/10665/70185/WHO_HRH_HPN_10.3_eng.pdf
Interprofessional Policy	A course or principle of action adopted or proposed by a government, party, business, or individual targeted to supporting the implementation of interprofessional collaborative practice,	

	education, and/or scholarship.	
Interprofessional Team	At least two health workers who work collaboratively with clients and their caregivers to accomplish shared goals within and across settings to achieve coordinated, high-quality care.	Mitchell, P., Wynia, M., Golden, R., McNellis, B., Okun, S., Webb, C. E., Rohrbach, V., & Von Kohorn, I. (2012). Core principles & values of effective team-based health care [Discussion paper]. <i>NAM Perspectives</i> . https://doi.org/10.31478/201210c
Relationship-Centered Care	Involving the client in a shared decision-making process, taking into account their perspectives and the human-animal bond, in order to produce the optimal outcomes for the animal and build a trusting and long-lasting relationship that facilitates care.	

2. Terms describing work that is related to, but not synonymous with interprofessional collaboration in advocacy, education, practice, or research.

Term	Definition	Source(s)*
Discipline/disciplinary	Branch or domain of knowledge, instruction or learning resulting in specialization and role differentiation. A discipline creates a singular unit of study in academia or practice in healthcare systems and “as a designation of occupational and professional roles.”	Merriam-Webster. (2020). Discipline. In <i>dictionary by Merriam-Webster</i> . Retrieved June 7, 2020, from https://www.merriam-webster.com/dictionary/discipline

		<p>Stichweh, R. (2001). History of scientific disciplines. In N. Smelser & P. Baltes (Eds.), <i>International encyclopedia of the social & behavioral sciences</i> (1st ed.). (pp.13727-13731). Elsevier. https://doi.org/10.1016/B0-08-043076-7/03187-9</p>
Interdisciplinary	<p>Collaborative efforts undertaken by individuals from different disciplines (such as psychology, anthropology, economics, geography, political science and computer science) who work together on the same project/issue to analyze, synthesize and harmonize links between them into a coordinated and coherent whole</p> <p>Team members work individually in their discipline and treat in parallel.</p>	<p>Weiss, D., Tilin, F. J., & Morgan, M. J. (2013). <i>The interprofessional health care team: Leadership and development</i> (1st ed.). Jones & Bartlett Publishers. https://ccnmtl.columbia.edu/projects/sl2/pdf/glossary.pdf</p>
Intraprofessional/ Uniprofessional	<p>Any activity which is undertaken by individuals within the same profession.</p>	<p>Barr, H. (2009). An anatomy of continuing interprofessional education. <i>Journal of Continuing Education in the Health Professions</i>, 29(3), 147-150. https://doi.org/10.1002/chp.20027</p> <p>Collin, A. (2009). Multidisciplinary, interdisciplinary, and transdisciplinary collaboration: Implications for vocational psychology. <i>International Journal for Educational and Vocational Guidance</i>, 9(2), 101-110. http://doi.org/10.1007/s10775-009-9155-2</p> <p>Dyer, J. A. (2003). Multidisciplinary, interdisciplinary, and</p>

		<p>transdisciplinary educational models and nursing education. <i>Nursing Education Perspectives</i>, 24(4), 186-188. http://search.proquest.com.ezproxy.gvsu.edu/docview/230625184?accountid=39473</p> <p>Khalili, H., Orchard, C., Laschinger, H. K. S., & Farah, R. (2013). An interprofessional socialization framework for developing an interprofessional identity among health professions students. <i>Journal of Interprofessional Care</i>, 27(6), 448-453. http://doi.org/10.3109/13561820.2013.804042</p> <p>Mitchell, P. H. (2005). What's in a name?: Multidisciplinary, interdisciplinary, and transdisciplinary. <i>Journal of Professional Nursing</i>, 21(6), 332-334. http://doi.org/10.1016/j.profnurs.2005.10.009</p>
Multidisciplinary	Activities performed by members from different academic disciplines (psychology, sociology, mathematics) who work independently, in parallel or sequentially on different aspects of a project within their disciplinary boundaries. In healthcare settings, this term has historically been used erroneously in place of interprofessional. In medicine, it can refer to collaborative work among professionals from different specialties (e.g. neurologists, cardiologists, surgeons)	<p>Mitchell, P. H. (2005). What's in a name?: Multidisciplinary, interdisciplinary, and transdisciplinary. <i>Journal of Professional Nursing</i>, 21(6), 332-334.</p>

		<p>http://doi.org/10.1016/j.profnurs.2005.10.009</p> <p>Barr, H. (2009). An anatomy of continuing interprofessional education. <i>Journal of Continuing Education in the Health Professions</i>, 29(3), 147-150. https://doi.org/10.1002/chp.20027</p> <p>Collin, A. (2009). Multidisciplinary, interdisciplinary, and transdisciplinary collaboration: Implications for vocational psychology. <i>International Journal for Educational and Vocational Guidance</i>, 9(2), 101-110. http://doi.org/10.1007/s10775-009-9155-2</p> <p>Dyer, J. A. (2003). Multidisciplinary, interdisciplinary, and transdisciplinary educational models and nursing education. <i>Nursing Education Perspectives</i>, 24(4), 186-188. http://search.proquest.com.ezproxy.gvsu.edu/docview/230625184?accountid=39473</p> <p>Khalili, H., Orchard, C., Laschinger, H. K. S., & Farah, R. (2013). An interprofessional socialization framework for developing an interprofessional identity among health professions students. <i>Journal of</i></p>
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Transdisciplinary/ Transprofessional	An evolution in the team approach where team members share knowledge, skills, and responsibilities across disciplinary boundaries with a certain amount of boundary blurring between disciplines and implies cross-training and flexibility in accomplishing tasks	<p>Barr, H. (2009). An anatomy of continuing interprofessional education. <i>Journal of Continuing Education in the Health Professions</i>, 29(3), 147-150. https://doi.org/10.1002/chp.20027</p> <p>Collin, A. (2009). Multidisciplinary, interdisciplinary, and transdisciplinary collaboration: Implications for vocational psychology. <i>International Journal for Educational and Vocational Guidance</i>, 9(2), 101-110. http://doi.org/10.1007/s10775-009-9155-2</p> <p>Dyer, J. A. (2003). Multidisciplinary, interdisciplinary, and transdisciplinary educational models and nursing education. <i>Nursing Education</i></p>

		<p><i>Perspectives</i>, 24(4), 186-188. http://search.proquest.com.ezproxy.gvsu.edu/docview/230625184?accountid=39473</p> <p>Mitchell, P. H. (2005). What's in a name?: Multidisciplinary, interdisciplinary, and transdisciplinary. <i>Journal of Professional Nursing</i>, 21(6), 332-334. http://doi.org/10.1016/j.profnurs.2005.10.009</p>
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3. Terms describing those who do the work of interprofessional collaboration in advocacy, education, practice, or research.

Term	Definition	Source(s)*
Academies	<p>NAP shall consist of multiple, individual professional sections, to be called Academies. Each Academy shall represent a health care or/and health-related profession in the United States that:</p> <ul style="list-style-type: none"> • Demonstrates evidence of being collaborative profession • Enables professionals to make decisions independently that affect the health and/or well-being of individuals and/or communities • Has a Code of Ethics for the profession • Has a defined minimum level of professional education • Utilizes a recognized accreditation process to establish and maintain high educational standards for the profession • Uses an established process of licensing, registration or certification to ensure its colleagues are 	<p>National Academies of Practice. (2019). <i>Academies</i>. Retrieved June 7, 2020, from https://www.nappractice.org/academies</p>

	<p>qualified and in good standing in their profession</p> <ul style="list-style-type: none"> • Professionally disseminates peer reviewed scholarly activity • Distinguished Practitioners, Scholars, and Policy Fellows are elected by their peers from multiple different health professions 	
Collaborative Practice-Ready	Refers to individuals/students who feel and demonstrate competence and confidence in working collaboratively within an interprofessional team, to improve quality of care and/or to address the quadruple aim.	<p>Khalili, H., Thistlethwaite, J. E., & El-Awaisi, A. (2019). Guidance on global interprofessional education and collaborative practice research: Discussion paper [Discussion paper]. <i>InterprofessionalResearch.Global & Interprofessional.Global</i>.</p> <p>World Health Organization. (2010). <i>Framework for action on interprofessional education & collaborative practice</i>. https://apps.who.int/iris/bitstream/handle/10665/70185/WHO_HRH_HPN_10.3_eng.pdf</p>
Health Care Provider	A person who provides any form of health or social care	
Member	As defined in NAP By-Laws, revised March 15, 2020.	
Facilitator*	An experienced practitioner who provides supervision of learners and facilitates the application of theory to practice. A facilitator works with the learner for a defined period of time to assist the learner in acquiring new competencies required for safe, ethical, and quality practice. They assist the	<p>Dalhousie University. (2020). <i>What is a preceptor?</i>. Retrieved June 7, 2020, from https://www.dal.ca/faculty/health/practice-education/for-students/what-is-a-preceptor-.html</p> <p>Bengtsson, M., & Carlson, E. (2015). Knowledge and skills needed to improve as preceptor: Development of a continuous professional development course – a qualitative study part I. <i>BMC Nursing</i>, 14(51). https://doi.org/10.1186/s12912-015-0103-9</p>

	<p>learner by creating an effective learning environment, setting expectations, providing effective feedback about their performance, and providing appropriate opportunities to meet their learning objectives.</p> <p>*Used interchangeably with preceptor, small group leaders, and instructor.</p>	
Profession	<p>Occupational group who in general provides services to others. It can be used as a term of self-ascription to avoid the need to apply regulatory criteria which differ between groups. (As per NAP By-Laws (revised March 15, 2020), profession is equivalent to “Academy”).</p>	<p>Barr, H. (2009). An anatomy of continuing interprofessional education. <i>Journal of Continuing Education in the Health Professions</i>, 29(3), 147-150. https://doi.org/10.1002/chp.20027</p> <p>Collin, A. (2009). Multidisciplinary, interdisciplinary, and transdisciplinary collaboration: Implications for vocational psychology. <i>International Journal for Educational and Vocational Guidance</i>, 9(2), 101-110. http://doi.org/10.1007/s10775-009-9155-2</p> <p>Dyer, J. A. (2003). Multidisciplinary, interdisciplinary, and transdisciplinary educational models and nursing education. <i>Nursing Education Perspectives</i>, 24(4), 186-188. http://search.proquest.com.ezproxy.gvsu.edu/docview/230625184?accountid=39473</p> <p>Lawrence, R. J. (2010). Deciphering interdisciplinary and transdisciplinary contributions. <i>Transdisciplinary Journal of Engineering & Science</i>, 1(1). https://www.ed.ac.uk/files/imports/fileManager/RJL-2010Inter-Trans.pdf</p> <p>Mitchell, P. H. (2005). What's in a name?: Multidisciplinary, interdisciplinary, and transdisciplinary. <i>Journal of Professional Nursing</i>, 21(6), 332-334. http://doi.org/10.1016/j.profnurs.2005.10.009</p> <p>National Academies of Practice. (2020). <i>By-laws</i>. Retrieved June 7, 2020,</p>

Service-Users	Service-users - refers to individual(s) who are recipients of services (patients, clients, learners, caregivers, families)	
Team	A team is two or more individuals with specified roles interacting adaptively, interdependently, and dynamically toward a common and valued goal (Dyer, 1984; Salas et al., 1992). However, one important lesson that can be derived from existing research is that effective teams require more than just taskwork (e.g., “interactions with tasks, tools, machines, and systems”; Bowers, Braun, & Morgan, 1997; p. 90). Teams do more than simply interact with tools; they require the ability to coordinate and cooperatively interact with each other to facilitate task objectives through a shared understanding of the team’s resources (e.g., members’ knowledge, skills, and experiences), the team’s goals and objectives, and the constraints under which the team works. Essentially,	<p>Dyer, W. G. (1984). The field of organization development. <i>The Journal of Applied Behavioral Science</i>, 20(1). https://doi.org/10.1177/002188638402000116</p> <p>Salas, E., Dickinson, T. L., Converse, S. A. (1992). Toward an understanding of team performance and training. In R. W. Swezey & E. Salas (Eds.), <i>Teams: Their training and performance</i> (pp. 3-29). Ablex.</p> <p>Bowers, C. A., Braun, C. C., & Morgan, B. B. (1997). Team workload: Its meaning and measurement. In M. T. Brannick, E. Salas, & C. Prince (Eds.), <i>Team performance assessment and measurement: Theory, methods, and applications</i> (pp. 85-110). Lawrence Erlbaum Associates, Inc.</p>

	teams also require teamwork.	
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4. Terms describing the processes involved in the work of interprofessional collaboration in advocacy, education, practice, or research.

Term	Definition	Source(s)*
Case-based learning	Established approach used across disciplines where learners and/or students apply their knowledge to real-world scenarios, promoting higher levels of cognition (see Bloom's Taxonomy). In CBL classrooms, students typically work in groups on case studies, stories involving one or more characters and/or scenarios.	Yale University. (2020). <i>Case-based learning</i> . Retrieved June 7, 2020, from https://poorvucenter.yale.edu/strategic-resources-digital-publications/strategies-teaching/case-based-learning#:~:text=Case%2Dbased%20learning%20(CBL),cognition%20(see%20Bloom's%20Taxonomy).&text=CBL%20has%20several%20defining%20characteristics,and%20efficient%20self%2Dguided%20learning
Clinical observation learning	Method of learning that consists of observing and modeling another individual's behavior, attitudes, or emotional expressions. Four conditions are necessary in any form of observing and modeling behavior: attention, retention, reproduction, and motivation.	Shrestha, P. (2017, November 17). <i>Observational learning</i> . Psychestudy. https://www.psychestudy.com/behavioral/learning-memory/observational-learning
Collaboration	Working "jointly with others or together especially in an intellectual endeavor". ¹ Interprofessional Collaboration is the overarching domain encompassing the core competencies for interprofessional practice: values and ethics for interprofessional practice; roles and responsibilities for collaborative practice; interprofessional communication practices; and interprofessional teamwork and team-based practice. ² Collaboration	Merriam-Webster. (2020). Collaborate. In <i>dictionary by Merriam-Webster</i> . Retrieved June 7, 2020, from https://www.merriam-webster.com/dictionary/collaborate

	<p>is one of the core tasks for interprofessional teamwork along with coordination, and networking.³ Of the key elements that contribute to the functioning shared accountability and interdependence between individuals and having clear roles/goals.³ The health care workers are responsible for adjusting their actual working together based on personal and professional boundaries, overlap or absence of personal or professional skills and other behavioral interactions consistent with the core competencies and to achieve the health care outcomes.⁴</p>	<p>Interprofessional Education Collaborative. (2016). <i>Core competencies for interprofessional collaborative practice: 2016 update</i>. https://hsc.unm.edu/ipe/resources/ip-ec-2016-core-competencies.pdf</p> <p>Reeves, S., Xyrichis, A., & Zwarenstein, M. (2018). Teamwork, collaboration, coordination, and networking: Why we need to distinguish between different types of interprofessional practice. <i>Journal of Interprofessional Care</i>. 32(1), 1-3.</p> <p>Schot, E., Tummers, L. T., & Noordegraaf, M. (2020). Working on working together. A systematic review on how healthcare professionals contribute to interprofessional collaboration. <i>Journal of Interprofessional Care</i>. 34(3), 332-342.</p>
Communication Technology Based Services (CTBS)	<p>A subset of telemedicine/telehealth services with separate rules for professional use and collaboration.</p>	<p>Centers for Medicare & Medicaid Services. (2020). <i>Medicare telemedicine health care provider fact</i>. Retrieved June 7, 2020 from https://www.cms.gov/newsroom/fact-sheets/medicare-telemedicine-health-care-provider-fact-sheet</p>
Coordination	<p>"Organizing people or groups so that they work together properly and well."¹ Interprofessional practice coordination is the process of</p>	<p>Merriam-Webster. (2020). Coordinate. In <i>dictionary by</i></p>

	<p>overseeing the implementation of the plans ensuring the efficiency of the team's work.² Coordination is one of the core tasks for interprofessional teamwork along with collaboration, and networking. Of the key elements that contribute to the functioning shared accountability between individuals and having clear roles/goals.³</p>	<p><i>Merriam-Webster</i>. Retrieved June 20, 2020, from https://www.merriam-webster.com/dictionary/coordinate</p> <p>Xyrichis, A., Reeves, S., & Zwarenstein, M. (2018). Examining the nature of interprofessional practice: An initial framework validation and creation of the InterProfessional Activity Classification Tool (InterPACT). <i>Journal of Interprofessional Care</i>, 34(4) 416-425. https://doi.org/10.1080/13561820.2017.1408576</p> <p>Reeves, S., Xyrichis, A., & Zwarenstein, M. (2018). Teamwork, collaboration, coordination, and networking: Why we need to distinguish between different types of interprofessional practice. <i>Journal of Interprofessional Care</i>. 32(1), 1-3.</p>
Electronic Health Record	<p>A digital record of health information that enables streamlined sharing of updated, real-time information, may include access to tools that providers can use for decision making, and can move with the patient or client.</p> <p>Note: Often used interchangeably with "Electronic Medical Record (EMR)" but technically the EHR is differentiated by including medical condition and history whereas the EMR includes current information solely related to this episode.</p>	

Electronic Medical Record	A digital version of a patient or client's record that is primarily used for diagnosis and treatment and typically not designed to be shared or to travel outside the individual practice.	
Experiential learning	(a) Learning by doing [John Dewey]; (b) Experiential learning exists when a personally responsible participant cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement.; (c) experiential learning occurs when learners develop meaning, shift paradigms, and reflect upon own understanding [Kolb, 1984]; (d) experiential learning, which is about the application knowledge, in contrast to cognitive learning, which is the academic knowledge [Rogers(1969)]	Dewey, J. (1938). <i>Experience and education</i> . Macmillan. Kolb, D. A. (1984). <i>Experiential learning: Experience as the source of learning and development</i> . Prentice-Hall Inc. Rogers, C.R. (1969). <i>Freedom to learn</i> . Merrill.
Health Partnership	(a) Health partnership is commonly understood to mean the interactive relationship between a health care provider and the recipient of care, the former advising on optimal strategies for improving or maintaining health, and the latter following the advice and taking charge of his or her own health; (b) Health partnerships may also include forums which meet periodically throughout the year with the broad role to agree on the vision, priorities and plans for programs of health action.	
Interprofessional Education: International/global health experience	Enables health care learners from all levels of training to: 1) provide care in emergent situations, health outreach, and prevention and 2) provides opportunities for skill development in communication skills [spoken, body language, eye contact, hand gestures], understanding different approaches to patient/client management and medical support, and seek to develop teamwork, functional dynamics and understanding the impact of socioeconomic factors on health care.	Dhir, B. (2019) Advantages of global health and international emergency medicine outreach experiences. <i>International Emergency Medicine Education Project</i> . Retrieved June 7, 2020, from https://iem-student.org/2019/12/04/advantages-of-global-health/
Interprofessional Event, Initiative, Activity	Experiences wherein people from two or more different professions or disciplines share an occurrence that happens of importance [event]; an act or strategy intended to resolve a problem or improve the situation, a fresh approach to something [initiative]; and/or something a group has done [activity].	

Interprofessional Teamwork	Complex process in which multiple health professionals work together to provide a satisfactory experience for the patient and obtain optimal health outcomes. This process includes 6 elements: shared team identity, clear roles/goals, interdependence, integration, shared responsibility, and team tasks. Additional tasks include collaboration, coordination, and networking.	Reeves S., Lewin S., Epsin, S., & Zwarenstein, M. (2010). <i>Interprofessional teamwork for health and social care</i> . Blackwell-Wiley.
Levels of Interprofessional Practice and Education Integration	<p>Exposure level: Consists of introductory learning activities that provide learners with the opportunity to interact and learn from professionals and peers from disciplines beyond their own. The desired outcome for activities offered at the exposure level is that learners will gain a deeper understanding of their own profession while gaining an appreciation for the perspective and roles of other professions.</p> <p>Immersion level: Consists of development learning activities that provide learners with the opportunity to learn about, with, and from other professional learners in an active learning situation where they are applying learning during the activity. The desired outcome for activities offered at the immersion level is that learners will develop critical thinking skills as part of an interprofessional view that incorporates multiple perspectives, and acknowledges and encourages diversity in providing quality health and human services.</p> <p>Competence level: Consists of practice-ready learning activities where learners will integrate their interprofessional education and collaborative knowledge and skills in an authentic team-based care environment. These activities will have learners actively engaged in team decision-making around patient, family, and/or community care. The desired outcome for activities offered at the competence level is development of competent practice-ready health care providers.</p>	University of Toronto. (2012). <i>A framework for the development of interprofessional education values and core competencies</i> [Infographic]. https://ipe.utoronto.ca/sites/default/files/1.1.%20Core%20Competencies%20Diagram_1.pdf
Network	A group or system of interconnected people [noun]; interact with others to exchange information and develop professional or social contacts.	
Networking	Situations of communications of face-to-face meeting or virtual by internet. This may include members with specific skills or expertise in sharing useful information about a clinical question or public health workers discussing a community health issue. Networking is included as a task on interprofessional teamwork. The key elements for team functioning of share team identity, clear roles/goals, interdependence,	Reeves S., Lewin S., Epsin, S., & Zwarenstein, M. (2010). <i>Interprofessional teamwork for health and social care</i> . Blackwell-Wiley.

	integration, and shared responsibility are considered less essential as the tasks are more predictable and non-urgent.	
Patient-centered care/Client-centered care	<p>Providing care in ways that are respectful of, and responsive to, individual preferences, needs and values, and ensuring that those receiving care, or their advocates participate in decision making.¹</p> <p>Note: Based on comprehensive and in depth research with support by the Picker Institute and others, that addressed patient concerns about care expressed after recent discharge from the hospital.² The resulting principles became known as the Picker Eight Principles of Patient-Centered Care: respect for patients' values, preferences and expressed needs; coordination and integration of care; information, communication and education; physical comfort; emotional support and alleviation of fear and anxiety; involvement of family and friends; continuity and transition; and access to care.³</p>	<p>Institute of Medicine. (2001). <i>Crossing the quality chasm: A new health system for the 21st century</i>. National Academies Press. https://doi.org/10.17226/10027</p> <p>Picker Institute. (2015). <i>Picker institute's eight principles of patient-centered care</i>. National Center for Interprofessional Practice and Education. Retrieved June 22, 2020, from https://nexusipe.org/informing/resource-center/picker-institute%E2%80%99s-eight-principles-patient-centered-care</p> <p>Oneview Health Care. (2015). <i>The eight principles of patient-centered care</i>. Retrieved June 22, 2020, from https://www.oneviewhealthcare.com/the-eight-principles-of-patient-centered-care/</p>
Person-centered care	<p>“An approach to practice established through the formation and fostering of therapeutic relationships between all care providers...patients and others significant to them in their lives.”¹ Person centered care is a holistic approach which includes the “person’s context and individual expression, preferences and beliefs.”² All who are involved in the person’s care are included as well as “those who are not living with illness, as well as prevention and promotion activities”.²</p>	<p>McCance, T., McCormack, B., & Dewing, J. (2011). An exploration of person-centeredness in practice. <i>OJIN: The Online Journal of Issues in Nursing</i>, 16(2), Manuscript 1.</p> <p>Santana, M. J., Manlili, K., Jolley, R. J., Zelinsky, S., Quan, H., & Lu, M. (2018). How to practice person-centered care: A conceptual</p>

		framework. <i>Health Expectations</i> , 21(2), 429-440. https://doi.org/10.2147/CIA.S255454
Plan of Care/Plan of Treatment	A record of intended actions planned for the care of a patient or client and designed to facilitate communication among members of the team, including the providers and the care recipient.	Agency for Healthcare Research and Quality. (2020). <i>Develop a shared care plan</i> . Retrieved June 22, 2020 from https://integrationacademy.ahrqdev.org/products/playbook/develop-shared-care-plan
Quadruple Aim	Optimizing health system performance through improving the health of populations (better health), enhancing the experience of care for individuals (better care), reducing the per capita cost of health care (better value), and improving the work life of health care providers (better work experience)	Bodenheimer, T., & Sinsky, C. (2014). From triple to quadruple aim: care of the patient requires care of the provider. <i>Annals of Family Medicine</i> , 12(6), 573–576. https://doi.org/10.1370/afm.1713 Feely, D. (2017). The triple aim or the quadruple aim? Four points to help set your strategy. Retrieved June 22, 2020, from http://www.ih.org/communities/blogs/the-triple-aim-or-the-quadruple-aim-four-points-to-help-set-your-strategy
Role Release	Team members put newly acquired techniques into practice under the supervision of team members from the discipline that has accountability for those practices.	University of North Carolina. (2014). <i>Promoting role release on transdisciplinary teams</i> . Retrieved June 22, 2020, from www.fpg.unc.edu

Scope of Practice	Specifies the extent of privileges permitted by state law based on specific criteria such as education, training, experience, and special qualifications.	
Service learning	A form of experiential education in which two or more professions engage in activities that address human and community needs together with structured opportunities intentionally designed to promote active and reflective learning about, from, and with each other to enable collaboration and improve health outcomes.	<p>Jacoby, B. (2015). <i>Service-learning essentials: Questions, answers, and lessons learned</i>. Jossey-Bass.</p> <p>World Health Organization. (2010). <i>Framework for action on interprofessional education & collaborative practice</i>. https://apps.who.int/iris/bitstream/handle/10665/70185/WHO_HRH_HPN_10.3_eng.pdf</p>
Shared Decision-Making	Discussion between health professionals and patient concerning the course of the condition and treatment options with available evidence. The patient discusses living circumstances and wishes and desires concerning the options presented.	Reeves S., Lewin S., Epsin, S., & Zwarenstein, M. (2010). <i>Interprofessional teamwork for health and social care</i> . Blackwell-Wiley.
Simulation learning	<p>The process wherein trainees practice a procedure or routine in an immersive, guided, replicated, learning environment before treating actual patients/clients. Simulations are a technique to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner. (Gaba, 2004)</p> <p>o Healthcare simulations ‘create a situation or environment to allow persons to experience a representation of a real healthcare event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions’. (Lopreiato, 2016)</p>	<p>Gaba, D. (2004). The future vision of simulation in health care. <i>Quality and Safety in Health Care</i>, 13(Suppl.1), i2-i110. https://doi.org/10.1136/qshc.2004.009878</p> <p>Lopreiato, J., Downing, D., Gammon, W., Lioce, L., Sittner, B., Slot, V., Spain, A., & Terminology and Concepts Working Group. (2016). Healthcare simulations. In <i>Healthcare Simulation Dictionary</i>.</p>

		Retrieved June 22, 2020, from http://www.ssih.org/dictionary
Telemedicine	The use of electronic information and telecommunications in clinical care. According to WHO (2009), telemedicine has four components: 1) Its purpose is to provide clinical support, 2) It is intended to overcome geographical barriers connecting users who are not in the same location, 3) It involves the use of various types of Information and Communication Technologies, and 4) Its' goal is to improve health outcomes. As it is evident, telehealth encompasses telemedicine.	World Health Organization. (2010). <i>Telemedicine: Opportunities and developments in member states</i> . https://www.who.int/goe/publications/goe_telemedicine_2010.pdf
Telehealth	<p>The use of electronic information and telecommunications technologies such as videoconferencing, the Internet, and store-and-forward to support long-distance clinical health care, patient and professional health-related education, public health and health administration.</p> <p>Note: Telemedicine is sometimes used interchangeably with telehealth, though not necessarily appropriately so.</p>	<p>The Office of the National Coordinator of Health Information Technology. (2020). <i>Telemedicine and telehealth</i>. Retrieved June 22, 2020, from https://www.healthit.gov/topic/health-it-health-care-settings/telemedicine-and-telehealth</p> <p>[K. Trifonova, *K. Slaveykov, **L. Despotova, *Zl. Trifonov *Department of Ophthalmology and General Medicine, Trakia University, Stara Zagora, Bulgaria **Department of General Medicine, Medical University, Plovdiv, Bulgaria Corresponding author: Kalina Zlatkova Trifonova, Armeiska 11, Stara Zagora, 6000, Bulgaria, e-mail: kali_tr@yahoo.com]</p>

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