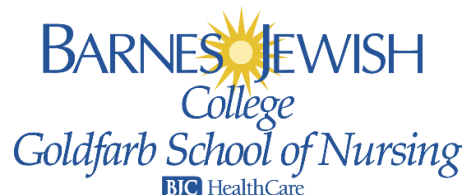


Inaugural Report

2015-2016

August 2015 – June 30, 2016

**Center for Interprofessional Practice and Education
at Washington University Medical Center**



ST. LOUIS COLLEGE of PHARMACY



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Center Structure

The Center for Interprofessional Practice and Education (CIPE) at Washington University Medical Center was launched in August, 2015. The Center is a collaboration between Goldfarb School of Nursing at Barnes-Jewish College (GSON), St. Louis College of Pharmacy (STLCOP), and Washington University School of Medicine (WUSM), and involves seven academic programs:

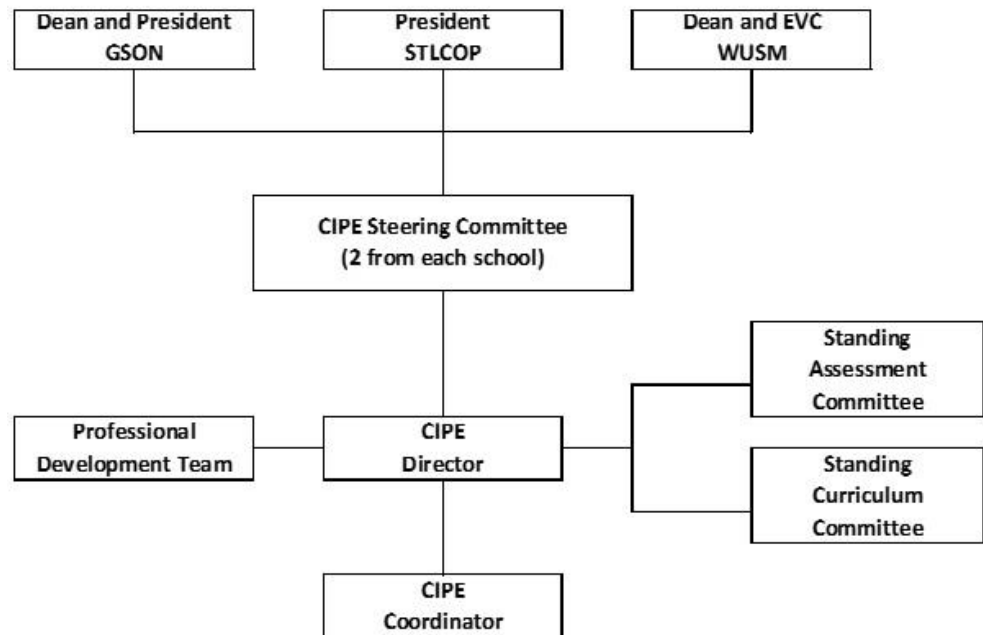
1. Audiology*
2. Deaf Education*
3. Medicine (MD)
4. Nursing (RN)
5. Occupational Therapy (OT)
6. Pharmacy (Pharm)
7. Physical Therapy (PT)

*Audiology and Deaf Education are part of the Program in Audiology and Communication Sciences (PACS).

CIPE's vision is:

As nationally recognized, transformative leaders
in healthcare and healthcare education, health professionals
on the Washington University Medical Campus
reduce healthcare disparities and improve patient outcomes
by teaching and practicing
innovative, evidence-based, patient-centered, collaborative
interprofessional care in all practice contexts.

The CIPE is governed by a Steering Committee comprised of two representatives from each institution. Current staff include Director Heather Hageman, MBA, and Coordinator Jill Maldeney, MS.



Steering Committee Members:

Goldfarb School of Nursing

Sandra Burke, PhD, RN, Academic Chair, Upper Division Programs
Jean Davis, PhD, RN, Senior Associate Dean for Research

St. Louis College of Pharmacy

Tricia Berry, Pharm.D., Chair, Department of Pharmacy Practice
Gloria Grice, Pharm.D., Director, Experiential Education

Washington University School of Medicine

Michael Awad, MD, PhD, Associate Dean for Medical Student Education
Alison Whelan, MD, Senior Associate Dean for Education* (Chair)

**Note: Mary Klingensmith, MD, is the interim Senior Associate Dean for Education effective October 3, 2016 and as such will join the CIPE Steering Committee at that time. Gloria Grice will assume the position of Chair of the Steering Committee.*

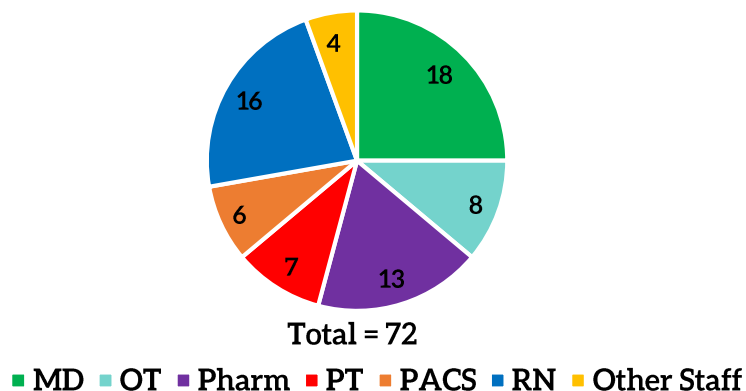
Community Engagement

"I love the sense of teamwork and commitment to IPE that the academic leaders and educators at all three institutions display. They are all completely dedicated to enhancing healthcare outcomes and truly believe it starts with early professional training. I've been a participant in many different IPE efforts and can say without a doubt that they live it and model it every day."

WUSM OT
Faculty Member

To date, 72 faculty, clinicians and staff from across the campus serve on one of CIPE's committees and/or are actively engaged in curriculum design or teaching.

Overall Faculty, Clinician and Staff Involvement in CIPE 2015-2016



In March, more than 50 CIPE constituents participated in a retreat to define what IPE means to us locally.

Traditionally these terms have been defined as:

Interprofessional Education (IPE) occurs when two or more professions learn *about, from and with* each other to enable effective collaboration and improve health outcomes.

Interprofessional Practice occurs when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care.

[Framework for Action on Interprofessional Education and Collaborative Practice](#)

World Health Organization, 2010

However, the National Center for Interprofessional Practice and Education (NCIPE) has developed a definition of the "New" IPE which encompasses both practice and education:

Interprofessional practice and education (IPE) creates a shared space between interprofessional education, interprofessional practice and collaborative practice.

It is NOT about education for education's sake. It's about improving health, creating support systems and trying different models of practice. It intentionally supports people—including health professionals, health workers, students, residents, patients, families and communities—to **learn together every day to enhance collaboration and improve health outcomes while reducing costs.**

Source: <https://nexusipe.org/informing/about-ipe>

Our Additions to the 'New IPE' Definition:

IPE is bi-directional and includes at least two professions in a shared synchronous or asynchronous learning experience. We agree that some foundational knowledge can be taught uniprofessionally first and then reinforced interprofessionally.



"We MUST get a stronger integration of IPE between and among our schools. We are so lucky to have this geographic connectedness and must do more!!"

GSON
Faculty Member

Curriculum and Assessment

The CIPE Steering Committee established two standing committees as part of the core operational infrastructure to guide development of the core IPE curriculum and its assessment.

Standing Curriculum Committee

The CIPE Standing Curriculum Committee designs and reviews curriculum and recommends curricular revisions as appropriate. During AY2016-17 members will develop an integrated, longitudinal interprofessional curriculum framework across the CIPE educational programs based on sound educational principles and mindfulness of individual program tracks and accreditation/certification requirements, if applicable. Subsequently, the committee will ensure consistency of IPE activities with the longitudinal IPE curriculum.

Members:

- Mia D'Aveta, Nursing Student, Goldfarb School of Nursing
- Holly Diesel, PhD, RN, Goldfarb School of Nursing
- Brenda Gleason, Pharm.D., St. Louis College of Pharmacy (Chair)
- Mindy Guo, MD Student, MD Program, Washington University School of Medicine
- Heather Hageman, MBA, Center for Interprofessional Practice and Education
- Kelly Hantack, MSN, RN, CPN, Goldfarb School of Nursing
- Callie Settles, Pharmacy Student, St. Louis College of Pharmacy
- Jennifer Stith, PT, PhD, LCSW, Program in Physical Therapy, Washington University School of Medicine
- Steve Taff, PhD, OTR/L, Program in Occupational Therapy, Washington University School of Medicine
- Maureen Valente, PhD, Program in Audiology & Communication Sciences, Washington University School of Medicine
- Fay Womer, MD, MD Program, Washington University School of Medicine
- Megan Wren, MD, MD Program, Washington University School of Medicine

Standing Assessment Committee

The CIPE Standing Assessment Committee analyzes and reviews learning outcomes of the integrated, longitudinal IPE curriculum. During AY2016-17 members will develop a framework for evaluation of the integrated, longitudinal interprofessional curriculum across all educational programs, within the joint interprofessional program goals and contextual direction established by the CIPE Steering Committee. Subsequently, the committee will advise on development and implementation of assessments for IPE activities to ensure a consistent, longitudinal approach. The committee also will: 1) identify promising or exceptional assessment practices for evaluation of the IPE curriculum; 2) establish procedures and practices by which program assessment findings may be connected and aggregated; 3) collaborate with the Curriculum Committee about student achievement of stated learning outcomes in the program and make evidence-based recommendations for possible curricular modifications; 4) identify potential areas for professional development activities with respect to best practices in assessment in teaching and learning.

Members:

- Dorothy Andriole, MD, MD Program, Washington University School of Medicine (Chair)
- Tara Back, MSN, RN, Goldfarb School of Nursing
- Carolyn Dufault, PhD, Office of Education, Washington University School of Medicine
- Brenda Gleason, Pharm.D., St. Louis College of Pharmacy
- Heather Hageman, MBA, Center for Interprofessional Practice and Education

Curriculum Development Teams

During AY2015-16 two curriculum development teams were charged with the intent that their work will be informed by the integrated, longitudinal interprofessional curriculum being developed in AY2016-17 by the Standing IPE Curriculum Committee.

Health Disparities Curriculum Team

This team will examine objectives for learners across the CIPE educational programs in the domain of health disparities – part of the CIPE's mission and an undisputed area of importance to IPE. The core of this project was submitted by STLCOP faculty member Stephanie Crist, Pharm.D., was vetted during our March 2016 CIPE retreat, and was identified as a high priority curriculum project by the CIPE Steering Committee for implementation in AY2017-18. This project will be part of a course Dr. Crist plans to submit for approval by the STLCOP Curriculum Committee this fall including interprofessional student team visits to independent living centers.

Members:

- Stephanie Crist, Pharm.D., BCACP, CGP, St. Louis College of Pharmacy
- Lenise Cummings-Vaughn, MD, MD Program, Washington University School of Medicine
- Lisa Garrett, OTD, OTR/L, Program in Occupational Therapy, Washington University School of Medicine
- Tamara Otey, PhD, RN, Goldfarb School of Nursing



Transitions of Care Curriculum Team

This team will examine objectives for learners across the CIPE educational programs in the broad context of transitions of care. Several projects related to transitions of care were vetted at the March 2016 CIPE retreat. The core of this project was submitted by STLCOP faculty member Alison Stevens, Pharm.D., and was identified as a high priority curriculum project by the CIPE Steering Committee for implementation in AY2018-19. This project will be part of a course Dr. Stevens is designing for pharmacy students in their third professional year. Activities will be identified as part of the new IPE curriculum to demonstrate the importance of working as a team to guarantee appropriate transfer of information when patients move within a facility, in-between facilities, or return to home. Elements of each information exchange to consider include: medication reconciliation, logistical preparations, patient and family education, and communication of patient information among providers at each step.

Members:

- Maggie Bland, DPT, Program in Physical Therapy, Washington University School of Medicine
- Kay Mueggenburg, PhD, MSN, RN, CHPN, Goldfarb School of Nursing
- Pat Nellis, MBA, OTR/L, Program in Occupational Therapy, Washington University School of Medicine
- Alison Stevens, Pharm.D., St. Louis College of Pharmacy
- Tim Yau, MD, MD Program, Washington University School of Medicine

"I definitely thought that the IPE sessions were an incredible experience. I learned a lot of 'real-world' information about the different health care fields. [The facilitators] were extremely enthusiastic about the entire concept of inter-professional communication, which made the learning process a lot more interesting."

First Year Session
Student

Two existing curriculum teams also were incorporated into CIPE activities; further development and placement to be informed by the integrated, longitudinal interprofessional curriculum being developed in AY2016-17 by the Standing Curriculum Committee.

First Year Sessions Curriculum Team

The First Year IPE Sessions are the introductory component of CIPE's longitudinal curriculum. First-year, professional-level students from all seven academic programs learn about each other's roles and responsibilities within the healthcare team while also fostering communication and teamwork with the overarching goal of improving the delivery of health care. This experience was piloted in AY2014-15, launched in AY2015-16 and revised for AY2016-17 based on feedback from both students and facilitators. Improvements include inclusion of all major IPE domains, more closely linking activities to healthcare, and replacing the attitudinal survey with one more inclusive of all professions.

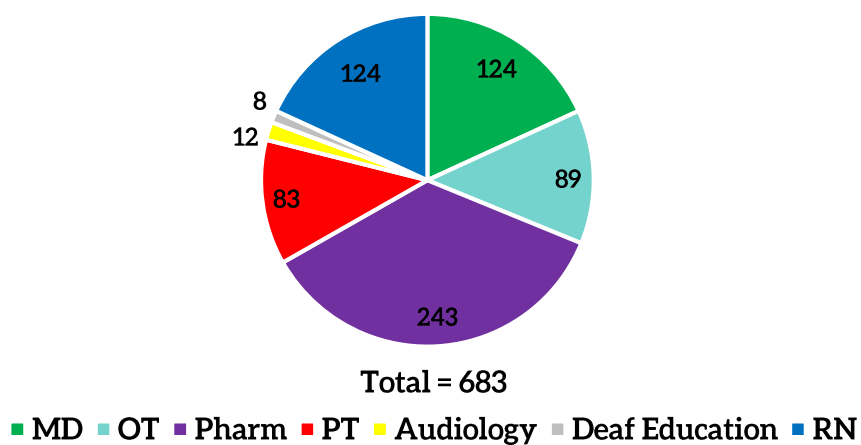
AY2016-2017 Objectives:

- Understand that delivery of safe and effective patient care is a team effort.
- Explain aspects of your personal identity that impact your role as a team member.
- Describe the complementary nature of members on an interprofessional team.

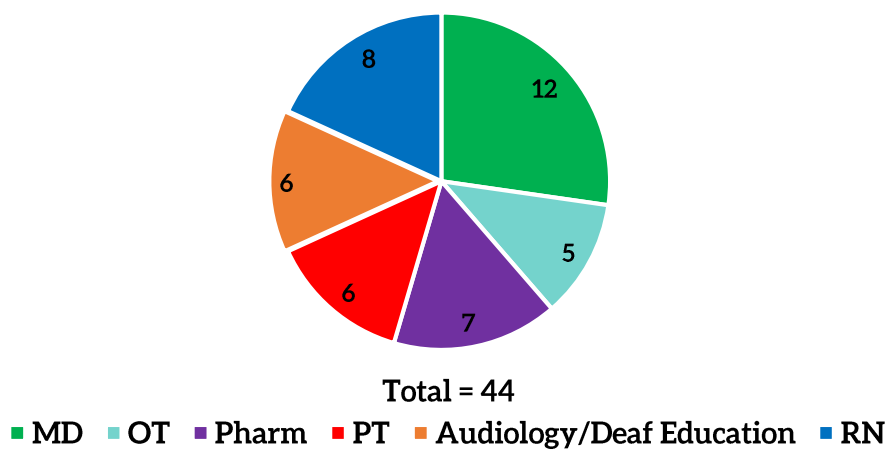
Members:

- Sandra Burke, PhD, RN, Goldfarb School of Nursing
- Carolyn Dufault, PhD, Office of Education, Washington University School of Medicine
- Gloria Grice, Pharm.D., St. Louis College of Pharmacy
- Jennifer Stith, PT, PhD, LCSW, Program in Physical Therapy, Washington University School of Medicine
- Steve Taff, PhD, OTR/L, Program in Occupational Therapy, Washington University School of Medicine
- Tim Yau, MD, MD Program, Washington University School of Medicine

Number of Learners by Program
for First Year IPE Sessions
2015-2016



Number of Faculty and Clinicians by Program
for First Year IPE Sessions
2015-2016



"I am so excited to be setting the educational tone for a group of students that will soon be setting the tone of the teams they work on in the hospitals."

WUSM MD
Faculty Member

Standardized Patient Team Experience Curriculum Team

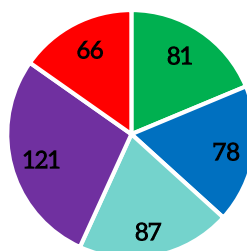
This session is a hands-on experience with multiple healthcare professions (medicine, nursing, occupational therapy, pharmacy and physical therapy). Students practice novel ways a healthcare team might function in order to effectively and efficiently care for a hospitalized patient/client. IPE student teams determine how to work together to take a history and physical and develop a care plan for a standardized patient; the experience is then debriefed by an IPE faculty team. The goal for this session is to develop an integrated, interprofessional treatment plan that reflects the roles and strengths of each member of the care team as well as the needs of the patient. This experience initiated in 2009 with medicine and nursing students and has since been expanded and adapted based on feedback from participants and the curriculum team.

Members:

- Stephanie Crist, Pharm.D., BCACP, CGP, St. Louis College of Pharmacy
- Judy Frain, PhD, RN, Goldfarb School of Nursing
- Heather Hageman, MBA, Center for Interprofessional Practice and Education
- Dehra Harris, MD, MD Program, Washington University School of Medicine
- Angela McConachie, DNP, RN, FNP-C, Goldfarb School of Nursing
- Monica Perlmutter, OTD, OTR/L, Program in Occupational Therapy, Washington University School of Medicine
- Jamie Pitt, Office of Education, Washington University School of Medicine
- Judith Smith, PhD, RN, GCNS-BC, Goldfarb School of Nursing
- Jennifer Stith, PT, PhD, LCSW, Program in Physical Therapy, Washington University School of Medicine
- Susan Tucker, MSOT, OTR/L, ATP, Program in Occupational Therapy, Washington University School of Medicine



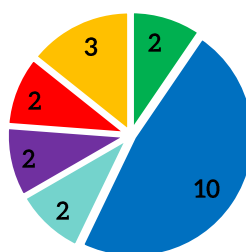
**Number of Learners by Program for
Standardized Patient Team Experience
2015-2016**



Total = 433

■ MD ■ RN ■ OT ■ Pharm ■ PT

**Number of Faculty and Staff by Program for
Standardized Patient Team Experience
2015-2016**



Total = 21

■ MD ■ RN ■ OT ■ Pharm ■ PT ■ Other Staff and Upper-Level Students

Extracurricular Student Engagement

The Health Professional Student Leadership Council (HPSLC) focuses on the extracurricular side of interprofessionalism. HPSLC works in parallel with the CIPE to promote and advance the understanding of interprofessional collaboration between all health professions on the Washington University Medical Center campus (audiology, deaf education, medicine, nursing, occupational therapy, pharmacy, and physical therapy). The CIPE Director is HPSLC's advisor.



2015-2016 Board Members:

- President – Mindy Guo, MD Student, Washington University School of Medicine
- Vice-President – Samantha Nguyen, Pharmacy Student, St. Louis College of Pharmacy
- Treasurer – Suzie Chen, Pharmacy Student, St. Louis College of Pharmacy

**Note: Board member composition changes annually. The list of current board members can be found online at cipewumc.org/students/HPSLC.*

Board Activities:

- Updated HPSLC Constitution to better reflect the current mission, activities, and internal structure of the organization.
- Appointed Faculty Liaisons for each profession to serve as conduits to those programs for recruitment of students and dissemination of HPSLC materials.

Events:

- Start-of-Year Meet & Greet - Students from all three institutions met other health professional students; appetizers and refreshments provided; gift card raffle held.
- Fall Lunch Talks - This 3-session series of lunch talks allowed students the opportunity to learn about each of the healthcare programs involved with the CIPE.
- Fall Community Service Day - 63 students volunteered at one of six sites.
- Winter Trivia Night - 30 attendees; \$100 proceeds donated to Mission St. Louis, an organization that offers a strategic set of programs to empower people living in poverty to transform their lives.
- Holiday Toy Drive - Collected more than 300 new toys to assist with Raising St. Louis, a BJC-sponsored initiative which offers assistance to families throughout pregnancy and early childhood.
- Pediatric Case Spring Study Night - 120 attendees; interprofessional paper case discussion focused on the application of students' knowledge of pediatrics as it applies to their health profession to work together to develop assessments for medical problems based on clinical patient data.
- Spring Community Service Week - 5 volunteers at 2 sites.



Professional Development

The Professional Development Team was formally charged in fall of 2015. One faculty representative from each of the collaborating institutions was selected to attend the T3 Interprofessional Faculty Development Program in March 2016 and assist in the development of a comprehensive Professional Development Plan. The Plan is launching in AY2016-17, starting with the University of Toronto's 3-day version of its Educating Health Professionals in Interprofessional Care: Advancing the Future of Healthcare through Interprofessional Learning (ehpic) workshop February 23-25, 2017.

Members:

- Rebecca Bragg, Pharm.D., St. Louis College of Pharmacy
- Kathleen Thimsen, MSN, RN, WOCH, FNS, Goldfarb School of Nursing
- Colleen Wallace, MD, MD Program, Washington University School of Medicine

"Studies have shown that students' respect for teachers is higher when the teacher is an expert in what they teach. Therefore, it's crucial that we have experts in interprofessional practice and education to be effective teachers and facilitators, meaningful role models, and respected mentors for the next generation of healthcare professionals to deliver the best healthcare to patients as unified, interdependent, and efficient teams."

STLCOP
Faculty Member

Scholarly Publications and Presentations

1. **Hageman H**, Hasbrouck C., Maio A., Masterson M., Simpson D. IPE in the Clinic Setting: Optimizing Your Clinic and Teaching When You Have Multiple Health Professions Trainees on Your Team, CGEA 2016 Annual Spring Conference, Ann Arbor, MI, April 6-8, 2016.
2. **Dufault C, Grice G, Awad M, Berry T, Frain J, Hayes H, Stith J, Taff S.** The Design, Implementation, and Assessment of a Novel Interprofessional Course for First-Year Health Professions Students: Knowing and Valuing the Roles and Responsibilities of Members of the Healthcare Team. Poster presented at the Collaborating Across Borders (CAB) National Conference, Roanoke, VA, September 29-October 2, 2015.
3. **Glueck DA, Perlmutter MS**, Tucker S, **Rea GB**, Rotter B, **Pitt J, Grice GR, McConochie A.** Building interprofessional simulations that emphasize flexibility and teamwork in treatment planning. *J Int Educ Pract* 2015;1(2): p 60-61 (Abstract).

For More Information

If you are interested in receiving email updates from the Center for Interprofessional Practice and Education at Washington University Medical Center, please contact Coordinator Jill Maldeney at Jill.Maldeney@stlcop.edu.

Visit our website at
cipewumc.org

Center for Interprofessional
Practice and Education
at Washington University Medical Center

Goldfarb School of Nursing at Barnes-Jewish College
St. Louis College of Pharmacy
Washington University School of Medicine