

2016-2017

Annual Report

July 1, 2016 – June 30, 2017

Center for Interprofessional Practice and Education at
Washington University Medical Center



ST. LOUIS COLLEGE *of* PHARMACY



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Clinical Summit attendees (January 2017)

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).

The CIPE Steering Committee engaged in a strategic planning process during the fall of 2016 and winter of 2017. Members revisited the purpose of the CIPE, as informed by discussions with and committee work by faculty from all the CIPE professions. This discussion culminated in a comprehensive mission/vision/ values statement which has been endorsed by the highest levels within each of the CIPE-collaborating institution:

Mission

We promote an educational environment that values and supports collaboration by building a community of interprofessional champions and scholars, developing & integrating curricula, and enhancing collaborative practice.

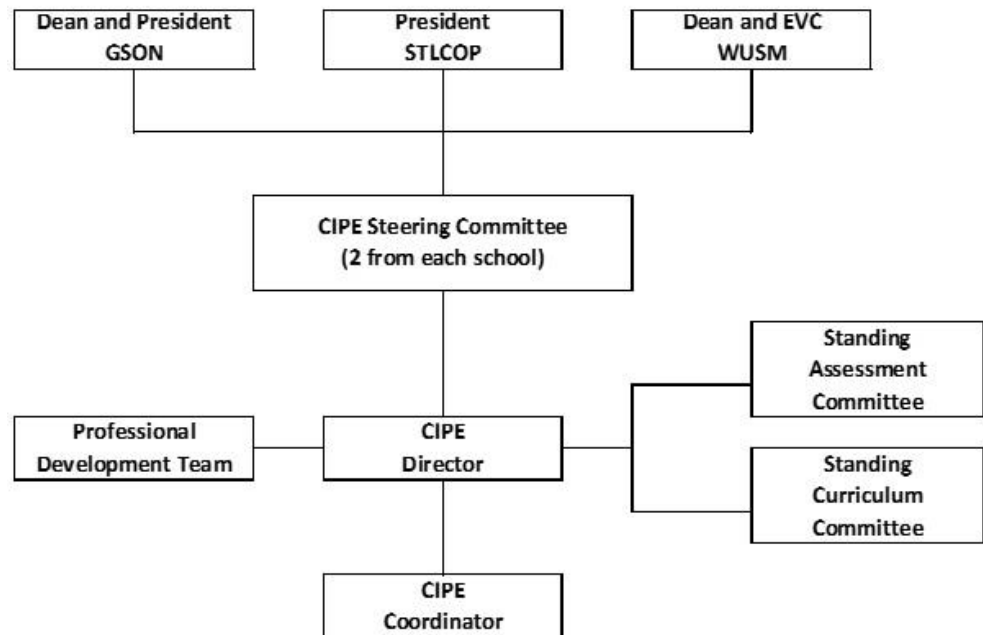
Vision

We aim to improve health and wellness of the greater St. Louis region through interprofessional care delivery, education, and community partnerships, creating a best-evidence model which can be adapted to other communities.

Values

Partnerships, trust, respect, advocacy, scholarship, innovation, and quality

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 (Chair)

Washington University School of Medicine

Michael Awad, MD, PhD, Associate Dean for Medical Student Education*
Mary Klingensmith, MD, Interim Senior Associate Dean for Education

**Note: Colleen Wallace, MD, replaced Michael Awad in Spring 2017 as an interim member of this committee.*

Strategic Priorities

The CIPE Steering Committee drafted Strategic Priorities for the Center in July 2017 with input from faculty, staff, and students across the CIPE's three institutions and our clinical and community partners. The below Strategic Priorities are to be operationalized over the next three to five years.



Education

- Develop a longitudinal, integrated IPE core curriculum across the 7 educational programs
- Develop a comprehensive program assessment plan

Community

- Establish a community of interprofessional educators who embrace and demonstrate core principles of interprofessional education and practice.

Practice

- Partner with clinical entities to create patient-centered collaborative care clinical practice sites.
- Develop interprofessional practice experiences for learners in the sites.

Research

- Support the development of an interprofessional research community.

"Following attendance at the National Academies of Practice meeting, it was clear that our own CIPE work that includes curriculum development, professional development for faculty, and learner activities are well in place. These areas are growing rapidly via much enlightening discussion and are on par (if not exceeding) those in place at other premiere institutions. There are unlimited ways in which we are learning from and inspiring one another, unifying toward our common goal of the best possible health care for our patients and their families."

Audiology
Faculty Member

Strategic Priorities – Goals

Education

- Develop integrated, longitudinal curriculum
- Develop complementary comprehensive assessment plan
- Develop technological infrastructure to support curriculum and assessment
- Strategically add new professions/GME

Community

- Implement a professional development plan
- Identify common social spaces for students and faculty
- Support extracurricular student activities
- Establish a coordinated communication plan
- Investigate other cross-institutional efforts

Practice

- Learn best practices in patient-centered collaborative care clinical practice education
- Partner with clinical entities to create patient-centered collaborative care clinical practice sites
- Identify technology needs
- Establish collaboration with other academic institutions

Research

- Set research priorities/areas of focus
- Develop research infrastructure
- Disseminate research findings in peer-reviewed journals and national presentations
- Obtain external research funding
- Determine process for involving students in research

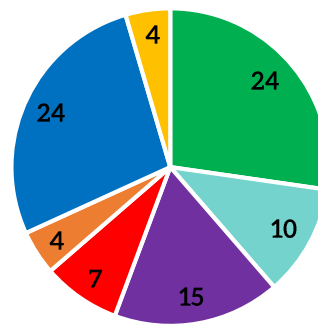
"The opportunities to learn from the other professions in the room was great and really opened my eyes to all of the existing opportunities we have."

Pharmacy Faculty
Member,
Facilitating IPE 101
Attendee

Community Engagement

During AY2016-17, 88 faculty, clinicians and staff from across the campus served on one of the CIPE's committees and/or were actively engaged in curriculum design, teaching or professional development activities.

Overall Faculty, Clinician and Staff Involvement in the CIPE 2016-2017



Total = 88

■ MD ■ OT ■ Pharm ■ PT ■ Audiology/Deaf Education ■ RN ■ Other Staff

Several community-building initiatives were held in AY2016-17:

Clinical Summit: Exploring Partnerships to Improve Patient Outcomes (January 2017)

75 of the CIPE's academic champions and representatives from area clinical sites attended a panel presentation and table discussion in order for the CIPE to share its mission/vision/values and direction. Followup discussions with potential clinical partners is ongoing.

"A fantastic group of committed individuals were in that room! We are very lucky to have them as champions."

Pharmacy Faculty
Member,
Facilitating IPE 101
Attendee

Facilitating IPE 101 (February 2017)

28 of the CIPE's academic and clinical partners completed a three-day workshop, Facilitating IPE 101. The workshop, officially entitled Educating Health Professionals in Interprofessional Care (ehpic®), was conducted by the University of Toronto's Centre for Interprofessional Education. More information about this initiative can be found in the Professional Development section of this report.



Facilitating IPE 101 attendees. Pictured from left to right: Heather Hageman (CIPE), Dorothy Andriole (WUSM), Alison Stevens (STLCOP), Stephanie Crist (STLCOP), Lisa Garrett (WUSM), Lori Meier (GSON), Kelly Hantack (GSON), Kay Mueggenburg (GSON), Erica Crannage (STLCOP), Duana Russell-Thomas (WUSM), Becca Bragg (STLCOP), Gloria Grice (STLCOP), Colleen Wallace (WUSM), Deborah Birk (GSON), Sara Kimmel (GSON), Judy Smith (GSON), Sandi Burke (GSON), Lee Jerls (GSON), Kay Horner (WUSM), Sue Tucker (WUSM), Teri Boyd (GSON), Carolyn Dufault (WUSM), Holly Diesel (GSON), Vicki Kaskutas (WUSM), Doug Char (WUSM)

Attendees not pictured: Tricia Berry (STLCOP), Brenda Gleason (STLCOP), Heidi Prather (WUSM), Andrew White (WUSM)

Professional Development

"I feel much more energized...that we are on the right track. This confirmed my understanding that this is a journey. I feel much more closely connected to the [other healthcare professionals] at my table."

Nursing
Faculty Member,
Facilitating IPE 101
Attendee

The Professional Development Team spent much of AY2016-17 finalizing its Professional Development Plan. The plan—set to launch in fall 2017—is intended to create a core cadre of well-trained IPE professional educators across the seven educational programs and includes the following initiatives:

Facilitating IPE 101

Faculty and clinicians who teach in the CIPE-sponsored sessions will be invited to a Facilitating IPE 101 Workshop series. Content will be similar to that taught by the University of Toronto in their ehpic® program which the CIPE hosted in February 2017. Based on participant feedback, the Professional Development Team is shortening the workshop and tailoring it to local needs.

Monthly Workshop Series

The Professional Development Team will launch a monthly professional development workshop series in fall 2017 to which all interested faculty and clinicians will be invited. Based on a needs assessment from faculty at the three CIPE collaborating institutions, topics planned include facilitating challenging learner groups, mindfulness/resiliency, interprofessional clinical teaching strategies, and the cognitive science of teaching and learning. The Professional Development Team will rely on key resources within each institution, as well as create new workshops as needed based on the professional training they have received.

Master Interprofessional Educator Certificate

Faculty and clinicians who attend our Facilitating IPE 101 workshop, participate in a designated amount of interprofessional professional development activities, and teach in the emerging IPE curriculum will be designated as Master Interprofessional Educators. The first cohort will be inducted in spring 2018.

"I think basics on how to engage students and facilitate group work is important. Embedded in this are the latest teaching methods with adult learners. I appreciate that the CIPE is on the cutting edge and having someone speak who is as knowledgeable as Gina [Frey]. Such professional development of our faculty is so important."

In-Class Group Work
Workshop Attendee

Workshops Hosted in AY2016-2017:

- Skills for Managing Conflict in Interprofessional Teams, led by the CIPE Professional Development Team*; 40 attendees
- Facilitating IPE 101, officially entitled Educating Health Professionals in Interprofessional Care (ehpic®) and conducted by the University of Toronto's Centre for Interprofessional Education; 28 attendees
- Facilitating Collaborative Learning in In-Class Group Work, led by Gina Frey, PhD of the Teaching Center at Washington University; 28 attendees

*Kathleen Thimsen, MSN, RN, WOCH, FNS served as the Professional Development Team member for Goldfarb School of Nursing at the time of this workshop.

Members:

- Rebecca Bragg, Pharm.D., St. Louis College of Pharmacy
- Heather Hageman, MBA, Center for Interprofessional Practice and Education
- Judith Smith, PhD, RN, GCNS-BC, Goldfarb School of Nursing
- Colleen Wallace, MD, MD Program, Washington University School of Medicine



Role play activity during the Skills for Managing Conflict in Interprofessional Teams workshop

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. The committee is guided by our IPE Program Goals, which were finalized in May 2017. During AY2016-17 members made significant progress toward creating 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. The framework will be completed in fall 2017 and then vetted by program-specific curriculum committees to determine how best to integrate it in each curriculum. Subsequently, the committee will ensure consistency of IPE activities with the longitudinal IPE curriculum.

IPE Program Goals

To improve patient/client care and population health in the communities they serve, learners in CIPE's integrated, longitudinal interprofessional curriculum will:

1. Communicate in a responsive and responsible manner that supports a team approach. (Communication)
2. Apply collaborative leadership practices that support practice and team effectiveness. (Leadership & Teamwork Skills)
3. Work in a patient/client-centered interprofessional team to create and maintain a climate of collaboration, mutual respect and trust. (Values/Ethics)
4. Leverage the personal abilities & characteristics and professional expertise of each individual to optimize team function. (Roles & Responsibilities)

The core curriculum will occur within a lifelong learning community (students, educators and practitioners) delivering services as a team, as articulated by the CIPE mission, vision and values; and will focus primarily on teamwork and leadership needed for interprofessional practice.

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, 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. In AY2016-17 the Assessment Committee acted as a consulting body to teams of faculty working on pilot projects, and developed Guidelines for Scholarly Work and Authorship across the CIPE collaborating institutions. Upon completion of the IPE curriculum framework, members will develop a program evaluation plan of the integrated, longitudinal interprofessional curriculum. 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.

Guidelines for Scholarly Work and Authorship

CIPE activities involve faculty and students from multiple schools and academic programs. Through these activities, there are many opportunities for collaborative scholarly work. The CIPE Steering Committee endorses the following guidelines for all CIPE-related scholarly work.

1. Individuals from the CIPE collaborating institutions planning to undertake interprofessional scholarly work should consult the CIPE director early in the process of their project's development. The role of the CIPE director in this capacity is advisory, connective and supportive, ensuring that individuals developing scholarly work have a complete and accurate understanding of the CIPE and its activities, can avoid duplicating scholarly efforts already underway by others, are aware of resources to support these efforts, and are appropriately involving collaborative partners in the scholarly work. The nature of any subsequent, ongoing involvement of the CIPE director in the scholarly work will be mutually agreed upon by both parties at the initial consultation.

2. The CIPE Steering Committee endorses the Washington University Policy for Authorship on Scientific and Scholarly Publications for all CIPE-related scholarly activities. Individuals planning to conduct scholarly work that may result in dissemination activities should review the Washington University Policy early in their project's development and comply with this Policy in all dissemination activities (including manuscripts and abstracts, among others).
3. The Steering Committee members will work with their scholars and the CIPE director to resolve any issues that may arise related to these CIPE Steering Committee Guidelines for Scholarly Work and Authorship.

Approvals:

CIPE Assessment Committee – December 5, 2016

CIPE Steering Committee – December 16, 2016

Members:

- Dorothy Andriole, MD, MD Program, Washington University School of Medicine (Chair)
- Tara Shaw, 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

“Nationally, student assessment in interprofessional education is moving beyond outcomes limited to assessment of learner satisfaction with their particular experiences in IPE. Our CIPE-member institutions are well-positioned to contribute new knowledge to this national conversation about the role of other methods of student assessment, such as observation of students’ interprofessional interactions in simulated settings.”

Medicine Faculty Member

Two existing curriculum teams have been incorporated into CIPE activities; further development and placement to be informed by the integrated, longitudinal interprofessional curriculum being developed by the Standing Curriculum Committee.

First Year Sessions Curriculum Team

The First Year IPE Sessions are the introductory component of the 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 health care, 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.

Assessments administered to all learners at the end of the experience indicated high levels of agreement that these objectives were met.

"This IPE experience was helpful for me because I learned why and how interdisciplinary, multiprofessional teams are important. I learned many things: healthcare terminology, scope of problems and solutions within healthcare organizations, roles of team members, and different perspectives of team members. This has been a great experience overall."

First Year Session Student

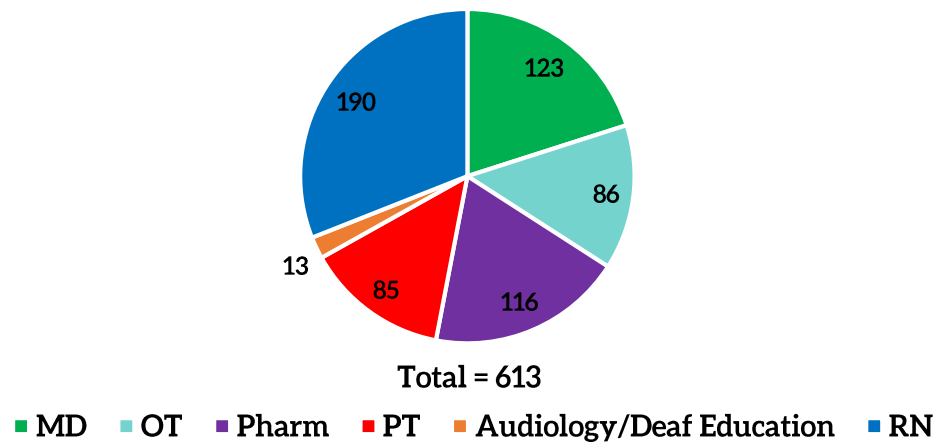
Members:

- 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
- Heather Hayes, PhD, Program in Audiology & Communication Sciences, Washington University School of Medicine
- Tara Shaw, MSN, RN, Goldfarb School of Nursing
- 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

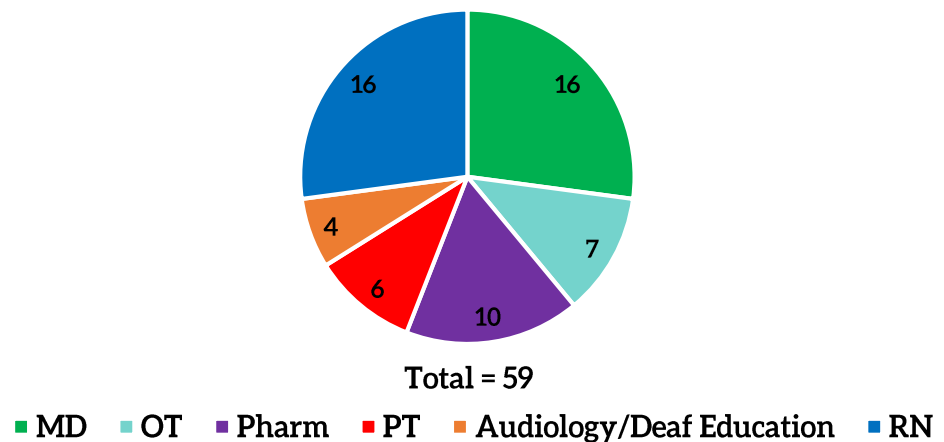
“As we got to know each other more personally, it was clear that, despite being in different professional programs, all of us had more things—age, ideas, life experience—in common than different. We were all in the process of defining ourselves as healthcare professionals.”

First Year Session Student

Number of Learners by Program
for First Year IPE Sessions
2016-2017



Number of Faculty and Clinicians by Program
for First Year IPE Sessions
2016-2017



Standardized Patient Team Experience Curriculum Team

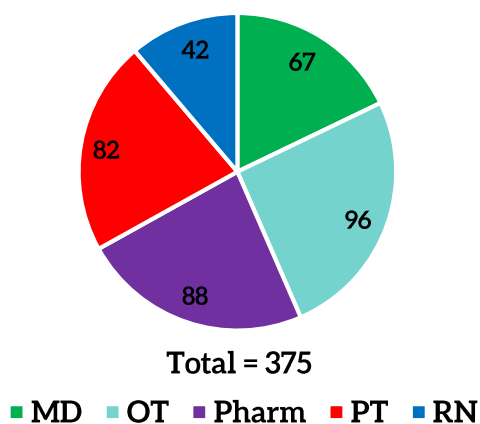
This session is a hands-on experience with multiple healthcare professions (medicine, nursing, occupational therapy, pharmacy and physical therapy). Students practice novel ways a healthcare team might function in order to effectively and efficiently care for a hospitalized patient/client. IPE student 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:

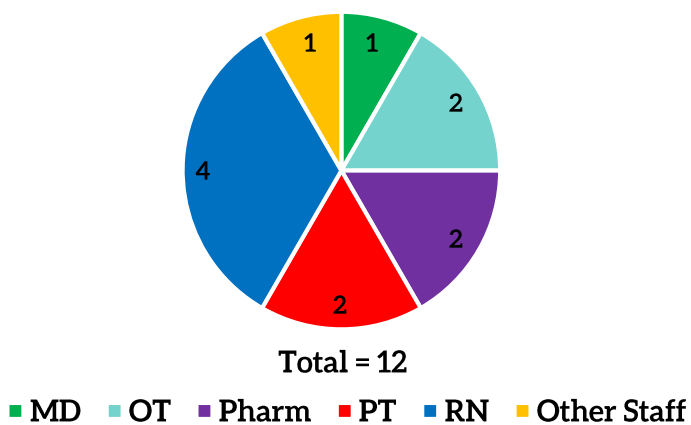
- Stephanie M. Crist, Pharm.D., BCACP, BCGP, St. Louis College of Pharmacy
- Heather Hageman, MBA, Center for Interprofessional Practice and Education
- Dehra Harris, MD, MD Program, Washington University School of Medicine
- Angela McConachie, DNP, RN, FNP-C, Goldfarb School of Nursing
- Monica Perlmutter, 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
2016-2017**



**Number of Faculty and Staff by Program
for Standardized Patient Team Experience
2016-2017**



Curriculum Development Teams

The two curriculum development teams, launched in AY2015-16, were charged with the intent that their work will be informed by the integrated, longitudinal interprofessional curriculum. They continued to refine their projects during AY2016-17 for pilot implementation in AY2017-18.

Health Disparities Curriculum Team

Health disparities remains a priority curriculum area for the CIPE as identified during the March 2016 retreat. Many faculty from CIPE-collaborating educational programs have been involved in related discussions. The current status of this team's recent and existing projects is below.

Independent Living Center Project (AY2017-18)

In this pilot project, interprofessional student teams will partner with older adult community participant volunteers residing in independent living centers to learn about the participant's life story, assess current health needs, and educate about resources to address barriers to health and wellness. The project will initially trial pharmacy and occupational therapy learners in two interprofessional visits to an independent living center in fall 2017. Learners will begin the experience by exploring the local community their participant resides in to learn about resource accessibility. During their first visit, learners will work together to learn about their health and wellness history of the participant, explore challenges to health and engagement in daily activities, and introduce the Home Safety Self-Assessment Tool (HSSAT). At the second visit, the team will review findings of the HSSAT with the participant, complete a medication reconciliation, and offer resources appropriate to the participant's need. Learners will debrief and discuss their reflection of the experience in small groups with a facilitator. The CIPE Assessment Committee is working with this team to evaluate the experience.

Members:

- Christine Berg, PhD, OTR/L, Program in Occupational Therapy, Washington University School of Medicine
- Stephanie M. Crist, Pharm.D., BCACP, BCGP, St. Louis College of Pharmacy

Health Fair Project (AY2016-17)

In AY2016-17 a small team of faculty across medicine, nursing, occupational therapy and pharmacy collaborated with a local agency, Kingdom House, to conduct two pilot health fairs. The objectives were to expose learners to the complementary expertise and skills learners from different health professions bring to the healthcare team. Kingdom House participants were screened for risk factors to health and wellness. Education was provided when risk was identified, and resources were shared to follow-up on health metrics. The assessment of this pilot project will be included in future analyses of such activities in the overall IPE curriculum.

Members:

- Christine Berg, PhD, OTR/L, Program in Occupational Therapy, Washington University School of Medicine
- Douglas Char, MD, MD Program, Washington University School of Medicine
- Stephanie M. Crist, Pharm.D., BCACP, BCGP, St. Louis College of Pharmacy
- Susan Fliesher, DNP, CPNP, RN, Goldfarb School of Nursing
- Barbara Whitaker, MPH, BSN, RN, Goldfarb School of Nursing



Student participants at the Kingdom House Health Fair

Transitions of Care Curriculum Team

This team has been examining 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, and was identified as a high priority curriculum project by the CIPE Steering Committee. Implementation of the educational experience is planned for AY2018-19. This experience will be part of a course Dr. Stevens is designing for pharmacy students in their third professional year. It will be incorporated into the other participating programs as an exercise in classes within the existing curricula. Activities are being 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 being considered include: medication reconciliation, logistical preparations, patient and family education, and communication of patient information among providers at each step. A pilot is now planned for spring 2018, utilizing students from each program. The pilot experience will include use of online educational cases centered on transitions of care and an interprofessional experiential activity. The CIPE Assessment Committee is working with this team to assess the experience.

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



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.

2016-2017 Board Members:

- President – Lena Menkes, Occupational Therapy Student, Washington University School of Medicine
- Vice-President – Suzie Chen, Pharmacy Student, St. Louis College of Pharmacy
- Secretary – Bobbie Varghese, Pharmacy Student, St. Louis College of Pharmacy
- Treasurer – Randy Abueed, Pharmacy Student, St. Louis College of Pharmacy
- Social Media Administrator – Emily Shor, 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 the HPSLC Constitution to better reflect the current mission, activities, and internal structure of the organization.
- Eliminated the Website Administrator position from the HPSLC board, as it was determined this position would not be necessary.
- Determined that the M1 Graduate Professional Council Representative (GPCR) that is elected within the Medical Student Government (MSG) will serve as one of the MD student representatives for HPSLC. This requirement was officially added to the MSG bylaws for the M1 GPCR's list of responsibilities.

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 three-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 - 25 students volunteered at Kingdom House.
- Halloween Bar Crawl - Approximately 100 students participated in this social event in the nearby Grove neighborhood.
- Stroke Case Study Night - 58 attendees; interprofessional case discussion focused on the application of students' knowledge of stroke as it applies to their health profession to work together to develop assessments for medical problems based on clinical patient data.
- Holiday Toy Drive - Collected 225 new toys to assist with Raising St. Louis, a BJC-sponsored initiative which offers assistance to families throughout pregnancy and early childhood.
- Trivia Night - 11 attendees
- Oncology Case Study Night - 65 attendees; interprofessional case discussion focused on the application of students' knowledge of oncology 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 - 16 students volunteered at Kingdom House.

Scholarly Publications, Presentations and Grants

1. **Alison Stevens, Pharm.D., Maggie Bland, DPT, Kay Mueggenburg, PhD, MSN, RN, CHPN, Pat Nellis, MBA, OTR/L, Tim Yau, MD.** Center for Teaching and Learning at St. Louis College of Pharmacy Grant. 2017-2018. *Development of an innovative Interprofessional Education (IPE) experience focused on transitions of care in a longitudinal Introductory Pharmacy Practice Experience (IPPE) course.*
2. Simpson D, Brill J, Hartlaub J, Rivera K, Rivard H, **Hageman H**, Huggett KN. Interprofessional Education and the Clinical Learning Environment: Key Elements to Consider. Poster presentation at the Alliance for Independent Academic Medical Center (AIAMC) Annual Meeting. March 30–April 1, 2017. Amelia Island, FL.
* Winner of the AIAMC/Journal of Graduate Medical Education "Outstanding Poster Presentation Award"
3. **Wren M, Burlis T.** An Experiential Interprofessional Activity to Teach Medical Students How to Safely Handle Patients. Oral presentation at the AAMC Central Group on Educational Affairs meeting, Chicago IL, March 30, 2017
4. **Hageman H, Grice G, Awad M, Berry T, Burke S, Davis J, Whelan A.** [Development of a Cross-Institutional Center for Interprofessional Practice and Education](#). Poster presented at the National Academies of Practice (NAP) Annual Forum, Philadelphia, PA, March 17-18, 2017.
5. Valente, M, Fernandez, E, Monroe, H, **Valente, L M**, Cadieux, J. (2017). *Audiology Answers for Otolaryngologists* (2nd ed.). New York, NY: Thieme.
6. Luk, J, Afran, J, Findley, P, **Hageman, H**, Hasbrouck, C, Huggett, K, King, P, Maio, A, Masterson, M, Saks, N, Simpson, D, Stuber, M, Timmerman, G, Warde, C, Wilkerson, L, Young, V. Best Practices in Operationalizing IPE in Clinical Setting—Logistics of a National Crowdsourcing, Generalists in Medical Education Annual Conference, Seattle, WA, November 10-11, 2016.

7. **Grice G.** Overview of IPE and the ACPE 2016 Key Elements for Interprofessional Education and the IPEC Core Competencies, American College of Clinical Pharmacy Annual Meeting, Hollywood, FL, October 23, 2016.
8. **Grice G.** Out of the Silo and Into the Pasture: IPE for Colleges Unaffiliated with an Academic Health Center, American Association of Colleges of Pharmacy Annual Meeting, Anaheim, CA, July 25, 2016.

Development of a Cross-Institutional Center for Interprofessional Practice and Education

Heather Hageman, MBA¹, Gloria Grice, Pharm.D.², Michael Awad, MD, PhD³, Tricia Berry, Pharm.D.², Sandra Burke, PhD, RN⁴, Jean Davis, PhD, RN⁴, Alison Whelan, MD⁵

(1) Center for Interprofessional Practice and Education at Washington University Medical Center (CIPE), (2) St. Louis College of Pharmacy (STLCOP), (3) Washington University School of Medicine (WUSM), (4) Goldfarb School of Nursing at Barnes-Jewish College (GSON), (5) Association of American Medical Colleges, formerly WUSM

Background

- There has been a call for centralization of interprofessional efforts at academic medical centers.^{1, 2, 3}
- Our three-institution collaboration is evidence of the feasibility of coordination across three separate, private schools.
- The Center for Interprofessional Practice and Education at Washington University Medical Center.
- Launched in August, 2015 after nearly two years of discussions among the leadership.
- Three private, freestanding institutions co-located on the same medical campus.
- Little formal previous collaboration.
- Seven professions: audiology, deaf education, medicine, nursing, occupational therapy, pharmacy & physical therapy.

Methods: Key Elements for Success

Leadership

- Top-level support
- Educational guidance at Steering Committee level
- Creation of a dedicated center to coordinate activities
- IPE champions at each institution (Early: Professional Development Team)

Supportive Organizational Structure

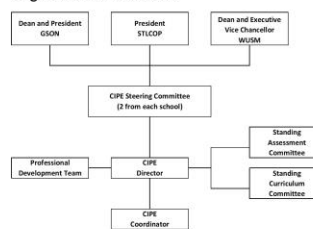
- Early establishment of operating guidelines
- Proportionate sharing of expenses by member institutions
- Cross-institutional department connections (i.e., legal, libraries)
- Cross-program Curriculum & Assessment Committees

Buy-in

- Coordination by director and staff not from a health profession
- Early focus on building community across the professions/institutions and professional development
- Visioning/planning retreats and pilots among educators to create common vision and trust
- Measured pace to develop framework to guide development of integrated, longitudinal IPE curriculum and assessment plan

Results

Organizational Structure



Mission

We promote an educational environment that values and supports collaboration by building a community of interprofessional champions and scholars, developing & integrating curricula, and enhancing collaborative practice.

Vision

We aim to improve health and wellness of the greater St. Louis region through interprofessional care delivery, education, and community partnerships, creating a best-evidence model which can be adapted to other communities.

Values

Partnerships, trust, respect, advocacy, scholarship, innovation, and quality

Observations and Next Steps

- A dedicated center for IPE provides a focus for interprofessional activities within institutions.
- This is particularly important when working across separate institutions where traditional barriers are magnified.
- Sufficient time is needed to build a community, especially when working across different institutional and teaching cultures.



Center for Interprofessional Practice and Education at Washington University Medical Center

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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.

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