


Center for Interprofessional Practice and Education

at Washington University Medical Campus

2018-2019 ANNUAL REPORT

BARNES  JEWISH
College
Goldfarb School of Nursing
BJC HealthCare



ST. LOUIS
COLLEGE of PHARMACY



Washington
University in St. Louis
SCHOOL OF MEDICINE



“The Center for Interprofessional Practice and Education continues to unite the health care profession institutions at the Washington University Medical Campus and guide the way for enhanced interprofessional practice.

Their work is collaborative, evidence-based yet creative, meaningful, strategic, and responsive to the needs of students, faculty, patients, and the community alike.

It has been a joy to see the CIPE grow leaders in interprofessional education, inspire scholarship across the country, and develop new ideas to achieve its mission”

Gloria Grice, PharmD, BCPS
CIPE Steering Committee Chair



Assistant Dean,
Curriculum & Assessment,
Office of Experiential Education at
the St. Louis College of Pharmacy



From the Director

This year’s annual report highlights decisive progress toward the CIPE’s founding vision to improve the health and wellness of the greater St. Louis region. We are purposefully cultivating a collaborative culture and listening to both internal and community stakeholders to build authentic partnerships to add value to those we hope to serve.

The newly designed Phase I IPE curriculum for all 700 first-year learners will roll out Fall 2019, taught by more than 70 clinicians and faculty. The highly interactive three, 3-hour sessions will feature a poverty simulation, engaging activities around collaborative communication skills, and exposure to clients/patients who have navigated the health care system while un-or under-insured. Meanwhile, several pilot projects are helping us determine the parameters for Phase II which will include a menu of selectives or passport activities.

Partnerships to embed interprofessional teams of students in clinical care are solidifying. The Clinical Learning and Practice Transformation Team has found that one key component includes starting where our learners are already co-located and simply formalizing their engagement with each other. They are showing others this doesn’t have to be hard!

Several CIPE champions have disseminated our work this year across local and national conferences, reciprocally bringing back innovations to our community from other IPE programs.

In our Community of Interprofessional Champions, we inducted three new Master Interprofessional Educators this year and continue to grow those who take their interprofessional learnings back to their clinical teams!

Our team was selected to participate in the NCI-sponsored Interprofessional Education Exchange (iPEX) Project for 2019-2020. This program is designed to help interprofessional teams evaluate and optimize interprofessional education in palliative care at our institutions. The team is comprised of Maria Dans, MD, Christa Burke, MSW, Amy Jacobs, BSN, RN, CHPN, Heather Hageman, MBA, and Brian Carpenter, PhD.

While there are far too many to thank individually, we are honored to be surrounded by a strong community of interprofessional champions and community guides as we roll out Phase I of the new curriculum and form even more partnerships.

To each of you who played a role in advancing the CIPE this year - THANK YOU!

Heather Hageman, MBA
Director, Center for Interprofessional Practice and Education

To further the goal of improving patient safety and quality in health care, three institutions — Goldfarb School of Nursing at Barnes-Jewish College, St. Louis College of Pharmacy and Washington University School of Medicine in St. Louis — created the Center for Interprofessional Practice and Education at Washington University Medical Campus in August 2015.

STRATEGIC PRIORITIES

Education

Develop a longitudinal, integrated interprofessional education (IPE) **core curriculum** across the seven 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**

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
Quality





Education

Our goal is to develop a longitudinal, integrated interprofessional education (IPE) core curriculum across the CIPE educational programs with a comprehensive program and assessment plan.

1,212 learners from six professions participated in CIPE-sponsored IPE activities, including First-Year IPE Sessions, Transitions of Care Team Experience and Standardized Patient Team Experience.

706

LEARNERS



62

FACULTY AND CLINICIANS
FALL AND SPRING
FIRST-YEAR IPE



I loved working with students in other programs to come up with a plan for our patient. While it was an artificial setting, once we started working everything flowed naturally. It was well organized, and I liked how our faculty mentor guided us in the discussion but didn't take over."

– Physical Therapy Student

Four students from local health profession programs competed in the Clarion Interprofessional Case Competition in Spring 2019. L-R: Chanelle Chua (MD), Erika Cook (OT), Danielle Winston (nursing), and Alex Scott (MD).

Center for Interprofessional Practice and Education

Curriculum & Assessment Committee (CAC)

The **CAC** designs, reviews, and evaluates the CIPE's IPE curriculum and learner assessment in collaboration with individual programs and makes data-driven recommendations for curricular revisions as appropriate.

► KEY ACCOMPLISHMENTS AND UPDATES

- Gathered feedback about existing First-Year Sessions toward development of the new Phase I curriculum.
 - Listened to stakeholders at a retreat in September 2018 facilitated by Washington University Brown School Evaluation Center.
 - Conducted 7 focus groups with 58 learners in February and March 2019 to obtain their feedback on the proposed curriculum.
- Developed the new Phase I curriculum.
- Partnered with Brown School Evaluation Center to create an evaluation plan for the proposed curriculum including a logic model, evaluation questions, and methods matrix for the center.

► NEXT STEPS AND GOALS

- Launch new Phase I Curriculum.
- Assess and improve Phase I Curriculum.
- Begin planning for Phase II and III of the IPE Curriculum.

7
FOCUS
GROUPS

58
LEARNERS
PROPOSED
CURRICULUM

THREE-PHASE IPE CURRICULUM MODEL

Phase I
INTRODUCTORY
Universal: All sessions required



Phase II
DEVELOPMENTAL
Passport: Select number of activities per student as determined by program



Phase III
GRADUATION
Intentional Clinical IPE

Note: structure and activities are under development and subject to change.



at Washington University Medical Campus

PAGE 3



Transitions of Care Experience

This **pilot experience**, focusing on the transition of patients from hospital to home, is in its third year of implementation.

► KEY ACCOMPLISHMENTS AND UPDATES

- Expanded from 25 learners last year to 172 learners across 5 professions. (Medicine, Nursing, Occupational Therapy, Pharmacy, and Physical Therapy)
- The case sessions were offered once in Fall 2018, and once in Spring 2019.
- 85.6% of students who completed the post-assessment survey (119 of 139 respondents) would recommend this experience to a colleague.

► NEXT STEPS AND GOALS

- Adapt the experience as a Phase II passport activity for the IPE curriculum as requirements are developed by the CIPE.
- Publish pilot and 2018-19 results.

Transitioning Patients
FROM HOSPITAL TO HOME



I learned that interprofessional teams are the best way to make sure that a client gets the best care possible. By discussing the client together, each team member was able to contribute a piece of their knowledge, which significantly enhanced the care of the client. By working together as a team, we were also able to better understand the role of the other professions we work with."

– Occupational Therapy Student

Members of the Transitions of Care team presenting at the National Academies of Practice annual meeting and forum in Pentagon City, VA. L-R: Kay Mueggenburg, PhD, MSN, RN, CHPN; Goldfarb School of Nursing, Marghuretta Bland, PT, DPT; Washington University School of Medicine, Patricia Nellis, OTD, OTR/L, MBA; Washington University School of Medicine, Alison Stevens, PharmD., BCPS; St. Louis College of Pharmacy



Standardized Patient Team Experience

This experience is the longest standing IPE experience on campus. It is a hands-on experience with multiple learners from medicine, nursing, occupational therapy, pharmacy, and physical therapy practicing novel ways a team might function to create an integrated discharge plan.

► KEY ACCOMPLISHMENTS AND UPDATES

- Provided the interprofessional Standardized Patient Team Experience to a total of 334 learners.
- Faculty and student guides were revised to enhance clarity and quality of the experience. Workflow and facilitator guides were continually refined and improved after each session.
- A teamwork communication rating scale was developed that both students and facilitators were asked to complete throughout Encounter 1 and 2 to provide feedback to the team. Facilitators were trained in advance of the session on how to optimize feedback to their teams.
- 87.3% of students who completed the post-survey experience agreed or strongly agreed that during this experience they felt comfortable demonstrating their profession's role and responsibilities (207 of 237 respondents).

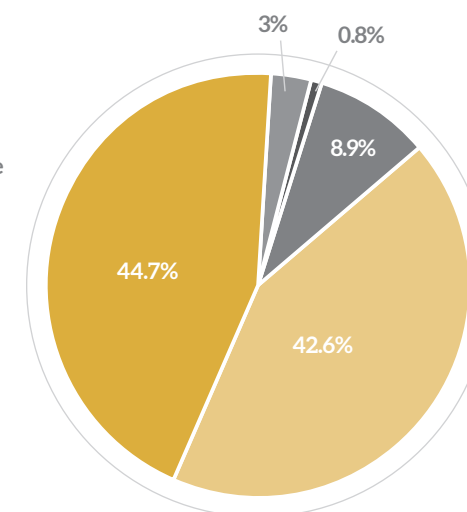


It was honestly just really great working together very respectfully with other disciplines and seeing how we all have our strengths and weaknesses and rely on each other to fill in the blanks and provide the best patient centered care. I thought it was super helpful to all of us to learn to respect and value the other disciplines for when we are actually in our profession."

– Nursing Student

During this experience, our students felt comfortable demonstrating their profession's role and responsibilities.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



**87.3%
STRONGLY
AGREE
OR AGREE**

Community

Our goal is to establish a community of interprofessional educators who embrace and demonstrate core principles of interprofessional education and practice.

Professional Development Team

The Professional Development Team is comprised of one faculty representative from each of the CIPE collaborating institutions. Professional Development Leads guide professional development of educators and clinicians regarding interprofessional education and collaborative practice.

IN PARTNERSHIP WITH THE BROWN SCHOOL EVALUATION CENTER

Developed an evaluation plan, reviewed IPE 101 and 201 workshops and provided suggestions to strengthen evaluation.

Interviewed 35 faculty/educators to learn more about barriers to attending CIPE professional development workshops and how the workshops could better meet their needs.



Evaluation Center

Brown School

► KEY ACCOMPLISHMENTS AND UPDATES

- Hosted 7 professional development events with 110 clinicians and educators.
- Trained 18 first-time IP facilitators involved in First-Year IPE sessions.
- 3 faculty earned the **Master Interprofessional Educator Certificate**:
 - Christopher Guelbert, DNP, MHA, RN
 - Kelly Hantack, MSN, RN, CPNP
 - Deirdre Schweiss, DNP, RN, CPNP



Deirdre, Christopher and Kelly

► NEXT STEPS AND GOALS

- Train first-year facilitators on the new Phase I curriculum.
- Continuous quality improvement of workshops.
- Develop resources in response to IP community needs, including presenting to uni-professional audiences during their regular meeting times.

Health Profession Student Leadership Council (HPSLC)

HPSLC is a dynamic team of interprofessional learners representing the 7 health professions on the Washington University Medical Campus. They build relationships outside of the classroom and clinic through monthly extracurricular events, community outreach, and partnerships.

► KEY ACCOMPLISHMENTS AND UPDATES

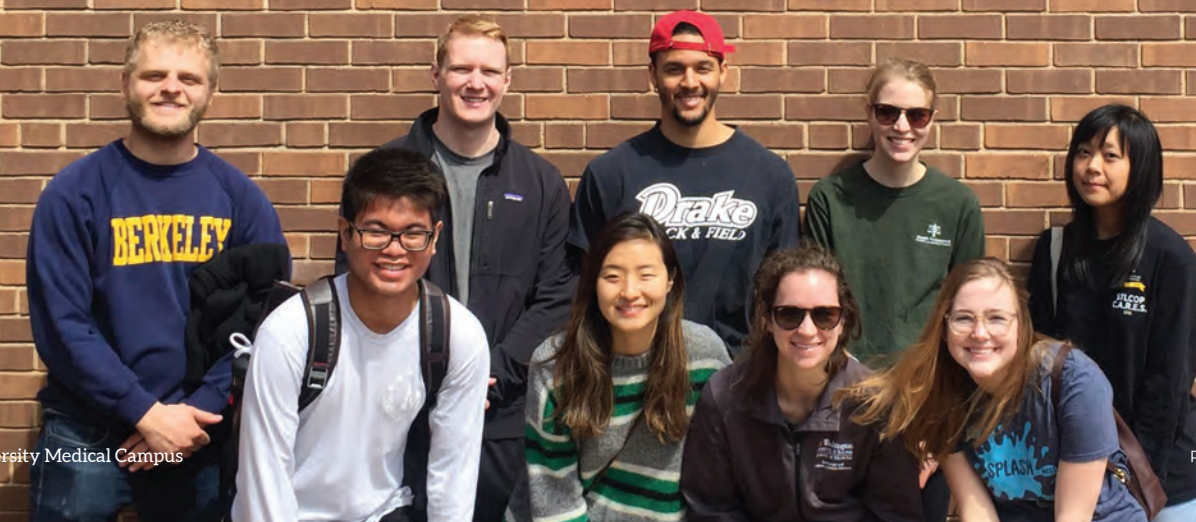
- 4 events hosted with 971 attendees total.
- Interprofessional case discussion panel was a great success this year with 111 students attending.
- Pharmacy students and Washington University School of Medicine built partnerships to bring clinical pharmacy services to the Saturday Neighborhood Health Clinic.
- Abstract for the Saturday Neighborhood Health Clinic collaboration was accepted to Collaborating Across Borders Conference.
- Community outreach events: Kingdom House and Medication Take-Back.
- HPSLC collaborated with the Institute for Healthcare Improvement Student Chapter in recruiting a Washington University Medical Campus interprofessional student team for the Clarion Competition.

4
STUDENT-LED
EVENTS

971
ATTENDEES

Students from audiology, nursing, OT, pharmacy and PT program participated in HPSLC's community outreach program at Kingdom House.

KINGDOM HOUSE



at Washington University Medical Campus



Practice

Our goal is to partner with clinical entities to create patient-centered collaborative care clinical practice sites. We are working to develop interprofessional practice experiences for learners in the sites.

Clinical Learning and Practice Transformation

The purpose of the **CLPT** is to assist with identifying, establishing, and/or developing sites where interprofessional teams of students can be placed. The goal is for students to learn how to work effectively in teams while contributing to the needs of the site to improve client/patient care.

► KEY ACCOMPLISHMENTS AND UPDATES

- Developed tips for how learners can be helpful in the clinical environment.
- Sent team members to the national Preceptors in the Nexus workshop to work on how to align learners in existing clinical settings.

► NEXT STEPS AND GOALS

- Host a workshop on Medicare Access and CHIP Reauthorization Act (MACRA) including payment models which foster interprofessional care.
- Implement inpatient and outpatient pilot projects.

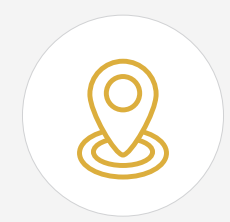
PATIENT-CENTERED
COLLABORATIVE CARE
**CLINICAL
PRACTICE
SITES**



CLPT PURPOSE



**IDENTIFY
DETERMINE
POTENTIAL SITES**

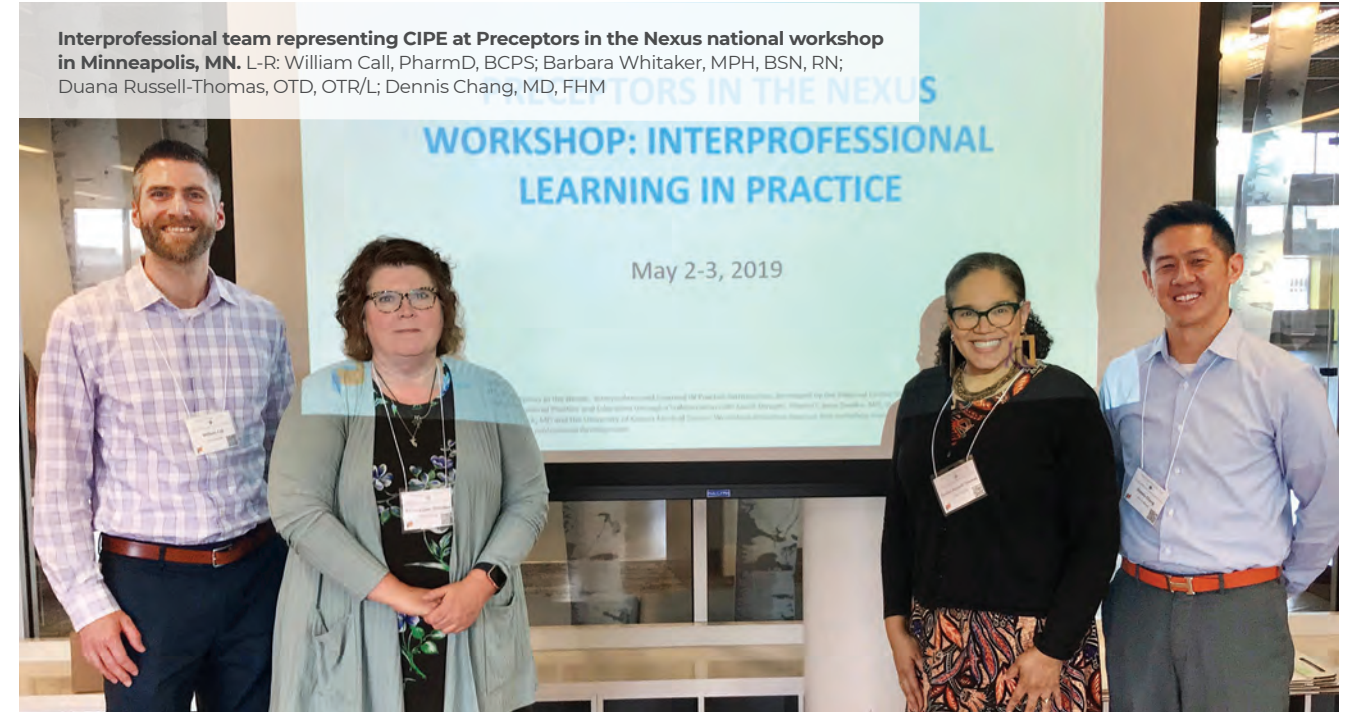


**ESTABLISH
STRENGTHEN IP
CLINICAL TEAMS**



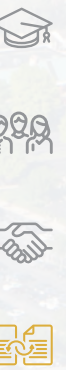
**DEVELOP
IMPROVE CARE**

ALIGNING LEARNERS IN EXISTING CLINICAL SETTINGS



Interprofessional team representing CIPE at Preceptors in the Nexus national workshop in Minneapolis, MN. L-R: William Call, PharmD, BCPS; Barbara Whitaker, MPH, BSN, RN; Duana Russell-Thomas, OTD, OTR/L; Dennis Chang, MD, FHM





Research

CIPE is committed to supporting the development of an interprofessional research community.

KEY ACCOMPLISHMENTS AND UPDATES

- CIPE supported 14 interprofessional faculty members to attend IPE conferences and share their learnings.
 - Poster presentation at the Barnes-Jewish Hospital Department of Research for Patient Care Services Multidisciplinary Research Conference in October 2018.
 - Platform presentation at the National Academies of Practice Annual Meeting and Forum in March 2019.
 - Poster presentation at the National Academies of Practice annual conference about the implementation of our Master Interprofessional Educator Certificate.

Congratulations

Congratulations to CIPE Champion Gloria Grice, PharmD, BCPS, FNAP (with the St. Louis College of Pharmacy) on co-authoring the recently published article "[A Call to Action: Pharmacy Education Needs to Address Diagnostic Safety.](#)"

The team's work was recognized with the American Association of Colleges of Pharmacy (AAPC) Award of Excellence in Experiential Education for their work on Intentional Interprofessional Education in pharmacy curricula.

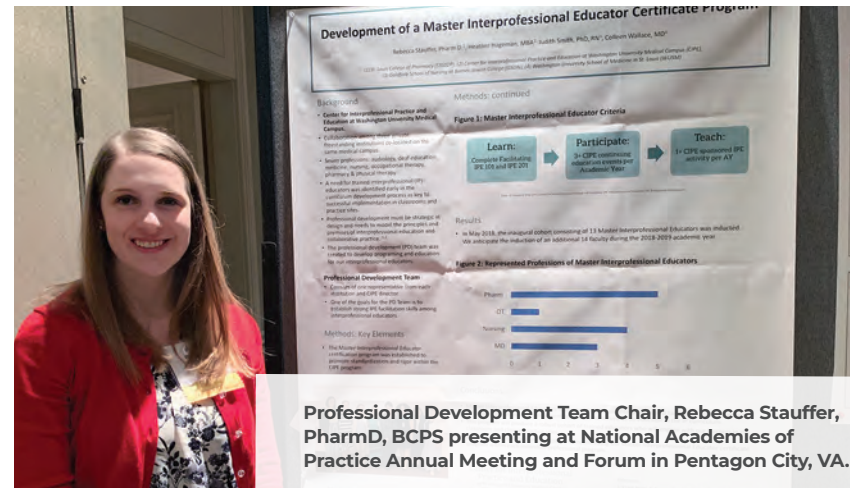
"A Call to Action: Pharmacy Education Needs to Address Diagnostic Safety."



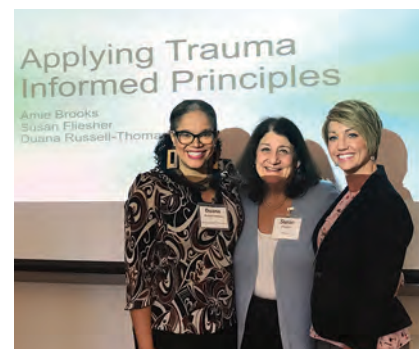
Authored by **Gloria Grice, PharmD, BCPS, FNPA**

AACP AWARD OF EXCELLENCE IN EXPERIENTIAL EDUCATION

14
**INTERPROFESSIONAL
FACULTY MEMBERS**
ATTENDED IPE CONFERENCES
AND SHARED THEIR LEARNINGS,
WITH CIPE SUPPORT



Professional Development Team Chair, Rebecca Stauffer, PharmD, BCPS presenting at National Academies of Practice Annual Meeting and Forum in Pentagon City, VA.



Professional Development team member Judy Smith, PhD, RN, GCNS-BC presenting at National Academies of Practice Annual Meeting and Forum in Pentagon City, VA.

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CIPE continues to build capacity of faculty and clinicians by creating a hub of knowledge and resources of current IP practice and education research.

Please let us know if you would like to be involved in our center.

TEACH

Clinician educators, community members, staff, upper-level students, come teach in the [Phase I curriculum Fall 2019](#).

VOLUNTEER

Students looking to get more involved with the Center for Interprofessional Practice and Education and our collaborating institutions can take advantage of a wealth of volunteer opportunities across the St. Louis area and with the [Health Professional Student Leadership Council](#).

CIPE EVENTS AND NEWS

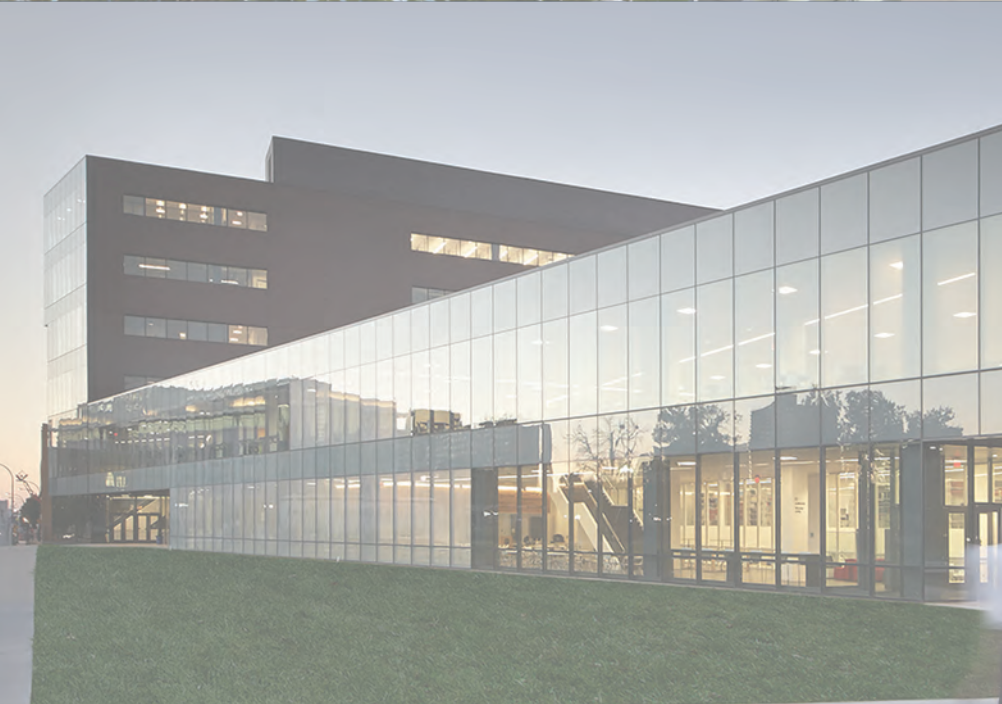
Want to stay up to date with current CIPE events and news? Email cipewumc@stlcop.edu to get on our mailing list.





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