


Center for Interprofessional Practice and Education

at Washington University Medical Campus

2019–2020 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 has responded to the needs of all campuses this past year with respect to using technology for virtual learning and has worked to modify opportunities for current and future learning activities.

It has been a pleasure to serve as the Chair for the past three years and I am looking forward to continuing to serve the CIPE in achieving its goals.”

Gloria Grice,
PharmD, BCPS,
FNAP, CIPE Steering
Committee Chair



Assistant Dean,
Curriculum & Assessment, Interim
Chair and Professor, Pharmacy
Practice, St. Louis College of Pharmacy
at University of Health Sciences &
Pharmacy in St. Louis.

From the Director

The Center for Interprofessional Education (CIPE) successfully launched a new Phase I curriculum this year. It better aligned with the CIPE's founding vision to improve the health and wellness of the greater St. Louis region. This includes an innovative partnership with the St. Louis Community Health Worker Coalition.

Alignment continues across our strategic priority areas:

- **Education:** Phase I was successfully launched with great involvement from community volunteers and local clinicians and faculty. Planning is underway for Phase II as our education and practice priority areas converge.
- **Practice:** Phase I facilitators often come from local clinical institutions who take their learnings back to their practice. The Professional Development Team is learning more about how to advise these teams to ready them to accept interprofessional teams of learners. Three projects have been prioritized for Phase II: Standardized Patient Team Experience, Transitions of Care and Hotspotting.
- **Research:** Twelve CIPE champions have disseminated our work this year across local and national conferences, reciprocally bringing back innovations to our community from other IPE programs.
- **Community of Interprofessional Champions:** Seven new Master Interprofessional Educators were inducted this year!

What a tremendous year of progress! Thank you to all who played a part in the CIPE's continuing evolution.



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 7 educational programs
- Develop complementary comprehensive **program assessment plan**
- Develop **technological infrastructure** to support curriculum and assessment
- Strategically add new professions/GME

Community

- Implement a **professional development** plan
- Support extracurricular student activities

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 (SLU)
- Disseminate information

Research

- Support the development & dissemination of scholarship
- Determine process for involving students in research

MISSION

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

VISION

We aim to improve health and wellness of the greater St. Louis region through interprofessional education, and community and clinical partnerships.

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.

620 learners from six professions participated in CIPE-sponsored IPE activities, including Phase I IPE Sessions, Transitions of Care Team Experience and Standardized Patient Team Experience.

620

LEARNERS



76

FACULTY AND CLINICIANS
FALL AND SPRING
PHASE I IPE EXPERIENCE



■ Audiology ■ Medicine ■ Nursing ■ Occupational Therapy ■ Pharmacy ■ Physical Therapy ■ Other*
* Includes Chaplain, Public Health, Psychology, Respiratory Therapy, and Social Work

“These people I have met in my group I believe will become my good friends in the future and I’m very grateful for that.”

– Nursing Student



Virtual Curriculum

In March, CIPE moved remotely online and hosted various projects for last-minute placements for several students during the COVID-19 Pandemic. We also explore virtual teaching toward redesigning our Phase I curriculum to be delivered online this fall.

WIKIPEDIA EDITING PROJECT

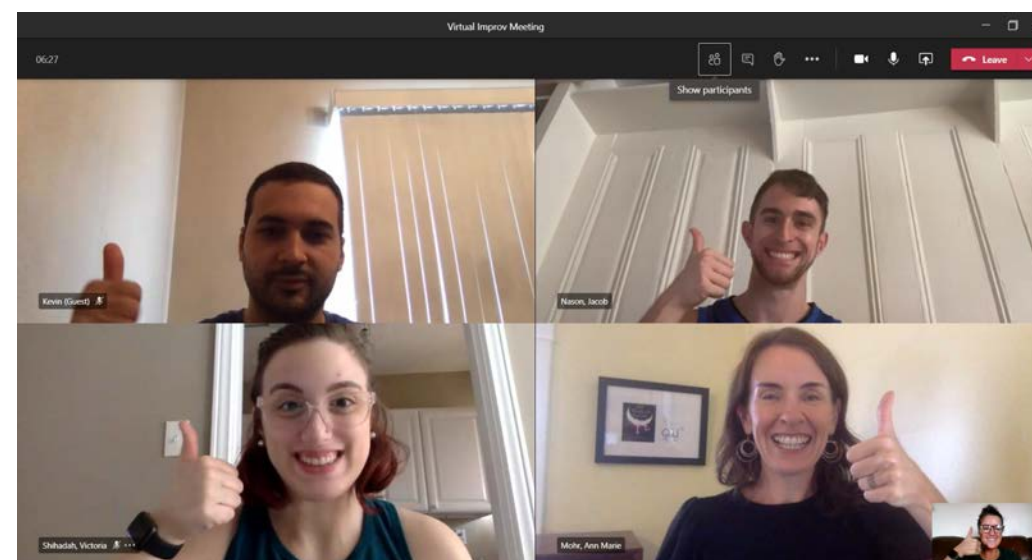
- Three medical students worked on a Wikipedia editing project which focused on improving three separate articles viewed more than 17,000 times.
- Future plans for this pilot include a collaboration between medical and pharmacy students on Wikipedia content.

VIRTUAL CURRICULUM RESOURCES

- An interprofessional elective for one student each from the medicine, occupational therapy and social work/business (dual-degree) programs to review virtual curriculum resources.
- The comprehensive repository contains virtual resources both from uniprofessional and interprofessional perspectives.
- The interprofessional team of students reviewed and categorized nearly 200 virtual resources which include virtual case discussions around specific diseases, virtual simulations around social determinants of health, and virtual communication skills training.

VIRTUAL PHASE I CURRICULUM

- An upper-level pharmacy student worked on the Virtual Phase I Curriculum materials.
- In April, CIPE hosted 2 professional development workshops on improv and communication skills that were well-received, and central to our Phase I curriculum.
- In June, we held our annual IPE 101 for 9 participants in a shortened six-hour virtual format. It was so successful that the virtual format will be offered in the future regardless of campus distancing policies.





St. Louis Community Health Worker Coalition

Community Health Workers (CHW) are leaders of the community serving their community to improve access to healthcare. They empower people to engage in healthy behaviors that increase overall community wellbeing.

STL CHW COALITION IN COLLABORATION WITH CIPE

- The CIPE in collaboration with the Goldfarb School of Nursing, St Louis College of Pharmacy and Washington University, implemented a three-part learning series for first-year students.
- During part three, 5 members of the St. Louis CHW Coalition presented to a group of approximately 100 first-year students in health disciplines.
- Each of the CHWs shared their personal experience as patients in the health system while uninsured or underinsured.
- As a follow up, members of the St. Louis CHW Coalition held a panel sharing details around the regional and state infrastructure supporting their workforce to illustrate examples of how they interact in interprofessional teams and provide a deeper look into their day-to-day responsibilities.

STL CHW COALITION EFFORTS DURING COVID-19

- The St. Louis Community Health Worker Coalition has supported a unified communications and outreach campaign, PrepareSTL, geared towards populations most impacted from the pandemic.
- PrepareSTL has engaged over 190 community volunteers, spreading public health messaging across more than 880 local business within 20 different zip codes in St. Louis City and St. Louis County.
- They have been an integral component in infrastructure developed for COVID-19 response within our region.

“Having a live client come and share her story was great. Breaking down social determinants of health was effective and I enjoyed learning more of her story upon asking questions determined by my team.”

– Occupational Therapy Student



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.

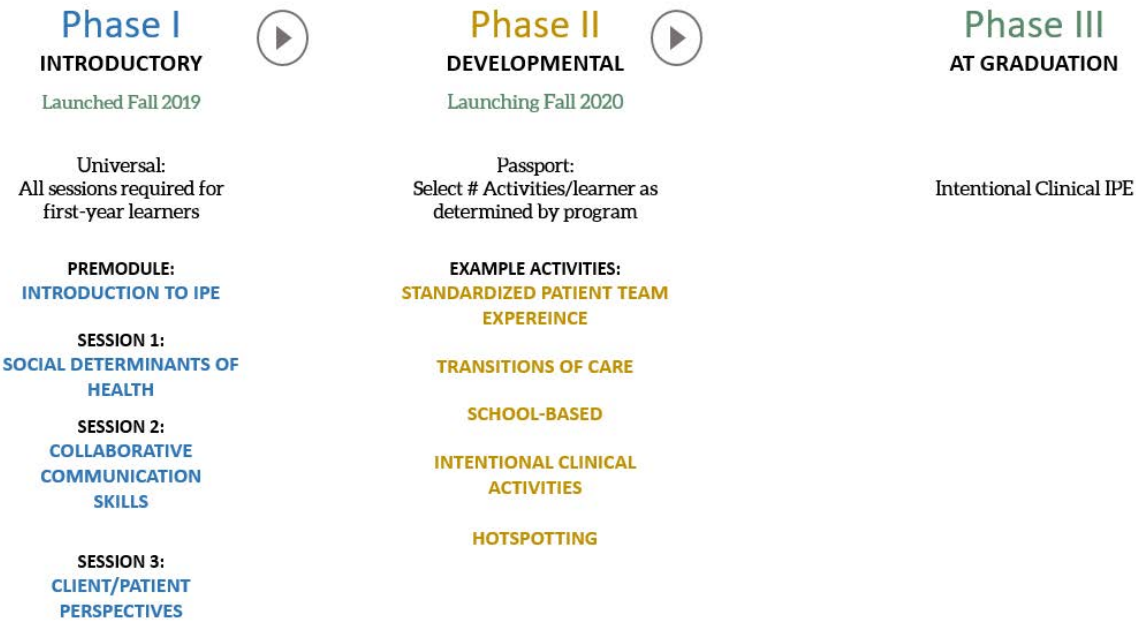
KEY ACCOMPLISHMENTS AND UPDATES

- Successfully launched Phase I Curriculum with 620 learners across 6 health professions who participated in all three 3-hour sessions.
- Session 1 consisted of 7 waves of Poverty Simulations, 4 session leaders, 98 volunteers to serve as community members, and 2 stories of Promise. client/patients.
- Sessions 2 and 3 had 7 concurrent sessions across campus with 8 session leaders, 7 clients/patients, 7 improv experts, 10 logistics experts, 76 faculty/clinician facilitators, 3 student interns, and 1 student worker.
- A big thank you to all from our growing interprofessional community as it truly took a village to pull this off!
- Assessed and improved Phase I Curriculum.
- Began working groups to create Phase II curriculum.

NEXT STEPS AND GOALS

- Create and launch Phase I Curriculum virtually
- Create Phase II of the IPE Curriculum, prioritizing three projects: Transitions of Care, Standardized Patient Team Experience, and Hotspotting
- Begin planning for Phase III of the IPE Curriculum

THREE-PHASE IPE CURRICULUM MODEL



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



Transitioning Patients
FROM HOSPITAL TO HOME



Transitions of Care Experience

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

► KEY ACCOMPLISHMENTS AND UPDATES

- Published a pilot experience and results in July 2020 (DOI: 10.1080/13561820.2020.1769041).
- Revision of experience based on student and facilitator feedback to incorporate two cases.
 - The initial case is similar to prior years involving pre-work and focusing on medication management.
 - The second case is designed to be completed during the experience and focuses on transition planning and education and resources needed prior to discharge.
- Due to the COVID-19 pandemic, neither case session was able to be completed during the 2019-2020 academic year as both were scheduled in April of 2020.

► NEXT STEPS AND GOALS

- Deliver the experience in 2021
- Plan for a virtual delivery due to the COVID-19 pandemic

I gained a better sense of my role as well as the roles of other healthcare professionals. I learned that I was able to communicate my role as learn about the other roles.”

– Physical Therapy Student

Standardized Patient Team Experience

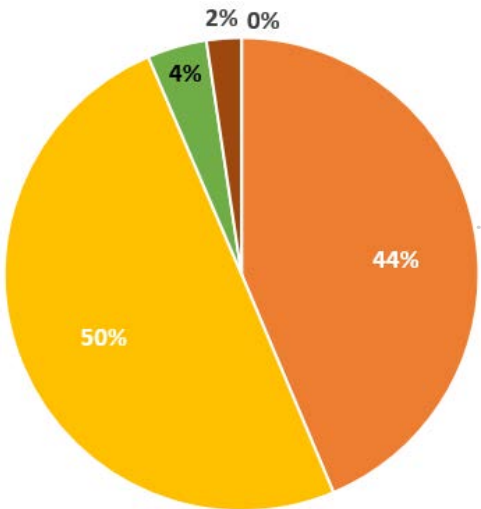
This experience is the longest standing IPE experience on campus. It is a hands-on experience with multiple learners from medicine, nursing, occupational therapy, pharmacy, and physical therapy practicing novel ways a team might function to create an integrated discharge plan.

► KEY ACCOMPLISHMENTS AND UPDATES

- Provided the interprofessional Standardized Patient Team Experience to a total of 249 learners and 14 faculty members.
- 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.
- The Memorial TOSCE was trialled by faculty facilitators; purpose was to rate team performance during the experience and use to guide learner feedback.
- 249 learners participated in 2 of 3 scheduled events. The 3rd date was canceled due to the pandemic.
- The SPTE team participated in a Logic Model process that was facilitated by Jan Hanson and Monica Perlmutter.
- All objectives were mapped to assessment methods.

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

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



**94%
STRONGLY
AGREE
OR AGREE**



One of the most important things I learned during this experience is how much collaborating with others in a team can be extremely beneficial, but also knowing what other teams roles are, can be helpful for future experiences likes these.”

– Pharmacy Student



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.

CIPE PROFESSIONAL DEVELOPMENT TEAM ATTENDS BOOST! WORKSHOP

In April, the CIPE Professional Development Team attended a virtual University of Toronto workshop: **BOOST! (Building Optimal Outcomes from Successful Teamwork)** to enhance their skills when working with practicing clinical teams.

Workshop content covered IPE competency-based tools to optimize communication, conflict and performance and how to promote a culture of psychological safety and collaborative leadership.

► KEY ACCOMPLISHMENTS AND UPDATES

- Hosted 3 training sessions for 70 facilitators and 7 session leaders on Phase I of the new curriculum.
- Hosted 5 professional development events with 90 clinicians and educators.
- 7 faculty earned the **Master Interprofessional Educator Certificate**:
 - Dennis Chang, MD
 - Lee Jerls, MSN, RN
 - Catherine Kush, DNP, GNP-BC
 - Tammy Burlis, PT, DPT, MHS, CCS
 - Angela McConachie, DNP, FNP
 - Amy Tiemeier, Pharm.D., BCPS
 - Quinn Tyminski, OTD, OTR/L, BCMH

► NEXT STEPS AND GOALS

- Educate first year facilitators on new virtual IP curriculum
- Host new workshops such as, "How to mitigate systemic racism in clinical care" and "How to effectively lead groups on Zoom"
- Continuous quality improvement of existing PD workshops
- Continue to assess needs of IP community and develop appropriate resources

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

- 5 events hosted with 450 attendees total.
- More than 1,200 students reached through social media presence.
- Successful interprofessional case discussion panel event with student reports of increased understanding of interprofessional teamwork and collaboration after attendance.
- Development of interprofessional case study to promote discussion of various healthcare roles and responsibilities in the opioid-crisis.
- Community outreach events: LifeWise STL, Script Your Future Campaign in collaboration with STLCOP students.
- A total of 6 student interns and 2 student workers from various programs (Medicine, Social Work, Public Health, Pharmacy, Occupational Therapy) assisted the CIPE.

► NEXT STEPS AND GOALS

- Encourage further student discussions of interprofessional teamwork and collaboration through development of interactive online-based discussions
- Increase student understanding of various health professional roles and responsibilities through increased student engagement in case study events



5
STUDENT-LED
EVENTS

450
ATTENDEES



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.

PATIENT-CENTERED
COLLABORATIVE CARE
**CLINICAL
PRACTICE
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

- Piloted intentionally interprofessional discharge planning with medicine and pharmacy students rotating on the same Medicine Service at Barnes-Jewish Hospital.
- Piloted intentionally interprofessional discharge planning with medicine and pharmacy students rotating on the same Medicine Service at Barnes-Jewish Hospital.

NEXT STEPS AND GOALS

- Continue interprofessional discharge planning where two or more different professions of learners are co-located
- Launch the Hotspotting Team with two clients/patients, evaluating whether this program can be expanded in the future

CLPT PURPOSE



IDENTIFY
DETERMINE
POTENTIAL SITES



ESTABLISH
STRENGTHEN IP
CLINICAL TEAMS



DEVELOP
IMPROVE CARE

ALIGNING LEARNERS IN EXISTING CLINICAL SETTINGS



Research

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

KEY ACCOMPLISHMENTS AND UPDATES

- CIPE supported 12 interprofessional faculty members to attend IPE conferences and share their learnings.
 - Two poster presentations at the biennial Collaborating Across Borders VII Conference in October 2019.
 - Two oral presentations at the biennial Collaborating Across Borders VII Conference in October 2019.
 - Oral presentation at the Annual IPEC Institute Conference in May 2019.
 - Poster presentation at the annual Barnes Jewish Hospital Multidisciplinary Conference in 2019.
- Published a controlled trial between nursing and occupational therapy students results in October 2019 (<https://doi.org/10.1016/j.xjep.2019.02.006>).

12

INTERPROFESSIONAL FACULTY MEMBERS

ATTENDED IPE CONFERENCES AND SHARED THEIR LEARNINGS, WITH CIPE SUPPORT



Interprofessional Education: A Controlled Trial of a Shared-Learning Skills Simulation Between RN & OT Students

Julie A. Spencer DNP, RN, CDE; Steven D. Taff PhD, OTR/L, FNAP, FAOTA; Ling Chen PhD, MSPH
Goldfarb School of Nursing at Barnes-Jewish College and Washington University in St. Louis School of Medicine

Motivation

Goal of healthcare interprofessional education (IPE):

- Prepare healthcare providers to work together to provide safer and enhanced patient-centered care.¹

Issues:

- Limited research on knowledge outcomes after IPE
- Students may not understand others' roles in the professional workplace²⁻⁴

Hypothesis:

- Case-based IPE scenarios incorporating clinical evidence and professional role information enhance overall role knowledge and readiness for IPE

Implementation:

- IDEA framework (Interaction, Data, Expertise, and Attention): Integrate evidence into IPE curriculum using case studies & group discussion.⁵
- IPE increased adherence to clinical guidelines (15 studies).⁶
- Case studies, reflective analysis, & simulation lab activities are ways to integrate clinical evidence.^{2, 7-14}
- IPE improved readiness to learn from others¹⁵⁻¹⁹

Research Questions

- What is the difference in **knowledge about transfers, bed mobility, positioning, and RN & OT roles** between RN & OT students who receive IPE vs. those who receive profession-specific education?
- What is the difference in **attitude toward IPE experiences** between RN & OT students who receive IPE vs. those who receive profession-specific education?

Materials/Methods

Design/Sample: quasi-experimental, four-group; convenience samples

- BSN students
- Masters of OT students

Setting: urban medical center - large Midwestern U.S. health system

Participants: intraprofessional & interprofessional groups at equivalent clinical levels

Procedure:

- Control – profession-specific education
- Intervention – case-based IPE simulation, including RN & OT roles

Data Collection: demographics; pre- and post-tests; Readiness for Interprofessional Learning Scale (RIPLS)

Data Analysis: univariate and multivariate; descriptive; 2-sample t-test; chi-square; generalized linear model

Results

Table 1. Pre-post-test changes in overall and role knowledge

| | Intervention (n=133) | OT (n=107) | RN (n=107) | OT (n=107) |
|----------------|----------------------|-------------|-------------|-------------|
| Mean ± SD | 0.14 ± 0.16 | 0.15 ± 0.14 | 0.21 ± 0.19 | 0.15 ± 0.14 |
| 95% CI | 0.08 ± 0.19 | 0.15 ± 0.19 | 0.08 ± 0.19 | 0.15 ± 0.19 |
| p-value | .0002 | .0000 | .0001 | .0002 |
| r ² | 0.02 | 0.05 | 0.04 | 0.04 |
| p-value* | .0076 | .0011 | .0008 | .0023 |

Change in Role Knowledge Score

| | Intervention (n=133) | OT (n=107) | RN (n=107) | OT (n=107) |
|----------------|----------------------|-------------|-------------|-------------|
| Mean ± SD | 0.19 ± 0.22 | 0.08 ± 0.20 | 0.19 ± 0.23 | 0.09 ± 0.19 |
| 95% CI | 0.05 ± 0.22 | 0.17 ± 0.24 | 0.09 ± 0.22 | 0.05 ± 0.23 |
| p-value | .1343 | .0000 | .0019 | .0269 |
| r ² | 1.21 | 0.00 | 0.23 | 0.02 |
| p-value* | .2714 | .0000 | .0108 | .3370 |

Knowledge outcomes varied significantly by program (RN or OT)

- Greatest effect in RN intervention group:
 - overall knowledge (Z = 6.55; p < .0001)
 - role knowledge (Z = 4.73; p < .0001)
- Significant improvement in 12 of 19 readiness items across sub-scales:
 - teamwork & collaboration (4 of 9)
 - negative professional identity (2 of 3)
 - positive professional identity (5 of 5)
 - roles & responsibilities (1 of 2)

Grant Funding

The CIPE received the "Training in Interprofessional Education for Palliative Care in Oncology" grant from the Department of Health and Human Services and the National Institutes of Health with a total award of \$1.38 million.

Local interprofessional team was accepted into the InterProfessional Education eXchange (ipex), a national training program for educators in developing interprofessional education for supportive care in oncology.

Team in alphabetical order: Christa Burke, MSW, LCSW, ACHP-SW, APHSW-C, Brian Carpenter, PhD, Maria Dans, MD, Heather Hageman, MBA, and Amy Jacobs, MSN, RN AGCNS, ACHPN.



The iPEX team at the Interprofessional Education Exchange Training in Chicago, IL. (From left to right: Heather Hageman, MBA Christa Burke, MSW, LCSW, ACHP-SW, APHSW-C, Amy Jacobs, MSN, RN AGCNS, ACHPN, Maria Dans, MD, and Brian Carpenter, PhD.)

Integration of Pharmacy Students into the Washington University Saturday Neighborhood Health Clinic

Yoon Lee¹, Zheng Bai², Chulwika Chindum³, Megan Lambert⁴, Andrew Qi⁵, Benjamin Katz⁶, Sophia Evans⁷, Will R. Boer⁸, MD MPH, Sude Chen⁹, Lars Kohnen¹⁰, PharmD

¹ St. Louis College of Pharmacy, ² Washington University School of Medicine in St. Louis

Background

In 2017, the Saturday Neighborhood Health Clinic (SNHC) provided medical services to 412 patients including writing 263 prescriptions. Dispensing prescriptions to patients is not an essential part of the SNHC mission, but that does pose a challenge to ensure optimal care. Verifying patients receive an ideal medication regimen and education is critical in ensuring successful treatment outcomes. As an episodic clinic, commonly seeing patients who have gone years without receiving necessary medications, volunteers at the SNHC frequently only have one hour long visit to identify optimal medication combinations and provide proper education.

Purpose/Goal

To address the unique challenges, the SNHC interprofessional committee sought to integrate pharmacy students and faculty from the St. Louis College of Pharmacy (SLCOP) into the clinic workflow in collaboration with health professional student leadership council (HPLC), an interprofessional student organization at Washington University Medical Campus. Pharmacy student integration serves a primary goal of improving patient care through enhancing medication management and education. This connection also serves a secondary goal of improving the student volunteer learning experience at the SNHC by providing the opportunity to work in an interdisciplinary team.

Description

The pilot pharmacy collaboration was designed with three main goals for pharmacy students: optimizing medication regimens, evaluating cost assistance programs, and providing medication education to patients. In the workflow, one pharmacy student from SLCOP is paired with two medical students, forming a clinical team. All three students see patients together to take the history portion of the history and physical. Pharmacy students conduct the medication review, pharmacy students consider appropriateness of current medications and discuss any changes necessary with a pharmacy faculty preceptor. After the physical exam is completed, the pharmacy and medical students convene to discuss their findings and develop a collaborative health plan, which may include laboratory tests, prescriptions, treatments, and specialty referrals. Medical students then discuss the health plan with the patient and pharmacy students provide any medication counseling necessary. (A schematic illustration of the workflow is displayed at the left corner).

Significance

Integrating pharmacy students into SNHC provides valuable opportunity for students to experience interprofessionalism in a real life clinic setting. Students may be exposed to importance of interprofessionalism and collaborating with other professions in classroom settings or while observing an interprofessional medical team. However, it is hard to fully appreciate the impact of interprofessional collaborating before participating in an active role as a team member providing a treatment plan for an actual patient. While working together, students from each profession can exchange their knowledge of their respective profession. Also, they can better understand their own and others' scope of practice and expertise.

Results

The integration of pharmacy students and faculty has provided a valuable addition to the clinic's services, giving student volunteers the opportunity to work as part of a team. Structuring the clinic workflow so that pharmacy students took part in gathering the medical history allowed the students to better achieve their clinical goals and gave them the opportunity to serve in more than just a consultant role. According to one of the participating pharmacy students, "this was truly a great experience to expose pharmacy students in their clinical years with real life decision making process, as well as working interprofessionally." However, while the SNHC served an average of 9 patients each Saturday in 2017, the clinical teams saw 4 patients on each of the 3 days the workflow was piloted. Nevertheless, no patients had to be turned away either day, indicating that the lower patient load may have allowed the teams to take more time with each encounter. Additional trials will be conducted to optimize the current workflow and continue enhancing the patient and volunteer experience at SNHC.

Future Directions

In order to address the challenges presented in the trial and further progress towards our goals we have devised a number of changes to be implemented forward. To address the concerns for the equitable distribution of time between clinical and pharmaceutical education, clear guidelines will be communicated regarding the appropriate deliberation time for clinical and pharmaceutical subjects before and after seeing patients. To address the difficulty of collecting objective data we will use narrative assessments asking patients how well equipped they feel to acquire and effectively use their medication. Finally, to reduce physician non-compliance with the collaborative workflow we will communicate to them what we hope to accomplish with the collaboration and clear about the valuable experience that they and the students stand to gain.

We would like to thank Center for Interprofessional Practice and Education at Washington University Medical Campus for supporting and advising HPLC. We thank St. Louis and its Alumni Association for the generous support for the Saturday Neighborhood Clinic.

Yoon Lee, pharmacy student at the St. Louis School of Pharmacy, presenting at the Collaborating Across Borders VII Conference in Indianapolis, IN.



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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 2020. If interested, email Heather Hageman, the Director at hagemanh@wustl.edu.

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

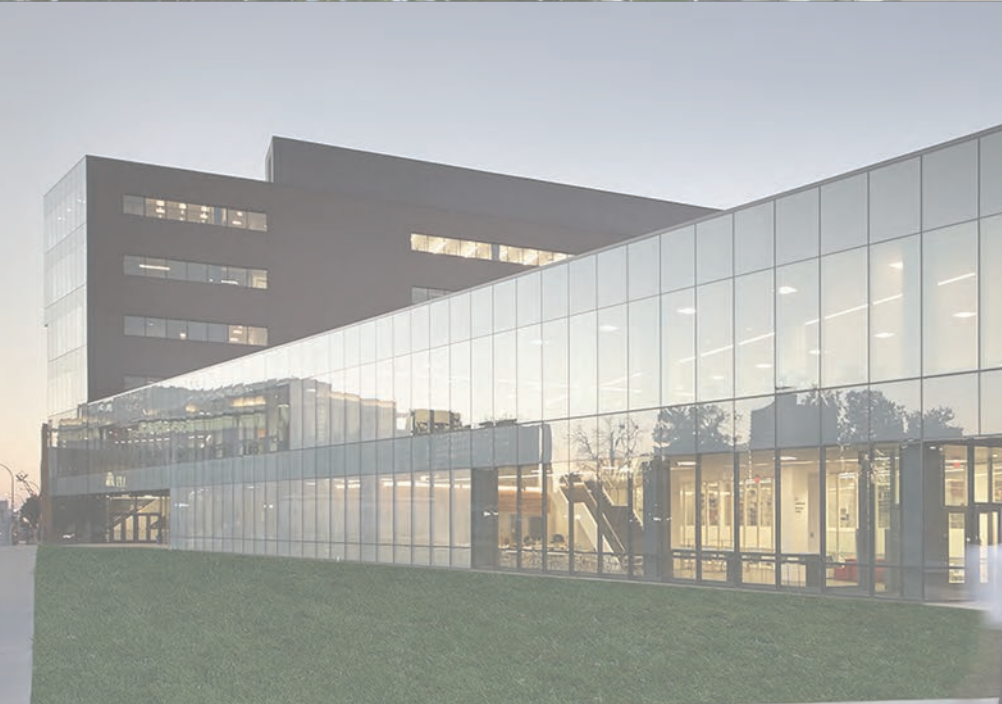
Want to stay up to date with current CIPE events and news? Email cipewumc@stlcop.edu to get on our mailing list.





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