

Center for Interprofessional Practice and Education at Washington University Medical Campus

2020-21 ANNUAL REPORT

BARNES JEWISH
College
Goldfarb School of Nursing
BJC HealthCare

UNIVERSITY OF
HEALTH SCIENCES
& PHARMACY
in St. Louis

Washington
University in St. Louis
SCHOOL OF MEDICINE



"I am pleased to serve as the chair of the Steering Committee for the Center for Interprofessional Practice and Education (CIPE). Even through the pandemic, the CIPE continued to provide an outstanding interprofessional learning experience for our students. These learning activities are so very central to the tenet of collaborative practice. I appreciate the opportunity to serve on the Steering Committee and I look forward to working with the CIPE staff and our partners to accomplish the goals of the Center."



Mayola Rowser, PhD, DNP, FNP-BC, PMHNP, CIPE Steering Committee Chair

Jack Taylor Dean and Professor at Goldfarb School of Nursing, Barnes Jewish College

From the Director

The Center for Interprofessional Practice and Education moved its newly developed Phase I curriculum to a virtual platform while concurrently focusing development on three prioritized Phase II projects: Transitions of Care Case-Based Discussion, Standardized Patient Team Experience and Hotspotting.

Alignment continues across our strategic priority areas:

- **Education:** Phase I, implemented 100% virtually, performed as well or even better than the in-person three-session experience previously. Feedback about all Phase I & II experiences has been positive and will culminate in a Phase III logic model building session in August toward the final alignment of our overall three-phase curriculum model.
- **Practice:** The Phase II Hotspotting experience melds our educational mission into practice through a partnership with a hospital team charged with preventing unnecessary readmission of discharged patients. In addition, we continue to train clinicians at partner hospitals and community health centers to facilitate in Phase I, where they learn key collaborative skills to bring back to their teams in practice.
- **Research:** Research efforts were concentrated this year through the Director's involvement in national efforts.
- **Community of Interprofessional Champions:** Eight new Master Interprofessional Educators were inducted this year! In addition, CIPE launched a pilot Student-Resident Teaching Certificate Program in partnership with the Washington University Center for Teaching and Learning.

It is gratifying to see our community growing across the educational continuum into practice and the bidirectional learning that is enriching the knowledge and skills of all involved. We look forward to finalizing our curriculum framework and tightening connections between the phases in the coming year.



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, University of Health Sciences & Pharmacy in St. Louis, 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

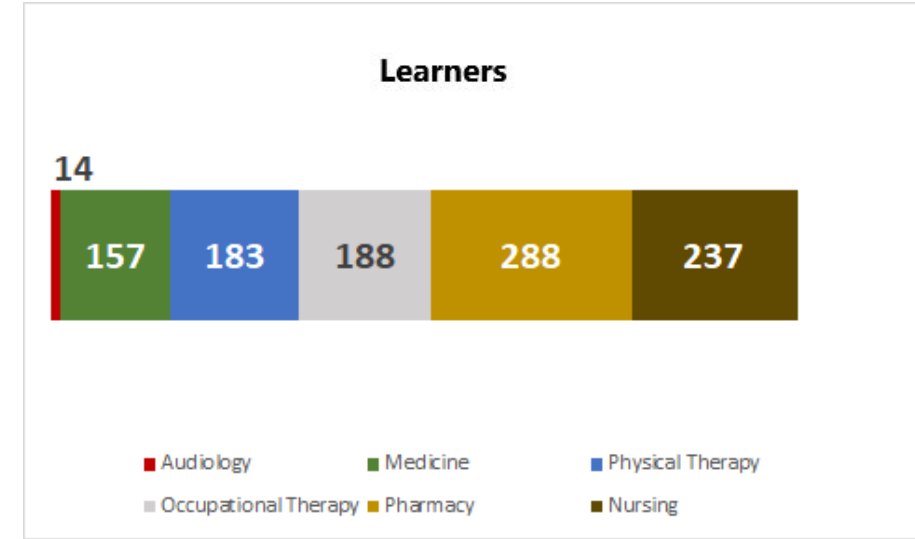
EDUCATION

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.

1067 learners from six professions participated in CIPE-sponsored IPE activities, across both Phase I (620 learners) and Phase II activities: Transitions of Care (49 learners), Standardized Patient Team Experience (394 learners), and Hotspotting (4 learners).

1067

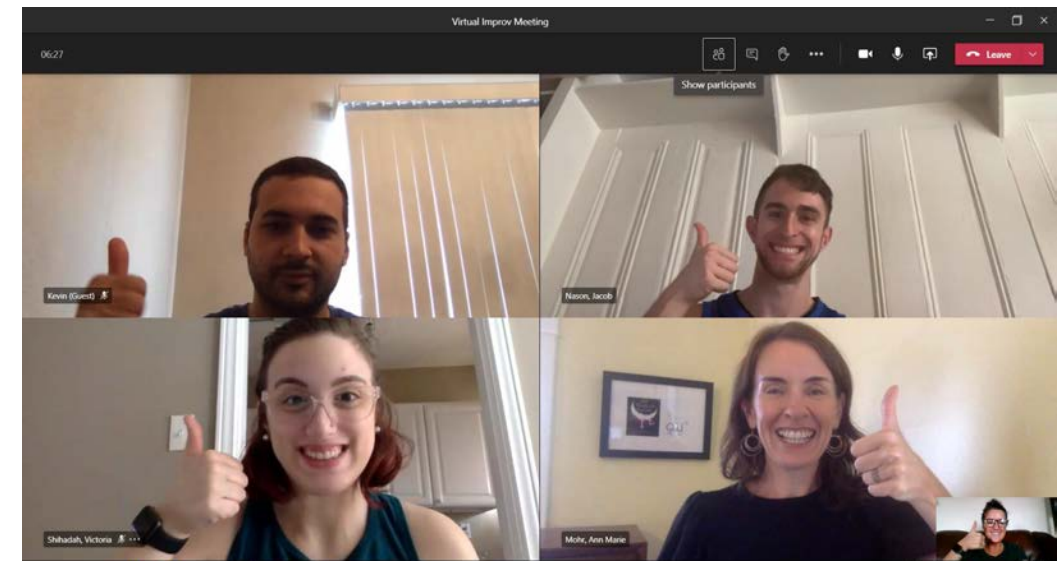
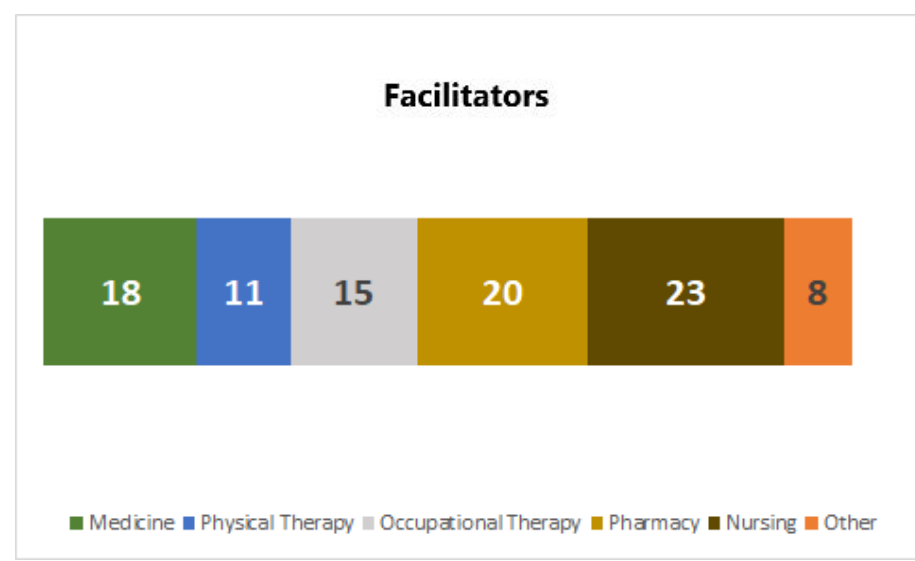
LEARNERS PARTICIPATED IN PHASE I (620) AND PHASE II (TOC (49) SPTE (394), HOTSPOTTING (4))



“One strength was getting to interact with other future health care professionals. Especially because there's a health professional hierarchy, so I feel that the CIPE Phase I Curriculum kind of opened the door to removing the hierarchy.”
-Medicine Student

95

UNIQUE FACILITATORS FROM PHASE I AND II



CIPE Interns

CIPE hosted 10 interns/rotation students from 5 programs (Medicine, Nursing, Occupational Therapy, Pharmacy, and Social Work) in the 2020-21 academic year.



620
LEARNERS

76
FACILITATORS

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

- Phase I was successfully implemented virtually!
 - 620 learners across 6 health professions
 - Learners were satisfied with each session (73-88% agreement)
 - Three 1.5 hour sessions virtually with 1 hour pre/post work
 - 7 session leaders
 - 7 clients/patients
 - 7 logistics experts
 - 76 faculty/clinician facilitators
 - 3 student interns
- Successfully launched Phase II Curriculum with three prioritized activities
- Assessed and improved Phase I Curriculum
- Began working groups to create Phase III Curriculum

► NEXT STEPS AND GOALS

- Refine Phase I and Phase II Curriculum
- Begin planning Phase III CIPE Curriculum

Hotspotting

Hotspotting brings together a team of learners over an 8-month period to engage with a client/patient who needs extra support. Learners complete an online curriculum from the Camden Coalition throughout the activity.

► KEY ACCOMPLISHMENTS AND UPDATES

- In our AY 2020-2021 pilot, four senior-level interprofessional students from medicine, nursing, occupational therapy, and pharmacy engaged virtually with a client/patient identified by the BJH Stay Healthy Outpatient Program (SHOP) to:
 - Address systemic barriers to health care
 - Provide person-centered, trauma-informed care
 - Implement a guiding strategy to respond to their needs

► NEXT STEPS AND GOALS

- Expand the teams
 - Two teams of learners
 - MPH students added to team
- Trial medicine resident as one team coach; GSON faculty member for the other coach

4

PILOT
LEARNERS

“Another strength that I see is just the fundamental goal of Hotspotting- to focus in on patients who aren't being properly served by the healthcare system. I think it's such a great idea to take a team of people (especially students, who typically have more flexible schedules than clinicians and want as many clinical experiences as possible before graduation) to target these chronically ill patients and really take the time to learn their stories and help them in ways the traditional medical model isn't able to help.”

-Hotspotting Coach

THREE-PHASE IPE CURRICULUM MODEL



Center for Interprofessional Practice and Education
at Washington University Medical Campus

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College
Goldfarb School of Nursing
IRB Approved


UNIVERSITY OF
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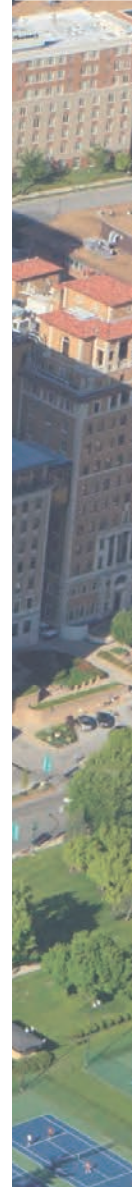
Washington
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CIPE Hotspotting Team – St. Louis, MO

Final Wrap-Up Project

April 15, 2021





Transitions of Care Experience

This experience focuses on the transition of patients from hospital to home allowing learners to discuss clinical skills and develop a discharge plan for a patient.

► KEY ACCOMPLISHMENTS AND UPDATES

- Delivered virtually in AY 2020-2021 for 49 learners from occupational therapy, pharmacy, and physical therapy
- March 10, 2021 for 2.25 hours, with 8 teams of learners/facilitators
- Over 90% of learners felt that after this case-based discussion they were more aware of the importance of interprofessional communication during transition of care and felt comfortable sharing the client/patient and profession-specific goals with interprofessional group members
- The majority of students favored the small group and virtual environment
- Greater representation of different professions within each group continues to be a challenge and we will continue working on this

► NEXT STEPS AND GOALS

- Deliver the experience virtually in Spring 2022
- May add additional administrations if needed from programs

Transitioning Patients FROM HOSPITAL TO HOME



“Small groups with a facilitator helped to foster discussion, and I felt comfortable sharing my thoughts. Presenting everything within a case study was an effective way to learn from each other and learn the different professions roles within transitions of care” – 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

- The SPTE successfully offered the experience entirely virtually during the AY 2020-2021
- 394 learners participated in 3 scheduled virtual events in November, February, and April
- Learners noted their team worked well together and demonstrated components of teamwork such as communication, respect, collaboration, and listening
- SPTE Feedback and Reflection form developed this year
- Written feedback provided following the April 2021 administration
- Co-facilitation model established

► NEXT STEPS AND GOALS

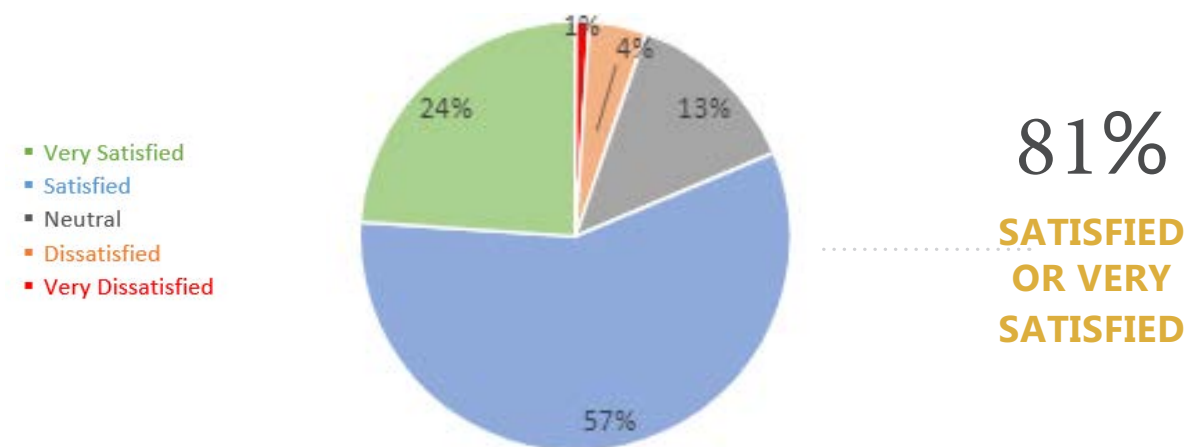
- Planning for 6 administrations/year for all students starting February 2022



“I really enjoyed hearing the perspectives of team members in other disciplines. It helped me understand their roles when creating a discharge plan.”

– Pharmacy Student

Overall Student Satisfaction of the SPTE



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.

KEY ACCOMPLISHMENTS AND UPDATES

- Hosted 5 training sessions to prepare 76 facilitators and session leaders to facilitate in the Phase I Curriculum
- Hosted 12 professional development workshops with 165 clinicians and educators in attendance, including IPE 101 twice to meet the growing needs of our community
- 8 faculty earned the **Master Interprofessional Educator Certificate**:
 - Jessie Bricker, OTD, OTR/L
 - Caroline Day, MD, MPH
 - Julie Lewis, MPH
 - John Lin, MD
 - Sara Lingow, PharmD
 - Travis Linneman, PharmD
 - Sara Richter, PharmD
 - Melanie VanDyke, PhD
- Hosted new PD workshops such as "Clinical Teams in Action" and "Assessing and Engaging Community Health Workers"
- Launched pilot Student-Resident Teaching Certificate program in collaboration with the Washington University Center for Teaching and Learning involving 8 learners from 4 programs: audiology, nurse educator, medicine student and medicine resident
 - The program will run on a calendar year, include workshops on general principles as well as IPE, and culminate with an interprofessional teaching experience

NEXT STEPS AND GOALS

- Continue quality improvement of existing PD workshops
- Continue to assess needs of IP community and develop appropriate resources as needed

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

- HPSLC's events focused on utilizing virtual platforms for education, advocacy, and interprofessional collaboration and development
- Hosted and co-hosted 5 virtual events during the Fall and Spring semester with nearly 275 attendees
- Over 8,000 students reached through social media presence
- Partnered with VIPE, a national virtual IPE experience, integrating two new interprofessional case studies, promoted education and discussion around Black and Transgender patients, COVID-19, professional burnout, and chaplaincy in healthcare
- Partnered with Saturday Scholars, a medical school-led initiative to introduce the world of healthcare to Missouri high school students, introducing them to 5 separate case discussions lead by current healthcare students across all professions
 - An estimated 80 students attended each session
- Partnered with National Student Response Network, promoting virtual volunteer opportunities for COVID-19 contract tracing
- Partnered with the student-led organization, LouHealth, helping to spread awareness of healthcare-related legislation, ballot notarizing, and advocacy opportunities
- Partnered with UHSP to host a virtual documentary screening and discussion, focusing on suicide and burnout in the healthcare professions
 - Support staff were present for students
- Partnered with medical students across all the campuses to fundraise for Action St. Louis, supporting the Black Lives Matter movement
- Partnered with the Script Your Future Campaign in collaboration with UHSP students
- Provided student volunteers to aid in CIPE's virtual events for incoming first year students across the healthcare professions

NEXT STEPS AND GOALS

- Encourage further student discussions of interprofessional teamwork and collaboration through development of interactive online case study events
- Promote educational resources and events that initiate discussion on better serving disadvantaged populations and closing the gap in healthcare inequalities



5

VIRTUAL
EVENTS

OVER
8,000
STUDENTS
REACHED

Practice

CIPE has built two key partnerships to infuse collaborative clinical practice into our curriculum.



► 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.
- The Coalition was deeply involved in co-designing the Phase I curriculum to be implemented virtually during the pandemic
- CHWs shared their personal stories as podcasts and then participated in a Zoom debriefing with approximately 100 learners and facilitators regarding the social and structural determinants of health impacting their wellness.
- As a follow-up, members of the St. Louis held a virtual CIPE professional development workshop for clinicians in practice to understand the role of the CHW and how to collaborate with them in their practices.

► Barnes-Jewish Hospital

- **Barnes-Jewish Stay Healthy Outpatient Program (SHOP)**
 - The Barnes-Jewish Stay Healthy Outpatient Program partnered with CIPE in the Phase II Hotspotting project to identify a patient they were tracking as vulnerable for readmission to the hospital who could benefit from extra assistance from our student team.
 - The long-term intent is to follow more of the BJH SHOP team's patients longer than their 30-day program to instill self advocacy behaviors and assistance with social determinant of health factors.
- **Barnes-Jewish Hospital Clinicians**
 - The BJH chief operating officer and chief nurse executive provided credits toward promotion for BJH-employed clinicians who facilitated in the CIPE curriculum.
 - In AY20-21, 13 BJH nurses, pharmacists and social workers facilitated in the Phase I curriculum, bringing their learnings back to their clinical practices.



ALIGNING LEARNERS IN EXISTING CLINICAL SETTINGS



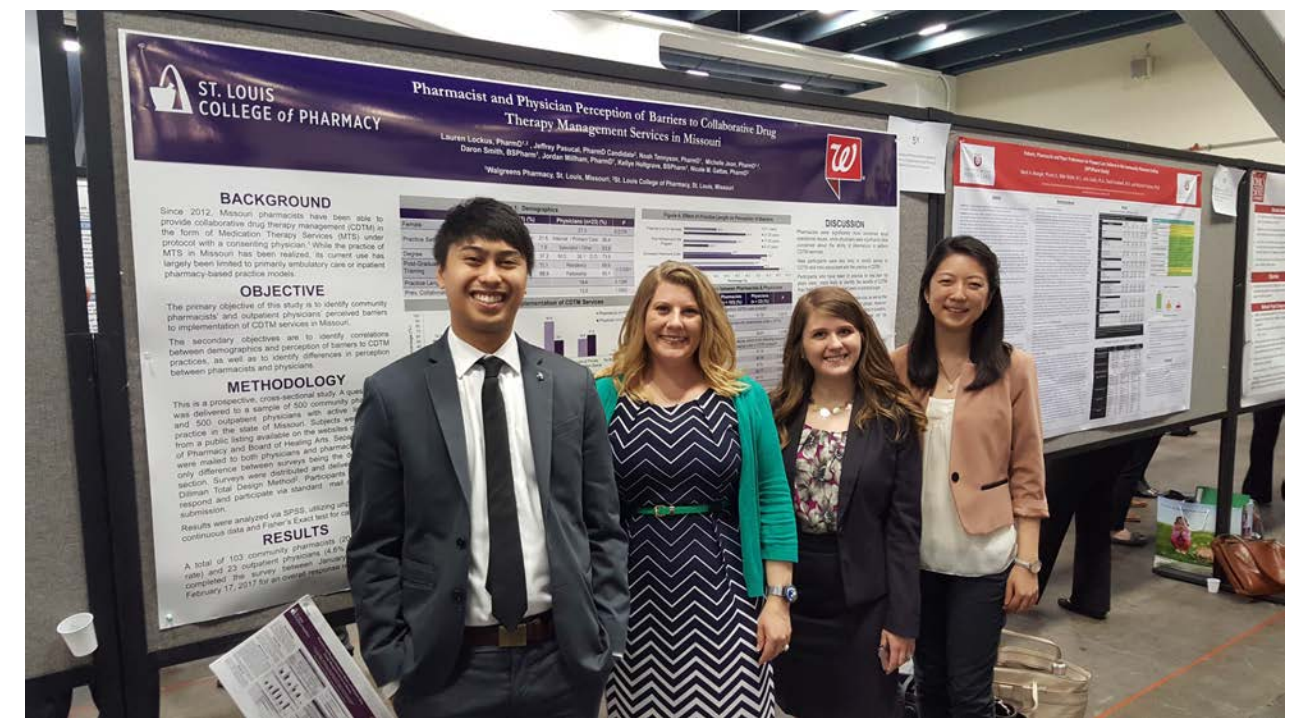


Research

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

KEY ACCOMPLISHMENTS

- Center Director Heather Hageman is involved in national research projects through her involvement with the [American Interprofessional Health Collaborative's Organizational Models Task Force](#). A series of publications is forthcoming.
- Congratulations to Center Director Heather Hageman for being selected to both the IPEC-Expert Panel and the NEXUS Innovation Challenge! In addition, Hageman was named to the Online Team for [Virtual IPE](#), an international online collaboration for interprofessional case-based discussions.
- Congratulations to UHSP faculty Drs. Michelle Jeon and Nicole Gattas and former resident Dr. Lauren L. Koval on their publication in the Journal of Interprofessional Education and Practice.
 - Pharmacist and physician perception of barriers to collaborative drug therapy management in Missouri.
- Congratulations to Drs. Marghuretta Bland, Alison Stevens, Patricia Nellis, Jay Meuggenburg, Tim Yau, and Justin Chen on their publication in the Journal of Interprofessional Care.
 - Interprofessional education and transitions of care: a case-based educational pilot experience.



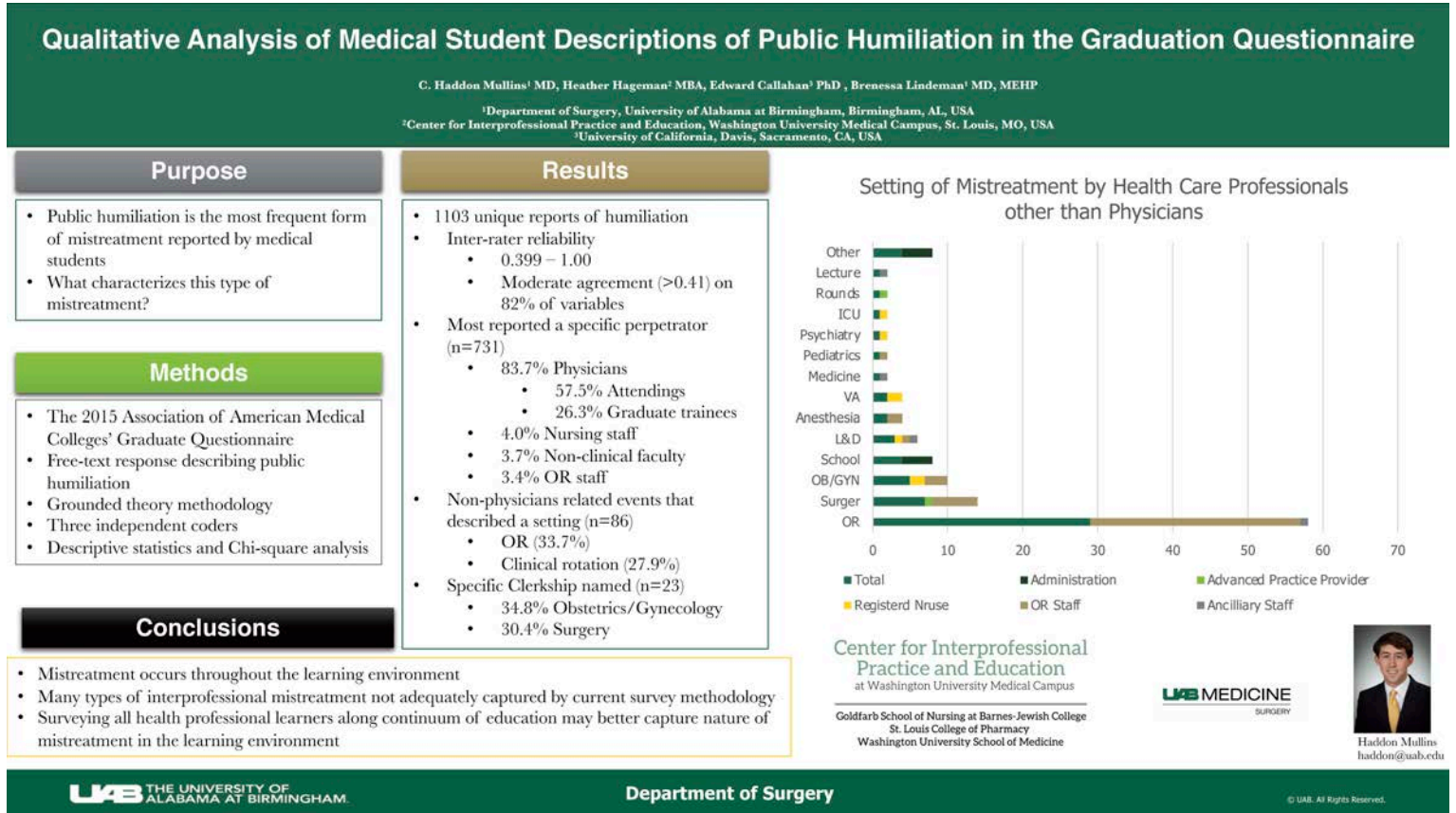
Interprofessional education and transitions of care: a case-based educational pilot experience

Marghuretta Bland¹, Alison Stevens², Patricia Nellis³, Kay Mueggensburg⁴, Timothy Yau⁵, C ChenJustin⁶

Affiliations + expand
PMID: 32609020 DOI: 10.1080/13561820.2020.1769041

Abstract

Interprofessional education is becoming a requirement for accreditation of most health profession programs, therefore it is necessary to share innovative experiences so all can learn from the successes and barriers of implementation. Faculty members from five health profession programs (medicine, nursing, occupational therapy, pharmacy, and physical therapy) were tasked with developing a pilot interprofessional education experience focused on transitions of care. The result was a three-phase experience in which students individually completed online virtual cases, then came together for small- and large-group discussions, and concluded by working through a simulated patient discharge. Objectives centered on recognizing the individual's professional role during transitions of care, identifying barriers to transitions of care, and evaluating strategies to improve safety during a transition. Outcomes were measured using an anonymous pre and post-experience survey. Twenty-three students completed the experience and identified key themes related to their profession's role in, and barriers to a transition of care. The majority of students strongly agreed that this experience has made them more aware of the importance of interprofessional communication, and that they would recommend this pilot experience to a colleague.



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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 2021. 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

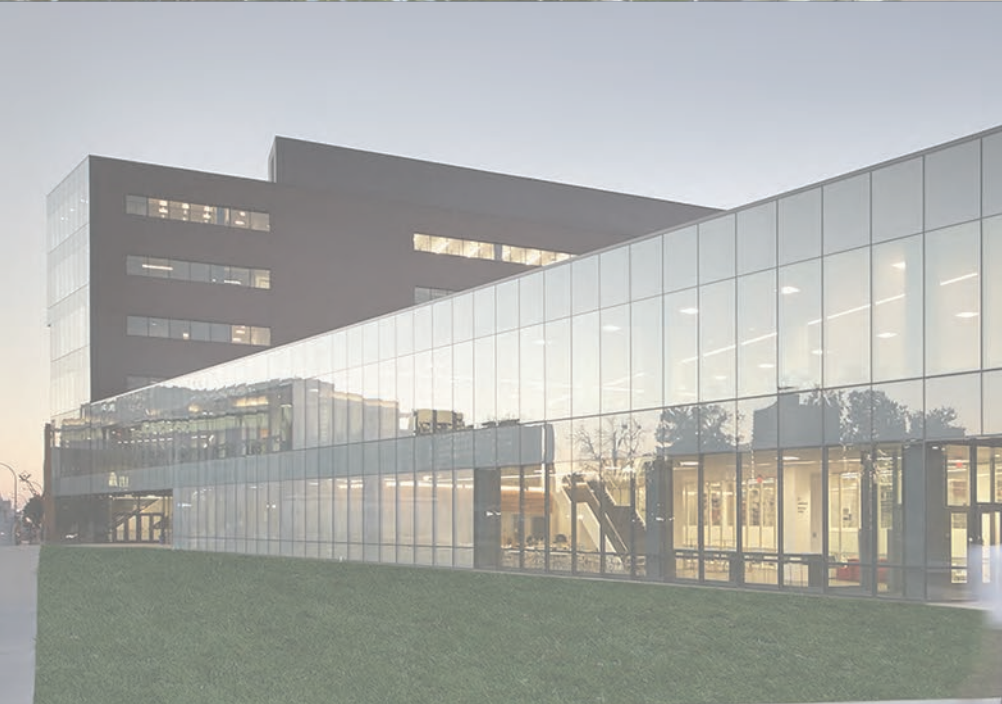
Want to stay up to date with current CIPE events and news? Email cipewumc@uhsp.edu to get on our mailing list.





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