

# Center for Interprofessional Practice and Education at Washington University Medical Campus

Goldfarb School of Nursing at Barnes-Jewish College | University of Health Sciences and Pharmacy in St. Louis | Washington University School of Medicine

Community of Interprofessional Champions

Knowledge

Practice

Skills

## Annual Report 2023 – 2024

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## From the Director

This past year, the Center has experienced a myriad of changes:

- [Curriculum](#)
  - Our Phase I curriculum for first-semester, first-year students returned in person – what a lift!
  - After EIGHT years of trying to implement a longitudinal curriculum, we are shifting to a [flexible Menu of Activities model](#) – an ambitious endeavor as we repurpose what has worked well in the past and discard what did not. A HUGE shoutout to Curriculum & Assessment Committee chair, Dr. Amy Tiemeier, for her leadership, patience, and creativity.
- [Professional Development](#)
  - We inducted 21 Master Interprofessional Educators for a total of 79 individuals in our MIE Community!
  - Due to promotions and departures in our longstanding Professional Development Team, we are engaging MIEs to help deliver our programming for health professionals in practice.
- [Students](#)
  - Our Student-Resident Teaching Certificate program continues to grow with 24 enrolled in the 2024 cohort!
  - HPSLC struggled with engagement as we fully emerged from the pandemic; this year was spent on succession planning toward stronger involvement from all CIPE programs.
  - We were again thankful to have 11 interns from the fields of art design, public health and pharmacy this year – we could not do what we do without these gifted individuals!

Additionally, CIPE Director Heather Hageman completed the Leadership Excellence and Development Program (LEAD). The program is designed for WashU staff members who manage others and lead large teams or scopes of programs and are seeking the opportunity to have a stronger leadership impact multiple layers out from their immediate scope of influence.

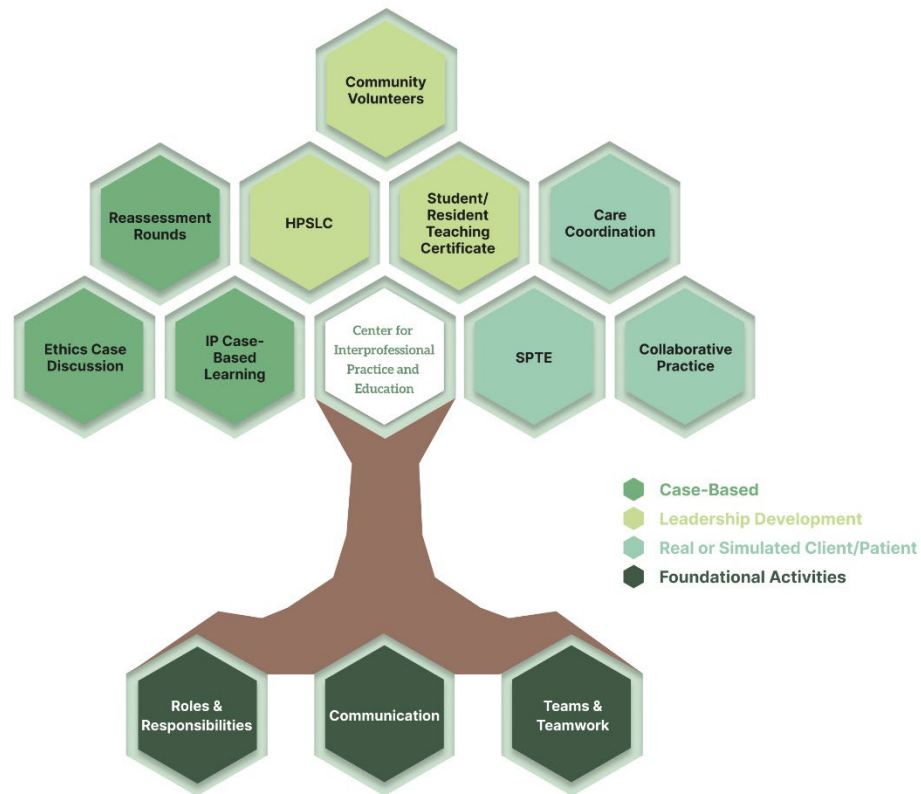


CIPE Director, Heather Hageman (right) receiving her LEAD Certificate from WashU Director of HR Learning and Development, Carla Bailey.

# Curriculum

## Transition to Menu of Activities

The CIPE is excited to release its new [Menu of Activities \(MOA\)](#) curriculum framework. The intent is to allow for more flexibility for CIPE programs to engage with CIPE activities. The prerequisite for the MOA is core Foundational Content.



**Foundational Content** consists of core interprofessional content mirrored after the four [Interprofessional Education Collaborative competency](#) domains, taught either within programs unprofessionally or interprofessionally, and in which no simulated or community facing client/patient is present. Programs can use their own content for the knowledge areas below or utilize the noted resources provided by the CIPE. Students are typically exposed to this content during their first year.

Students can then participate in the CIPE Menu of Activities (MOA), organized by activity type: Case-Based, Real or Simulated Client/Patient, and Leadership Development. See our IPE Menu of Activities Overview to see how our MOA fits together and how the Center continues to develop a community of Interprofessional Champions.

| Foundational Content – Delivered Unprofessionally                           |   |   |                                 |
|---|---|---|---------------------------------|
| IPEC Competency   | Prerequisite(s)   | CIPE Module Resources   | Length of Time                  |
| <b>Roles &amp; Responsibilities (RR)</b>                                    | • None  | <ul style="list-style-type: none"> <li>• RR descriptions/videos</li> <li>• Stereotypes/bias PPT across professions</li> </ul>   | 1 hour                          |
| <b>Communication (C)</b>  | • None  | <ul style="list-style-type: none"> <li>• Intro to Collaborative Communication Video</li> <li>• Collaborative Communication Exercises</li> </ul>   | 45-60 minutes                   |
| <b>Teams &amp; Teamwork (TT)</b>  | • None  | <ul style="list-style-type: none"> <li>• Interprofessional Team Meeting Videos</li> <li>• Debriefing Exercises</li> </ul>   | 1 hour                          |
| <b>Values &amp; Ethics (VE)</b>   | • TBD   | • N/A   | TBD                             |
| Case-Based Session Activities – Delivered Interprofessionally               |   |   |                                 |
| Activity Name   | Prerequisite(s)   | IPEC Competencies   | Length of Time                  |
| <b>IP Case-Based Learning</b>   | <ul style="list-style-type: none"> <li>• RR</li> <li>• C</li> <li>• TT</li> </ul>   | <ul style="list-style-type: none"> <li>• Roles &amp; Responsibilities (RR)</li> <li>• Communication (C)</li> <li>• Teams &amp; Teamwork (TT)</li> </ul>                                     | 90-120 minutes                  |
| <b>Ethics Case Session</b>  | <ul style="list-style-type: none"> <li>• RR</li> <li>• C</li> <li>• VE</li> </ul>   | <ul style="list-style-type: none"> <li>• Values &amp; Ethics (VE)</li> </ul>  | 90-120 minutes                  |
| <b>Reassessment Rounds</b>  | • TBD   | • TBD   | TBD                             |
| Real or Simulated Client/Patient Activities – Delivered Interprofessionally |   |   |                                 |
| Activity Name   | Prerequisite(s)   | IPEC Competencies   | Length of Time                  |
| <b>SPTE<br/>(Standardized Patient<br/>Team Experience)</b>                  | <ul style="list-style-type: none"> <li>• RR</li> <li>• C</li> <li>• TT</li> <li>• Case-Based Session</li> </ul>   | <ul style="list-style-type: none"> <li>• Roles &amp; Responsibilities (RR)</li> <li>• Communication (C)</li> <li>• Teams &amp; Teamwork (TT)</li> <li>• Values &amp; Ethics (VE)</li> </ul> | 90 minutes                      |
| <b>Care Coordination<br/>(Formerly known as<br/>Hotspotting)</b>            | <ul style="list-style-type: none"> <li>• RR</li> <li>• C</li> <li>• Case-Based Session</li> <li>• Social Determinants of Health (SDOH)</li> </ul>   | <ul style="list-style-type: none"> <li>• Roles &amp; Responsibilities (RR)</li> <li>• Communication (C)</li> <li>• Teams &amp; Teamwork (TT)</li> <li>• Values &amp; Ethics (VE)</li> </ul> | October-April,<br>3 hours/week  |
| <b>Collaborative Practice</b>   | <ul style="list-style-type: none"> <li>• RR</li> <li>• C</li> <li>• TT</li> <li>• Case-Based Session</li> </ul>   | <ul style="list-style-type: none"> <li>• Roles &amp; Responsibilities (RR)</li> <li>• Communication (C)</li> <li>• Teams &amp; Teamwork (TT)</li> <li>• Values &amp; Ethics (VE)</li> </ul> | <i>Will vary by<br/>program</i> |
| Leadership Development Activities – Delivered Interprofessionally           |   |   |                                 |
| <b>HPSLC<br/>(Health Professional<br/>Leadership Council)</b>               | Students of all levels are encouraged to participate in extracurricular activities run by HPSLC throughout the year; leadership opportunities exist on the board and as activity leads  |   |                                 |
| <b>Student/Resident<br/>Teaching Certificate</b>                            | One-year, flexible program where participants learn basic principles of pedagogy and fundamentals of IPE, and then co-facilitate an IPE experience and receive feedback on their skills from a faculty member of a different profession |   |                                 |
| <b>Community Volunteers</b>   | Students can participate in various community volunteering through CIPE   |   |                                 |



## Phase I

Phase I returned to its first in-person iteration since the start of the COVID-19 pandemic. The 2023-2024 Academic Year Phase I consisted of three sessions that each provided three hours of synchronous programming across four locations on campus. Phase I was supported by 33 faculty and clinician facilitators, which included four session leaders and four client/patients each, along with two logistics experts, two CIPE staff, and one CIPE intern.

### Session 1: Meet the Team

Learners were introduced to their interprofessional learner teams and interprofessional clinician mock team leading their sessions. Each IP clinical team included an Audiologist, Genetic Counselor, Community Health Worker, Nurse, Occupational Therapist, Physical Therapist, Physician, and Pharmacist. Clinicians presented information about their profession, each covering Roles & Responsibilities, General Description, Education, Practice Setting, and Specialization(s).

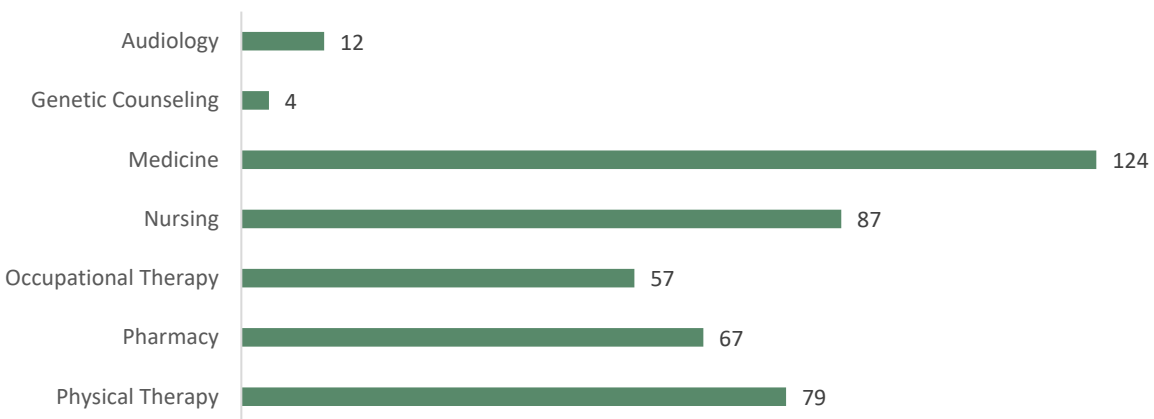
### Session 2: See the Team

Teams of IP learners were tasked with exercises intended to deepen their understanding of how interprofessional clinical teams work together with distinct roles to care for their client/patient and where beneficial overlaps occur. They also reviewed the importance of Social and Structural Determinants of Health (SSDOH) and how their clinical roles interact with SSDOH. Learners were introduced to Collaborative Communication exercises, and their IP team of clinicians modeled communication styles. At the end of Session 2, learners listened to the podcast of their client/patient and reviewed their assigned SSDOH barrier to address in their interprofessional teams.

### Session 3: Be the Team

Learners were tasked to work on a care plan for their client/patient in the scope of the identified SSDOH barrier. The Community Health Worker (CHW) in their interprofessional mock team of leaders was revealed to be the client/patient. The CHW provided feedback on learner presentations from both a professional and client/patient perspective.

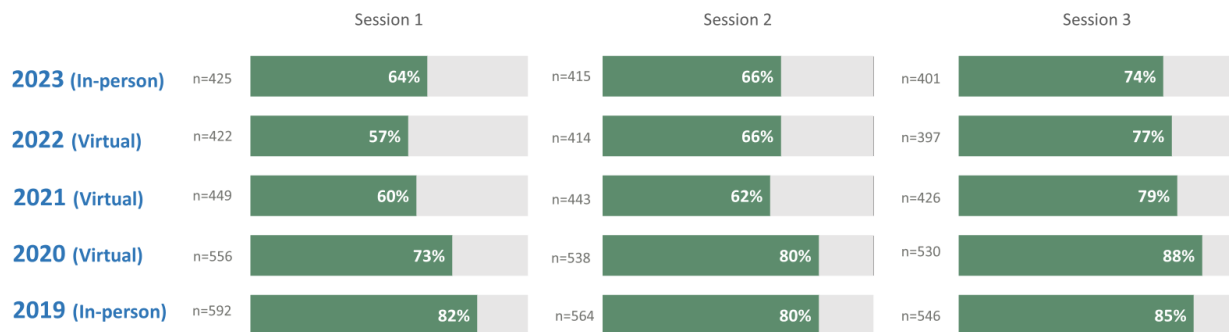
## PHASE I LEARNERS BY HEALTH PROFESSION (N = 430)



As anticipated, learners strongly agreed that CIPE met each of their learning objectives in 2023 (90-96%). In fact, the Center saw its highest agreement among learners that Phase I met its learning objectives since before the COVID-19 pandemic. Although learner satisfaction increased particularly for Session 1 from 2022 to 2023, it did not return to its pre-pandemic rates. The Center recognizes that although the curriculum we developed meets its high standards for learning objectives, the way in which we deliver the material must be updated for a post-pandemic world. As mentioned above, the Center is moving forward with a Menu of Activities which will allow for programs to deliver the same high quality foundational IPE curriculum in ways that better meet learner expectations. As such, 2023 was the CIPE's last year for running the Phase I activity as a singular curricular event.

## Learner Satisfaction 2019 - 2023

Satisfaction for Phase I increased most notably for S1, but did not return to the levels of the last in-person administration in 2019.



The Center continues to work closely with our Curriculum & Assessment Committee as we develop our newly formatted Foundational IPE Activities, repurposing the most effective activities from the old Phase I. We look forward to providing you with updates in next year's Annual Report. To keep up with the Center as we release updates, visit [our website](#).



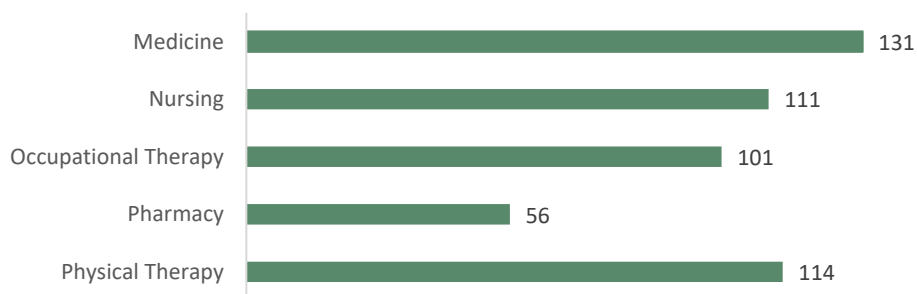
One of four large groups of interprofessional learners attending Phase I in 2023. Photograph taken by CIPE Staff.

## Standardized Patient Team Experience

The Standardized Patient Team Experience ([SPTE](#)) is a 1.5 hour simulation activity which brings at least two, and up to five, different health care professions together. Learners from Medicine, Nursing, Occupational Therapy, Pharmacy, and Physical Therapy practice how a real-life health care team would function to effectively and efficiently care for a hospitalized patient/client who has had a stroke. Interprofessional learner teams determine how to work together to take a history, perform a physical, and develop an admission or discharge plan depending on the mix of the professions present. The experience is then debriefed by interprofessional faculty co-facilitators and a standardized patient.

The Center offered six sessions of the SPTE in AY 2023-2024: two admission and four discharge cases. The faculty team has directed attention this past year to standardizing and improving the quality of feedback co-facilitators provide to student teams. Satisfaction rates for learners ranged from 86%-95%, continuing SPTE's reputation as a favorite activity among learners. A total of 513 learners participated in the SPTE this year – a 31% increase in participation between AY 2022-2023 and AY 2023-2024.

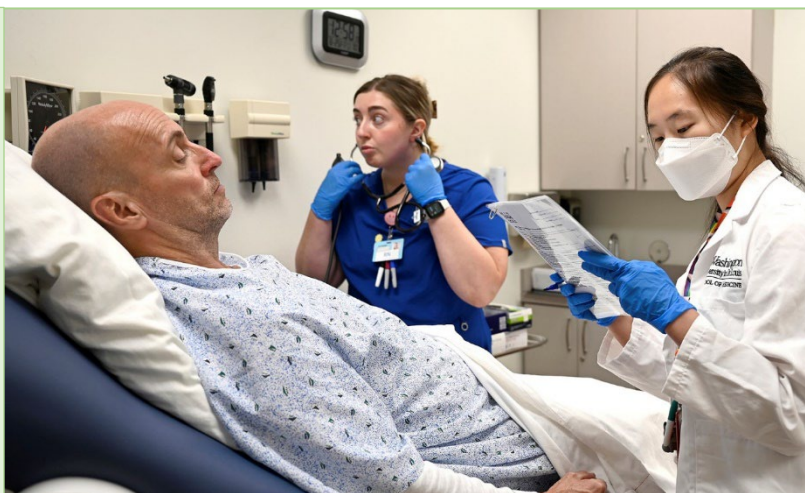
### SPTE Attendance by Health Profession (N= 513)



The Center continues to develop and deepen relationships within the Washington University Medical Campus and additional health programs to bring forth the highest quality educational experience. We look forward to updating you in our next Annual Report with what the CIPE has on the horizon. [Stay tuned!](#)

"I really appreciated our SP's explanation of how team members with different roles don't just have different tasks and focuses, but also tend to form different relationships/kinds of rapport with patients. It emphasized for me how within the team, the load is spread around so that as a collective we can provide better and kinder care. The single most important take away that I learned is that every healthcare professional on a healthcare team MATTERS...! ...Even with a team of [five] people, all from different professions, we STILL had unanswered questions...in those topics like [case work]."

– Pharmacy Learner



An interprofessional team of learners works with their Standardized Patient on a simulated stroke case during an SPTE session.

Photograph by Beckie Guillot-Beinke,  
Office of Education, School of Medicine at Washington University

## Care Coordination (aka Hotspotting)

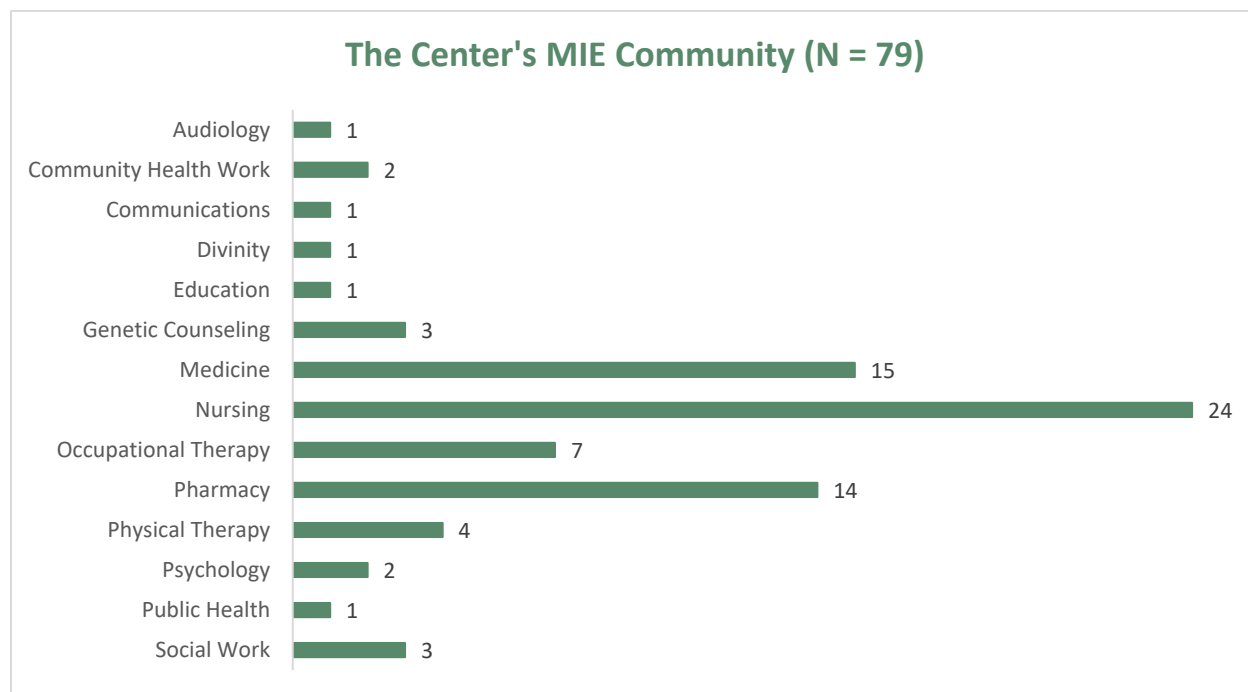
The CIPE continued to use the Community Health Worker (CHW)-coached model for the [Hotspotting](#) activity for the 2023-2024 Academic Year. Learner satisfaction remained high for the year, with a strong majority of learners reporting feeling satisfied or very satisfied with the Care Coordination experience. Similar to last year, a total of nine learners across five health professions worked as two interprofessional teams, each with their assigned participant over seven months. The Center welcomed three learners from Medicine, two learners each from Occupational Therapy and Pharmacy, and one learner each from Nursing and Public Health. Five out of seven learners reported that their ability to identify resources for addressing structural and social determinants of health increased by the midpoint of Care Coordination.

The Care Coordination faculty and community health worker team further infused the CHW approach into this experience by clearly establishing CHW coaches for each of the two interprofessional learner teams. With this change, the faculty/CHW team feels their model is sustainable and is in discussions with CareSTL Health about an expansion of the project in a way to impact the education of more learners and health outcomes of more clients/patients in the future. Learn more [here](#).

## Professional Development

### Master Interprofessional Educators

The Center proudly inducted 21 clinicians and faculty as Master Interprofessional Educators this year, nearly tying our record-breaking cohort last year. The CIPE now has a network of almost 80 certificate-holding IPE Champions!



## 2024 MIE Cohort

The Center congratulates our 2024 Master Interprofessional Educator Cohort!

### Community Health Work:

- Keely Finney, CHW, LCSW
- Ryan Smith, BSW, CHW

### Genetic Counseling:

- Rachita Nikam, MS, CGC

### Medicine:

- Timothy Evans, MD
- Jennifer Griffith, MD, PhD
- Maithilee Menezes, MD
- Jessica Nelson, MD
- Gladys Smith, PsyD
- Swarup Varadhy, MD

### Nursing:

- Elizabeth Gavin, RN, MSN
- Erin Herrera, MSN, CRNA

### Nursing continued

- Martha Hoffman, DNP, MBA, RN
- Julie Lewis, MSN, BA, RN

### Occupational Therapy:

- Jessica Dashner, OTD, OTR/L

### Pharmacy:

- Isaac Butler, PharmD, MBA, CDFT
- Christine Kelso, PharmD, BCPS, AE-C

### Physical Therapy:

- Beth Crowner, PT, DPT, NCS, MPPA

### Psychology:

- Kelly Ann Schmidtke, PhD

### Social Work:

- Poli Rijos, MSW, LCSW
- Amanda Stoermer, MSW



The Center's MIE Induction on May 6, 2024. Left to right with Professional Development Committee Chair, Haley Johnson: Beth Crowner, Poli Rijos, Swarup Varady, and Maithilee Menezes  
*Photograph taken by CIPE Staff*

## Master Interprofessional Educator Community

With this critical mass, the CIPE launched our Master Interprofessional Educator Community where members can learn more about each other and CIPE's facilitation opportunities. MIEs also enjoy a more streamlined registration process to facilitate our foundational professional development workshops IPE 101 and 201, facilitate in curriculum activities such as the Standardized Patient Team Experience, and trial new endeavors like Book/Journal clubs and serving as mentors for our Student-Resident Interprofessional Teaching Certificate Program. Information on how to become an MIE is available [here](#); all MIE Community links can be found [here](#) (materials only accessible to MIEs).

## Workshops

Immediately prior to our Master Interprofessional Educator induction ceremony, the CIPE hosted a showcase of learner interprofessional projects and activities occurring on the Washington University Medical Campus and within our institutional partnership programs. The showcase included presentations from learner representatives of the WUSM Interprofessional Pro Bono Clinic, HPSLC, and LouHealth, along with presentations from CIPE interns and their work with CIPE community partner, Rejuvenating Comprehensive Services (RCS).

The Center offered nine free, virtual workshops with topics such as Maximizing Progression Through Interprofessional Team Support, Creating and Implementing a SAFE Learning Climate for Today's Learners, and Wellbeing Efforts Across the Washington University Medical Campus. In addition to the Center's virtual workshops, we also offered our foundational workshops, IPE 101 and IPE 201, with the most attendance since returning in person. Medicine frequented CIPE's workshops most often, with 42 attendees from the profession. The Center received positive evaluations for the CIPE's workshops, with a 90% satisfaction rate overall.

Keep up with the Professional Development opportunities we have coming up by visiting [our website](#).

### The CIPE's Professional Development Workshop Series Attendance by Health Profession

| Health Profession     | # Attended |
|-----------------------|------------|
| Community Health Work | 2          |
| Community Outreach    | 4          |
| DEI & Education       | 5          |
| Genetic Counseling    | 2          |
| Medicine              | 42         |
| Nursing               | 19         |
| Occupational Therapy  | 13         |
| Other                 | 5          |
| Pharmacy              | 14         |
| Physical Therapy      | 6          |
| Psychology            | 2          |
| Public Health         | 3          |
| Research              | 2          |
| Social Work           | 4          |
| Speech Therapy        | 1          |
| Student Health        | 1          |
| <b>Grand Total</b>    | <b>125</b> |

"This program is changing the way our providers work together for their patients and community."

- Nurse

"I had the opportunity to participate in a campus wide interprofessional learning education day at the University of Kansas Medical School....This was a great experience, and I felt very competent in my ability to participate with learners effectively because of my experiences with... the program at WashU."

- Physical Therapist

To the right, participants attend the Center's IPE 101 workshop. In the top photo, workshop participants discuss teams, teamwork, and collective goals. In the bottom photo, workshop attendees participate in the Room of Horrors exercise. Use of simulation labs provided by the Standardized Patient Center with WUSM and Goldfarb School of Nursing.

Photographs taken by CIPE Staff



## Professional Development Committee

As we move forward with offering unique and meaningful professional development opportunities, the Center has transformed its Professional Development Team into the [Professional Development Committee](#), with Haley Johnson, PharmD from UHSP, as its inaugural Chair.

Thank you to all of our initial Professional Development Committee Members:

- Heather Hageman, MBA, Center for Interprofessional Practice and Education
- Erin Herrera, MSN, CRNA, Washington University School of Medicine
- Martha Hoffman, DNP, MBA, RN, Goldfarb School of Nursing at Barnes-Jewish College
- Haley Johnson, PharmD, St. Louis College of Pharmacy at UHSP (Chair)
- Denise Leonard, PhD, Washington University Center for Teaching and Learning
- Rachel Moquin, EdD, MA, Washington University School of Medicine
- Colleen Wallace, MD, Washington University School of Medicine
- Melanie VanDyke, PhD, University of Nebraska–Lincoln

## Other Opportunities for Learners

### Student/Resident Teaching Certificate

The [Student/Resident Teaching Certificate](#) is a one-year, flexible program where advanced health profession students and residents learn basic principles of pedagogy, fundamentals of IPE, then co-facilitate an IPE experience and receive feedback on their skills from a faculty member of a different profession. Previous participants reported to the CIPE that the certificate has been inquired about during residency interviews and met with excitement from interested residency programs.

The Center welcomed more than three times the number of learners than our previous academic year (seven). In 2023-2024, the Center awarded a total of 17 certificates to learners from Medicine, Nursing, and Pharmacy. The CIPE continues to expand this program as 24 students and residents from Medicine, Occupational Therapy, and Pharmacy are currently participating to earn their certificate in our upcoming 2024-2025 Academic Year.

Congratulations to our AY 2023-2024 Student/Resident Teaching Certificate learners:

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| • Nora Alexander, Medicine        | • Yuliya Kozina, Medicine          |
| • Cynthia Arackal, Pharmacy       | • Emma Landes, Medicine            |
| • Andy Benckendorf, Medicine      | • Yupeng Liu, Medicine             |
| • David Chen, Medicine            | • Eve Moll, Medicine               |
| • Katie Dickneite, Nurse Educator | • Jennifer Schmidt, Nurse Educator |
| • Patrick Donohue, Medicine       | • Melinda Staub, Medicine          |
| • Rowan Gannon, Medicine          | • Huizi Wang, Nurse Educator       |
| • MaeMae Huang, Medicine          | • Lydia Zhong, Medicine            |
| • Ashley Huggins, Medicine        |                                    |

"It was a very valuable experience! I ended up co-facilitating with one of the lead facilitators...of the event. [H]e let me take the primary lead in facilitating...This really allowed me to implement the skills from our training sessions. I found it to be challenging, but very rewarding in recognizing my areas for improvement... Thank you for this wonderful opportunity!"

- 2024 Medicine Student/Resident Teaching Certificate Recipient

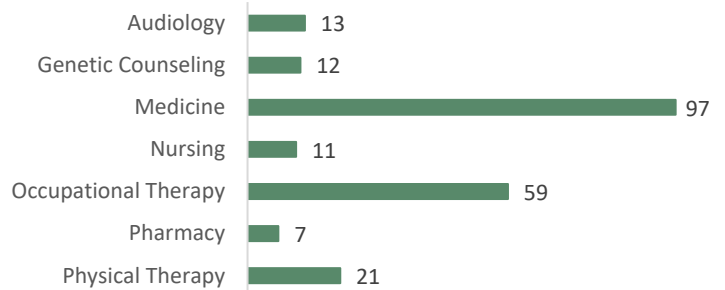
## Health Profession Leadership Council (HPSLC)

The Health Professional Student Leadership Council ([HPSLC](#)) sponsored events ranging to social engagement across the CIPE programs to co-educational opportunities to community volunteer events. The board was small and mighty, working on succession planning for AY2024-25 as well as hosting extracurricular interprofessional activities. Learners from all health professions within the CIPE partnership attended HPSLC events.

Signature HPSLC events included:

- Fall & Spring Case Study Nights
  - Alport Syndrome Cases
    - Incorporated expertise from all seven CIPE Healthcare Professions
  - Stroke Case
    - Incorporated expertise from Audiology, Medicine, Nursing, Occupational Therapy, Pharmacy, and Physical Therapy
- Educational workshop on LGBTQ health in partnership with LouHealth
- Winter Frost Study Break/Mixer
  - Open to all professions with high attendance – a favorite among learners!
- Spring Trivia Night
- Volunteering at CIPE Partners:
  - Rejuvenating Comprehensive Services
    - Summer Ice Cream Fundraiser
    - Support for Client Educational Classes
    - Winter Clothing Drive – *collected over 400 pounds of clothing!*
  - CareSTL Health Opioid Awareness Walk

## Learner Attendance by Health Profession: AY 23-24 HPSLC Events (N = 220)



Top row, left: HPSLC collects over 400 lbs. of clothing for their Winter Clothing Drive  
 Bottom row, left: HPSLC students and former CIPE intern, Kate Gershwin, MPH organized a fundraiser for CIPE partner, RCS at Clementines Ice Cream  
 Top row and bottom rows, right: HPSLC hosts their Spring and Fall Case Study Nights

Pictures taken by HPSLC learners and used with permission



## Experiential Learning Opportunities

The Center welcomed a total of 11 students for experiential learning opportunities this last academic year, and has already begun interviewing learners for upcoming opportunities over the fall semester. We welcomed four Pharmacy learners on their Advanced Pharmacy Practice Experience (APPE) rotation—three Pharmacy learners completing their Capstone requirements; three Public Health graduate-level candidates completing their practicum; and one Design learner electing to complete experiential learning. To learn more about experiential learning opportunities with the Center for Interprofessional Practice & Education, please [visit our website](#) or [email us](#).

## Practice

### Partnerships

#### Geriatric Clinics

The CIPE added another location for fourth-year pharmacy students rotating with CIPE: Parc Provence, a dementia nursing facility in Creve Coeur, under Dr. Lenise Cummings-Vaughn's guidance. Our partnership with Dr. Ellen Binder and the WU Memory Assessment Clinic remains as well. In these unique arrangements, students are supervised by geriatrician physicians and provide valuable pharmacological input as part of the interprofessional team.

#### St. Louis CHW Coalition Partnership

The St. Louis Community Health Worker Coalition (CHWCo) continues to guide the CIPE's community-led approach, contributing to our curriculum in many ways. The CHWCo is the regional backbone and professional organization for CHWs regionally. This year's involvement of CHWs as coaches for our Care Coordination teams further strengthened that experience and led to a new partnership with CareSTL Health – [see highlight below!](#)

#### CareSTL

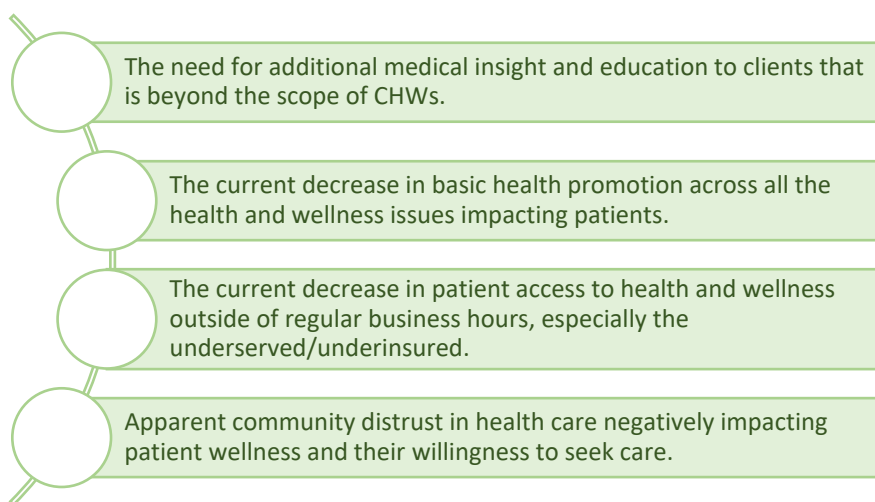
CareSTL Health, a federally qualified health center (FQHC) in north St. Louis, is the CIPE's newest partner in improving the wellness of the St. Louis region. In partnership with the St. Louis CHW Coalition, we are envisioning a new model for our Care Coordination teams where we will close the loop with our participants' primary care providers. The Care Coordination team will work with the CareSTL Health team and the Coalition during AY24-25 to design an experience tailored to CareSTL patients.



Duana Russell-Thomas, MSOT, OTD, OTR/L speaks at the Pitch Partner event

## Community Partner Spotlight

Over the last five years, CIPE and the St. Louis CHW Coalition have collaborated to build and pilot a model of care that addresses the complex health needs of the underserved and uninsured in the STL community. CHWs have led interprofessional Care Coordination teams of MD, OT, Nursing, Public Health, and Pharmacy students in this endeavor, with faculty advisory support. Given the success of preliminary evaluation findings, we are ready to pilot an expanded form of the work with our identified community partner, CareSTL Health. Community-facing professionals like CHWs have expressed that the following challenges could be addressed through this community-academic partnership:



Our overall goal is to form a mutually beneficial relationship between CareSTL Health, the STL CHW Coalition, and CIPE whereby interprofessional teams of students could help improve the health and wellness of current CareSTL Health patients while learning key components of community-centered care. Similarly, CareSTL Health CHWs will benefit from the medical/health knowledge of the students, and the STL CHW Coalition will guide CareSTL Health CHWs in coaching principles and the complexities of facilitating interprofessional teams of health profession students.

## Research

### Conference Presentations

- Whelan A., Eliot K., **Hageman H.**, Salvant S., *Interprofessional Education for More Effective Collaborative Practice*. Presentation at the 2023 Association of American Medical Colleges Learn Serve Lead, Seattle, WA, November 4, 2023.
- **Gershwin, K., Johnson, H., Hageman, H., Wallace, C., Jacobsen, H.**, *Differential Impact of Facilitating Interprofessional Education by Profession and Master Interprofessional Educator Status*. Poster at the Barnes-Jewish Hospital Multidisciplinary Conference, October 18, 2023 and 2023 IPEC Poster Fair, Virtual, November 29, 2023.
- **Burlis, T., Griffith, J., Hageman, H., Hanson, J., Jacobsen, J., Gershwin, K., Rolf, L.**, *Use of a Standardized Patient Team Experience to Improve Learner Interprofessional Collaboration and Teamwork*. Presentation at the Barnes-Jewish Hospital Multidisciplinary Conference, October 18, 2023. Poster at 2023 WUSM Office of Education Day, October 5, 2023 and 2023 IPEC Poster Fair, Virtual, November 29, 2023.

[Click here](#) to view these posters, as well as find the Center's entire catalog of research and scholarship projects. If you are aware of interprofessional scholarship and/or curriculum being developed within the Washington University Medical Campus, or have an interest in doing so, please [submit a proposal to us](#).

## Special Acknowledgements

### In Memoriam

The Center would like to publicly recognize the contributions of Alison Stevens, Pharm.D., over the past near decade of our existence. Alison was among the original cohort of CIPE Master Interprofessional Educators, a designer, scholar, and leader. Alison led several CIPE teams, including the Standardized Patient Team Experience, Transitions of Care Case Discussion and the Curriculum and Assessment Committee. Her enthusiasm for collaboration and learning, attention to detail and uncanny ability to navigate difficult conversations strategically with grace will be missed greatly by all.

Additional information about Alison can be found [here](#).

### Thank You

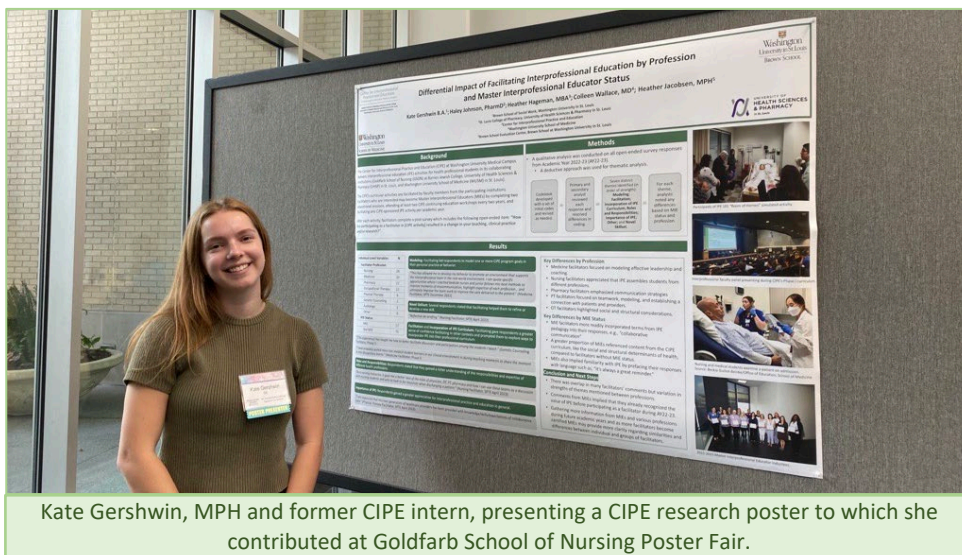
The CIPE thanks the many people outside of the Center who continue to work with us and ensure we continuously offer quality, meaningful content. We thank all those who have attending our programming, worked within our committees, and continue to be IPE Champions.

The Center wishes to recognize:

- Heather Jacobsen and Liz Rolf with The Evaluation Center at Brown School of Social Work;
- Our coworkers within the Office of Education at Washington University School of Medicine, including, but not limited, to Beckie Guillot-Beinke, Karen Martinez, Kelly Mock, Emily W. Thompson, and Alex Younge
- Julie Woodhouse and Suki Lammers with The Standardized Patient Center at Washington University School of Medicine;
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- Steven Harowitz, Washington University and [Campfire](#);
- Ann Marie Mohr, Washington University and [Project Present](#);
- Our UHSP Capstone project students, Elena, Alisa, and Bajrama;

And, finally, the incredible interns who have worked with us over the last year:

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- Ogochukwu Anachebe, PharmD
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- Rifhan Ideris, MPH '25
- Kate Kim, BA '25
- Elina Shahidi Kaviani, PharmD
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# We moved!

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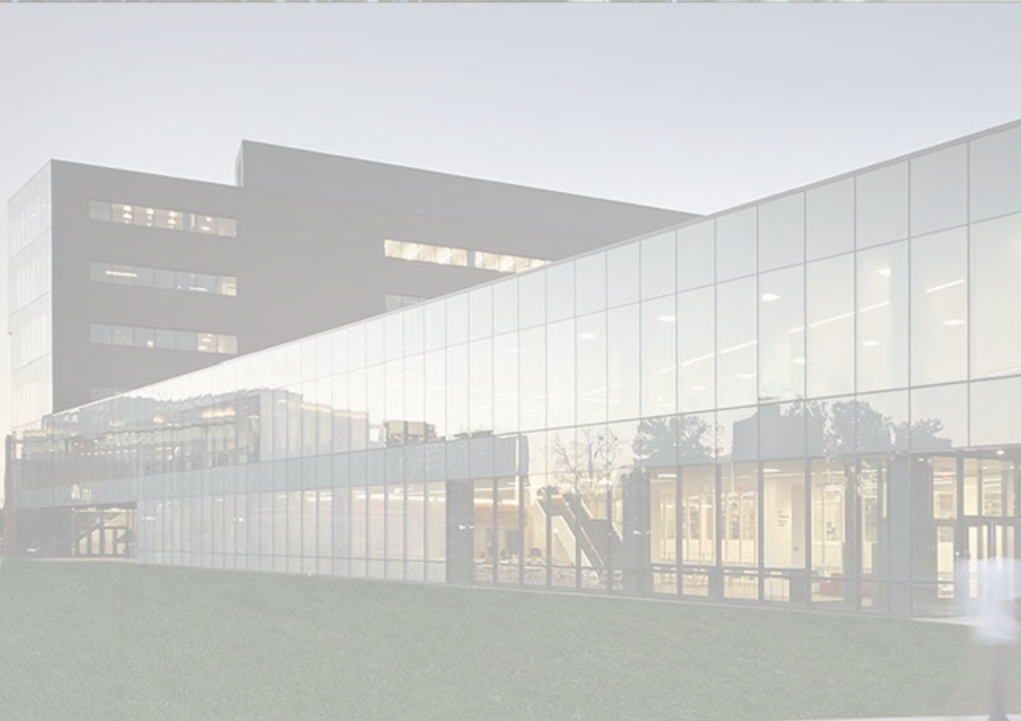
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The Center thanks the University of Health Sciences and Pharmacy for accommodating us and providing the Center's home office for seven years. We appreciate all of your support.



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