Project Descriptions

**BAPTIST COLLEGE OF HEALTH SCIENCES**  
**PULSE (Professionals United in Life, Service and Education)**

The project will be the development of a dedicated clinical teaching unit within an acute care setting that will facilitate interprofessional education among health sciences students pursuing multidiscipline health profession majors.

In collaboration with our primary partners at Baptist Memorial Health Care Corporation, we plan:

1. Provide students with opportunities to develop and facilitate initiatives that identify determinants of health and promote quality outcomes.
2. Expand Baptist College’s IPE culture from mainly academic courses to include diverse interprofessional experiential practices.
3. Create opportunities to invite neighboring academic and health care institutions to join us in collaboration in areas as appropriate for their missions.
4. Address gaps in our initial IPE projects which indicated a need to better integrate assessment of values/ethics in professional practice as a component of effective interprofessional collaboration in education and assessment activities.

**COLUMBIA UNIVERSITY / HARLEM GROWN**  
**Growing Toward Inter-Professional Collaboration through Service Based Learning**

Our Team will focus on developing an IPE service learning curriculum that promotes interprofessional collaboration, teamwork skills, and reciprocal academic-community engagement.

We will target students from a variety of health science disciplines at the Columbia University Medical Center including from schools of public health, medicine, nursing, and dentistry.

We will incorporate service learning experiences with several community partners into our interprofessional education programming in the design and implementation of our interprofessional programming. Examples of our areas of focus include, but are not limited to: Health education related to cardiovascular disease; urban community agriculture in addressing food insecurity and access; and developing peer education and support for those affected by the trauma of mass incarceration.

We would like our curriculum to allow students to practice in interdisciplinary teams to gain skills learn about each others’ professions, evaluate their personal interactional styles within a team context, and develop their service-learning projects collaboratively with community-based partners.

We will also strive to develop a structured vehicle for assessing learning outcomes (i.e. teamwork roles/responsibilities, communication, learning/reflection, community partners, ethics/attitudes)

We want to explore best practices in inter professional service-learning curricular programming (i.e. reflection, group discussion etc.)
Project Descriptions

**GEORGE WASHINGTON UNIVERSITY**
**IPE@GW**
We are interested in developing assessments and an overall evaluation for two IPE programs that we lead. We are interested in measure student learning and impact so that we can determine what type of educational improvements should be developed and in what way we should expand our program. We aim to generate ideas on opportunities for students to learn together across disciplines.

**LINCOLN MEMORIAL UNIVERSITY**
**Lincoln Navigators**
Our team seeks to learn best practices for implementing IPE across the many health profession programs offered at Lincoln Memorial University (LMU). We desire to learn techniques for overcoming obstacles in addition to the ones we have encountered to provide a sound program for interprofessional student groups. Furthermore, we have 8 extension sites (primarily nursing at this time) whose students we must be inclusive of in our design. Learning more about virtual models for IPE will be paramount to our success. Assessment of IPE using the IPEC competencies as a framework and program evaluation is also of great interest to us.

We are also interested in what qualifies as IPE, ways to administer IPE virtually to extension sites, cultivating an IPE culture amongst students and faculty, and overcoming other barriers to IPE.

**LONG ISLAND UNIVERSITY**
**Brooklyn Bridgers**
We would like to develop a robust simulation-based IPE program to provide wide range of educational activities to the students from LIU Pharmacy, Nursing, Physician Assistant, Occupational Therapy, Physical Therapy, Respiratory Care, Social Work, Public Health, Speech-Language Pathology, Athletic Training, Surgical Technology Programs, Diagnostic Medical Sonography, and Medical Students from the Brooklyn Hospital Center.

We would like to develop the events to allow students to practice in interdisciplinary teams to gain skills, learn with and about each other’s’ professions, learn effective team communication skills, and apply their knowledge to provide safe and effective care in order to improve patient outcomes.
Project Descriptions

**MIDWESTERN UNIVERSITY – ARIZONA**
*Midwestern University - Arizona*
The Midwestern University-Arizona campus contains only programs in health professions and offers IPE experiences for all 1,000+ first-year students in all programs on campus. These required experiences have evolved as the campus has grown in program and student numbers. The IPE experiences in the first curriculum year remain limited in curriculum time, however, and effective follow-up IPE is needed.

The Midwestern University-Arizona team seeks to use the Spring 2018 IPEC institute to plan a follow-up IPE experience in the second curriculum year for students in programs wishing to add more authentic-team IPE experience.

**NAZARETH COLLEGE**
*Naz Torchbearers*
The team will create an outcomes framework for existing IPE and IPP efforts at Nazareth College with the purpose of measuring activities, impacts, and student learning outcomes for curricular, clinical, and practicing professional efforts. This outcomes framework will be developed using the Nazareth College IP Steering Committee’s work to inventory the breadth of existing efforts and those that are envisioned for the future.

Overall, we’d like to focus on the assessment of newly established student learning outcomes for interprofessional curricular (including research) and clinical efforts. Further, we’d like to explore the systems and structures existing (and possible) to integrate and align interprofessional experience for undergraduate and graduate students across all allied health professions and educational programs.

**NORTHEAST OHIO MEDICAL UNIVERSITY**
*NEOMED IPE Neophytes 2.0*
Our goal is to explore IPE curricular ideas. We aim to identifying potential IPE assessments of knowledge and skills/observable behaviors for incorporation in new curriculum.

**OHIO NORTHERN UNIVERSITY**
*I.P.E. - Interprofessional PolarBear Extraordinaires*
Our committee has been developing and implementing activities among our programs for several years. We also developed and offered an elective course for upper level students. However, you are looking for creative ways to improve our current activities as well as expand the reach of IPE in our respective programs. Such expansion may involve additional practical activities like shared service learning, initiating additional activities, and improving experiential education activities.

We plan to:
1. Improve current offerings to improve impact including assessment methods
2. Expand offerings to utilize off-campus partners and collaborations
3. Expand offerings to provide higher-order learning and practical experiences
Project Descriptions

QUINNIPIAC UNIVERSITY
QUICHE

The Provost and Executive Vice President provided our Center with an innovation grant to develop 4 online learning modules. Each module will focus on one of the core competencies and provide learning opportunities that utilize existing learning objects from the public domain integrated with interactive learning that incorporates elements of diversity.

Our focus for the IPEC institute will be to:
1. Learn, develop, and modify these online modules to meet the components of the innovation grant and multiple methods of engaging student learning in IP;
2. Design strategies to scale up the modules to accommodate as many as 200 students at one time;
3. Develop tools to measure quality for improvement; and
4. Design tools to measure learning outcomes using the Kirkpatrick system.

SAINT ELIZABETHS HOSPITAL
The Department of Behavioral Health Connection

We plan to develop better interprofessional collaboration between dentistry, nursing and physicians in the primary health care treatment of our patient population at Saint Elizabeths Hospital that results in professional collaboration healthcare as the norm not the exception.

UNIVERSITY OF ALABAMA AT BIRMINGHAM
Team Blazer

We are interested in the development of a multi media platform for deliver of Interprofessional materials to faculty, students and the broader community. We plan to develop new online content and to explore IPE opportunities outside classroom. We intend to include the "bigger picture" in IPE activities (i.e. policy, public health) such as the social determinants of health.

UNIVERSITY OF CALIFORNIA RIVERSIDE
SoCal HEAL

Southern California Healthcare Educators Alliance, SoCal HEAL, is a collaborative effort of several southern California schools representing six healthcare vocations (medicine, registered nursing, vocational nursing, physicians assistant, pharmacy, and pre-hospital medicine). These institutions, powered by individuals, work as an inter-professional education team to establish and encourage interprofessional learning. Interprofessional learning is learning arising from interaction involving members or students of two or more professions. It may be a product of interprofessional education, or it may occur spontaneously in the workplace or in education settings and therefore be serendipitous.

Together, SoCal HEAL seeks to build expert teams rather than teams of experts positively affecting client and patient health and improving client and practitioner safety.
Project Descriptions

UNIVERSITY OF MARYLAND, BALTIMORE / EASTERN SHORE AREA HEALTH EDUCATION CENTER, MARYLAND AREA HEALTH EDUCATION CENTER WEST

Terp Scholars
We aim to refine our current didactic and community curricula for the AHEC Scholars program. The AHEC Scholars Program (ASP) is an interdisciplinary, longitudinal program that offers team-based clinical and didactic training, to students from three disciplines (medicine, physician assistant, and nursing) and is designed to recruit healthcare providers to work in rural and underserved areas in Maryland upon graduation. An Interprofessional Curriculum Committee (ICC), with key faculty from these disciplines, will oversee the development of the ASP curriculum.

The ASP is a two-year program that students complete concurrently with their degree program. There will be discipline specific points of entry and exit to the ASP, i.e. medical students will enroll in the fall of their 3rd year and exit in spring of year 4; physician assistant students will enter in the summer of year 1 and exit the summer of year 3; nurse practitioner students will enter the summer of year 1 and exit the spring of year 3. All students will engage in a minimum of 40 hours/year of each interprofessional didactic education and clinical training.

UNIVERSITY OF NORTH CAROLINA WILMINGTON

Team Gold - IPC Scholarship and Community Engagement
Team Gold is looking to further our College’s capability of incorporating interprofessional collaboration and education into community engagement and scholarship, and learning how we can continue to collaborate interprofessionally with our community partners. We hope to gain insight into how to create more meaningful and intentional interprofessional education into our applied learning activities with our local and regional communities and create shared value of IPE into our culture.

UNIVERSITY OF NORTH CAROLINA WILMINGTON

Team Teal - IPC Education
We intend to facilitate education within the College and Human Services faculty, staff, and students to explore methodology to implement IPEC competencies within a research and scholarship model.

UNIVERSITY OF TEXAS AT TYLER

Team T.I.P.
Our team intends to integrate pharmacy, nursing, psychology into simulation experiences, campus-wide wellness expos, and other community projects with underserved populations. We would also like to include prescribing practitioners (physicians) into our IPE efforts. Finally, our team members would like to address the logistical issue of making curricular adjustments across the professions in order to meet the needs and requirements for IPE.

We have multiple opportunities for IPE and high-interest levels, but we need more education around what it means to truly incorporate IPE.
Project Descriptions

UNIVERSITY OF THE PACIFIC
The Pacific Tigers
We are looking into developing some longitudinal simulated and case based learning exercises that are geared towards improving communication, teamwork, and clinical efficacy.

WEST CHESTER UNIVERSITY OF PENNSYLVANIA
WCU Gold Whole Health Team
WCU was recently awarded a multi-year, $1.6M HRSA BHWET grant (#1-M01HP313900100) for MSW and MEd, School Counseling students in their final year of field working with medically underserved populations to receive stipend support and enhanced IPE training in integrated health. Dr. Bean, Team Leader is the Principle Investigator for this grant. The students selected to receive the stipends (15 in 2017, 25 in 2018, 30 in 2019, and 40 in 2020) are required to take four, 2-hour trainings per academic year in integrated health (e.g. nutrition, food security, health, and mental health - the gut connection), taught interprofessionally and one, graduate 3 credit hour, IPE course entitled "Advanced Clinical Practice in Integrated Health". The university also has an IPE task force, co-chaired by Dr. Bean and Dr. Patricia Davidson, of the Nutrition Department at West Chester University. The team will be addressing how to take IPE at West Chester University to the next level - required interprofessional trainings of pre-professional and graduate level students, faculty, and field preceptors across several health professions.

WEST VIRGINIA UNIVERSITY
The Fantastic 4
The faculty from the Schools of Nursing and Occupational Therapy implemented a collaborative experience for both professions. The purpose of joining these two colleges were to strengthen interprofessional relationships, which will positively influence patient safety. Occupational Therapy and Second Degree Nursing Students were able to meet in the skills lab and work together as a team. The lab sessions involved activities that applied to both professions. Overall, the student and faculty response was positive. Students benefited learning from faculty who teach in different aspects of patient care, as well as expressed increased comfort level of interprofessional communication skills.

We also intend to address the gap between making sessions relevant for learners and getting faculty to be passionate about offering this to them.