

FALL 2019 SPEAKER BIOS

OPENING KEYNOTE: AN IPE JOURNEY: SUSTAINING PARTNERSHIPS WITH ACADEMIC PRACTICE LEARNING ENVIRONMENTS & SUCCESSFUL ACCREDITATION PROGRAMS



JOHN TEGZES

MA, VMD, DABVT

Director of Interprofessional Education
Professor of Toxicology
Western University of Health Sciences
Pomona, CA

Interprofessional education (IPE) and practice is a major part of Dr. John Tegzes' identity as a healthcare provider and educator. As an active member of two health professions (Nursing and Veterinary Medicine) he understands innately what it means to be interprofessional, and how to communicate this in meaningful ways to health profession academics, students, and clinicians.

His educational experience includes a BSN in Nursing, an MA in Applied Psychology, and a VMD in Veterinary Medicine. He further specialized in Clinical Toxicology and has worked interprofessionally as both a nurse and a veterinarian alongside physicians, nurses, and pharmacists at poison centers and diagnostic labs in Oregon and California.

His academic career has included serving as a founding faculty member of the College of Veterinary Medicine (CVM) at Western University (WesternU), where he was instrumental in the development of the Problem-Based Learning curriculum that is implemented there. His knowledge of small group teaching and learning, and his passion for interprofessional collaborative care led to his engagement in Western U's IPE program. He has served on the IPE Design & Implementation Committees since their inception in 2007. He developed and implemented the IPE faculty small group facilitation skills development workshops for the past five years, and has trained well over 400 faculty from WesternU and two partner institutions. For the past two years he has worked intensively on IPE assessment including both student assessment and program outcomes assessment. In July 2012 he assumed the position of Director of IPE for WesternU.

THEORY BURST #1: ADVANCING PLANNING TO SECURE LEADERSHIP BUY-IN & RESOURCES FOR IPE



PEGGY WROS

PhD, RN

Senior Associate Dean for Student Affairs & Diversity, School of Nursing
Program Director, Interprofessional Care

Access Network (I-CAN)
Oregon Health & Science University
Portland, OR

Dr. Peggy Wros is the Senior Associate Dean for Student Affairs & Diversity and Professor at the Oregon Health & Science University (OHSU) School of Nursing. She has been a nurse educator and faculty member for almost 30 years and an academic administrator since 2004. She has significant experience directing program and training grants from funders such as the Health Resources and Services Administration (HRSA), the Robert Wood Johnson Foundation, and the Jonas Center for Excellence. Her scholarship and research focus on workforce diversity, interprofessional education and practice, and health equity. She has implemented Nursing Workforce Diversity programs that have successfully increased the diversity of the learning communities and the success of underrepresented and disadvantaged nursing students at Linfield College and OHSU Schools of Nursing.

The *Interprofessional Care Access Network*, originally funded through a HRSA Nursing Education, Practice, Quality, and Retention award, was a NEXUS Innovation Incubator Project with the National Center for Interprofessional Practice and Education. The Center developed a video production entitled "Carl in the NEXUS", which is based on an I-CAN case study, as an exemplar of effective collaboration between the university and underserved communities to improve health outcomes and reduce health care costs.

I-CAN is also the foundation of the population health nursing education program at OHSU that has recently been recognized by the Future of Nursing Campaign for Action (Robert Wood Johnson Foundation/AARP). I-CAN is the parent program for additional SON initiatives, including *Reaching Rural Residents with IPE* in Klamath Falls and the CARES program with the City of Gresham Fire Department, both of which support innovative clinical experiences for health professions students grounded in ongoing academic-community partnerships.

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**THEORY BURST #1: ADVANCING PLANNING TO
SECURE LEADERSHIP BUY-IN & RESOURCES FOR IPE**



**JENNIFER
GUNDERMAN**

MPH

Maine Area Health Education Center
(AHEC) Director

Workforce Development Team Lead
University of New England Center for Excellence in Health
Innovation
Portland, ME

Jennifer Gunderman, MPH, graduated from Providence College with a major in health policy and management and a minor in Biology. She later received a MPH degree with a certificate in maternal and child health epidemiology from Emory University.

Ms. Gunderman's personal and professional experiences have focused on working collaboratively with diverse cultures and populations to address a community's health issues. Her professional experience includes Peace Corps Volunteer in Niger; infectious disease epidemiologist for Maine's state health department; and independent consultant leading such projects as a community health assessment in a rural Maine community; community transformation grant in Maine's Midcoast District; and HIV/AIDS surveillance in the Caribbean.

As a faculty member at the University of New England, she has taught undergraduate and graduate courses in epidemiology, research, and public health, implemented service learning experiences, and advanced interprofessional activities. Currently Jen is Maine's state AHEC Director and promotes enhancing a healthcare workforce focused on serving rural and underserved communities with an interprofessional approach.

She lives in Belfast, Maine with her 3 children and enjoys adventuring outdoors.

**THEORY BURST #2: BUILDING EXPERIENTIAL
LEARNING ACTIVITIES LINKED TO IPEC'S CORE
COMPETENCIES WITH ACADEMIC PRACTICE
PARTNERSHIPS**



HEATHER HAGEMAN

MBA

Director, Center for Interprofessional
Practice and Education
Washington University Medical Campus
St. Louis, MO

Heather Hageman is the inaugural director of the Center for Interprofessional Practice and Education at Washington University Medical Campus. Her background is in strategic planning, program and outcomes assessment, accreditation, and project management. Hageman has more than 20 years' experience in medical education.

Hageman is an accomplished presenter both nationally and internationally, board member of the American Interprofessional Health Collaborative (AIHC), a reviewer for the *Journal of Interprofessional Education and Practice*, and a member of several organizations including the National Center for Interprofessional Practice and Education and the Association of American Medical Colleges (AAMC) Group on Educational Affairs. This national involvement is part of her commitment to sharing best practices across diverse institutions so that everyone can benefit and learn from shared opportunities. Hageman is a certified facilitator with the National Conference for Community and Justice of Metropolitan St. Louis (NCCJ St. Louis), a 2010 alumna of the Greater Missouri Leadership Challenge, and the recipient of the AAMC's Central Group on Educational Affairs Laureate Award in 2013.

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**THEORY BURST #3: ASSESSING & EVALUATING IPE
PROGRAM EFFICACY & THE IMPACT OF
INTERPROFESSIONAL SCHOLARSHIP**



JASON BRUNNER

PhD
Director of Assessment
University of Colorado Skaggs School of
Pharmacy and Pharmaceutical Sciences,
University of Colorado Anschutz Medical Campus
Aurora, CO

Dr. Jason Brunner has served as Director of Assessment at the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences since January 2015.

He earned his Ph.D. in Industrial-Organizational Psychology from Kansas State University. As a professional, he has primarily worked in higher education. In each role, he has provided expertise and leadership in academic assessment, institutional research, and organizational effectiveness to ensure the academic, strategic, and regulatory integrity and effectiveness of the institutions he has served.

He has led assessment programs at multiple institutions providing expertise in assessment of learning, program evaluation, accreditation, and institutional effectiveness. He has presented and published assessment work in pharmacy and health professions education, strategic planning, institutional effectiveness, and institutional research.

**THEORY BURST #4: DESIGNING SUCCESSFUL
ACADEMIC PRACTICE PARTNERSHIPS**



SHERI COSME

DNP, RN-BC
Steering Committee Member
National Collaborative for Improving the
Clinical Learning Environment (NCICLE)
Director, Practice Transition Accreditation
Program® (PTAP) and Nursing Skills Competency Program
(NSCP)
American Nurses Credentialing Center (ANCC)
Silver Spring, MD

Sheryl Cosme is the Director of the Practice Transition Accreditation Program® (PTAP) and Nursing Skills Competency Program (NSCP) at the American Nurses Credentialing Center (ANCC). She is involved in setting national accreditation standards for nurse residency and nurse practitioner fellowships. She has presented at several national and international conferences on the need to have residency and fellowships for nurses entering or transitioning within practice settings. Sheryl is also very interested in the knowledge, skill, and attitude acquisition of undergraduate nursing students related to evidence-based practice.

Sheryl is a member of the American Nurses Association, Association of Nursing Professional Development and Sigma Theta Tau International.

Her previous roles include serving as clinical faculty at Georgetown University in their undergraduate nursing program and as a clinical educator at MedStar Georgetown University Hospital where she was the coordinator of a nursing residency program for eight years. As a clinical nurse she worked at St. Francis Hospital in Connecticut in the operating room and at MedStar Georgetown University Hospital in Washington, DC on the surgical specialty unit.

Sheryl earned her Doctor of Nursing Practice from Sacred Heart University in Fairfield, Master's in Nursing Education at the University of Hartford, and Bachelors in Nursing for the University of New Hampshire. She is board certified in Nursing Professional Development.

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THEORY BURST #4: DESIGNING SUCCESSFUL ACADEMIC PRACTICE PARTNERSHIPS



LYA STROUPE

DNP, APRN, CPN, NEA-BC

Vice-Chair, Practice Transition Accreditation Program® (PTAP)
American Nurses Credentialing Center (ANCC)

Manager of Nursing Research and Professional Development, Magnet® Program Director, and Transition to Practice Program Director
West Virginia University Medicine
Morgantown, WV

Dr. Lya M. Stroupe is the Manager of Nursing Research and Professional Development, Magnet® Program Director and the Transition to Practice Program Director at WVU Medicine-WVU Hospitals in Morgantown, WV. In addition to leading councils in the flagship hospital within WVU Medicine, Lya has led system wide initiatives that include implementation of care plans and patient education.

Lya has received grants for her research in pediatrics as well as projects that include nursing safety and the care for the veteran. She has been published in the Journal of Hospice & Palliative Nursing, the Journal of Nursing Administration and the Journal of Pediatric Nursing. She also serves on faculty in the West Virginia University Schools of Nursing and Medicine.

Dr. Stroupe currently serves as a Co-Chair for the Commission for Accreditation for the American Nurses Credentialing Center (ANCC). She serves as co-chair of the Elsevier Clinical Solutions Patient Engagement Editorial Board. Lya is a member of the WVU Institutional Review Board. She is the immediate past president of the Alpha Rho Chapter of Sigma Theta Tau International as serves as a board member for WVONE.

Lya has been a presenter at local, state, national and international conferences. Lya also works as a pediatric nurse practitioner in the WVU Medicine Children's Hospital and is involved in many service projects throughout the state of West Virginia for children, including the "Tomorrow is Mine" Camp. She also serves on the International Congenital Heart Defect Awareness Quilt Project Advisory Board.

Stroupe holds a BSN degree from West Virginia University and MSN and DNP degrees from the Medical University of South Carolina in Charleston. Stroupe also has a Doctorate in Piano Performance as serves as an accompanist for recitals and is the principal pianist for the Ohio Valley Symphony. She is the Director of Music and Director of Children's Education and Music at Wesley United Methodist Church in Morgantown, WV.

CLOSING KEYNOTE: COMMUNICATING THE VALUE OF IPE & COLLABORATIVE PRACTICE TO STRATEGIC PARTNERS



MAYUMI WILLGERODT

PhD, MPH

Associate Professor

Vice Chair, Education, Department of Family and Child Nursing

University of Washington and Affiliate Faculty
Center for Health Sciences Interprofessional Education, Research, & Practice (CHSIE)
Seattle, WA

Dr. Willgerodt is Associate Professor and Vice-Chair for Education in the department of Family and Child Nursing at the University of Washington and affiliate faculty in the Center for Health Sciences Interprofessional Education Research and Practice (CHSIE). Dr. Willgerodt's research and scholarly foci are centered around school health and interprofessional (IP) education and collaborative practice (CP) as a means to impact health outcomes in youth, particularly with vulnerable and minority populations. She has developed, facilitated, and led IP curricula and training activities for students and faculty and provides consultation nationally on integrating IP curricula into both didactic and clinical settings. Dr. Willgerodt also engages in multi-method practice-based school nursing research, including the first published nationally representative school nursing workforce study.

Dr. Willgerodt is faculty on the MCH-funded Leadership Education in Adolescent Health Training Grant at Seattle Children's Hospital. She is also a Master Team STEPPS trainer and has expertise in communication, group facilitation and focused groups. Dr. Willgerodt is a member of the 2013-25 Josiah Macy Jr. Foundation Faculty Scholar cohort.

Prior to her current position, Dr. Willgerodt was on faculty at Rush University in Chicago and most recently the Director of Graduate Studies at UW Bothell where she oversaw the growth of graduate programming across the campus. She is on the editorial board of Journal of School Nursing and was the founding associate editor for the Journal of Interprofessional Education and Practice from 2014-2016. She also serves on the Research Advisory Board for National Association of School Nurses.