



**Interprofessional Education Collaborative**  
*Connecting health professions for better care*

INTERPROFESSIONAL EDUCATION COLLABORATIVE

# 2022 VIRTUAL POSTER FAIR

POSTER LISTING

**NOVEMBER 29, 2022 | 4:00-5:00 P.M. ET**

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# 1

**Faculty Engagement**

**Faculty Development**

**Facilitator Training**

**Capacity Building**

*Engaging Faculty in Interprofessional Education at the Nation's Largest Urban Public University System*

PRESENTER: **Patricia Simmino Boyce**, PhD, RN, University Dean for Health and Human Services, City University of New York, New York, NY, patricia.boyce@cuny.edu

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- » **Lesley L. Green Rennis**, MPH, EdD, Health Education, Borough of Manhattan Community College
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- » **Nicole Saint-Louis**, DSW, LCSW, Lehman College, Department of Social Work

DESCRIPTION: Faculty engagement in IPE has been variable, especially during COVID, and hasn't included representation from all HHS disciplines or campuses. CUNY IPE Faculty Fellows have designed a university-wide faculty engagement initiative, IPER aCross the Curriculum at CUNY (IPER-C3), to engage faculty in a Training Certification Program, provide a dedicated IPER-C3 Toolkit of faculty and student resources on a newly established website, and offer mentoring to facilitate faculty engagement in IPE and integration of IPE into the curriculum.

*Scaling Up IPE Facilitator Development: The Impact of a Cross-Institutional Certificate Training*

PRESENTER: **Christine L. Kaunas**, EdD, MPH, Executive Director for Interprofessional Education & Research, Texas A&M Health, School of Public Health, College Station, TX, ckaunas@tamu.edu

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- » **Kim Hoggatt Krumwiede**, PhD, CMI, The University of Texas MD Anderson Cancer Center, School of Health Professions
- » **Veronica Young**, PharmD, MPH, FNAP, The University of Texas at Austin, Center for Health Interprofessional Practice and Education

DESCRIPTION: IPE facilitators are essential for the development of collaborative learning experiences and require a wide range of interprofessional knowledge and skills for effective implementation. However, faculty development in this area is often costly, infrequent, and

lacks standardization. Therefore, leadership from the Texas IPE Consortium designed a Virtual IPE Facilitator Certificate Course and launched it in April, 2022. The training involved 6 hours of pre-work and a one-day virtual training. Sixty-five participants across 20 disciplines and 31 institutions participated.

*Framing IPE Facilitation within the Stanford Clinical Education Training to Enhance IPE Teaching Behaviors*

PRESENTER: **Lauretta Cathers**, PhD, Doctoral Program Director, Health Related Sciences; HIV and AIDS Program Coordinator, Virginia Commonwealth University, College of Health Professions, Department of Rehabilitation Counseling, Richmond, VA, s2lasaff@vcu.edu

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- » **Laura Padilla**, PhD, University of California, San Diego, School of Medicine

DESCRIPTION: Research demonstrates that specific facilitation behaviors enhance the quality of IPE. Various interventions help instructors enhance their facilitation skills. Some may have unintentional barriers which may prohibit all faculty from participating in IPE facilitation training (E.g. time). Using the Stanford Clinical Education Training Model, a series of seven 90-minute workshops focusing on specific teaching behaviors, and data from IPE facilitation evaluations, a new brief training was created focusing on building IPE facilitation behaviors across faculty. The goal of the project is to utilize an evidence-based framework to provide a brief training focused on competency-based IPE facilitation behaviors and introduce IPE to more health professional faculty.

*Strange Bedfellows & Unlikely Allies: Creating a Supportive Environment for Interprofessional Education*

PRESENTER: **Misty Tilmon**, EdD, CCC-SLP, Assistant Professor of Communication Disorders, Southeast Missouri State University, College of Education, Health, and Human Studies, Department of Communication Disorders, Cape Girardeau, MO, mtilton@semo.edu

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- » **Linda Garner**, PhD, RN, APHN-BC, CHES, Southeast Missouri State University, College of Education, Health, and Human Studies, Department of Nursing

DESCRIPTION: The College of Education, Health, and Human Studies (CEHHS) established an IPE committee to facilitate and encourage collaboration among disciplines in the college. This presentation will explore how the committee developed a unique framework to encourage collaboration within the college which is comprised of faculty from healthcare and non-healthcare professions. Presenters will discuss the establishment and implementation of the framework as well as lessons learned in the process.

*The Training and Utilization of Student Facilitators for Interprofessional Education: Enhancing Quality and Outcomes*

PRESENTER: **Kris Thompspon**, PT, PhD, Coordinator of PhD in Human Movement Science; Professor of Physical Therapy, Oakland University, School of Health Sciences, Rochester, MI, kathomps@oakland.edu

CO-AUTHORS:

» **Deb Doherty**, PT, PhD, CEAS, Oakland University, School of Health Sciences, Department of Human Movement Science

DESCRIPTION: Students from the schools of medicine, nursing and health sciences were trained to facilitate health care professional students participating in a face to face IPE workshop on opioid abuse and pain management. The student facilitator training occurred on-line using an online learning management system.



# 2

**Curriculum Design**

**Entrustable Professional  
Activities**

**Reflective Learning**

*Evaluating Learning of IPEC Sub-Competencies Through Written Reflections*

PRESENTER: **Tina Patel Gunaldo**, PhD, DPT, MHS, Director, Center for Interprofessional Education and Collaborative Practice, Louisiana State University Health Sciences Center at New Orleans, New Orleans, LA, tgunal@lsuhsc.edu

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- » **Scott Edwards**, PhD, Louisiana State University Health Sciences Center, New Orleans, School of Graduate Studies
- » **Mina Hogan**, MS, Center for Interprofessional Education and Collaborative Practice, Louisiana State University Health Sciences Center at New Orleans

DESCRIPTION: The Entrustable Professional Activity (EPA) for the Team Up™ curriculum is "Collaborate as a leader and member of an interprofessional health team." It is fundamental to align learning with the EPA, as EPAs are designed to translate competencies into practice. Two project goals were established: 1) align IPEC sub-competencies for assessment within the Team Up™ curriculum and 2) evaluate IPEC sub-competency learning by all students and by academic program.

*Communication and Collaboration Among Registered Nurses and Unlicensed Assistive Personnel: A Meeting of the Minds*

PRESENTER: **Gwendolyn Lancaster**, EdD, MSN, CCRN, Assistant Professor of Nursing, Lehman College, Department of Nursing, Bronx, NY, gwendolyn.lancaster@lehman.cuny.edu

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- » **Brenda Hernandez-Acevedo**, PhD, Lehman College, School of Health Sciences and Nursing

DESCRIPTION: The purpose of this mixed method longitudinal study is to identify and mitigate barriers to effective teamwork among registered nurses and unlicensed assistive personnel (UAPs). Interdisciplinary communication and collaboration among nurses and UAPs is extremely important to providing quality patient-centered care.

*A Matter of Trust: Pharmacy and Medical Students Assess Each Other on Entrustable Professional Activities*

PRESENTER: **Ashley Barbo**, PharmD, Clinical Assistant Professor; Laboratory Coordinator; University of Louisiana Monroe, College of Pharmacy, Monroe, LA, barbo@ulm.edu

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- » **Roxie Stewart**, PharmD, University of Louisiana at Monroe, College of Pharmacy
- » **Courtney Robertson**, PharmD, University of Louisiana at Monroe, College of Pharmacy

- » **Elizabeth Young**, Louisiana State University Health Shreveport

DESCRIPTION: The goal of this project was to assess medical and pharmacy student trust of each other on selected Entrustable Professional Activities, assess student perception of each other's professionalism, reliability, efficiency, trustworthiness, respect, and collaboration, and to assess attainment of selected IPEC sub-competencies after a transitions of care IPE activity. Knowledge, skills, attitudes and/or behaviors of students from the opposite profession that could be improved were also assessed.

*SLP and Athletic Training Students: Exploring Roles to Improve Equitable Services for Adolescents with EILO*

PRESENTER: **Bonnie Slavych**, PhD, CCC-SLP, ACUE, Assistant Professor of Communication Disorders, Missouri State University, Department of Communication Sciences and Disorders, Springfield, MO, [bonnieslavych@missouristate.edu](mailto:bonnieslavych@missouristate.edu)

CO-AUTHORS:

- » **Greg Williams**, PhD, ATC, CSCS, University of Central Missouri, College of Health Science and Technology

DESCRIPTION: This project used a case study instructional method. Students were divided into teams that included at least one speech-language pathology student and one athletic training student. Following a short review of the clinical characteristics and management of exercise induced laryngeal obstruction (EILO), each team was provided with a written scenario that described an adolescent athlete's struggle with EILO followed by several discussion prompts.

*Interprofessional Skills Development in Undergraduate and Graduate Students: Perceptions, Knowledge Gaps, and Learning Opportunities*

PRESENTER: **Sierrah Haas**, Graduate Research Assistant, Kansas State University, College of Veterinary Medicine, [sehaas@vet.k-state.edu](mailto:sehaas@vet.k-state.edu)

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- » **A. Paige Adams**, DVM, PhD, Kansas State University, School of Applied and Interdisciplinary Studies

DESCRIPTION: Participants of this project were asked to immerse themselves in one of six randomly assigned interprofessional practice (IPP) scenarios where they embodied the role of a professional coordinating care for an individual with complex needs. IPP scenario roles included a middle school teacher, dietitian, doctor, veterinarian, lawyer, and physical therapist. This immersive virtual learning experience was intended to develop participant's understanding of the necessity for interprofessional work in patient care.

# 3

**Curriculum Design**

**Case Studies**

**Self-Evaluation**

*Building an Interprofessional Healthcare Model for Treating Disordered Eating in Athletic Patients*

PRESENTER: **Corey Michael Hannah**, EdD, Assistant Professor of Kinesiology, University of Wisconsin-Eau Claire, College of Education and Human Sciences, Department of Kinesiology, Eau Claire, WI, hannahcm@uwec.edu

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- » **Emmett Gill**, PhD, MSW, The University of Texas at Austin, School of Social Work
- » **Sara Sweitzer**, PhD, RD, LD, The University of Texas at Austin, College of Natural Sciences, Department of Nutritional Sciences
- » **Samantha Vogel**, PharmD, BCPP, The University of Texas at Austin, College of Pharmacy
- » **Cookie Wilson**, MSN, The University of Texas at Austin, School of Nursing

DESCRIPTION: This was an educational workshop with the intent to create an Interprofessional practice model within sports medicine. Faculty and staff from athletic training, nutrition and dietetics, social work, pharmacy, and nursing were involved.

*Integration of Self and Peer-Evaluations for Collaborative Case-Based, Nicotine Cessation Events For Pharmacy and Physician Assistant Students*

PRESENTER: **Julie E. Hurley**, DSc PAS, MS, PA-C, Assistant Professor, Massachusetts College of Pharmacy and Health Sciences University, School of Physician Assistant Studies, Boston, MA, julie.hurley@mcphs.edu

CO-AUTHORS:

- » **Jennifer Prisco**, PharmD, RPh, MCPHS, School of Pharmacy
- » **Evelyn Graeff**, MEd, DHSc, MCPHS, School of Physician Assistant Studies

DESCRIPTION: In the 2021-2022 academic year, pharmacy and PA students piloted self- and peer-evaluation utilizing an abridged Interprofessional Collaborator Assessment Rubric (ICAR). The aim was to expand beyond self-evaluation and compare student self-evaluation to peer evaluators.

*Evolution of an IPE Case: An Interprofessional Approach for Large Student Cohorts*

PRESENTER: **Radhika Aravamudhan**, PhD, Dean; Associate Professor, Audiology, Residential Program, Salus University, Osborne College of Audiology, Elkins Park, PA, raravamudhan@salus.edu

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- » **Cara Orr**, PA-C, Salus University, Physician Assistant Program
- » **Michelle Fischer**, MMS, PA-C, Salus University, Physician Assistant Program
- » **Kelly Salmon**, SLPD, CCC-SLP, BCS-S, CLT-LANA, NDC, Salus University, Speech-Language Pathology Department
- » **Robert W. Serianni**, MS, CCC-SLP, FNAP, Salus University, Speech-Language Pathology Department
- » **Andrea Carr Tyszka**, OTD, MS, OTR/L, SIPT, Salus University, Occupational Therapy Department
- » **Melissa A. Vitek**, OD, FAAO, Salus University, Pennsylvania College of Optometry

DESCRIPTION: In this poster, we will focus on how our case evolved to incorporate a set of conditions to prepare the future professionals participating in the IPE experience in collaborative practices. These cases not only focus on specific diagnosis or management in one profession, but integrate the IPE competencies over several professions.

*Interprofessional Case Studies: A Cross-Disciplinary Approach to Developing Counselor Identity*

PRESENTER: **Alwin Wagener**, PhD, NCC, Assistant Professor of Clinical Mental Health Counseling, Fairleigh Dickinson University, School of Psychology and Counseling, Madison, NJ, awagener@fdu.edu

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- » **Julie E. Phelan**, PhD, Langer Research Associates
- » **Elliotte Harrington**, PhD, Fairleigh Dickinson University, School of Psychology and Counseling
- » **Dongmi Kim**, PharmD, Fairleigh Dickinson University, School of Pharmacy and Health Sciences

DESCRIPTION: This project utilized an Interprofessional Case Study in the form of a video and a written description of a simulated patient. Students from various healthcare disciplines collaborated in mixed small groups to form a treatment plan. A quantitative pre- and post-assessment generated data to assess changes in perceptions of treatment needs among the pharmacy and clinical mental health counseling students.

*Nutrition Focused Simulated Activity Promotes Team Skills for Athletic Training and Dietetic Students*

PRESENTER: **Bernadette L. Olson**, EdD, AT, ATC, Clinical Education Coordinator, Department of Food, Nutrition, Dietetics and Health, Kansas State University, College of Health and Human Services, Manhattan, KS, blolson@ksu.edu

CO-AUTHORS:

- » **Amber Howells**, PhD, RDN, LD, Kansas State University, College of Health and Human Sciences

DESCRIPTION: The IPE activity allowed teams of athletic training and dietetic students to develop and implement team-based strategies to solve two simulated patient cases. These cases were interactive with a patient-model creating a live encounter. At the completion of both cases, faculty and students shared in a debriefing on team performance.

# 4

## **Simulation- Interprofessional Education (SIM-IPE)**

### **Virtual Learning**



*I Can't Believe it's Not In-Person: Transitioning from In-Person to Virtual Crisis Management for Interprofessional Students*

PRESENTER: **Anisha Turner**, MD, MBA, Assistant Professor, Baylor College of Medicine, Department of Emergency Medicine, Houston, TX, anisha.turner@bcm.edu

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- » **Malford Tyson Pillow**, MD, MEd
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- » **Anisha Turner**, MD, MBA

- » **Rita Dello Stritto**, PhD, RN, CNS, ENP, ACNP-BC, FAANP
- » **Peggy Landrum**, PhD, RN
- » **Suzanne Scheller**, MS, RN, CNE

Texas Woman's University

- » **Rebecca K. Aulbach**, PhD, RN, ACNS-BC

University of Houston College of Pharmacy

- » **Catherine L. Hatfield**, PharmD, FNAP
- » **Shane R. Tolleson**, PharmD
- » **Mable H. Truong**, PharmD, BCPS

DESCRIPTION: Currently, three institutions (Baylor College of Medicine, University of Houston College of Pharmacy, and Texas Woman's University Nelda C. Stark College of Nursing) have collaborated to provide IPE opportunities to their students for several years and have successfully implemented IPE sessions with positive feedback. Prior to COVID, our institution implemented IPE scenarios with a focus on simulation of a critically ill patients with student teams performing independently and in real-time. After COVID, we were challenged with transitioning our learning environment to a virtual setting, similar to the challenge presented to many teaching institutions. Despite this limitation, we wanted to continue our goal of immersing students in an interactive learning environment that encouraged real-time communication and collaboration.

*IPE Online Simulation Involving Health & Social Work Students to Embed Adult Safeguarding Practice with a Homeless Adult*

PRESENTER: **Mary - Clare Davidson**, MA, FHEA, Social Work Lecturer, University of Central Lancashire, Preston, Lancashire, UK, mc davidson@uclan.ac.uk

CO-AUTHORS:

- » **Abhi Jones**, University of Central Lancashire, School of Medicine
- » **Lisa Ashworth**, University of Central Lancashire, School of District Nursing

DESCRIPTION: An IPE online simulation involving health and social work students to embed effective collaborative adult safeguarding practice. It is focused upon a homeless adult at risk of abuse who meets the eligibility for interventions under adult protection legislation. It aims to embed good practice from research of published Adult Safeguarding Reviews (cases with identified issues in practice). This involves team members working collaboratively within their professional roles, completing a robust risk assessment and utilising person centred tools underpinned by a non-judgemental approach.

*Interprofessional Public Health Simulations and Professional Identity Formation among First-Year Health Profession Students*

PRESENTER: **Timothy R. Brown**, PharmD, BCACP, FASHP, Director of Interprofessional Education, University of Georgia, College of Pharmacy, Athens, GA, timothy.brown@uga.edu

CO-AUTHORS:

- » **Kay Brooks**, MEd, RPh, University of Georgia, College of Pharmacy
- » **Mary Kate Steinbeck**, MEd, University of Georgia, College of Pharmacy

DESCRIPTION: This program addresses the need for Professional Identity Formation (PIF) through an IPE event integrated into the early stages of the curricula for nursing, pharmacy, and epidemiology programs. The goal of this annual IPE event is to increase student competencies on the dimensions of the ICCAS: Communication, Collaboration, Roles & Responsibilities, Collaborative Patient-family Centered Approach, Conflict Management/Resolution, and Team Functioning. In our data analysis we seek to link the data metrics from students with the components of PIF to explore how students from each profession understand their role in an interprofessional healthcare approach.

*Interprofessional Simulation & Standardized Patients: Interviewing Strategies to Destigmatize Substance Use Disorders*

PRESENTER: **Zach Sneed**, PhD, CRC, LCDC, BC-TMH, Assistant Dean for Outcomes & Assessment; Assistant Professor, Texas Tech University Health Sciences Center, School of Health Professions, Lubbock, TX, zach.sneed@ttuhsc.edu

CO-AUTHORS:

- » **Renée J. Bogenschutz**, PhD, CCC-SLP, Texas Tech University Health Sciences Center, Office of Interprofessional Education

DESCRIPTION: In this IPE simulation with standardized patients, teams of students from diverse professional backgrounds took the first step in shattering the stigma of substance use disorders (SUDs) by learning and practicing the use of destigmatizing interviewing techniques. This was accomplished by keynote presentations covering team-based care in SUDs, harm reduction strategies, and interviewing strategies to destigmatize the interview, small group simulations with standardized patients, and small and large group debriefs.

*Promoting the IPEC Core Competencies through an Interprofessional Acute Care Patient Simulation Experience*

PRESENTER: **Erin Mastin**, University of Toledo, School of Interprofessional Education, Toledo, OH, erin.mastin@utoledo.edu

CO-AUTHORS:

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- » **Maggie Maloney**, PhD, OTR/L, University of Toledo, College of Health and Human Services

- » **Michelle Masterson**, PT, PhD, Director, University of Toledo, School of Interprofessional Education
- » **Jordan Norris**, Medical Student, University of Toledo, College of Medicine and Life Sciences

DESCRIPTION: The purpose of this project was to develop an interprofessional acute care simulation experience for first year healthcare students as one of the spring semester requirements of a large-scale interprofessional education (IPE) program and evaluate its effectiveness in promoting the CCs and improving students' interprofessional communication and team-based patient care skills. The goal of the simulation was to provide students with a meaningful and realistic interprofessional learning experience to help prepare them for interprofessional collaborative practice

# 5

**Clinical Learning**

**Collaborative Practice**

*Work Integrated Learning - Real Opportunities for Interprofessional Education*

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DESCRIPTION: Students from undergraduate nursing and allied health programs from The University of Queensland are enrolled in an Interprofessional Collaborative Practice curriculum embedded within their program. There is a need to scaffold onto this program, work integrated learning opportunities for the students whilst on placement. A student education team (Interprofessional Education Coordinator / Allied Health Clinical Education Support Officer / Nursing Educator) worked with clinical educators from nine professions to co-design and produce an integrated program for students on placement at STARS from nursing, allied health and medicine.

*Working Together is Better: Team-based Learning to Improve Oral and Systemic Health*

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DESCRIPTION: The goal of this project was to deliver a clinical experience that supports resident and student learning for addressing medical conditions, health behaviors, and determinants of health related to oral health outcomes. The study included an analysis of the Interprofessional Collaborative Competencies Attainment Survey (ICCAS) to examine pre and post program experiences for dental, pharmacy, and occupational therapy, and physician assistant students.

*Medical Student and Staff Nurse Perceptions of Nurse-Shadowing Program for First-Year Medical Students*

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DESCRIPTION: Although there is no formal nursing school affiliated with the University of Chicago, the Understanding Nursing Interprofessional Team Experiences (UNITE) program was started during the 2015-2016 school year to provide first-year medical students an interprofessional education experience shadowing staff nurses. The program involves first-year medical students shadowing a staff nurse for four hours in one of the 11 nursing units. Both pre- and post-experience REDCap surveys were filled out by medical students and a post-shift survey by the staff nurses. The goal of the project is to analyze the survey results to better understand the efficacy of this interprofessional education intervention.

*Student Attitudes Toward IPE: A Two-Year Review of a Labor and Delivery IPE Program*

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DESCRIPTION: The educational strategy of the project is to place the medical student in the life of the labor and delivery (L&D) nurse observing and completing tasks essential to the definition of the role and vital to the care of the patients for an entire nursing shift. In addition, the student will be required to experience communication and coordination of care with additional healthcare provider roles and advocacy for the patient and their experience and safety. All students that matriculate the medical school are required to complete this experience for credit and to receive a final grade in the clerkship.

*Changing Curricula to Increase Interprofessional Learning and Collaboration Opportunities: Results from the First Graduating Cohort*

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DESCRIPTION: The primary project goals were to create a true interprofessional curriculum that was longitudinal and had students from multiple professions taking and interacting collaboratively both in courses and in actual clinical practice. Using an experiential, transformative learning approach based on social-cultural constructivism, interprofessional learning and collaboration opportunities were integrated into 6 courses and a student-run pro bono clinic.

# 6

**Diversity, Equity, Inclusion**

**Health Disparities**

**Social Determinants of  
Health**



*Developing and Implementing an Interprofessional Education Scholars Program for Nursing and Medical Students*

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DESCRIPTION: Each clinical day in the 12-week semester, nursing and medical students work in dyads to provide care for a complex patient on a Medical Surgical Unit. Students attend patient-centered interprofessional rounds, complete a social determinants of health (SDH) assessment, identify other healthcare professionals needed to address patient needs and used SBAR (situation, background, assessment and recommendation) to communicate barriers and challenges to the interprofessional team.

*A Novel Approach to Interprofessional Education Using Simulation of the Project ECHO® Model*

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DESCRIPTION: Northeast Ohio Medical University had a significant interest in enhancing the experiences for health professions students in their clinical years of training to allow them to demonstrate the ability to collaborate effectively with an interprofessional team on complex patient care issues, specifically around social justice topics. Project ECHO® was identified as a valuable model for faculty and staff to practice these skills, and there was a desire to expose students to this resource as well. Students would participate in a simulated online learning community, present to their peers, demonstrate core interprofessional team skills and discuss key issues related to health equity and social justice which are relevant to trainees from a variety of disciplines.

*Poverty Simulation: Addressing Poverty Invoked Health Disparities From an Interdisciplinary Approach*

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DESCRIPTION: Created by the Missouri Association for Community Action, the Poverty Simulation aims to “bridge the gap from misconception to understanding” to show the impact poverty has on the daily lives of those living in it. The simulation is based upon real-life individuals and participants in the simulation take on those roles and any health morbidities they may or may not have. However, there is often a family member who has some sort of medical need. The program exists to promote poverty awareness, increase understanding, inspire change, and transform perspectives ("poverty simulation," 2021).

*Teamwork Makes the Clinical Dream Work - Diversity, Equity, and Inclusion in Clinical Education*

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DESCRIPTION: The Clinical Advisory Council at Stockton University presented a 1-day workshop where DEI principles were conceptualized as a foundation for effective student supervision and patient care in various contemporary practice settings. This study explored the potential relationship of this workshop’s content on the professional practice of the attendees. More specifically, it investigated the extent to which the explicit instruction in DEI principles presented at this workshop influenced attendees’ clinical education practices and strategies.

*Development of an Interprofessional Education Experiential Learning Curriculum*

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DESCRIPTION: Working through a 5-year HRSA PCTE grant, faculty at Carroll University developed an interprofessional education curriculum in which physician assistant, physical therapy, occupational therapy, nursing, and public health students participated in an interprofessional collaborative practice curriculum which combined didactic and experiential learning. Within this IPE curriculum, interprofessional teams of students collaborated with Hispanic seniors in a medically underserved community to develop integrative health and wellness programs. Here, faculty share lessons learned in the areas of curriculum development and collaboration with institutional and community partners.

# 7

## Assessment

## Competencies

*Initial Impressions of Interprofessional Collaboration Competency Attainment at a University Led, Interprofessional Vaccination Clinic*

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DESCRIPTION: The objective of this project is to evaluate health science students' self-reported change in collaboration-related competencies before and after their experience participating in the University's vaccination efforts, including Hub daily operations and mass vaccination events. The team seeks to better understand the success of existing IP educational opportunities at the Hub to inform development and expansion of IP educational programming for all six health sciences schools at the Hub in the future.

*What's Working for Practitioners: A Mixed Method Analysis of the Collaborative Practice Assessment Tool using the IPEC Competencies*

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DESCRIPTION: The purpose of this research was to a) look at what is perceived to be working with regard to collaboration across practitioners who serve individuals with developmental disabilities, b) utilize a mixed methods approach to take a quantitative and qualitative look at collaborative practices.

*Development of a Disaster Health Competencies Assessment Instrument for Interprofessional Health Profession Students*

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DESCRIPTION: The goal of this study was to develop and pilot a disaster health competencies assessment for IPE programs using the National Center for Disaster Medicine and Public Health (NCDMPH) Disaster Health Competencies. The Disaster Health Competencies were developed to be a foundation to educate health professionals for working in disasters.

### *An Evaluation of IPE Competency Attainment in the Public Library Setting*

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DESCRIPTION: The Stony Brook Medicine Healthy Libraries Program (HeLP) provides a team-based approach to assist librarians with meeting patron needs. The goals of HeLP are to 1) provide health professional students with a competency-driven interprofessional education (IPE) experience involving two or more disciplines; 2) address health equity by providing HeLP to high-need communities; 3) train students to deliver health screenings and education, health information, case-management, and resources that address the social determinants of health; and 4) assess student learning outcomes.

### *Introducing the IPEC Institutional Assessment Instrument*

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DESCRIPTION: The goal of this project was to establish expert consensus on the institutional characteristics associated with high-quality programmatic IPE and to transform this consensus into a psychometrically sound measurement instrument.

# 8

## Special Topics and Research



*Effectiveness of Online Curriculum for Interprofessional Team Preparation in an International Service-Learning Experience*

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DESCRIPTION: Interprofessional service-learning teams lacking preparation, understanding of roles, and confidence create safety risks and inferior patient care in under-resourced communities. A 5-week online pre-departure training (PDT) curriculum addressing global health, culturally specific issues, and effective interprofessional collaborative practice was developed for a non-profit organization that guides interprofessional students for global health experiences in Guatemala.

*Developing Climate Awareness through Disaster Preparedness IPE*

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DESCRIPTION: At the University of Utah, we created a case-based IPE Disaster Preparedness course that showed the importance of leadership and communication. Additionally, it helped increase participants' awareness of climate change.

*Preventing Compassion Fatigue and Suicide in Healthcare Professionals*

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DESCRIPTION: In Fall 2022, a nursing leader and a psychiatric and mental health provider offered an education initiative via nursing grand rounds event. This project plan includes

offering this education in a webinar platform to all hospital employees in late 2022. Specific interventions include increased awareness and access to mental health resources, as well as proposing a plan to reduce access to lethal means of suicide within workplaces.

*Evaluation of EEG Responses to Sedative and Stimulative Music Using the Muse 2*

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DESCRIPTION: Undergraduate students in biology and music therapy participated in this interdisciplinary collaborative research project. The students discussed common areas of interest and decided that studying the use of a portable EEG for receptive music experiences would combine all 3 of their areas of undergraduate study.

*Using Interprofessional Collaboration To Support Engagement In Community Arts For Patients With Parkinson's Disease: A Pilot Study*

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DESCRIPTION: This course is administered in local art museum with the community art director, physical therapy, and occupational therapy students and faculty. The theme/focus of the course details the "Journey of Parkinson's" with each week focusing on a different aspect of the disease.