

2025 POSTER FAIR

FROM IDEAS TO IMPACT: INNOVATION IN INTERPROFESSIONAL EDUCATION & PRACTICE



**November 20, 2025
3:00 - 5:00 P.M. ET**



THANK YOU



Dear Colleagues,

On behalf of the IPEC Board, thank you for your outstanding contributions to the 2025 IPEC Poster Fair, held under this year's theme, *From Ideas to Impact: Innovation in Interprofessional Education & Practice*. Your participation truly brought this theme to life—demonstrating how creative thinking and collaboration can lead to meaningful change in education and health outcomes.

We were thrilled to welcome 49 interprofessional teams representing 46 graduate and undergraduate schools and programs across the United States, as well as participants from Australia, India, Israel, Mexico, the Netherlands, Rwanda, and Saudi Arabia. For several of these countries, this marks their first appearance at the Poster Fair, enriching our global dialogue with new voices and perspectives.

Each poster reflected the spirit of innovation at the heart of our theme—transforming ideas into tangible strategies that advance interprofessional education and collaborative practice. Your work continues to expand our collective understanding of how teamwork, shared learning, and cross-disciplinary partnerships can improve outcomes for learners, patients, and communities.

A special thank you to our faculty, clinical, and student presenters for sharing your expertise and insights, and to our facilitators for guiding thoughtful and engaging discussions. Together, you helped create an open, inclusive space where ideas could flourish and connections could grow.

We are deeply grateful for the time, creativity, and energy you devote to this community. Your efforts exemplify the best of what IPEC stands for—and ensure that innovation in IPE continues to move from concept to impact.

With appreciation and warm regards,

A handwritten signature in black ink, reading "Alison J. Whelan".

Alison J. Whelan, MD
Chair, IPEC Board of Directors

A STUDENT-LED ACTIVITIES & PERSPECTIVES

Interprofessional projects led by students, highlighting innovative approaches, reflections, and outcomes from learner-driven initiatives.

1. *7th Generation Operation: Expanding Pathways to Health Professions Through Community Engagement and Interprofessional Collaboration*
2. *Establishing Interprofessional Strategies for STEAM & Health Promotion Initiatives in Academic Institutions & Community Centers*
3. *Centralizing Research Opportunities and Strengthening Community: The Student-Led SOAR Newsletter*
4. *Assessing Interprofessional Competency Development Among Health Professions Students During a Global Medical Mission to Medellín, Colombia*
5. *Interprofessional Collaboration at a Student-Run Free Health Screening Clinic Enhances Student Education*
6. *Exploring Career Perceptions Among Medical and Pharmacy Students: A Step Toward Interprofessional Understanding*



A1

7th Generation Operation: Expanding Pathways to Health Professions Through Community Engagement and Interprofessional Collaboration

PRESENTER:

 **Maeanna Merrill**, MD Candidate (2026)

University at Buffalo, Jacobs School of Medicine and Biomedical Sciences

CO-AUTHORS:

Amanda Bahgat, MPH, University at Buffalo, Jacobs School of Medicine and Biomedical Sciences

Humberto Molina, University at Buffalo Jacobs, School of Medicine and Biomedical Sciences

Jessica S. Kruger, PhD, MCHES, University at Buffalo, School of Public Health and Health Professions

Daniel J. Kruger, PhD, University at Buffalo, Clinical and Research Institute on Addictions

Michael J. Oldani, PhD, MS, University at Buffalo, Jacobs School of Medicine and Biomedical Sciences

DESCRIPTION:

7th Generation Operation is an interprofessional event that introduces Indigenous adolescents to health professions, through student-led, hands-on workshops, a career fair, and a student-facilitated case discussion, promoting cultural humility, interprofessional collaboration, and educational/workforce diversity. This research measures the IPEC competency growth of participating health professional students.

A2

Establishing Interprofessional Strategies for STEAM & Health Promotion Initiatives in Academic Institutions & Community Centers

PRESENTER:

 **Vivian Tat**, PhD, MPH

The University of Texas Medical Branch, Graduate School of Biomedical Sciences

CO-AUTHORS:

Nathan Tat, MS, Taking Our Best Shot

Avni Kantawala, BSA, Westwood High School

Jessica Matos, MLIS, Moore Memorial Public Library

Tony Nguyen, University of Houston, C.T. Bauer College of Business

Sean Icuspit Pagay, Texas A&M at San Antonio, College of Arts and Sciences

Candise Tat, MPH, UTHealth-MD Anderson Graduate School of Biomedical Sciences

Gabrielle Dewson, BA, The University of Texas Medical Branch, Sealy Center for Structural Biology and Molecular Biophysics

Mary Beth Trevino, MMRM, The University of Texas Medical Branch, Center for Addiction Science and Therapeutics

Leslie Stalnaker, MPH, The University of Texas Medical Branch, School of Public and Population Health

DESCRIPTION:

"Taking Our Best Shot" (TOBS) is an interprofessional initiative that aims to foster evidence-based science communication through cross-sectoral partnerships in public health and science, technology, engineering, arts, and math. TOBS has created educational materials, conducted scientific outreach and mentorship, and participated in multiple community-wide events. All projects are readily adaptable, and our team hopes that our work will inspire others to join and expand TOBS.

A3

***Centralizing Research Opportunities and Strengthening Community:
The Student-Led SOAR Newsletter***

PRESENTER:

 **Mawada Al Faisal**, BS

Baylor College of Medicine, School of Medicine

CO-AUTHORS:

Mawada Al Faisal, BS, Baylor College of Medicine, School of Medicine

Shams Al Faisal, University of Houston, College of Natural Science and Mathematics

Hafsah Khwaja, BS, Baylor College of Medicine, School of Medicine

Mabel Perez-Oquendo, PhD, Baylor College of Medicine, Graduate School of Biomedical Sciences

Michael Robinson, PT, DPT, OCS, Baylor College of Medicine, School of Medicine

DESCRIPTION:

The student-led Student Opportunities for Advancement in Research (SOAR) newsletter is designed to make research-related content accessible and engaging while also providing

students with a creative outlet. Topics include research opportunities, events, conferences and awards, student and faculty spotlights, authentic and reputable advice across a range of medical school-related concerns, institutional updates, and student life and opinions. This multifaceted content is relevant to students and faculty across different stages and disciplines at Baylor College of Medicine and aims to foster a strong sense of community, curiosity, and collaboration. Its multi-channel distribution plan ensures its availability and accessibility for all members, encouraging engagement from both students and faculty who may not typically interact. The newsletter continues to challenge itself with each edition, delivering meaningful and thought-provoking content to its audience.

A4

Assessing Interprofessional Competency Development Among Health Professions Students During a Global Medical Mission to Medellín, Colombia

PRESENTER:

 **Judy Font**, BA, PharmD Candidate
University of South Florida, Taneja College of Pharmacy

CO-AUTHORS:

Jonathan Andreadakis, MPH, CPH, University of South Florida, College of Public Health
Aimon Miranda, PharmD, BCPS University of South Florida, College of Pharmacy
Elimarys Perez-Colon, MD, University of South Florida, College of Medicine

DESCRIPTION:

This study examines the impact of an interdisciplinary medical mission conducted by the International Health Service Collaborative (IHSC) in partnership with Universidad CES in Medellín, Colombia, where students from medicine, pharmacy, nursing, and public health collaborated through clinics, home visits, and community education to advance equitable care in underserved populations. Using the validated Interprofessional Collaborative Competency Attainment Survey (ICCAS), pre- and post-mission data were analyzed to assess changes in interprofessional collaboration and communication skills. Findings highlight the role of global service-learning in strengthening collaborative competencies and preparing future health professionals for patient-centered, team-based care.

A5

Interprofessional Collaboration at a Student-Run Free Health Screening Clinic Enhances Student Education

PRESENTER:

 **Alexa DeRegnaucourt, MS**
University of Cincinnati, College of Medicine

CO-AUTHORS:

Carolyn Homolka, BS, University of Cincinnati, College of Medicine
Obi Igwe, BS, University of Cincinnati, James L. Winkle College of Pharmacy
Iris Jennings, BA, University of Cincinnati, James L. Winkle College of Pharmacy
Mary K. MacVittie, BA, University of Cincinnati, College of Medicine
Michael Petterson, MS, University of Cincinnati, College of Medicine
Anna Balinski, University of Cincinnati, College of Nursing
Karissa Kim, PharmD, University of Cincinnati, James L. Winkle College of Pharmacy

DESCRIPTION:

The University of Cincinnati Open School is a student-run clinic offering free health screening and self-management support to community members. Students from MD, RN, PharmD, DPT, RDH, and nutrition programs volunteer at the clinic together. This project evaluated how health professions students' attitudes toward interprofessional collaboration were impacted by Open School. Results indicated better understanding of roles and responsibilities such as one's own role within a team and training requirements of other health professionals. Students also valued interprofessional teamwork and recognized the impact on improving outcomes.

A6

Exploring Career Perceptions Among Medical and Pharmacy Students: A Step Toward Interprofessional Understanding

PRESENTER:

 **Adeline Whaley, BS**
Northeast Ohio Medical University, College of Medicine

CO-AUTHORS:

Evan Leskiw, BS, Northeast Ohio Medical University, College of Pharmacy
Sara Dugan, PharmD, Northeast Ohio Medical University, College of Pharmacy

Jodie Turosky, RPh, Northeast Ohio Medical University, College of Pharmacy

DESCRIPTION:

This study aims to investigate career perceptions among first through fourth-year medical and pharmacy students. Through a 15-question survey, this study aims to highlight the gaps that exist within healthcare to further improve upon patient care and communication between healthcare providers. The results will be used to explore what areas of interprofessional disconnect exist and to inform strategies for enhancing collaboration and mutual respect between the two disciplines. Ultimately, this study aims to contribute to improved teamwork among future physicians and pharmacists, with the goal of strengthening interprofessional collaboration in clinical practice.

B

INTERPROFESSIONAL FACULTY DEVELOPMENT

Programs and strategies to prepare faculty for designing, facilitating, and assessing IPE experiences.

1. *Where East Meets West: Establishing a Center for Interprofessional Education*
2. *A scoping review of educational interventions for clinical educators facilitating interprofessional student placements*
3. *Evaluation of the impact of a student and resident interprofessional teaching certificate program*
4. *Empowering Faculty for IPE: Integrating Simulation, AI, and Collaborative Case Design*
5. *Interprofessional Education in Action: Embedding the IHI Certificate Across Public Health and Healthcare Administration Curricula*



B1

Where East Meets West: Establishing a Center for Interprofessional Education

PRESENTER:

 **Karina Madrigal**, EdD, MA

Southern California University of Health Sciences, Center for Interprofessional Education

CO-AUTHORS:

Michael Ramcharan, MD, DC, MPH, EdD, Southern California University of Health Sciences, College of Science and Integrative Health

DESCRIPTION:

Southern California University of Health Sciences established its inaugural Center for Interprofessional Education (IPE) to unite Eastern (complementary) and Western (conventional) medicine in advancing collaborative, whole-person care. Within one year, IPE initiatives expanded dramatically—activities increased 400%, student engagement 1,566%, and faculty participation 1,700%—with students achieving double-digit competency gains across all IPEC domains, validating a transformative, integrative model for practice-ready health professionals.

B2

A scoping review of educational interventions for clinical educators facilitating interprofessional student placements

PRESENTER:

 **Nikki Cooke**

Flinders University, College of Nursing and Health Sciences, Physiotherapy

CO-AUTHORS:

Maayken van den Berg, PhD, MHSc (Hum Mov Sc), B.Physiotherapy, Flinders University, College of Nursing and Health Sciences, Physiotherapy

Claire Baldwin, PhD, B.Physiotherapy (Honours), Flinders University, College of Nursing and Health Sciences, Physiotherapy

DESCRIPTION:

This scoping review identified educational models and approaches designed to support clinical educators (CEs) in facilitating interprofessional student placements. A total of 24

models were found across 19 peer-reviewed and 5 grey literature sources, with considerable variation in training features and inconsistent use of IPE competencies. Twelve studies reported positive perceptions from CEs who participated in training, with four key themes emerging: gained knowledge and skills, improved confidence, intention to change practice, and perceived value of training. However, no studies reported organisational perspectives on these educational models.

B3

Evaluation of the impact of a student and resident interprofessional teaching certificate program

PRESENTER:

 **Haley Johnson**, PharmD, BCPS

University of Health Sciences and Pharmacy, St. Louis College of Pharmacy

CO-AUTHORS:

Alberto Sobrero, MD, Washington University School of Medicine in St. Louis

Jiamu Sun, MPH, Washington University Brown School of Social Work

Heather Hageman, MBA, The Collaboration for Interprofessional Education at Washington University Medical Campus

Dennis Chang, MD, Washington University School of Medicine in St. Louis

Denise Leonard, PhD, Center for Teaching and Learning Washington University in St. Louis

DESCRIPTION:

The Collaboration for Interprofessional Education developed a Student/Resident Teaching Certificate on pedagogy and interprofessional education (IPE) best practices to prepare upper-level trainees to become IPE leaders and educators in 2021. Since there are few similar programs in the United States, there is a lack of data evaluating interprofessional teaching certificate programs' long-term impact. The purpose of this research was to evaluate if participation in a trainee interprofessional teaching certificate program results in a change in participants' teaching, clinical practice, and/or research. Results from the qualitative and quantitative analyses revealed that the health professional students and post-graduate trainees enrolled in the interprofessional teaching certificate program reported plans to work collaboratively in and improved understanding of interprofessional teams through participation in the program.

B4

Empowering Faculty for IPE: Integrating Simulation, AI, and Collaborative Case Design

PRESENTER:

 **Taylor Yowan, BS**

Ithaca College, School of Health Sciences and Human Performance, Physician Assistant Program

CO-AUTHORS:

Nathan Frakes, MS, Ithaca College, School of Health Sciences and Human Performance, Center for Health Sciences, Anatomage Lab

Deborah Wuest, EdD, Ithaca College, School of Health Sciences and Human Performance, Department of Health Sciences and Public Health

Patrick McKeon, PhD, Ithaca College, School of Health Sciences and Human Performance, Department of Exercise Science and Athletic Training

Holly Buchanan, PA-C, Ithaca College, School of Health Sciences and Human Performance, Physician Assistant Program

DESCRIPTION:

This project introduced faculty at Ithaca College's School of Health Sciences and Human Performance to best practices in interprofessional education (IPE) and simulation-based learning. Through a presentation and collaborative scenario design activity, faculty applied IPEC Core Competencies and explored AI as a supportive tool. Evaluation is ongoing, using focus groups and surveys to assess the intervention's effectiveness in advancing sustainable IPE integration.

B5

Interprofessional Education in Action: Embedding the IHI Certificate Across Public Health and Healthcare Administration Curricula

PRESENTER:

 **Kim Sanders-Davey, PhD, MBA, MA**

Samford University, School of Public Health

CO-AUTHORS:

Dennis McCay, PhD, MBA, CPM, Samford University, Department of Healthcare Administration and Informatics

Lakesha Kinnerson, MPH, RHIA, Samford University, Department of Healthcare Administration and Informatics

Carol J. Ratcliffe, DNP, RN, COI, FACHE, Samford University, Department of Healthcare Administration and Informatics

M. Ahinee Amamoo, PhD, MS, Samford University, Department of Public Health

DESCRIPTION:

Since 2018, Samford University's School of Public Health has embedded the Institute for Healthcare Improvement (IHI) Basic Certificate in Quality and Safety into its undergraduate and graduate Public Health and Healthcare Administration programs. This 13-module, asynchronous micro-credential cultivates interprofessional competencies in patient safety, quality improvement, leadership, and population health. These skills are essential for non-clinical professionals who work alongside and lead clinical teams. Each IHI module is aligned with educational standards from the Association of University Programs in Health Administration (AUPHA), the Council on Education for Public Health (CEPH), the Commission on Accreditation of Healthcare Management Education (CAHME), and the Interprofessional Education Collaborative (IPEC). Formative and summative evaluations are used, including curriculum mapping, monitoring student progress, and benchmarking certificate completion rates across all programs.



IPE CURRICULUM DEVELOPMENT & STRUCTURE

Planning, structuring, and integrating IPE curricula across programs, including course design, sequencing, and competency alignment.

1. *Team Red Hawk: Development and Implementation of Interprofessional Education Experiences for Students of Health Professions*
2. *Interprofessional Insights: Optimizing cancer epidemiology nutritional research through the lens of clinical dietetics collaborative feedback*
3. *Impact of Structured IPE Curriculum on Student Collaboration Skills, Self and Team Efficacy*
4. *Interprofessional Workshop on How to Engage Responsibly with Artificial Intelligence Tools*
5. *Fostering Interprofessional Learning Through Multi-Institutional Partnerships: Outcomes of a Student Workshop*



C1

Team Red Hawk: Development and Implementation of Interprofessional Education Experiences for Students of Health Professions

PRESENTER:

 **Luis Torres**, DHSc, LAT, ATC

Montclair State University, College for Community Health, Athletic Training Program

DESCRIPTION:

Team Red Hawk was developed by faculty and staff of various health professions programs at Montclair State University in 2018 to foster interprofessional collaboration among their students. Three separate learning experiences over the course of three academic semesters were developed to address the IPEC Core Competencies. The SPICE-R2 instrument demonstrated that health professions students agreed that these events improved their attitudes on interprofessional teamwork, role delineation, and patient rated outcomes.

C2

Interprofessional Insights: Optimizing cancer epidemiology nutritional research through the lens of clinical dietetics collaborative feedback

PRESENTER:

 **Randalynn Hajek**, MPH, RDN, Grand Valley State University, School of Interdisciplinary Health, College of Health Professions

CO-AUTHORS:

 **Sarah Nechuta**, PhD, MPH, Grand Valley State University, School of Interdisciplinary Health

DESCRIPTION:

Interprofessional collaboration between epidemiologists and clinical dietitians can inform research and public health practice at the intersection of nutrition and epidemiology. Team-based interprofessional educational experiences that incorporate IPEC core competencies and support the use of complementary expertise can help prepare students for future interprofessional collaboration in the workplace. We designed a semester-long educational collaboration with multiple learning activities to support teamwork and communication skill development for graduate students in two disciplines- public health epidemiology and

clinical dietetics-focused on addressing a public health problem in cancer and nutritional epidemiology.

C3

Impact of Structured IPE Curriculum on Student Collaboration Skills, Self and Team Efficacy

PRESENTER:

✉ **Anthony Breitbach**, PhD, ATC, FASAHP, FNAP

Saint Louis University, Doisy College of Health Sciences, Interprofessional Education

CO-AUTHORS:

Sarah Liebowitz, MA, Saint Louis University, Interprofessional Education Program

Kim Levenhagen, PT, DPT, WCC, CLT, FNAP, Saint Louis University, Department of Physical Therapy and Athletic Training

Maegan Roper, MSN, RN, CMSRN, CNL, CNE, Saint Louis University, Trudy Busch Valentine School of Nursing

Selena Washington, PhD, MSPH, OTR/L, Saint Louis University, Department of Occupational Sciences and Occupational Therapy

DESCRIPTION:

This presentation offers data-driven strategies from Saint Louis University for enhancing interprofessional student collaboration and efficacy in the health professions. We present findings from a recent study evaluating a novel IPE initiative involving students from diverse health professions engaged in a structured Concentration in Interprofessional Practice. By examining meta-perception across four efficacy-related constructs, we reveal how, compared to novice learners, more advanced IPE students have increased confidence in collaboration skills after completing the program. We will provide insights into the study's design, execution, and outcomes that can be utilized to inform IPE curriculum development.

C4

Interprofessional Workshop on How to Engage Responsibly with Artificial Intelligence Tools

PRESENTER:

✉ **Michael Perry**, PharmD, BCPS, BCCCP

Duquesne University, School of Pharmacy

CO-AUTHORS:

Rebecca R Schoen, PharmD, BCACP, Duquesne University, School of Pharmacy,
Kristin D'Acunto, EdD, MPA, PA-C, Duquesne University, John G. Rangos, Sr. School of
Health Sciences, Duquesne University, Department of Physician Assistant Studies
Pamela H. Koerner, BS, PharmD, BCPS, Duquesne University, School of Pharmacy
Phillip R. Bryant, DO, FAAPMR, Duquesne University, College of Osteopathic Medicine

DESCRIPTION:

At Duquesne University, the School of Pharmacy, College of Osteopathic Medicine, and the John G. Rangos, Sr. School of Health Sciences Physician Assistant Studies collaborated on creating an interprofessional seminar session focused on the use of artificial intelligence (AI) in healthcare. The seminar brought together teams of students from each school to utilize AI to complete a differential diagnosis, critique a AI generated drug information question response, and discuss bias in AI tools. Assessment of the students revealed that they did not view AI as a replacement for their interprofessional partners and that self-reported confidence and familiarity with AI improved.

C5

Fostering Interprofessional Learning Through Multi-Institutional Partnerships: Outcomes of a Student Workshop

PRESENTER:

✉ **Heidi Cheerman**, PT, DPT, EdD, FNAP, NCS

Northeastern University, Bouvé College of Health Sciences; School of Clinical and Rehabilitation Sciences; Department of Physical Therapy, Movement & Rehabilitation Sciences

CO-AUTHORS:

Janet Dewan, PhD, NS CRNA, Northeastern University, Bouvé College of Health Sciences, School of Nursing

Savanna DiCristina, PharmD, MPH, BCPS, Northeastern University, Bouvé College of Health Sciences, School of Pharmacy and Pharmaceutical Sciences, Department of Pharmacy and Health Systems Sciences

Margarita DiVall, PharmD, MEd, FNAP, BPS, Northeastern University, Bouvé College of Health Sciences, School of Pharmacy and Pharmaceutical Sciences, Department of Pharmacy and Health Systems Sciences

Heather H. Miselis, MD, MPH, FAAFP, Boston University, Chobanian & Avedisian School of Medicine

Nancy Mizzoni, DNP, RN, CPNP, Northeastern University, Bouvé College of Health Sciences, School of Nursing

Aimee Perron, PT, DPT, NCS, FNAP, Northeastern University, Bouvé College of Health Sciences, School of Clinical and Rehabilitation Sciences

Lynn Reede, DNP, MBA, CRNA, FNAP, Northeastern University, Bouvé College of Health Sciences, School of Nursing

Dawn C. Swain, PharmD, RPh, Northeastern University, Bouvé College of Health Sciences, School of Pharmacy and Pharmaceutical Sciences, Department of Pharmacy and Health Systems Sciences

Kisha Thompson, PhD, MS, CRNA, Northeastern University, Bouvé College of Health Sciences, School of Nursing

Jennifer Kirwin, PharmD, BCPS, Northeastern University, Bouvé College of Health Sciences, School of Pharmacy and Pharmaceutical Sciences, Department of Pharmacy and Health Systems Sciences

DESCRIPTION:

This multi-institutional project between Chobanian & Avedisian School of Medicine at Boston University and Bouvé College of Health Sciences at Northeastern University evaluates a refined, large scale five-year interprofessional education (IPE) workshop bringing together pharmacy, nursing, physician assistant, physical therapy, and medical students. Over 500 students participated in virtual, case-based teamwork activities facilitated by clinician faculty from the five professions, addressing IPEC Core Competencies. Pre- and post-workshop surveys using the Interprofessional Socialization and Valuing Scale revealed statistically significant improvements in attitudes toward collaborative practice, with notable differences among disciplines. Findings inform strategies to enhance faculty development, strengthen curricula, and prepare health professions students for effective, team-based patient care.

D IPE CURRICULUM & SKILL-BUILDING

Hands-on workshops, exercises, and experiences that build learners' interprofessional collaboration, communication, and clinical skills.

1. *Hands-On Training: Non-Pharmacological Strategies for Rheumatoid Arthritis For Student Pharmacists Involving Rehab Disciplines*
2. *Enhancing Maternal Team Coordination: Integrating Doulas into an Interprofessional Education Collaborative Program*
3. *Nourishing Collaboration: Culinary and Clinical Skill-Building Through Interprofessional Education*
4. *Enhancing Interprofessional Collaboration Between Nurse Practitioner and Physician Assistant Students through Structured IPE Activities*



D1

Hands-On Training: Non-Pharmacological Strategies for Rheumatoid Arthritis For Student Pharmacists Involving Rehab Disciplines

PRESENTER:

 **Marina Galvez-Peralta**, PharmD, PhD
West Virginia University, School of Pharmacy

CO-AUTHORS:

Sue Ann R. Woods, PhD, MOT, OTR/L, CHT, West Virginia University, School of Medicine, Division of Occupational Therapy

Kimeran W. Evans, PT, DPT, PhD, West Virginia University, School of Medicine, Division of Physical Therapy

Taylor C. Thompson, PharmD, MBA, BCPS, West Virginia University, Departments of Clinical Pharmacy and Family Medicine

DESCRIPTION:

This workshop was designed to emphasize non-pharmacologic strategies for management of rheumatoid arthritis, as a supplement within the PharmD curriculum. The workshop involved pharmacy, occupational therapy, and physical therapy. Student outcomes were evaluated using the Interprofessional Collaborative Competencies Attainment Survey (ICCAS). Results indicated a statistically significant positive impact of this workshop increasing knowledge, awareness, and confidence which was demonstrated during subsequent patient counseling experiences later in the course.

D2

Enhancing Maternal Team Coordination: Integrating Doulas into an Interprofessional Education Collaborative Program

PRESENTER:

 **Nina Favor**, MSN Ed, RN, CHSE, DNP Student
University of Detroit Mercy, McAuley School of Nursing

CO-AUTHORS:

Arthur Ko, PhD, University of Detroit Mercy, College of Health Professions

DESCRIPTION:

This project addressed maternal mortality by integrating doulas into the maternal healthcare teams through an IPEC-based interprofessional workshop. The virtual sessions used case studies, discussions, and role-clarity activities to strengthen communication, teamwork, and mutual respect between doulas and healthcare providers. Outcomes were measured with AITCS-II surveys and participant feedback, highlighting pathways for improved collaboration and doula integration.

D3

Nourishing Collaboration: Culinary and Clinical Skill-Building Through Interprofessional Education

PRESENTER:

 **Elizabeth MacQuillan, PhD, RDN, CHSE**

Grand Valley State University, College of Health Professions, Clinical Dietetics/Applied Food and Nutrition Programs

CO-AUTHORS:

Randalynn Hajek, MPH, RDN, Grand Valley State University, College of Health Professions, Clinical Dietetics/Applied Food and Nutrition Programs

Jennifer Ford, EdD, RDN, Grand Valley State University, College of Health Professions, Clinical Dietetics/Applied Food and Nutrition Programs

DESCRIPTION:

This project implemented an interprofessional education (IPE) workshop that brought together dietetics and nursing students for a hands-on, experiential learning experience. Sixteen students (10 nursing, 6 dietetics) participated in a two-hour session that focused on culinary skills for modifying diets and medical nutrition therapy (MNT) for managing metabolic syndrome (MetS). A flipped-classroom, workshop-style event was used as the educational strategy; students engaged in interprofessional learning by teaching and learning from one another while performing tasks in both clinical and culinary lab settings.

D4

Enhancing Interprofessional Collaboration Between Nurse Practitioner and Physician Assistant Students through Structured IPE Activities

PRESENTER:

 **Humberto Reinoso, PhD, FNP-BC, ENP-BC, PMHNP-BC**

Mercer University, Georgia Baptist College of Nursing

CO-AUTHORS:

Lisa Dickerson, MD, Mercer University, College of Health Professions, Department of Physician Assistant

Amanda Clark, MMSc, PA-C, Mercer University, College of Health Professions, Department of Physician Assistant

Justus Randolph, PhD, Mercer University, Georgia Baptist College of Nursing

DESCRIPTION:

This project aimed to enhance interprofessional collaboration between nurse practitioner and physician assistant students through a structured educational intervention. The event included a keynote lecture, expert panel, and guided table discussions focused on shared values, roles, and team-based care. Pre- and post-intervention surveys measured changes in knowledge, perceptions, and attitudes. Results support the value of experiential learning in fostering mutual respect and preparing students for collaborative clinical practice.

E**INTERPROFESSIONAL TEAMWORK
FOR ACCESSIBLE CARE**

Initiatives focused on collaborative team-based care to improve access, coordination, and quality for patients across different settings and needs.

1. *Evaluating Interprofessional Team Performance in Clinical Encounters: Patient Care Across Different Races*
2. *Enhancing Rural Health Access through Integration of Community Health Workers into Rural Outreach Clinic Operations*
3. *Learning by Serving: An Interprofessional Community Health Education Initiative With Graduate Nursing and Pharmacy Students*
4. *Using Interprofessional Teams to Learn and Apply Health Literacy Skills*
5. *Exploring the Role of Social Drivers of Health in Interprofessional Team-OSCEs: Insights from Diabetes Case Simulations*



E1

Evaluating Interprofessional Team Performance in Clinical Encounters: Patient Care Across Different Races

PRESENTER:

 **Yulia Murray**, PharmD, BCPS

Massachusetts College of Pharmacy and Health Sciences, School of Pharmacy-Boston

CO-AUTHORS:

Michelle Webb, MPAS, PA-C, MCPHS, School of Physician Assistant Studies

Spencer Casella, PharmD, MCPHS, School of Pharmacy-Boston

Carolyn Hall, PharmD, BCPS, MCPHS, School of Pharmacy-Boston

Nancy Stern, BA, BS, RPh, MCPHS, School of Pharmacy-Boston

Rita Morelli, PharmD, BCACP, MCPHS, School of Pharmacy-Boston

Jennifer Prisco, PharmD, Northeastern University, Bouvé College of Health Sciences

DESCRIPTION:

This study assessed how incorporating Social Determinants of Health into interprofessional TOSCEs affected team collaboration and communication among pharmacy, Physician assistant, and nursing students. Eighty students completed standardized cases, identical except for patient race (Black vs. White). Teams caring for the White patient scored higher in most domains, including integrating patient beliefs, sharing information, and active listening. Both groups performed equally in communication strategies. Results highlight disparities in care delivery and underscore the importance of addressing implicit bias and strengthening SDOH training in health professions education.

E2

Enhancing Rural Health Access through Integration of Community Health Workers into Rural Outreach Clinic Operations

PRESENTER:

 **Benjamin Smith**, Medical Student (MS2), BS, BA

University of Nevada, Reno, School of Medicine

CO-AUTHORS:

Dainen Parry, BS, Medical Student (MS2), University of Nevada, Reno School of Medicine

Madi Hammargren, BS, Medical Student (MS2), University of Nevada, Reno School of Medicine

Daniel Spogen, MD, University of Nevada, Reno School of Medicine, Rural Outreach Clinic

DESCRIPTION:

The University of Nevada, Reno School of Medicine's Rural Outreach Clinic (ROC) is piloting the integration of Community Health Workers (CHWs) to strengthen patient support and access to care in rural Nevada. The project uses pre- and post-visit surveys to evaluate patient understanding of CHW roles, perceived usefulness of interactions, and satisfaction with resources provided. ROC operates with an interprofessional model, bringing together physicians, medical and PA students, nursing students, CHWs, interpreters, and volunteers to deliver patient-centered care. Findings will guide future scalability and sustainability of CHW integration

E3

Learning by Serving: An Interprofessional Community Health Education Initiative With Graduate Nursing and Pharmacy Students

PRESENTER:

 **Alexandra Hubley, MSN, RN, CHSE**
Palm Beach Atlantic University, MSN, RN, CHSE

CO-AUTHORS:

Mariette Sourial, PharmD, Palm Beach Atlantic University, School of Pharmacy
Diane Esposito, PhD, APRN-BC, Palm Beach Atlantic University, School of Nursing

DESCRIPTION:

Graduate nursing and pharmacy students participated in interprofessional service-learning sessions at a local nonprofit serving vulnerable populations, providing community health education across three housing facilities for men, women, and families in need. The experience fostered collaboration, strengthened understanding of professional roles, and promoted meaningful engagement with underserved communities. Outcomes were evaluated through reflective questionnaires assessing interprofessional competencies and students' perceptions of learning.

E4

Using Interprofessional Teams to Learn and Apply Health Literacy Skills

PRESENTER:

✉ **Melanie Stone**, DrPH, MEd, CHWI

The University of Texas at San Antonio, Long School of Medicine, Cheever Center for Medical Humanities & Ethics

CO-AUTHORS:

Angela Kennedy, SLPD, CCC-SLP, The University of Texas at San Antonio, School of Health Professions

DESCRIPTION:

In order to provide the most effective care when working on interprofessional teams, it is vital for the health workforce to be trained in health literacy communication techniques. A novel health literacy interprofessional Objective Structured Clinical Examination (iOSCE) was created to formalize the training and evaluation of the health literacy skills of student learners within the health professions.

E5

Exploring the Role of Social Drivers of Health in Interprofessional Team-OSCEs: Insights from Diabetes Case Simulations

PRESENTER:

✉ **Nancy Stern**, BS, BS, RPH

Massachusetts College of Pharmacy University, School of Pharmacy-Boston

CO-AUTHORS:

Rita Morelli, PharmD, BCACP, MCPHS, School of Pharmacy-Boston

Carolyn Hall, PharmD, BCBP, MCPHS, School of Pharmacy-Boston

Anne Chiavegato, MS, PA-C, MCPHS, School of Physician Assistant Studies

Kristeen Perry, DHSc, MSDH, RDH, MCPHS, Forsyth School of Dental Hygiene

Robert Smethers, RDH, MSDH, MCPHS, Forsyth School of Dental Hygiene

Sabrina Rabins, BA, MCPHS, School of Professional Studies

Jennifer Prisco, PharmD, Northeastern University, Bouvé College of Health Sciences

Yulia Murray, PharmD, BCPS, MCPHS, School of Pharmacy-Boston

DESCRIPTION:

This event highlighted the critical role of interprofessional collaboration in enhancing patient outcomes through effective teamwork. Students from pharmacy, physician assistant, dental hygiene, and nursing programs were paired to complete peer-evaluated interprofessional cases centered on medical interviewing for diabetes. Using validated interprofessional education assessment tools, the event measured participants' communication and teamwork skills, as well as their awareness of social drivers of health (SDOH), before and after the collaborative activity.



COMMUNITY & PERSON-CENTERED IPE

Interprofessional learning experiences that engage communities or patients directly, emphasizing person-centered, inclusive, and responsive care.

1. *"[I] would've been at a deficit without my colleague": Thematic Analysis of Interprofessional Health-Equity Simulations*
2. *Advancing Cultural Competence and Interprofessionalism Through an Integrated Theoretical Framework*
3. *The Impact of Community-Based Interprofessional Collaboration on Preventing Diabetes Mellitus in age 50 and above*
4. *Mediterranean Diet and Aging: Impacts on Muscle Strength and Functional Performance in Older Adults*
5. *Innovating at Scale: Mitigating Logistical Challenges in Interprofessional Education Through Community Action Plans*



F1

"[I] would've been at a deficit without my colleague": Thematic Analysis of Interprofessional Health-Equity Simulations

PRESENTER:

 **Patricia Leoncio**, BSN Student
University of Michigan, School of Nursing

CO-AUTHORS:

Nicole Mollenkopf, PharmD, MBA, BCPPS, FNAP, BCPS, Johns Hopkins University, School of Nursing

Marquita Genies, MD, MPH, Johns Hopkins University, School of Medicine

Kamna Balhara, MD, MA, FACEP, Johns Hopkins University, School of Medicine

DESCRIPTION:

This study explores participant perceptions of working with an interprofessional (IP) colleague in a health equity simulation among 5th-semester nursing students and PGY-1 residents at Johns Hopkins University. Participants engaged in a pre-briefing, completed a simulated encounter relevant to health equity with a standardized patient, and concluded with a post-encounter group debriefing and a narrative post-simulation reflection. Our findings indicate that participants appreciated the interprofessional nature of the experience, noting its relevance to advancing their own learning, improving their clinical practice, and positively impacting patient outcomes.

F2

Advancing Cultural Competence and Interprofessionalism Through an Integrated Theoretical Framework

PRESENTER:

 **Quentin Conkle**, PhD
Rosalind Franklin University of Medicine and Science, College of Health Professions,
Interprofessional Healthcare Studies

CO-AUTHORS:

Yovanna Pomarico, PhD, MBA, CMA, Rosalind Franklin University of Medicine and Science,
College of Health Professions, Biomedical Sciences

DESCRIPTION:

Cultural and linguistic barriers in healthcare continue to create disparities for individuals with limited English proficiency. To address the lack of unified, theory-based models for culturally responsive interprofessional care, the researchers propose an integrated framework combining four foundational theories of cultural care, social behavior, and human caring. Currently in the conceptual phase, this framework aims to guide future education and practice innovations that promote equity, empathy, and collaboration.

F3

The Impact of Community-Based Interprofessional Collaboration on Preventing Diabetes Mellitus in age 50 and above

PRESENTER:

 **Julie Joseph**, MSN, RN, CCRN

Texas Woman's University, College of Nursing

CO-AUTHORS:

Sreelekha Gilla, Texas Woman's University, Health Informatics Student

Kimberly Roberts RDH, Texas Woman's University, MS student

DESCRIPTION:

This poster outlines a project proposal for a community-based, collaborative strategy aimed at preventing Type 2 Diabetes Mellitus (T2DM) in individuals aged 50 and above. An interprofessional team will implement educational programs, conduct screenings, and offer lifestyle support to encourage healthier behaviors and mitigate the risk of diabetes. The project's efficacy will be assessed through pre- and post-tests, surveys, and participant feedback.

F4

The Effects of Mediterranean Diet Adherence on Muscle Strength and Functional Performance in Older Adults: A Review of the Evidence

PRESENTER:

 **Peter Duong**, MPH, SPT

University of St. Augustine for Health Sciences, School of Physical Therapy

CO-AUTHORS:

Adrian Escusa, SPT, University of St. Augustine for Health Sciences, School of Physical Therapy

Christopher Rogers, CSCS, SPT, University of St. Augustine for Health Sciences, School of Physical Therapy

Kaelee Brockway, PT, DPT, EdD, GCS, ACEEAA, Texas Woman's University, School of Physical Therapy

Janis Henricksen, PT, DPT, ScD, COMT, CEEAA, Texas Woman's University, School of Physical Therapy

DESCRIPTION:

In this scoping literature review, Doctor of Physical Therapy candidates explored the influences of the Mediterranean diet on muscle strength and functional performance in adults aged 65 and older across community, clinical, and residential settings. Current research suggests that Mediterranean diet adherence may enhance grip strength, gait speed, and overall functional independence. Integrating nutritional education and promoting interprofessional collaboration within physical therapy education can support healthy aging, independence, and high-quality, patient-centered care.

F5

Innovating at Scale: Mitigating Logistical Challenges in Interprofessional Education Through Community Action Plans

PRESENTER:

 **Stephanie Au**, DNP, MSN, APRN, FNP-c
University of California, Irvine

CO-AUTHORS:

Nana Entsuaah-Boateng, PharmD, University of California, Irvine, School of Pharmacy

DESCRIPTION:

The Interprofessional Community Health Action Plan (ICHAP) engaged 329 students from the schools of pharmacy, nursing, medicine, and public health in a large-scale, two-quarter project. Working in 57 interprofessional teams, students identified social issues affecting vulnerable populations and designed targeted community engagement initiatives. This model addressed common logistical barriers to IPE while fostering authentic collaboration, skill-building, and application of IPEC core competencies in real-world contexts.



GLOBAL & CROSS-CULTURAL IPE

IPE projects that incorporate global perspectives, cross-cultural collaboration, and international or community-based partnerships.

1. *Development of an Interprofessional Educational Module for Medical Emergencies Management for Undergraduate Healthcare Students*
2. *Interprofessional Education in Times of War: Navigating Uncertainty and Cultural Diversity*
3. *Empowering Indigenous Climate Knowledge through a Digital Repository for Environmental Wisdom in Rwanda*
4. *Barriers and facilitators to the implementation of pharmacotherapy focus interprofessional education in four European institutes*
5. *Integration of interprofessional education in a multiprofessional educational unit in Mexico*



G1

Development of an Interprofessional Educational Module for Medical Emergencies Management for Undergraduate Healthcare Students

PRESENTER:

 **Swet Nisha**, MDS, M-FIILPE

ESIC Medical College and Hospital, Namkum, Ranchi, Department of Dentistry

CO-AUTHORS:

Lorie Sigmon, PhD, DNP, RN, FNAP, University of North Carolina Wilmington, School of Nursing

Shannon H. Ford, PhD, APRN, CPNP-PC, CNE, University of North Carolina Wilmington, School of Nursing

DESCRIPTION:

Interprofessional education (IPE) is an emerging field of healthcare education. Teamwork and collaboration foster a healthy working environment, and IPE aims at learning about, from, and with each other. As health professionals, dental students, medical students, and nurses should be prepared to recognize and manage common medical emergencies that may arise in the dental office or dental school clinic. The aim of the present study is to explore the impact of Interprofessional simulation-based medical emergencies management in dental practice. The objectives of the present study was to explore the impact of Interprofessional simulation-based medical emergency management among dental practice in undergraduate healthcare professions on sustainable learning and skill development.

G2

Interprofessional Education in Times of War: Navigating Uncertainty and Cultural Diversity

PRESENTER:

 **Tal Hadar**, MD

Hadassah Medical Center, Faculty of Medicine, Hebrew University, Jerusalem, Israel

CO-AUTHORS:

Cohavit Levy-Mazaki, MSc.OT, School of Occupational Therapy, Faculty of Medicine, Hebrew University, Jerusalem, Israel

Ruth Stalnikowicz, MD, Faculty of Medicine, Hebrew University, Jerusalem, Israel

Keren Bluth, M.S.W., Department of Social Work Services, Hadassa Hebrew University Medical Center, Jerusalem, Israel

Naama Karniel, MSc.PT, Physical Therapy Department, Hadassah Hebrew University Medical Center, Jerusalem, Israel

Alex Gural, MD, Hadassah Medical Center, Faculty of Medicine, Hebrew University, Jerusalem, Israel

Lilach Haim-Eli, RN, Hadassah Medical Center, School of Nursing, Hebrew University, Jerusalem, Israel

DESCRIPTION:

The ongoing conflict in our region created unprecedented challenges, requiring innovative approaches to maintain interprofessional education (IPE). We adapted methods to create a safe learning environment that respects all perspectives, addressing cultural diversity in a crisis context, difficulty in scheduling and planning and continuity of learning during safety-driven restrictions, through structured activity protocols focusing on patient care rather than divisions and maximum flexibility. Pre- and post- activity evaluation used validated questionnaires with free-text feedback to assess feasibility and learner outcomes.

G3

Empowering Indigenous Climate Knowledge through a Digital Repository for Environmental Wisdom in Rwanda

PRESENTER:

✉ **Benjamin Habintwali**, BSc Nursing
University of Rwanda, School of Nursing

CO-AUTHORS:

Joie Sophia Umuhoza, BSc Mental Health Nursing, University of Rwanda, School of Nursing

Claudette Nisengwe, BSc Environmental science, University of Rwanda, School of Environmental Health Sciences

Daniel Irakiza, BSc Nutrition and Dietetics, University of Rwanda, School of Public Health

DESCRIPTION:

This project aims to preserve and digitize Rwanda's traditional environmental knowledge through a community-driven digital repository. Using participatory methods with elders, youth, and herbalists, the study captures ecological practices and wisdom related to

climate adaptation. The platform promotes cultural preservation, youth innovation, and integration into national environmental strategies.

G4

Barriers and facilitators to the implementation of pharmacotherapy focus interprofessional education in four European institutes

PRESENTER:

✉ **Tuan Anh Phan**, PharmD

Erasmus Medical Center, Hospital Pharmacy

CO-AUTHORS:

Samir El Abdouni, PharmD, Erasmus Medical Center, Hospital Pharmacy

Nicolas Picard, PharmD, University of Limoge, Pharmacy

Florian Lemaitre, PharmD, PhD, Centre Hospitalier Universitaire de Rennes (CHU Rennes)

Liv Mathiesen, PharmD, PhD, University of Oslo, Department of Pharmacy

Jorie Versmissen, MD, PhD, Erasmus Medical Center, Internal Medicine

Floor van Rosse, PhD, Erasmus Medical Center Hospital Pharmacy

Marianne van der Heijden, PhD, Erasmus Medical Center, Internal Medicine

DESCRIPTION:

This project identified barriers and facilitators to an pharmacotherapy focussed IPE learning activity at four European institutions for students of medicine, pharmacy, and nursing based on the Consolidated Framework for Implementation Research. Barriers are predominantly logistical in nature, including alignment of participating students' schedules, rigidity of curricula, and physical distance between institutes. Key facilitators are the need for more interprofessional collaboration in healthcare, accreditation standards, and enthusiasm of high-level leaders about interprofessional education.

G5

Integration of interprofessional education in a multiprofessional educational unit in Mexico

PRESENTER:

✉ **Sandra Muñoz**, PhD

Universidad Nacional Autónoma De México, Facultad de Estudios Superiores Iztacala

CO-AUTHORS:

Dante Amato, MD, UNAM, Department of Medicine

Alejandro Cerón, BSc Psychology, UNAM, Department of Psychology

Guadalupe Duhart, BOptom, UNAM, Department of Optometry

Francisco Gómez, DDs, UNAM, Department of Dentistry

Ana Lara, PhD in Administrative Sciences, UNAM, Department of Nursing

Marcela Jiménez, MEd, UNAM, Department of Medicine

Xavier Novales, MD, UNAM, Department of Medicine

Juan Pineda, PhD in Public Health, UNAM, Department of Nursing

DESCRIPTION:

The poster presents progress on the improvements identified in students after participating in the Interprofessional Education course held at a multidisciplinary unit in the State of Mexico.



SIMULATION: CLINICAL & PERSON-CARE FOCUSED

Simulated patient care activities emphasizing clinical reasoning, procedural skills, and interprofessional collaboration at the bedside or clinic.

1. *Beyond Silos: Fostering Collaborative Practice*
2. *Development of an IPE Simulation on Malnutrition to Bridge the Nutrition Gap Across Disciplines and Curriculum*
3. *Influence of Patient Insurance Status on Interprofessional Team Performance in Simulated Clinical Encounters*
4. *SBAR Simulation Helps Enhance Communication Between Osteopathic Medical Students and Bachelor's Nursing Students*
5. *The Effect of Interprofessional Education Simulation between Physical Therapists and Nursing Students*



H1

Beyond Silos: Fostering Collaborative Practice

PRESENTER:

✉ **Katie Camden**, DNP, RN, CHSE, ACUE

Arkansas State University, College of Nursing & Health Professions

CO-AUTHORS:

Mitzi Scotten, MD, RN, New York Institute of Technology, College of Osteopathic Medicine-Arkansas Campus

DESCRIPTION:

Interprofessional education is widely recognized for its value, yet meaningful integration across health professions curricula remains inconsistent. Learners face gaps in communication, professionalism, teamwork, and collaboration. This project aims to establish a sustainable interprofessional simulation program (Sim-IPE) to enhance role clarity, confidence, and readiness for practice. Aligned with INACSL, IPEC, and QSEN standards, scenarios emphasize authenticity, fidelity, and psychological safety to prepare learners for effective teamwork across professional roles. A formative mixed-methods approach will facilitate ongoing evaluation and continuous quality improvement.

H2

Development of an IPE Simulation on Malnutrition to Bridge the Nutrition Gap Across Disciplines and Curriculum

PRESENTER:

✉ **Lindsay Taylor**, MS, PA-C

Eastern Michigan University, College of Health and Human Services

CO-AUTHORS:

Heather Hutchins-Wiese, PhD, RD, Eastern Michigan University, School of Health Sciences

Noelle Blasch, MS, RD, Eastern Michigan University, School of Health Sciences

Darlene Bellers, MS, RD, CSOWM, Eastern Michigan University, School of Health Sciences

Linda Myler, DNP, RN, CHSE-A, CNE, Eastern Michigan University, School of Nursing

Kathy Seurnyck, DNP, RN, CHSE, CNE, Eastern Michigan University, School of Nursing

DESCRIPTION:

An interprofessional simulation is in development to integrate malnutrition care into the curricula of nursing, dietetics, and physician assistant programs. The experience is designed to address the lack of nutrition-focused content in IPE and simulation while enhancing teamwork and clinical reasoning across disciplines. Students acquire practical, transferable skills to provide comprehensive team-based care for clients/patients with malnutrition.

H3

Influence of Patient Insurance Status on Interprofessional Team Performance in Simulated Clinical Encounters

PRESENTER:

 **Rita Morelli**, PharmD, BCACP

Massachusetts College of Pharmacy and Health Sciences, School of Pharmacy-Boston

CO-AUTHORS:

Amy Ricupero, PharmD, MEd, MCPHS, School of Pharmacy

Christopher Cooper, EdD, MPAS, PA C, MCPHS, School of Physician Assistant Studies

Yulia Murray, PharmD, BCPS, MCPHS, School of Pharmacy-Boston

Nancy Stern, BA, BS, RPh, MCPHS, School of Pharmacy-Boston

Jennifer L. Prisco, PharmD, MCPHS, School of Pharmacy-Boston

Carolyn Hall, PharmD, BCPS, MCPHS, School of Pharmacy-Boston

DESCRIPTION:

This project enhances interprofessional team-based clinical simulations by incorporating social factors, such as patient insurance status, into case design. These real-world elements help students recognize how social determinants impact communication, care planning, and health outcomes. Faculty-led debriefs reinforce critical thinking about equity and team decision-making. The goal is to better prepare students for collaborative, patient-centered care in diverse clinical settings.

H4

SBAR Simulation Helps Enhance Communication Between Osteopathic Medical Students and Bachelor's Nursing Students

PRESENTER:

 **Lauryn San Juan**, MS

Marian University, Tom and Julie Wood College of Osteopathic Medicine

CO-AUTHORS:

Baleigh Norman, Osteopathic Medical Student, Marian University, Tom and Julie Wood College of Osteopathic Medicine

Teya Cassaday, BSN, RN Marian University, Leighton School of Nursing

Callie Runion, BSN, RN Marian University, Leighton School of Nursing

Kerri Irwin, MSN, RN, CNE cl, Marian University Leighton School of Nursing

Emily Young, MD, FACP, FAAP, Marian University, Tom and Julie Wood College of Osteopathic Medicine

Brian Skinner, PharmD, BCPS, Marian University, Tom and Julie Wood College of Osteopathic Medicine

DESCRIPTION:

Our interprofessional education activity implements an SBAR (Situation, Background, Assessment, Recommendation) simulation to enhance communication between Osteopathic Medicine and Bachelor of Science in Nursing students. Using active role-play, nursing students communicate concerns about a patient's changing condition through both in-person and telephone conversations, while osteopathic medical students engage in active listening and shared decision-making. Immediate feedback was provided by faculty from both healthcare professions throughout the simulation. Post-simulation, students engaged in a large group debrief and completed a survey that included qualitative feedback and quantitative data using the Interprofessional Collaborative Competency Attainment Survey. This simulation promotes teamwork and reduces potential communication errors in the clinical setting while fostering mutual respect for each profession's roles and responsibilities to improve patient care and safety.

H5

The Effect of Interprofessional Education Simulation between Physical Therapists and Nursing Students

PRESENTER:

 **Andrew Bartlett**, PhD, PT, MPA

California State University Northridge, College of Health and Human Development,
Department of Physical Therapy

CO-AUTHORS:

Kader Tekkas-Kerman, PhD, MSN, RN, California State University Northridge, College of Health and Human Development, Department of Nursing

DESCRIPTION:

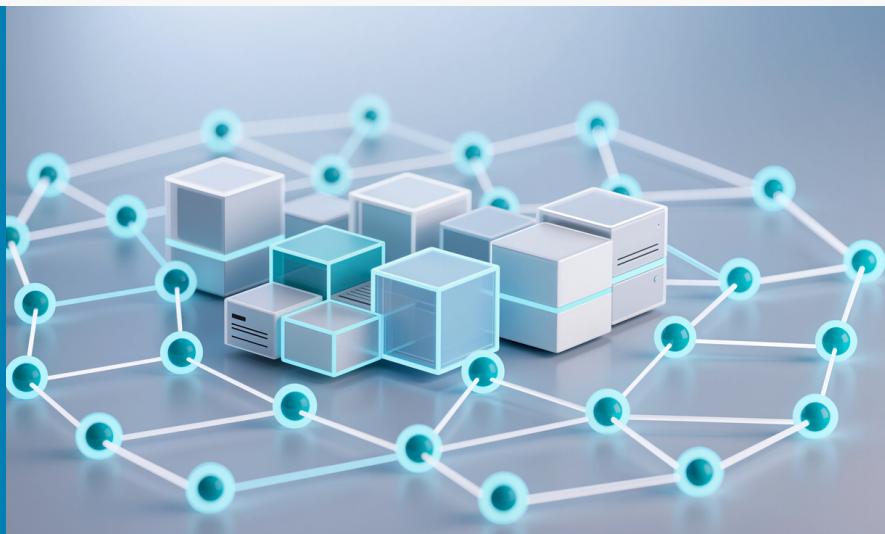
An interprofessional education simulation (IPES) between physical therapists and nursing students significantly improved students' perceptions, readiness, and self-efficacy for collaborative practice. These findings support the value of structured interprofessional learning experiences in preparing health professions students for team-based care. This study supports the 2023 Interprofessional Education Collaborative (IPEC) core competencies of: values and ethics; roles and responsibilities; communication and teamwork.



SIMULATION: SYSTEMS & SOCIAL CONTEXTS

Simulations focused on healthcare systems, organizational dynamics, and factors that influence access, outcomes, and team-based care.

1. *Building Better Teams: incorporating simulation-based training into interprofessional education*
2. *Empathy in Action: Student Insights from the Community Action Poverty Simulation (CAPS)*
3. *Simulating Interprofessional Collaboration Across Time and Space: An Asynchronous Online Discussion Board Approach*
4. *Using CUS Words to Speak Up: Interprofessional Simulation Across Three Health Care Professions*
5. *Determining the Effect of a Virtual Interprofessional Education Experience on Knowledge of Health Profession Students*



I1

Building Better Teams: Incorporating Simulation-based Training into Interprofessional Education

PRESENTER:



Heather Howell, PharmD

Memorial Medical Center, University of New Mexico, College of Pharmacy

CO-PRESENTERS:

Susie Facio, LMSW, New Mexico State University, School of Social Work

Jodi Patterson, PhD, MN, RN, New Mexico State University, School of Nursing

CO-AUTHORS:

Jessica Lopez-Harder, PhD, New Mexico State University, Counseling & Educational Psychology

Wiley Stem, PhD, New Mexico State University, Counseling & Educational Psychology

Wanda Borges, PhD, RN, ANP-BC, New Mexico State University, School of Nursing

DESCRIPTION:

This project highlights the role of simulation-based education in building interprofessional skills in a three-day immersion program. This team-based immersion spanned five healthcare disciplines including Doctor of Pharmacy, Masters of Social Work, Doctor of Nursing, and Doctor of Clinical Psychology students. It followed a stepwise approach that built upon role exploration, written case discussions, and live patient simulations for application of knowledge.

I2

Empathy in Action: Student Insights from the Community Action Poverty Simulation (CAPS)

PRESENTER:



Jacob Greenfield, OTD, OTR/L

West Virginia University, Division of Occupational Therapy

CO-AUTHORS:

Anthony Peluso, DrPH, MPH, West Virginia University, School of Public Health

DESCRIPTION:

The West Virginia University Health Sciences Office of Interprofessional Education facilitates the Community Action Poverty Simulation (CAPS), an in-person, two-hour interactive immersion experience that sensitizes community participants to the realities of poverty. Following the simulation, student participants complete a post-survey identifying key outcomes of the experience. This project works to qualitatively analyze open-ended survey responses to the question "What key insights did you glean from the simulation?" The goals of this project are two-fold: 1) To gauge student knowledge and perceptions following participation in the simulation; 2) To determine the extent to which knowledge gained aligns with the objectives of the simulation.

13

Simulating Interprofessional Collaboration Across Time and Space: An Asynchronous Online Discussion Board Approach

PRESENTER:

 **Julianna Lau, MD, MMSc**

Boston Children's Hospital, Harvard Medical School

CO-AUTHORS:

Ami Kobayashi, MD, PhD, Master's of Medical Sciences in Medical Education Candidate,
Harvard Medical School

Blaire Rikard, MMSc, Medical Student, Duke University, School of Medicine

Yulia Murray, PharmD, Massachusetts College of Pharmacy and Health Sciences

Susan Farrell, MD, EdM, Assistant Professor of Emergency Medicine, Brigham and Women's Hospital, Harvard Medical School

Jennifer Prisco, PharmD, Northeastern University, Bouvé College of Health Sciences

Jennifer Kesselheim, MD, EdM, MBE, Boston Children's Hospital, Dana Farber Cancer-Institute, Harvard Medical School, Pediatrics

Kelsey Miller, MD, EdM, Boston Children's Hospital, Harvard Medical School, Pediatrics and Emergency Medicine

DESCRIPTION:

This poster shows the implementation and assessment of the feasibility of an innovative asynchronous IPE intervention, which intentionally separated students physically and temporally, relying on remote communication. This intervention was feasible, and qualitative data revealed that learners gained practical insights into real-life collaboration

and inherent communication challenges when working on interprofessional teams. An asynchronous IPE intervention effectively simulated real-world interprofessional care, making it a valuable tool for educators across healthcare disciplines.

14

Using CUS Words to Speak Up: Interprofessional Simulation Across Three Health Care Professions

PRESENTER:

 **Terri Eastman, MEd, CHES**

Geisel School of Medicine at Dartmouth, Integrated Curriculum/Interprofessional Education

CO-AUTHORS:

John Dick, MD, Geisel School of Medicine at Dartmouth

Julie Taylor, MD MSc, Geisel School of Medicine at Dartmouth

Ann Fournier, PhD MS RN, Colby Sawyer College, School of Nursing & Health Sciences

Madison Hawkins, MPAS, Franklin Pierce University, College of Health & Natural Sciences

DESCRIPTION:

Interprofessional education (IPE) is foundational to connect, integrate, and coordinate collaborative practice for future clinicians. The purpose of our innovation is to share an approach to Interprofessional Education and its expanded collaboration with residency programming. In a one-hour, scenario-based encounter, students utilize common communication techniques used in the national TeamSTEPPS curriculum. The CUS tool (keywords are Concern, Uncomfortable, Safety) is showcased to address a patient safety issue in a supportive learning space. Resident “actors” portray distracted, dismissive, and hurried scripts to encourage students to “speak up” about a patient safety concern.

15

Determining the Effect of a Virtual Interprofessional Education Experience on Knowledge of Health Profession Students

PRESENTER:

 **Jill Bugner, PT, DPT**

South University, College of Health Professions

CO-PRESENTERS:

Dana Dixie, OTD, OTR/L, Assistant Dean of College of Health Professions, College of Health Professions, South University, Tampa

Aimee Brickner, Ph.D., LPC, Department Chair Clinical Mental Health Counseling, College of Health Professions, South University, Richmond

DESCRIPTION:

This study evaluates the effectiveness of increasing healthcare students' knowledge of other healthcare professionals' education and role in patient-center coordinated care via a synchronous Virtual Interprofessional Education Experience, which combined 10 different healthcare disciplines.



SIMULATION: PATIENT ENGAGEMENT

Scenarios where learners actively involve patients or standardized patients to practice teamwork, communication, and person-centered decision-making.

1. *Building Bridges, Not Silos: Standardized Patients in Interprofessional Health Education*
2. *Development and Assessment of a Capstone IPE Experience Incorporating a Simulated Patient Representative*
3. *Being Stroke "SMART" through Interprofessional Education: Supporting Multidisciplinary Assessment, Recovery, and Treatment*
4. *Finding True North Through Shared Journeys: Travel Consults as a Pathway to Interprofessional Education*



J1

Building Bridges, Not Silos: Standardized Patients in Interprofessional Health Education

PRESENTER:

✉ **Amanda Phoenix**, PharmD, BCACP, CDCES
Touro University, College of Pharmacy

CO-AUTHORS:

Katrin Tamari, DDS, Touro University, College of Dental Medicine
Kerry Cannity, PhD, Touro University, School of Health Sciences
Batoul Senhaji-Tomza, PharmD, MPH, Touro University, College of Pharmacy

DESCRIPTION:

To emphasize the importance of including patients as active members of the interdisciplinary healthcare team, Touro University (TU) has integrated standardized patients (SPs) into its Interprofessional Education (IPE) events. IPE leads across medical disciplines have developed IPE case discussions where students collect patient information via SP interviews, "order" labs and other diagnostic data from faculty, and develop a unified interdisciplinary treatment plan. This project examines the efficacy of this activity design through formative and summative evaluation.

J2

Development and Assessment of a Capstone IPE Experience Incorporating a Simulated Patient Representative

PRESENTER:

✉ **Jaime Foushee**, PharmD, BCPS
Edward Via College of Osteopathic Medicine, Carolinas Campus

CO-AUTHORS:

Logan J. Camp-Spivey, PhD, MSN, RN, CHSE, University of South Carolina Upstate, Mary Black College of Nursing
Susan Smith, BS, PharmD, BCPS, Wingate University School of Pharmacy
Alexis M. Stoner, PhD, MPH, Edward Via College of Osteopathic Medicine, Carolinas Campus
Charles Wingerson, PharmD, Presbyterian College of Pharmacy

David Redden, PhD, Edward Via College of Osteopathic Medicine, Auburn Campus

DESCRIPTION:

This presentation describes the development and assessment of a capstone IPE simulation experience including a patient family member, role-played by a standardized patient. Over the course of three consecutive years, approximately 871 nursing, pharmacy, and osteopathic medical students participated in the simulation, where interprofessional teams reviewed a transition-of-care patient case and developed a care plan in conjunction with the simulated family member. Faculty moderators evaluated individual learner and team performance using a competency-based rubric, and learner self-efficacy was captured using the Interprofessional Education Collaborative Competency Self Efficacy Tool 9 (IPECC-SET 9). This simulation highlights the importance of incorporating a patient or patient-representative as a part of the healthcare team and allows learners to practice inclusion of these members in the development of patient-centered care plans.

J3

Being Stroke “SMART” through Interprofessional Education: Supporting Multidisciplinary Assessment, Recovery, and Treatment

PRESENTER:

 **Anika Burac**, PharmD Student
Northeastern University, School of Pharmacy

CO-AUTHORS:

Dawn C. Swain, PharmD, RPh, Northeastern University, Bouvé College of Health Sciences, School of Pharmacy and Pharmaceutical Sciences, Department of Pharmacy and Health Systems Sciences

Stephen P. Wood, DMSc, ACNP, FAWM, Northeastern University, Bouvé College of Health Sciences, School of Nursing

Kristen Mathieu Gonzalez, DNP, RN, MSN/Ed, Northeastern University, Bouvé College of Health Sciences, School of Nursing

Lori Solo PT, DPT, NCS, Northeastern University, Bouvé College of Health Sciences, School of Clinical and Rehabilitation Sciences, Department of Physical Therapy, Human Movement, and Rehabilitation Sciences

DESCRIPTION:

The “Stroke SMART” interprofessional education (IPE) activity engaged pharmacy, nurse practitioner (NP), physical therapy (PT), and nursing students in a simulated acute stroke

case. Students collaborated on diagnostics, thrombolytic therapy, monitoring, and discharge planning, emphasizing the importance of teamwork and role clarity in acute care. Post-activity surveys and reflections showed stronger communication, clearer understanding of professional roles, and greater appreciation for collaboration in patient-centered care, supporting the integration of future interprofessional simulations into the curriculum.

J4

Finding True North Through Shared Journeys: Travel Consults as a Pathway to Interprofessional Education

PRESENTER:

 **Patricia Klatt**, PharmD, BCPS
University of Pittsburgh, School of the Health Sciences

CO-AUTHORS:

Sophia Herbert, PharmD, University of Pittsburgh, School of Pharmacy
Katherine Brownlee, MPM, University of Pittsburgh, Vaccination and Health Connection Hub
Shawn Alfonso-Wells, PhD, University of Pittsburgh, Africana Studies Department
Joanna Yao, MS2, University of Pittsburgh, School of Medicine

DESCRIPTION:

The Pitt Vaccination and Health Connection Hub provides vaccination and wellness services and serves as an interprofessional learning lab for students from six health science schools. We introduce the concept of travel consultations and share tools that we have developed to engage learners. Learners then use these tools in the exploration of a simulated travel consult, and if available, participate in an actual patient consult alongside students or clinicians from a different profession.



Connecting health professions for better care

IPEC brings together professions to advance interprofessional collaborative practice. Through shared learning and partnership, we prepare teams to deliver safer, more effective, and more compassionate care that drives better health outcomes.



655 K St NW, Suite 750, Washington, DC 20001



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