



INTERPROFESSIONAL EDUCATION COLLABORATIVE

2021 VIRTUAL POSTER FAIR

POSTER LISTING

OCTOBER 19, 2021 | 4:00-5:00 P.M. ET

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Room 1: Simulation-Interprofessional Education (SIM-IPE)



Using Videoconferencing to Promote Greater Access to and Diversity of Professions in a Recurring Interprofessional Event Involving Three Universities

PRESENTER: **MaryJo Archambault**, CTRS, EdD, Southern Connecticut State University, New Haven, CT, (archambaulm2@southernct.edu)

CO-AUTHORS:

- » **Valerie E. Beckert Strange**, MSOT, OTD, Quinnipiac University, (valerie.strange@quinnipiac.edu)
- » **Maya Doyle**, MSW, PhD, LCSW, Quinnipiac University (maya.doyle@quinnipiac.edu)
- » **Karen E. Majeski**, OTD, OTR/L, Quinnipiac University (karen.majeski@quinnipiac.edu)
- » **Barbara Cook**, EdD, CCC-SLP, Southern Connecticut State University (cookb5@southernct.edu)
- » **Julie T. Booth**, DPT, Quinnipiac University (julie.booth@quinnipiac.edu)

Prior to COVID, this event was in person. We quickly shifted to video-conferencing format due to the pandemic with a new focus on family challenges during the pandemic. Strengths as a result included high attendance with widely diversified participants, safety and sustainability.

"What's up DOCC?" Transitioning to a Virtual IPE Collaboration between Learners and Families

PRESENTER: **Gina M. Baugh**, PharmD, School of Pharmacy, West Virginia University, Morgantown, WV (gbaugh@hsc.wvu.edu)

CO-AUTHOR: **Madison E. Moody**, Center for Excellence in Disabilities, West Virginia University

Provide experiences to promote the patient centered medical home model and the provision of compassionate care in a virtual environment.

The triangulation of IPE, Simulation, and Telehealth in Health Professions Education: A pilot study

Presenter: **Karen Gordes**, PhD, PT, DSc, University of Maryland Baltimore, Baltimore, MD (karen.gordes@umaryland.edu)

CO-AUTHORS:

- » **Linda B. Horn**, PT, DScPT, MHS, GCS, NCS, School of Medicine, University of Maryland (lhorn@som.umaryland.edu)
- » **Norman F. Retener**, MD, School of Medicine, University of Maryland (noretener@som.umaryland.edu)
- » **Mei Ching W. Lee**, PhD, MSRN CHPN, School of Nursing, University of Maryland (mcleee@umaryland.edu)

The COVID-19 pandemic demonstrated the necessity of Telehealth enabled clinical care. While literature supports interprofessional education (IPE) and simulation as beneficial training platforms, less is known on the utility of these approaches in training learners on Telehealth, and the impact of their triangulation.

Online IPE Assignment Modification: Adapted Physical Education and Occupational Therapy Collaboration During the Pandemic

PRESENTER: **Elizabeth McAnulty**, OT, OTD, MSOT, OTR, School of Health Sciences, Springfield College, Springfield, MA (emcanulty@springfieldcollege.edu)

CO-AUTHORS:

- » **Nicole Wassell**, School of Physical Education and Health Education, Springfield College (nwassell@springfield.edu)
- » **Lori Vaughn**, OTD, OTR/L, School of Health Sciences, Springfield College (lvaughn@springfield.edu)

With Covid, Occupational Therapy (OT) and Adaptive Physical Education (APE) instructors redesigned an interprofessional education intervention activity for children receiving APE. Learning and collaboration occurred via Zoom, activity implementation was adapted, and course/assignment objectives were met.

Room 2: System and Statewide IPECP



The West Virginia Vaccine Administration, Collaboration, and Support Team: A Statewide Collaboration to Respond to the Pandemic

PRESENTER: **Amy Summers**, BS, Office of Interprofessional Education, West Virginia University Health Sciences Center (amy.summers1@hsc.wvu.edu)

CO-AUTHORS:

- » **Gretchen Garofoli**, PharmD, BCACP, CTTS, School of Pharmacy, West Virginia University (gretchen.garofoli@hsc.wvu.edu)
- » **Lisa Costello**, MD, MPH, FAAP, School of Medicine, West Virginia University (lmcostello@hsc.wvu.edu)
- » **Krista Capehart**, PharmD, MSPHarm, BCACP, FAPhA, AE-C, School of Pharmacy, West Virginia University (kdcapehart@hsc.wvu.edu)
- » **J. Skylar Upton**, BS, West Virginia University (wvacsteam@hsc.wvu.edu)

A process was needed to quickly and efficiently mobilize teams of interprofessional students to provide support for COVID-19 vaccination clinics.

A Virtual, Interactive and Interprofessional Opioid Overdose Workshop for Healthcare Providers and Students

CO-PRESENTER: **Marie Gilbert**, DNP, RN, CHSE, California State University, Fresno, Fresno, CA (mgilbert@mail.fresnostate.edu)

CO-PRESENTER: **Stephanie D. Moore**, PhD, ATC, College of Health and Human Services, California State University, Fresno (stmoore@csufresno.edu)

CO-AUTHORS:

- » **Rebecca Leon**, PharmD, APH, School of Pharmacy, University of California, San Francisco, (rebecca.leon@ucsf.edu)

- » **Nancy Nisbett**, EdD, CTRS, RTC, College of Health and Human Services, California State University, Fresno (nancyni@csufresno.edu)
- » **Scott R. Sailor**, EdD, ATC, College of Health and Human Services, California State University, Fresno (ssailor@mail.fresnostate.edu)
- » **Maya Leiva**, PharmD, BCOP, Inova Schar Cancer Institute, Fairfax, VA

The opioid epidemic is a growing public health concern in the region. To prevent opioid misuse, overdoses, and deaths, health professionals must learn to work collaboratively to rapidly identify and reverse overdoses, link people to effective treatment and reduce harms associated with opioids.

A College-wide Approach to Interprofessional Education

PRESENTER: **Sarah McBane**, PharmD, CDE, BCPS, FCCP, FCPA, APh, School of Pharmacy & Pharmaceutical Sciences, University of California, Irvine, Irvine, CA (smcbane@uci.edu)

CO-AUTHORS:

- » **Julie Youm**, PhD, School of Medicine, University of California, Irvine (jyoum@uci.edu)
- » **Tiffany Nielsen**, DNP, FNP-C, ENP-C, Sue & Bill Gross School of Nursing, University of California, Irvine (nielsent@uci.edu)
- » **David S. Timberlake**, PhD, School of Medicine, University of California, Irvine (dtimberl@uci.edu)
- » **Warren F. Wiechmann**, MD, MBA, School of Medicine, University of California, Irvine (wiechmaw@hs.uci.edu)
- » **Robert Edwards**, MD, PhD, School of Medicine, University of California, Irvine (redwards@uci.edu)
- » **Khanh-Van Le-Bucklin**, MD, MEd, School of Medicine, University of California, Irvine (meded@uci.edu)

The University of California, Irvine (UCI) College of Health Sciences (CoHS) includes four professional programs: Medicine, Nursing, Pharmacy & Pharmaceutical Sciences, and Public Health. In 2020, a committee inclusive of all four professions convened to begin plans for implementing college-wide IPE across the CoHS.

Room 3: Complex Care

Study of Student Involvement in Interprofessional Work and Impact on Health Professional Preparedness to Collaborate in the Workspace

PRESENTER: **Elisabelle Bocal**, MS, University of New England, Portland, ME (ebocal@une.edu)

CO-AUTHORS:

- » **Michaela Myerson**, PharmD '22, School of Pharmacy, University of New England
- » **Katie Santanello**, OMS, College of Osteopathic Medicine, University of New England
- » **Sean Callagy**, College of Osteopathic Medicine, University of New England
- » **William Rinaldi**, College of Osteopathic Medicine, University of New England

Interprofessional education (IPE) approaches to educating future healthcare leaders and early emphasis on collaborative education can improve the delivery of services from future providers through enhanced collaboration with health professionals. IPE may reduce interprofessional challenges, which hinder professional practice.

The Boxer Case

CO-PRESENTER: **Kimberly Hartmann**, PhD, OTR, FAOTA, FNAP, Quinnipiac University, Center of Interprofessional Healthcare Education, Quinnipiac University, Hamden, CT (kimberly.hartmann@quinnipiac.edu)

CO-PRESENTER: **Magdalena Lukaszewicz**, MHS, CHSE, PA-C, Center of Interprofessional Healthcare Education, Quinnipiac University, Hamden, CT (mlukaszewicz@quinnipiac.edu)

CO-AUTHORS:

- » **Sheila N. Hayre**, MA, JD, School of Law, Quinnipiac University (sheila.hayre@stanfordalumni.org)
- » **Matthew Mills**, MA, LAT, ATC, PES, School of Physical Education, Performance and Sport Leadership, Springfield College (mmills4@springfield.edu)
- » **Tania Grgurich**, DHSc RT(R)(M)(CT), ARRT, School of Health Sciences, Quinnipiac University (tania.grgurich@quinnipiac.edu)
- » **Elizabeth Wescott**, OTD, OTR/L, School of Health Sciences, Quinnipiac University (elizabeth.wescott@quinnipiac.edu)
- » **Tiffany Tsai**, PharmD, BCACP, School of Pharmacy and Physician Assistant Studies, University of Saint Joseph (ttsai@usj.edu)
- » **Julia Cote**, BA

Patients often present with medically complex issues and providers may lose sight of the related social and legal issues. Therefore, a case-based experience was created to expose students to the complex legal system and to promote holistic and empathetic care while respecting the legal boundaries.

Hindsight is 2020: Plan, Perform, Evaluate (P.P.E.)

PRESENTER: **Elisabelle Bocal**, MS, University of New England, Portland, ME (ebocal@une.edu)

CO-AUTHORS:

- » **Michaela Myerson**, PharmD '22, School of Pharmacy, University of New England
- » **Katie Santanello**, OMS, College of Osteopathic Medicine, University of New England
- » **Sean Callagy**, College of Osteopathic Medicine, University of New England
- » **William Rinaldi**, College of Osteopathic Medicine, University of New England

Our interprofessional education team developed a multi-disciplinary plan to analyze practices in client-centered care after evaluating failed performance indicators across education, public health and mental health. We reference research to develop a playbook that emphasizes measures to be taken to combat future pandemics.

Inter-Professional Education on the Neurology Clerkship Involving Physical Therapy and Medical Students

PRESENTER: **Doris Kung**, DO, FAAN, Baylor College of Medicine, Houston, TX (kung@bcm.edu)

CO-AUTHORS:

- » **Victor Oyelami**, PT, DPT, Harris Health System
- » **Wayne Brewer**, PT, PhD, MPH, School of Physical Therapy, Texas Woman's University (wbrewer@twu.edu)
- » **Stephanie Hessel**, PT, DPT, Harris Health System (stephanie.hessel@harrishealth.org)
- » **Laurie Bramlett**, PT, DPT, NCS, Harris Health System
- » **Anne C. Gill**, DrPH, MS, RN, Baylor College of Medicine (gill@bcm.edu)

We created a unique interprofessional education (IPE) experience on the neurology clerkship that incorporated patients with neurological problems admitted to the hospital and an opportunity for neurologic physical therapy (PT) residents, PT students, and medical students to interact. The primary purpose of our study was to determine if there were pre-post changes in core competencies for interprofessional collaborative practice for the participants of this IPE experience.

Room 4: Interprofessional Leadership



Developing Leadership and Patient Advocacy Skills Utilizing a Virtual Interprofessional Simulation

PRESENTER: **Amanda Brown**, MSN, RN, School of Pharmacy, Chapman University, Irvine, CA (aibrown@chapman.edu)

CO-AUTHORS:

- » **Laressa Bethishou**, PharmD, APh, BCPS, School of Pharmacy, Chapman University (bethisho@chapman.edu)
- » **Reza Taheri**, PharmD, MPH, School of Pharmacy, Chapman University (rtaheri@chapman.edu)
- » **Austin Nation**, PhD, RN, PHN, School of Nursing, California State University, Fullerton (austinxu@csu.fullerton.edu)
- » **Richard Beuttler**, PsyD, MS, School of Pharmacy, Chapman University (rbeuttler@chapman.edu)

Pharmacy and nursing approach patient advocacy and leadership differently. This project teaches these interprofessional skills to pharmacy and nursing students in a remote learning environment through virtual simulation.

Creation of an IPE Health System Science, Strengths-Based Leadership Elective Project Progress

PRESENTER: **Heather Folz**, PharmD, BCACP, School of Pharmacy, Notre Dame of Maryland, Baltimore, MD (hfolz@ndm.edu)

CO-AUTHORS:

- » **Bryan R. Hansen**, PhD, RN, APRN-CNS, ACNS-BC, School of Nursing, Johns Hopkins University (bhansen3@jhu.edu)
- » **Nicole Mollenkopf**, PharmD, MBA, BCPS, BCPPS, School of Nursing, Johns Hopkins University (nmollen1@jhu.edu)
- » **Nicole S. Culhane**, PharmD, School of Pharmacy, Notre Dame of Maryland (nculhane@ndm.edu)
- » **Rachel Marie Salas**, MD, MEdHP, FAAN, School of Medicine, Johns Hopkins University (rsalas3@jhmi.edu)

A 2-semester interprofessional education (IPE) elective did not meet the goals of medicine, nursing, and pharmacy. Strengths included commitment of faculty and an existing IPE elective model. Weakness included differing leadership support and recruitment strategies, number of facilitators, commute to class, and specialty-focus.

Implementing Interprofessional Education (IPE) Initiatives: Faculty Experiences

PRESENTER: **Valerie Oji**, PharmD, BCPP, New York Institute of Technology College of Osteopathic Medicine at Arkansas State University, Jonesboro, AR (voji@nyit.edu)

CO-AUTHOR: **Adrienne Loftis**, DO, MS, NYITCOM at Arkansas State University (aloftis@nyit.edu)

Commission on Osteopathic College Accreditation stipulated that curricula prepare medical students for collaborative healthcare teams aligned with IPE competencies; yet some IPE may not translate to post-training reality. We explore IPE implementation with faculty development and current practice.

Room 5: Peer Teaching and Learning



From Day 1: Peer Teachers Educate, Role Model, & Immerse Undergraduate First-Years in Interprofessional Competencies

PRESENTER: **Collyn J. Baeder**, MPH, Westbrook College of Health Professions, University of New England, Biddeford, ME (cbaeder@une.edu)

CO-AUTHORS:

- » **Karen T. Pardue**, PhD, RN, CNE, FNAP, ANEF, Westbrook College of Health Professions, University of New England (kpardue@une.edu)
- » **Bernice Mills**, RDH, MS, BS, Westbrook College of Health Professions, University of New England (bmills@une.edu)

Problem: Insufficient interprofessional education (IPE) in undergraduate curricula, and low rates of student retention & degree progression. Solution: University of New England (UNE) developed an Interprofessional First Year Experience (FYE) course taught via a Peer Teaching Model, to promote early engagement with classmates, college, & IPE competencies.

Building the Foundation: An Introductory IPE Curriculum for All Health Science Students

PRESENTER: **Ryan Owens**, PharmD, BCPS, School of Pharmacy, Wingate University, Hendersonville, NC (r.owens@wingate.edu)

CO-AUTHORS:

- » **Debbie Prouty**, MPT, EdD, GCS, Department of Physical Therapy, Wingate University (d.prouty@wingate.edu)
- » **Suzanne S. Wolf**, DHSc, CPH, PA-C, Department of Public Health, Wingate University (s.wolf@wingate.edu)

Each individual program covered IPEC domains to differing degrees, which led to students entering interprofessional education (IPE) events with various baseline knowledge. To ensure all students received the same level of education on the IPEC domains, we determined that a uniform, introductory curriculum was needed.

The Effectiveness of Integrating Public Health Students into a Large-Scale IPE Program

CO-PRESENTER: **Michelle Masterson**, PT, PhD, FNAP, School of Interprofessional Education and Human Performance, University of Toledo, Toledo, OH (michelle.masterson@utoledo.edu)

CO-PRESENTER: **Shipra Singh**, MBBS, MPH, PhD, School of Population Health, University of Toledo (shipra.singh2@utoledo.edu)

CO-AUTHOR: **Erin Mastin**, School of Interprofessional Education and Human Performance, University of Toledo (erin.mastin@utoledo.edu)

Public Health has been a key contributor to the Interprofessional Education Collaborative (IPEC) panel; however limited interprofessional education -programs have enrolled public health students and intentionally incorporated population health concepts such as social determinants of health (SDOH) in IPEC competencies.

Room 6: Virtual Learning and Patient Safety



Retrospective Analysis to Demonstrate Improved Student Outcomes in Communication Skills Following an Interprofessional Telehealth Simulation

PRESENTER: **Mia Hyde**, MPAS, PA-C, College of Allied Health Professions, University of Nebraska Medical Center, Omaha, NE (mia.hyde@unmc.edu)

CO-AUTHORS:

- » **Kristen M. Cook**, PharmD, BCPS, College of Pharmacy, University of Nebraska Medical Center (kmcook@unmc.edu)
- » **Liliana Bronner**, MHSA, MBA, College of Medicine, University of Nebraska Medical Center (lbronner@unmc.edu)

In response to the changing practice of medicine to include telehealth technology, an interprofessional education simulation was developed to provide physician assistant, pharmacy, and medical students understanding of appropriate telehealth use for patient care and interprofessional communication with health care team.

Interprofessional 'Virtual Medication Rounds' for Nursing and Pharmacy Students

CO-PRESENTER: **Nicole Mollenkopf**, PharmD, MBA, BCPS, BCPPS, School of Nursing, Johns Hopkins University, Baltimore, MD (nmollen1@jhu.edu)

CO-PRESENTER: **Spencer March**, RN, BSN, School of Nursing, Johns Hopkins University, Baltimore, MD (smarsh2@jhu.edu)

CO-AUTHORS:

- » **Nicole Warren**, PhD, MSN, MPH, FAAN, CNM, School of Nursing, Johns Hopkins University (nwarren3@jhu.edu)
- » **Krysia Hudson**, DNP, RN, BC School of Nursing, Johns Hopkins University (khudson2@jhu.edu)
- » **Sujin Weinstein**, PharmD, BCCP, Johns Hopkins Hospital

Opportunities are needed for nursing and pharmacy students to practice working collaboratively to solve patients' medication-related problems. Strategies to increase interprofessional student

collaboration that provide clarity on how to best interact to improve care need to be developed and tested.

Comprehensive Medication Management (CMM) for Anesthesiology and Interprofessional Team Liaison

PRESENTER: **Michael Vutam**, BA, OMS-III, New York Institute of Technology College of Osteopathic Medicine (NYITCOM) at Arkansas State University, Jonesboro, AR (mvutam@nyit.edu)

CO-AUTHORS:

- » **Debbie Knight**, PharmD
- » **Adrienne Loftis**, DO, MS, NYITCOM at Arkansas State University (aloftis@nyit.edu)
- » **Alexis Woodard**, PharmD
- » **Abdul Ansari**, BS, OMS-III

Medication adverse events may occur as immediate or prolonged anesthetic reactions with outpatient procedures. Comprehensive medication management (CMM) liaisons may help with communication and team responsibilities by having a more detailed system of pre- and post-operative check-ins with patients in the outpatient setting.

Room 7: Virtual Interprofessional Learning



Multimodal Pedagogical Approach in Rehabilitation Programs' Interprofessional Curricula

PRESENTER: **Mary Riopel**, PT, DPT, PhD, Department of Rehabilitation Sciences, Moravian University, Bethlehem, PA (riopelm@moravian.edu)

CO-AUTHOR: **Kimberly Wynarczuk**, PT, DPT, PhD, MPH, CHES, Department of Rehabilitation Sciences, Moravian University (wynarczukk@moravian.edu)

The study identified an effective multimodal approach to interprofessional education that is cost-effective and efficient allowing an analysis of students' perceived progress in interprofessionalism.

Interactive Virtual Seminars to Prepare Health Professions Students for Interprofessional Collaboration

PRESENTER: **Jeanna Sewell**, PharmD, BCACP, Harrison School of Pharmacy, Auburn University, Auburn, AL (mjc0001@auburn.edu)

CO-AUTHORS:

- » **Sarah O. Watts**, PhD, RN, CCRN, School of Nursing, Auburn University Sarah Watts (sow0002@auburn.edu)
- » **Felicia J. Tuggle**, PhD, MSW, Department of Sociology, Anthropology & Social Work, Auburn University (fjt0001@auburn.edu)
- » **Jennifer Slay**, MSW, LICSW, Department of Sociology, Anthropology & Social Work, Auburn University (jls0001@auburn.edu)
- » **Emily Blaine**, PharmD, Harrison School of Pharmacy, Auburn University (elb0039@auburn.edu)

Interprofessional Education Seminars were previously delivered in person, but restrictions related to COVID forced faculty to be creative in delivery. A comparable learning experience for health professions students was created and a series of interactive virtual seminars were implemented.

Companions on a Journey: Evaluation of Learning & Programming, Virtual vs Face to Face

PRESENTER: **Christina Wisdom**, PT, DPT, Department of Physical Therapy Education, Rockhurst University, Kansas City, MO (christina.wisdom@rockhurst.edu)

CO-AUTHORS:

- » **April Jardes**, CCC-SLP, Saint Luke's College of Nursing and Health Sciences, Rockhurst University, (april.jardes@rockhurst.edu)
- » **Joan Delahunt**, OTD, Saint Luke's College of Nursing and Health Sciences, Rockhurst University (joan.delahunt@rockhurst.edu)
- » **Dave Heller**, PhD, Saint Luke's College of Nursing and Health Sciences, Rockhurst University (dave.heller@rockhurst.edu)
- » **Tobey Stosberg**, MSN, MAE, RN, Research College of Nursing (tobey.stosberg@researchcollege.edu)
- » **Caroline Olawaiye**, DNP, RN, CRRN, Saint Luke's College of Nursing and Health Sciences, Rockhurst University (caroline.olawaiye@rockhurst.edu)
- » **Andrew Bayne**, DNP, Saint Luke's College of Nursing and Health Sciences, Rockhurst University (andrew.bayne@rockhurst.edu)
- » **Debra Rico**, DPT, Saint Luke's College of Nursing and Health Sciences, Rockhurst University (debra.rico@rockhurst.edu)

In 2020, pandemic protocols forced the case discussion event to be virtual. Data from the 2019 face to face event and 2020 virtual event were compared and showed students had more negative perceptions of the virtual experience but reported the experience was very relevant to their learning.