



INTERPROFESSIONAL EDUCATION COLLABORATIVE

POSTER FAIR



2023

POSTER LISTING

NOVEMBER 29, 2023 | 4:00-5:00 P.M. ET

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1

LONGITUDINAL IPE ACTIVITIES AND EVENTS

1A***Mutual teaching of screening for dysphagia and malnutrition between Speech-Language Pathology and Nutrition students***

PRESENTER:

- **Mara Steinberg Lowe**, PhD, CCC-SLP, Queens College, City University of New York, Department of Linguistics and Communication Disorders, mara.lowe@qc.cuny.edu

CO-AUTHORS:

- **Victoria Fischer**, PhD, RDN, CDN, Queens College, City University of New York, Department of Family, Nutrition, and Exercise Sciences

DESCRIPTION:

Team-based collaboration is essential when providing care for people with dysphagia (i.e., difficulty swallowing) and malnutrition. While a thorough swallow evaluation is performed only by a speech language pathologist (SLP), swallow screening falls under the scope of practice for other health disciplines including dietitians. Additionally, integrated perspectives from dietitians and speech language pathologists are needed to provide a patient with dysphagia access to a safe and nutritious diet. The goal of this project was to assess the practical value of an interprofessional workshop in which SLP and Nutrition students learned about each other's professions and participated in simulated experiences centered around swallowing and malnutrition screening.

1B***Promoting Innovative Interprofessional Learning through the use of 3D printed orthotics***

PRESENTER:

- **Erica Pugh**, OTD, OTR/L, Temple University, College of Public Health, Department of Health and Rehab Science, erica.pugh@temple.edu

CO-AUTHORS:

- **Jamie Mansell**, PhD, LAT, ATC, Temple University, College of Public Health, Department of Health and Rehab Science
- **Elizabeth Neil**, PhD, LAT, ATC, Temple University, College of Public Health, Department of Health and Rehab Science
- **Kimberly Pachik**, OTD, OTR/L, Temple University, College of Public Health, Department of Health and Rehab Science

DESCRIPTION:

This early-stage, pilot project was made possible through a university awarded grant that supports using technology to promote innovative teaching practices. Athletic training and occupational therapy students are fabricating 3D-printed upper extremity orthotics. Students completed a pre-perception survey on IPE and knowledge of other professions. Interprofessional pairs are in the fabrication phase of the project. Upon completion, students will wear the 3D orthotic and complete a discussion board on the IPE experience and the client orthotic experience.

1C

A Student Pharmacist and Student Physician Assistant Longitudinal Interprofessional Education Event

PRESENTER:

- **Blake R. Johnson**, PharmD, MPH, BCACP, University of Georgia, College of Pharmacy, brj53453@uga.edu

CO-AUTHORS:

- **Amanda Breeden**, MPA, PA-C, Augusta University, College of Allied Health Sciences
- **Jordan Khail**, PharmD, University of Georgia, College of Pharmacy
- **Mary Kate Steinbeck**, MEd, University of Georgia, College of Pharmacy
- **Alicia Elam**, PharmD, Augusta University, College of Allied Health Sciences
- **Tim Brown**, PharmD, BCACP, FASHP, University of Georgia, College of Pharmacy

DESCRIPTION:

This poster seeks to describe the impact of a longitudinal, co-curricular, interprofessional education event between student pharmacists and student physician assistants.

1D

Fostering Leadership using Solution-Focused Learning: An Interprofessional Experience Across Disciplines

PRESENTER:

- **Tina A. Mankey**, EdD, OTR/L, University of Central Arkansas, Occupational Therapy, tinam@uca.edu

CO-AUTHORS:

- **Janet Filer**, PhD, University of Central Arkansas, College of Education, Elementary, Literacy & Special Education

- **Margaret McGee**, PT, PhD, PCS, University of Central Arkansas, Physical Therapy

DESCRIPTION:

This presentation will share how the Arkansas Leadership Education in Neurodevelopmental Disabilities (LEND) program fosters leadership using a solution-focused learning approach in interprofessional experiences among faculty and students. The presenters will discuss how the approach is used and the overall outcomes shared by students and faculty. This program has developed into a nationally-recognized program for its innovative approach to develop leaders in interprofessional education.

1E

Creating an inter-professional patient educational series for diabetic patients as a capstone project for a Bachelor of Science in Nursing program

PRESENTER:

- **Diane Calderon-Villanueva**, OD, FAAO, State University of New York, College of Optometry, dcalderon324@gmail.com

CO-AUTHORS:

- **John Gentile**, RN, BSN, City University of New York, School of Professional Studies

DESCRIPTION:

Capstone projects are often required as part of Bachelor of Science in Nursing (BSN) programs to allow the candidate to demonstrate their skills in healthcare leadership and management. This poster highlights inter-professional collaboration on multiple levels as this capstone project allowed the BSN candidate to demonstrate their leadership, organizational, and public speaking skills while developing and piloting an inter-professional patient educational series for diabetic patients at the University Eye Center at the SUNY College of Optometry.

2

TEAMWORK

***TEAM
DEVELOPMENT***

TEAM CULTURE

2A

Impact of Just-in-time TEAMSTEPPS Training on Observed Teamwork Skills and Interprofessional Attitudes

PRESENTER:

- **Deepti Vyas**, PharmD, University of the Pacific, School of Pharmacy/Pharmacy Practice, dvyas@pacific.edu

CO-AUTHORS:

- **Jahnvi Yalamanchili**, PharmD, University of the Pacific, School of Pharmacy
- **Tracey DelNero**, DMSc, PA-C, University of the Pacific, School of Health Sciences, Physician Assistant Studies
- **Alyssa Hoang**, PharmD candidate, University of the Pacific, School of Pharmacy
- **Anh Vo**, PharmD candidate, University of the Pacific, School of Pharmacy
- **Ashley Manisap**, PharmD candidate, University of the Pacific, School of Pharmacy
- **Tara Tran**, PharmD candidate¹, University of the Pacific, School of Pharmacy
- **Gladys Davalos Garcia**, PharmD candidate, University of the Pacific, School of Pharmacy
- **Nicholas Ha**, PharmD candidate, University of the Pacific, School of Pharmacy

DESCRIPTION:

This poster will describe the impact of just-in-time TeamSTEPPS training on students' interprofessional attitudes and self-perceived observed teamwork skills.

2B

TeamSTEPPS®: A Framework to Improve Student's Capacity for Interprofessional Collaboration

PRESENTER:

- **Donna Copeland-Streeter**, DNP, RN, NE-BC, CPN, CPON, AE-C, University of South Alabama, College of Nursing, dcopeland@southalabama.edu

CO-AUTHORS:

- **Margaret Moore-Nadler**, DNP, RN, University of South Alabama, College of Nursing

DESCRIPTION:

This study was developed to facilitate student learning and assimilation of the knowledge, skills, and attitudes needed to function effectively in interprofessional teams. The project aimed a) to determine the feasibility of utilizing a TBL approach for teaching TeamSTEPPS competencies to a group of health-related students and b) to examine whether

TeamSTEPPS training would improve student's capacity for interprofessional collaboration in three domains: roles/responsibilities, patient outcomes, and teams/team-based practice.

2C

Teaching Team-Based Microaggression Interventions for Safer Interprofessional Collaborative Practice: ^I_{SEP} A Novel Simulation-Based IPE Program

PRESENTER:

- **Alyssa Yeager**, MD, Thomas Jefferson University, Sidney Kimmel Medical College, Alyssa.Yeager@Jefferson.edu

CO-AUTHORS:

- **Jennifer Lacy**, DNP, APRN, GNP-BC, ANP-BC, Thomas Jefferson University, School of Nursing
- **Xiao Chi Zhang**, MD, MS, FACEP, Thomas Jefferson University, Sidney Kimmel Medical College
- **Kerry DiNardo**, MS, Thomas Jefferson University, Jefferson Center for Interprofessional Practice and Education
- **Maria Brucato**, PhD, Thomas Jefferson University, Jefferson Center for Interprofessional Practice and Education

DESCRIPTION:

Interprofessional collaborative practice (IPCP) is an invaluable approach for delivering high-quality care to patients with complex health conditions, but inadequately implemented IPCP results in detrimental consequences for patient safety and mortality. Microaggressions are a major barrier to effective IPCP, as implicit bias is reported to negatively impact communication, trust, and effective collaboration among interprofessional healthcare teams. Through a novel simulation-based curriculum, we will teach healthcare students to identify, intervene, and reflect upon microaggressions in a high-fidelity interprofessional healthcare setting.

2D

Virtual Interprofessional Education Events to Increase Student Confidence and Interdisciplinary Awareness

PRESENTER:

- **Kimberly Setterlund**, MSW, LCSW, Azusa Pacific University, School of Behavioral and Applied Sciences, ksetterlund@apu.edu

CO-AUTHORS:

- **Jennifer Fernandez**, PT, DPT, Azusa Pacific University, Department of Physical Therapy
- **Janil Frost**, MSW, Veterans Affairs, Loma Linda Health Care Systems
- **Jaclyn Harrison**, PT, DPT, NCS, Azusa Pacific University, Department of Physical Therapy, Entry Level Doctor of Physical Therapy Program
- **Carissa Howard**, MS, CCLS, Azusa Pacific University, Department of Psychology, MS in Child Life Program
- **Mary Rawlings**, PhD, LCSW, Azusa Pacific University, Department of Social Work, MSW Program
- **Ryan Somers**, PT, DPT, Azusa Pacific University, Department of Biology and Chemistry
- **Charity Vasquez**, PhD, CCLS, Azusa Pacific University, Department of Psychology, MS in Child Life Program
- **Kristen Watkins**, LMFT, RPT, Azusa Pacific University, Department of Psychology, MS in Counseling Psychology Program

DESCRIPTION:

The poster describes outcomes from an IPE virtual platform that brought together students and faculty from multiple professions for team-based learning using an evolving adult case scenario. Participants from health education programs including social work, nursing, physical therapy, child life, counseling psychology and science/allied health interacted in a synchronous, live event to develop knowledge about team members' roles and responsibilities and common values and ethics related to patient care. Results from the mixed-method research design will be presented in the poster.

2E

Creation of a health-focused interprofessional education seminar at an equity-minded community college

PRESENTER:

- **Kerry Sorrentino**, MSN, RN, Middlesex Community College, Health Division-Nursing Department, sorrentinok@middlesex.mass.edu

CO-AUTHORS:

- **Julie Breen**, MEd, RDH, Middlesex Community College, Health Division-Nursing Department
- **Elizabeth Stone**, M.S. Ed., RDH, Middlesex Community College, Health Division-Nursing Department

DESCRIPTION:

Our poster provides an overview of the implementation of our interprofessional health-focused seminar. This will serve as an exemplar for future collaboration between health professionals within various academic settings.



COMMUNICATION STRATEGIES

EMPATHY

3A

An Interprofessional Education Approach to Improve Communication in Temporarily Non-Speaking Patients

PRESENTER:

- **Mary Harmon**, PhD, CCC-SLP, Northern Arizona University, College of Health and Human Services/Communication Sciences and Disorders, mary.harmon@nau.edu

CO-AUTHORS:

- **Maureen McGarrity-Yoder**, PhD, RN, CEN, Northern Arizona University, College of Health and Human Services, School of Nursing
- **Bobby Eccleston**, MSN, RN, Erie County Medical Center, Emergency Department

DESCRIPTION:

This interprofessional education and practice project used standardized patients (SPs) to teach speech-language pathology and nursing students about communication and patient care using AAC with temporarily non-verbal patients in the intensive care unit. A 60-minute training about AAC and the medical needs of patients in the ICU preceded dyads of SLP and nursing students interacting with the SPs.

3B

Confidence in Interpersonal Communication Following Interprofessional Empathy Training

PRESENTER:

- **Gina DeFranco**, DO, Lincoln Memorial University, DeBusk College of Osteopathic Medicine, gina.defranco@lmunet.edu

CO-AUTHORS:

- **Ian Rheault**, PT, DPT, LMU-DCOM Doctor of Physical Therapy program
- **Brittney Gunterstockman**, DPT, LMU-DCOM Doctor of Physical Therapy program

DESCRIPTION:

Health professions education emphasizes cognitive and psychomotor learning; however, patient-centered care requires a focus on the affective domain (AD), especially for development of empathetic communication techniques. Teaching interpersonal communication in Interprofessional Practice and Education (IPE) learning experiences also fosters trust-building and collaboration among health professions students. This study

assessed students' confidence in interpersonal communication after participating in interprofessional empathy training.

3C

Perceptions of the "huddle"™ effectiveness to enhance communication among interprofessional teams of health science students

PRESENTER:

- **Laurie Brogan**, PT, DPT, Misericordia University, Physical Therapy Department, lbrogan@misericordia.edu

CO-AUTHORS:

- **Lisa Shustack**, EdD, RN, Misericordia University, Nursing Program
- **Kristen Karnish**, PT, DEd, MPH, Misericordia University, Physical Therapy Program
- **Audrey Cunfer**, MSN, RN, CHSE, Misericordia University, Nursing Program

DESCRIPTION:

This presentation will describe a simulation experience that utilized the intentional use of a huddle to encourage communication and teamwork amongst nursing, physical therapy and medical imaging students in an acute care setting. Presenter will share activity planning and implementation along with post-event feedback that supported the use of a huddle for improved patient safety and effective patient outcomes.

3D

Laying the Foundation for Interprofessional Communication: The Impact of Personality Traits on Team Cohesion

PRESENTER:

- **Rebecca Ditwiler**, PT, DPT, University of South Florida, School of Physical Therapy and Rehabilitation Sciences, redgewo1@usf.edu

CO-AUTHORS:

- **Gary Cohen**, PhD, LAT, ATC, University of South Florida, Morsani College of Medicine School of Physical Therapy and Rehabilitation Sciences
- **Amanda J. Tritsch**, PhD, LAT, ATC, CSCS, University of South Florida, School of Physical Therapy and Rehabilitation Sciences, Department of Orthopaedics and Sports Medicine

DESCRIPTION:

Join our poster session, 'Laying the Foundation for Interprofessional Communication: The Impact of Personality Traits on Team Cohesion,' where we delve into the vital link between personality traits, effective communication, and successful teamwork in health professions like athletic training and physical therapy. Learn how early introduction to these concepts impacted communication strategies on team dynamics. Consider diverse personalities impact on team communication through discussion and gain insights from our successful IPE event, guiding you to consider the impact personality may have on your interprofessional experiences.

3E *Challenging Conversations: Ethical Approaches to Team-Based Care*

PRESENTER:

- **Melissa Travelsted**, DNP, APRN, FNP-C, PTA, Western Kentucky University, School of Nursing and Allied Health, missy.travelsted@wku.edu

CO-AUTHORS:

- **Kurt Neelly**, PT, PhD, Western Kentucky University, Doctor of Physical Therapy
- **Lauren Bland**, PhD, CCC-SLP, Western Kentucky University, College of Health and Human Services, Department of Communication Disorders
- **Patricia Desrosiers**, PhD, LCSW, Western Kentucky University, College of Health and Human Services, Department of Social Work
- **Dana Sullivan**, PhD, MSW, Western Kentucky University, College of Health and Human Services, Department of Social Work
- **Dawn Wright**, PhD, CNE, APRN-PMHNP, Western Kentucky University, School of Nursing
- **Ashley Malone**, BIS, Kentucky University, College of Health and Human Services, Department of Social Work

DESCRIPTION:

The Western Kentucky University College of Health and Human Services IPE Workgroup hosted a panel discussion with the Staff from a local hospice with a focus on the novel "When Breath Becomes Air" by Paul Kalanithi. The author's widow also joined by zoom. The panel consisted of physicians, nurses, a chaplain, the volunteer coordinator. Faculty, staff, and the public were present.

4

***CURRICULUM
DESIGN***

PUBLIC HEALTH

***HEALTH
OUTCOMES***

4A *Interprofessional care for premature babies in primary health care*

PRESENTER:

- **Marcelo Viana da Costa**, Federal University of Rio Grande do Norte, Multicampi School of Medical Sciences, marcelo.viana@ufrn.br

CO-AUTHORS:

- **Devani Pires**, Federal University of Rio Grande do Norte, Kangaroo Mother Care
- **Paula Fernanda Santos**, Federal University of Rio Grande do Norte, Department of Nursing
- **Raquel Yamamoto**, Federal University of Rio Grande do Norte, Department of Speech Therapy
- **Monique Rosa**, Municipal Health Department of Natal, Breastfeeding Program
- **Magnólia Gonzaga**, Unified Health System, Multidisciplinary Health Residency Program, Neonatal Intensive Care Uni

DESCRIPTION:

In the municipality of Natal, capital of the state of Rio Grande do Norte, Brazil, prematurity is increasing compared to the national rate. This project adopted the following objectives: highlight prematurity as an important public health problem, addressing neonatal and infant mortality; further the raise awareness about increase in prematurity around the world and our city; increase skills in post-hospital discharge care for premature babies and the importance of continuing qualified care for premature babies in primary health care; and increase interprofessional skills in caring for premature babies, as the importance of communication, definition of roles and responsibility of each professional.

4B *Interprofessional Palliative Care Curriculum - Incorporating Content with an IPEC Competency Emphasis*

PRESENTER:

- **Leslie Womeldorf**, DEd, MSN, RN, CNE, The Pennsylvania State University, Ross & Carol Nese College of Nursing, lgw14@psu.edu

CO-AUTHORS:

- **Andy Probolus**, MD, FAAHPM, FAAFP, Penn State Health, The Pennsylvania State University, College of Medicine

DESCRIPTION:

By first establishing course learning objectives, intertwining palliative and end of life care knowledge with IPEC competencies, guided faculty in developing this unique, effective interprofessional education credited course. Faculty aimed for students to incorporate interprofessional (team-based) care and culturally sensitive practices when compassionately caring for patients and their loved ones, navigating a serious illness and the multidimensional suffering that often accompanies it.

4C

Interprofessional OT and CSD Pediatric Screenings in an Academic Clinical Center

PRESENTER:

- **Mary O'Donnell**, OT, OTD, MGH Institute of Health Professions, School of Health and Rehabilitation Sciences, Department of Occupational Therapy, modonnell@mghihp.edu

CO-AUTHORS:

- **Mary Riotte**, MS, CCC-SLP, MGH Institute of Health Professions, School of Health and Rehabilitation Sciences, Department of Communication Sciences and Disorders
- **Emilie Larrivee**, CAGS, MS, CCC-SLP, MGH Institute of Health Professions, School of Health and Rehabilitation Sciences, Department of Communication Sciences and Disorders

DESCRIPTION:

This poster describes the development of an interprofessional learning and practice experience between communication sciences and disorders (CSD) and occupational therapy (OT) students at the MGH Institute of Health Professions' on-campus pro-bono center, the IMPACT Practice Center. Students collaborated to conduct pediatric OT screenings for children seen within the Speech, Language and Literacy Center (SLLC).

4D

Weaving Interprofessional Education to educate and prepare current Speech, Language, and Hearing Sciences

PRESENTER:

- **Anusha Sundarrajan**, PhD, CCC-SLP, San Francisco State University, Graduate College of Education, Department of Speech, Language, and Hearing Sciences, anusha@sfsu.edu

CO-AUTHORS:

- **Jennifer Stimson**, MS, RD, San Francisco State University, College of Health and Social Sciences, Family, Interiors, Nutrition and Apparel (FINA) Department
- **Laura Epstein**, PhD, CCC-SLP, San Francisco State University, Graduate College of Education, Department of Speech, Language, and Hearing Sciences

DESCRIPTION:

A major initiative of the Department of Speech, Language, and Hearing Sciences (SLHS) at San Francisco State University (SFSU) is building effective and impactful collaborations with other educational and health pre-professional programs. At both the undergraduate and graduate levels, IPE is prioritized, resulting in collaborations with Early Childhood Special Education, Nursing, and Dietetics. SLHS IPE events prepare both our students and other pre-professional students across the university to build a strong foundation during their academic education so that they are ready to build impactful collaborations in their professional careers.

4E

Identifying Core Interprofessional Competencies to Guide the Development of Interprofessional Education Using a Delphi Method

PRESENTER:

- **Helen Huynh**, PharmD, BSc, St. Joseph's Health Centre, Department of Pharmacy, h.huynh@mail.utoronto.ca

CO-AUTHORS:

- **Christine Landry**, BPharm, MSc, PharmD, BCPS, Hôpital Montfort, University of Ottawa
- **Geneviève Gauthier**, PhD, University of Ottawa
- **Geneviève Goulet**, BSc, BPharm, PharmD, Children's Hospital of Eastern Ontario, University of Ottawa
- **Pierre Giguère**, BScPharm, MSc, AAHIVP, The Ottawa Hospital, University of Ottawa
- **Pierre Moreau**, BPharm, PharmD, PhD, Dean of Pharmacy, Kuwait University

DESCRIPTION:

Interprofessional frameworks are only useful if they add value to existing curricula, rather than duplicate them. Currently, there is no consensus on competencies that can only be accomplished through interprofessional training within an academic setting. This study identified 25 essential competencies, from the Canadian National Interprofessional Competency Framework, that should be practiced in interprofessional education.



ONLINE LEARNING MODULES

5A

Development Of An Interprofessional Educational Module For Better Antenatal Oral health Care

PRESENTER:

- **Swet Nisha**, MDS, M-FILIPPE Fellow-MAHE FAIMER, Periodontology, Haldia Institute Of Dental Sciences and Research, India, swetnisha.mahefaimer@gmail.com

CO-AUTHORS:

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- **Krithica S.**, PhD, MPhil, B.S., Head Department of Optometry, Manipal College of Health Professions, Manipal Academy of Higher Education, India

DESCRIPTION:

Pregnancy may increase the risk for developing oral diseases especially periodontal disease and dental caries, both diseases are largely preventable. This project included: conducting a need assessment for development of IP educational module for antenatal oral health care, and developing and evaluating the effectiveness of an interprofessional educational module to instill better oral health care in pregnancy.

5B

Engaging Pharmacy and Medicine Students in Digital Health and Addressing the "Digital Divide"

PRESENTER:

- **Rebecca Schoen**, PharmD, BCACP, Duquesne University, School of Pharmacy, schoenr@duq.edu

CO-AUTHORS:

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- **Pamela Koerner**, BS, PharmD, BCPS, Duquesne University, School of Pharmacy

DESCRIPTION:

With the growth of technology in healthcare, students be using and recommending digital tools in their future practice. However, students may be unaware of how some patients may be limited in using these tools, potentially worsening the “Digital Divide.” An interprofessional seminar was developed for students from the School of Pharmacy and College of Medicine to discuss potential health inequities that can be exacerbated by technology and explore potential solutions in their local area.

5C

Connecting Programs; Providing Better Patient Care by Learning From Each Other

PRESENTER:

- **Carmela Avena-Woods**, BSP Pharm, PharmD, BCGP, St. John's University, College of Pharmacy and Health Sciences, Department of Pharmacy Practice, avenac@stjohns.edu

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DESCRIPTION:

Accreditation Council for Pharmacy Education requires Interprofessional Education to enhance patient care. However, there are challenges in collaborating with other healthcare programs for IPE events. Faculty in the Department of Pharmacy Practice at SJU, collaborated with 3 other health professional programs within the university to establish and increase communication between both faculty and students across programs. This poster describes the first year attempt in providing a larger scale IPE activity within a required course at our university.

5D

Using an educational module within a health science program to increase interprofessional education and competency

PRESENTER:

- **Ashleigh Graveline**, OTD, OTR/L, Clarkson University, The Lewis School of Health Science, Department of Occupational Therapy, agraveli@clarkson.edu

CO-AUTHORS:

- **Brittany DiSalvo**, OTD, OTR/L, Clarkson University, The Lewis School of Health Science, Department of Occupational Therapy
- **Anna Dickinson**, OTS, Clarkson University, The Lewis School of Health Science, Department of Occupational Therapy
- **Stephanie John**, OTS, Clarkson University, The Lewis School of Health Science, Department of Occupational Therapy

DESCRIPTION:

This session describes the design and implementation of an educational module used to improve interprofessional competency and respect between students across three healthcare programs at Clarkson University. Sixty-eight graduate health science students participated in an educational IPE module that reviewed roles and responsibilities of healthcare disciplines, common healthcare settings, and examples of interprofessional collaboration (IPC). Students who are entering a future in healthcare should be prepared to engage in IPC with multiple healthcare disciplines.

6

***SIMULATION-
ENHANCED IPE
(SIM-IPE)***

An Evidence-Based Ambulatory Care Interprofessional Simulation with Advanced Practice Nursing Students

PRESENTER:

- **Lisa Rohrig**, DNP, RN, CHSE, CHSOS, FNAP, The Ohio State University (OSU), College of Nursing, rohrig.1@osu.edu

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- **Stephen McGhee**, DNP, MSc, PGCE, RNT, RN, VR, FNAP, FFMRC SI, FAAN, OSU College of Nursing
- **Wendy Bowles**, PhD, APRN-CNP, CNE, OSU College of Nursing
- **Bevra Brinkman**, DNP, APRN-CNS, ACNS-BC, OSU College of Nursing
- **Oralea Pittman**, DNP, CNP, FAANP, OSU College of Nursing
- **Kelly Casler**, DNP, APRN-CNP, CHSE, EBP-C, FAANP, OSU College of Nursing
- **Amy Smith**, DNP, MSW, APRN-CNP, PMHNP-BC, FNP-BC, OSU College of Nursing
- **Sarah Shuffelton**, DNP, RN-BC, OSU College of Nursing
- **Sara Edwards**, DNP, RN, APRN-CNP, EBP-C, OSU College of Nursing
- **Shannon Linder**, DNP, APRN-CNP, FNP-BC, PMHNP-BC, OSU College of Nursing
- **Mandy Dickerson**, DNP, RN, CHSE, OSU College of Nursing
- **Stephanie Burlingame**, RN, BSN, OSU College of Nursing
- **Edee Harter**, BSN, RN, CHSE, OSU College of Nursing
- **Julie Hazelbaker**, PhD, OSU Speech and Hearing Science
- **Catherine Hechmer**, MSW/LISW-S, LICDC-CS CS, OSU College of Social Work
- **Julie Legg**, PharmD, RPh, OSU College of Pharmacy
- **Chirag Patel**, MD, OSU College of Medicine
- **Matt Flanigan**, MD, OSU College of Medicine
- **Kristen Roberts**, PhD, RDN, LD, OSU School of Health and Rehab Science
- **Erin Thomas**, PT, DPT, OSU School of Health and Rehab Science
- **Bridget Wright**, MACPR, BSDH, EFDA, OSU College of Dentistry

DESCRIPTION:

An ambulatory care interprofessional simulation was developed and conducted for advanced practice registered nursing students along with students from other health science programs. This virtual simulation included students from the Family Nurse Practitioner,

Psychiatric-Mental Health Nurse Practitioner, Nursing, Pharmacy, Physical Therapy, Audiology, Dental Hygiene, Social Work and Medical programs caring for a complex care patient portrayed by a standardized patient actor. All aspects of this educational activity, as part of an evidence-based practice project, will be shared.

6B

Physical and Respiratory Therapy Student IPE Collaboration and Simulation Experience

PRESENTER:

- **Michelle Keller**, PT, MPT, CEEAA, EdD, Board Certified Clinical Specialist in Geriatrics, University of Mary, Doctor of Physical Therapy Program, mkeller@umary.edu

CO-AUTHORS:

- **Jessica J. Arndt**, PhD, RRT, RRT-ACCS, University of Mary, Respiratory Therapy Program
- **Christine Sperle**, PhD, RRT, AE-C, University of Mary, Respiratory Therapy Program

DESCRIPTION:

The goal of this IPE simulation experience is to provide an opportunity for 2nd year Doctor of Physical Therapy (DPT) and 2nd year undergraduate and master's Respiratory Therapy (RT) students to learn more about the important role of interprofessional relationships between physical and respiratory therapy in clinical practice. This opportunity will expose students to one another's professions by developing and implementing educational sessions that include knowledge, skills, and scope of practice. Students will then have the opportunity to apply the newly learned knowledge and skills by participating in an interprofessional simulation experience.

6C

Enhancing International Interprofessional ACLS Training: A Prospective Observational Study

PRESENTER:

- **Phillip Nichols**, Medical Student, East Tennessee State University, Center for Experiential Learning, Quillen College of Medicine, nicholsp@etsu.edu

CO-AUTHORS:

- **Brock Blankenship**, MD, FAAEM, ETSU Quillen College of Medicine, Center for Experiential Learning
- **Andy Berry**, MSAH, ETSU Quillen College of Medicine, Center for Experiential Learning

- **Derek Wenger**, BS, ETSU Quillen College of Medicine

DESCRIPTION:

Interprofessional Advanced Cardiac Life Support (ACLS) training improves confidence, role understanding and aids in clinical learning. However, as medical training programs increasingly embrace interprofessional learning, international interprofessional collaboration in ACLS training is vital for developing countries to ensure high-quality advanced cardiac support in resource-constrained healthcare settings. The primary aim of this study is to evaluate the efficacy of interprofessional ACLS training among medical providers in Belize with no prior exposure to such training. We assess the application of this training to real-world scenarios, evaluate its quality, and determine the feasibility of future interventions.

6D

Utilizing IPEC competencies on physical therapy and nursing simulation experience

PRESENTER:

- **Archana Vatwani**, PT, DPT, EdD, MBA, Old Dominion University, College of Health Sciences, Department of Rehabilitation Sciences, avatwani@odu.edu

CO-AUTHORS:

- **Shari Rone-Adams**, PT, MHSA, DBA, Nova Southeastern University, Department of Physical Therapy

DESCRIPTION:

Peer-teaching, assessment, and feedback during interprofessional experiences allows the learners to better reflect on the IPEC competencies. Simulation-based learning including simulation enhanced interprofessional experiences is an effective tool in preparing clinicians to work collaboratively in complex healthcare environments, with an emphasis on patient safety and best patient outcomes. The purpose of this activity was to highlight the benefits of utilizing IPEC core competencies in a simulation-based interprofessional experience of physical therapy and nursing students.

6E***Interprofessional Education and Simulation: Academic Components in Occupational Therapy Student Preparation for Quality Service Provision***

PRESENTER:

- **Stephanie Bonk**, OTD, OTR/L, Concordia University Wisconsin, School of Health Professions, stephanie.bonk@cuw.edu

CO-AUTHORS:

- **Anne Martin**, OTD, OTR/L, Concordia University Wisconsin, School of Health Professions
- **Katarina Gomez**, OTD, OTR, Concordia University Wisconsin, School of Health Professions

DESCRIPTION:

Two interdisciplinary educational opportunities were created between OTA, nursing, and health information management students as well as one intraprofessional opportunity between OT and OTA students was created for future use. The outcomes of the two IPE opportunities demonstrated an increase in students' self-confidence and in sharing their respective disciplines.

6F***A Telehealth Caregiver Simulation to Improve Interprofessional Communication and Teamwork***

PRESENTER:

- **Sadie Trammell Velasquez**, MD, FACP, University of Texas Health Science Center at San Antonio, Joe R. and Teresa Lozano Long School of Medicine, trammellvela@uthscsa.edu

CO-AUTHORS:

- **Andrea Berndt**, PhD ^{2,3}
- **Annette Craven**, PhD, CPA ^{2,4}
- **Meagan Rockne**, MPA ²
- **James Cleveland**, PhD, MSN, RN ^{2,3}
- **Diane Ferguson**, BSN, RN ^{1,2}
- **Rebecca Moote**, PharmD, MSc, BCPS, FNAP ^{2,5}
- **David Ojeda Diaz**, DDS2 ^{2,6}
- **Kathryn Parke**, DNP, APRN, CPNP ^{2,3}
- **Bridgett Piernik-Yoder**, PhD, OTR, FAOTA ^{2,7}
- **Joseph A. Zorek**, PharmD, BCGP, FNAP ²

¹ Joe R. and Teresa Lozano Long School of Medicine, University of Texas Health Science Center at San Antonio (UTHSCSA)

² Linking Interprofessional Networks for Collaboration, Office of the Vice President for Academic, Faculty & Student Affairs, UTHSCSA

³ School of Nursing, UTHSCSA

⁴ University of Incarnate Word

⁵ College of Pharmacy, University of Texas at Austin

⁶ School of Dentistry, UTHSCSA

⁷ School of Health Professions, UTHSCSA

DESCRIPTION:

To strengthen institutional interprofessional education (IPE) focused on communication and teamwork, a high-fidelity IPE simulation was developed to expand our university-wide longitudinal IPE program. Post-activity qualitative and quantitative data showed increased communication and teamwork and feeling more prepared to participate in future IPE activities.



***GAME-BASED
LEARNING***

FORENSIC SCIENCE

***DISASTER
PREPAREDNESS***

7A***Innovative and Novel Approaches to Interprofessional Education: Effectiveness of Escape Rooms, Chart Review, and Simulation***

PRESENTER:

- **Norman Belleza**, PT, DPT, PhD, CHSE-A, University of St. Augustine for Health Sciences, College of Rehabilitation Sciences/Doctor of Physical Therapy, nbelleza@usa.edu

CO-AUTHORS:

- **Maureen Johnson**, PhD, MS, OT/L, BCPR, C/NDT, CHSE-A, University of St. Augustine for Health Sciences, College of Rehabilitation Sciences, Occupational Therapy Program
- **Mohan Ganesan**, PT, PhD, University of St. Augustine for Health Sciences, College of Rehabilitation Sciences, Physical Therapy Program

DESCRIPTION:

The purpose of this study was to determine the effectiveness of the developed and innovative IPE Model 1 – Introduction on Students' Self-assessment of IPE Collaborative Competencies. This IPE model featured a sequence of learning activities building upon one another starting with an icebreaking teamwork experience using a scavenger hunt and an escape room; a medical chart review depicting professional roles and responsibilities; a communication simulation with debriefing; and a value/ethics simulation with debriefing. The four IPE experiences were spread out over a 15-week term in a first-term patient/client care management course.

7B***An Interprofessional and Interdisciplinary Forensic Simulation in Higher Ed***

PRESENTER:

- **Daria Waszak**, DNP, RN, CNE, Nursing, Felician University, waszakd@felician.edu

CO-AUTHORS:

- **Theresa Fanelli**, MA, Felician University, School of Arts and Sciences, Department of Criminal Justice
- **Carleen Graham**, PhD, MSN-Ed, RN, Felician University, School of Nursing
- **Robert Keeseey**, PhD, Felician University, School of Arts and Sciences, Department of Chemistry

- **Mary Clare Smith**, MSN, RN, CHSE, Felician University, School of Nursing, Barbara J. Toscano Nursing Resource and Simulation Center

DESCRIPTION:

This collaboration among nursing, chemistry, and criminal justice faculty in higher ed led to development of a new course, entitled, Interprofessional Forensic Lab. Students in these three disciplines work in interprofessional groups to experience the roles of the forensic team members for a simulated crime.

7C *Who Killed Mr. Brown? An Interprofessional Hospital Murder Mystery*

PRESENTER:

- **Rachel Kavanaugh**, PharmD, BCACP, Medical College of Wisconsin, School of Pharmacy, rkavanaugh@mcw.edu

CO-AUTHORS:

- **Bonnie LaTourette**, PharmD, BCPS, Medical College of Wisconsin, School of Pharmacy
- **Zach Pape**, PharmD, BCACP, Medical College of Wisconsin, School of Pharmacy
- **Havilah Normington**, DNP, RN, APNP, Milwaukee School of Engineering, School of Nursing

DESCRIPTION:

A murder mystery activity was created for student pharmacists and student nurses to incorporate quality improvement activities with clinical knowledge and interprofessional teamwork. The activity was designed to assess if students can work together to collect and analyze information to determine the correct cause of death in a situation where a hospitalized patient is lost due to medical errors.

7D *Escape the Exam Room: An Interprofessional Escape Room Experience for Allied Health Students*

PRESENTER:

- **Stephanie Johnson**, OTR/L, PhD, MHS, Augusta University, College of Allied Health Sciences, Department of Occupational Therapy, sjohnson8@augusta.edu

CO-AUTHORS:

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- **Patricia Watford**, OTD, OTR/L, Augusta University, College of Allied Health Sciences, Department of Occupational Therapy
- **Amanda Breeden**, MPA, PA-C, Augusta University, College of Allied Health Sciences, Physician Assistant Department
- **Tyger Meade Clayton**, MPA, PA-C, Augusta University, College of Allied Health Sciences, Physician Assistant Department
- **Emily Johnson**, MS, RD, LDN, Augusta University, College of Allied Health Sciences, Department of Interdisciplinary Health Sciences: Nutrition
- **Kelly Reed**, PharmD, MPA, PA-C, Augusta University, College of Allied Health Sciences, Physician Assistant Department
- **Audrey M. Johnson**, PT, DPT, PhD; Augusta University, College of Allied Health Sciences, Department of Physical Therapy

DESCRIPTION:

This interactive escape room experience allowed learners from four allied health disciplines to work in teams to solve clues centered around a client with physical, social, and psychosocial health concerns. This experience facilitated learners understanding of communication, teamwork, and valuing each other's health profession.

7E

Interprofessional Mass Casualty Simulation Toolkit: Nursing, Engineering, University Police, & Athletic Training

PRESENTER:

- **Cathy Miller**, DNP, RN, CNE, University of Indianapolis, School of Nursing, crmiller@uindy.edu

CO-AUTHORS:

- **Toni Morris**, DNP, RN, CNE, University of Indianapolis, School of Nursing
- **Megan Hammond**, PhD, University of Indianapolis, School of Engineering
- **Joan Martinez**, PhD, University of Indianapolis, School of Engineering
- **Chief Brandon Tate**, MS, University of Indianapolis, Police Department
- **Sgt. Dallas Gaines**, University of Indianapolis, Police Department
- **Jessica Jochum** PhD, LAT, ATC, University of Indianapolis, Athletic Training Program
- **James Emery**, University of Indianapolis, Manager Mechanical Systems

DESCRIPTION:

The goal of this project was to design and implement a formal mass casualty simulation toolkit. The interprofessional experience creates a realistic catastrophic event to prepare nursing students, athletic training students, police and cadets with the critical lifesaving skills required to react and respond to a disaster event. The toolkit includes specific directions for wound design with moulage training, moulage station supply list, disaster scene victim map, victim clothing with information tags, first responder emergency response bags, pre- post survey, and debriefing guide.



8

***PATIENT
ENGAGEMENT***

***PATIENT
EXPERIENCE***

8A***Power of an Interprofessional P.A.U.S.E (Patient Allies Uniting and Sharing Experience)***

PRESENTER:

- **Akshata Hopkins**, MD, FAAP, FHM, Johns Hopkins Medicine, Johns Hopkins All Children's Hospital, ahopki16@jhmi.edu

CO-AUTHORS:

- **Dawn Jones**, MA, C-TAGME, Johns Hopkins Medicine, Johns Hopkins All Children's Hospital
- **Elizabeth Savic**, BS BCaBA, Johns Hopkins Medicine, Johns Hopkins All Children's Hospital
- **Katie Grabowski**, MS, CCLS, Johns Hopkins Medicine, Johns Hopkins All Children's Hospital
- **Leah Frohnerath**, MS, CCLS, Johns Hopkins Medicine, Johns Hopkins All Children's Hospital

DESCRIPTION:

As healthcare providers, it is valuable to understand the myriad of factors that influence the physician, provider and patient experience. Collaborative care is an essential element for delivering high-quality patient care. We must cultivate and normalize an interprofessional workplace learning environment where “everyone teaches, and everyone learns.” In collaboration with our interprofessional colleagues, we designed a unique one-week training experience for 2nd year pediatric residents. In addition to promoting a deeper understanding of factors that influence the provider-patient experience, our goal has been to normalize practice-based IPE, foster understanding of interprofessional roles/responsibilities and gain a better understanding of the importance of “teaming.”

8B***WVoice: A Health Sciences Podcast***

PRESENTER:

- **Giorgi Morrone**, OTS, West Virginia University, School of Medicine, Division of Occupational Therapy, glm00012@mix.wvu.edu

CO-AUTHORS:

- **Timothy South**, PharmD candidate, West Virginia University, School of Pharmacy
- **Asa Charnik**, West Virginia University, School of Nursing

- **Mackenzie Kaminski**, West Virginia University, School of Public Health
- **Loryn Frame**, West Virginia University, School of Medicine, Division of Occupational Therapy

DESCRIPTION:

Marginalized groups can experience health disparities and stigma from healthcare providers, which negatively impact quality of life. A group of interprofessional health science students, occupational therapy, nursing, pharmacy, and public health, create a podcast to assess the feasibility of a podcast as a teaching tool for interprofessional students, describe the healthcare experiences of marginalized populations in West Virginia, and explore the impact on interprofessional knowledge as it relates to marginalization, stigma, and the social determinants of health.

8C

Be My Neighbor: Intergenerational Living for Health Science Students at a Personal Care Home

PRESENTER:

- **Kasey Stepansky**, CScD, OTR/L, C/NDT, CBIS, Duquesne University, Rangos School of Health Sciences - Occupational Therapy, stepanskyk@duq.edu

CO-AUTHORS:

- **Michelle Criss**, PT, DPT, PhD, Chatham University, School of Health Sciences, Physical Therapy Program

DESCRIPTION:

Be My Neighbor reports initial findings to an interdisciplinary intergenerational housing opportunity for graduate health care students to reside in a personal care home. Impact on student and older adult resident quality of life reported thematically including knowledge for future healthcare practice, benefits of generational interaction, and the efforts required for building a shared community.

8D

Use of a Standardized Patient Team Experience to Improve Learner Interprofessional Collaboration and Teamwork

PRESENTER:

- **Tamara Burlis**, PT, DPT, MHS, CCS, Washington University in St. Louis, School of Medicine, Program in Physical Therapy, burlist@wustl.edu

CO-AUTHORS:

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- **Heather Hageman**, MBA, Washington University in St. Louis, Center for Interprofessional Practice and Education
- **Janice Hanson**, PhD, EdS, MH, Washington University School of Medicine, Department of Medicine
- **Heather Jacobsen**, MPH, Washington University in St. Louis, Brown School Evaluation Center
- **Kate Gershwin**, BA, Washington University in St. Louis, Brown School of Social Work
- **Liz Rolf**, MS, Washington University in St Louis, Brown School Evaluation Center

DESCRIPTION:

In the 2022-2023 academic year, 392 students and 45 facilitators within medicine, nursing, pharmacy, occupational therapy and physical therapy participated in a standardized patient team experience to create an admission or discharge plan. Post-survey data assessed the student perceptions of the SPTE using the Student Perceptions of Interprofessional Clinical Education Revised 2 (SPICE R-2). The aim was to identify student attitudes towards interprofessional teams, satisfaction levels of the experience and the extent to which objectives were met.

8E *The Patient's Voice in CME (A Podcast Series)*

PRESENTER:

- **Esther Nyarko**, PharmD, CHCP, Medscape LLC, drnyarko17@gmail.com

CO-AUTHORS:

- **Leigh Schmidt**, MSN, RN, Medscape, LLC
- **Amanda Jett**, PharmD, Medscape, LLC
- **Rose Bartel**, MA, Patient Advisor and Educator, Chilton, Wisconsin
- **Nikki Montgomery**, MA, MEd, GPAC, Madvocator Educational and Healthcare Advocacy Training

DESCRIPTION:

The poster showcases the integral role of patient perspectives in Continuing Medical Education (CME). It highlights the impact of incorporating patients' lived experiences and insights into medical education, emphasizing the value of collaborative learning that

integrates both clinical expertise and patient narratives. This poster advocates for a patient-centered approach in CME to enhance healthcare professionals' understanding and empathy, ultimately leading to more holistic and patient-focused medical practice.



PARTNERSHIPS

***COLLABORATIVE
PRACTICE***

9A***Building Multi- Professional IPEP Partnerships within University Institutions to Champion Health Equity***

PRESENTER:

- **Candice Whealon**, DNP, APRN, FNP-C, University of California, Irvine, School of Nursing, cezimmer@hs.uci.edu

CO-AUTHORS:

- **Stephanie Au**, DNP, MSN, APRN, FNP-C, RN, University of California, Irvine, School of Nursing
- **Cheryl Wisseh**, PharmD, MPH, BCACP, University of California, Irvine, School of Pharmacy
- **Alisa Wray**, MD, MAEd, University of California, Irvine, School of Medicine

DESCRIPTION:

Our institution recognized the critical importance of Interprofessional Education and Practice (IPEP), leading to the formation of a dedicated faculty collaborative focused on developing a robust and productive IPEP program. This team has produced a series of informative posters that encapsulate the essence of our initiative, highlighting the key elements and successes of our program. Our aim is for these materials to serve as a blueprint or guide for other institutions looking to integrate interprofessional education curricula into their programs.

9B***Building Interprofessional Educational Bridges Internationally: A reflection on our international partnership***

PRESENTER:

- **Devin Lavender**, PharmD, University of Georgia, College of Pharmacy, devin.lavender@uga.edu

CO-AUTHORS:

- **Virginia Fleming**, PharmD, University of Georgia, College of Pharmacy
- **Blake Johnson**, PharmD, MPH, University of Georgia, College of Pharmacy
- **Robin Southwood**, PharmD, University of Georgia, College of Pharmacy
- **Elena Prendergast**, PhD, Augusta University, College of Nursing
- **Lynn Glenn**, PhD, Augusta University, College of Nursing
- **Alyssa Kingree**, MSN, Augusta University, College of Nursing
- **Tim Brown**, PharmD, University of Georgia, College of Pharmacy

DESCRIPTION:

Literature describing trans-Atlantic Pharmacy and Nursing collaboration is limited. Interprofessional education (IPE) leadership from four schools collaborated to create a virtual international IPE event designed to prepare future healthcare professionals to collaboratively address the challenges facing rural and underserved populations and support improvements in access to care for both countries by utilizing telehealth technologies. This poster describes the process of content development, experience implementation, and event assessment. Additionally, lessons learned are provided to help other institutions in implementation of a similar international IPE experience.

9C

Collaborating Across Universities to Develop an IPE Curriculum for Pharmacy, Graduate Nursing, and Medical Learners

PRESENTER:

- **Kaelen Dunican**, PharmD, Massachusetts College of Pharmacy and Health Sciences, School of Pharmacy - Worcester/Manchester, kaelen.dunican@mcphs.edu

CO-AUTHORS:

- **Mary Antonelli**, PhD, RN, MPH, University of Massachusetts Chan Medical School, Tan Chingfen Graduate School of Nursing
- **Elizabeth S. Ferzacca**, MD, University of Massachusetts Chan Medical School, T.H. Chan School of Medicine
- **Abir Kanaan**, PharmD, Massachusetts College of Pharmacy and Health Sciences, School of Pharmacy - Worcester/Manchester
- **Janet F. Hale**, PhD, RN, FNP, University of Massachusetts Chan Medical School, Tan Chingfen Graduate School of Nursing
- **Susan L. Hogan**, MD, University of Massachusetts Chan Medical School, T.H. Chan School of Medicine
- **Jill M. Terrien**, PhD, ANP-BC, University of Massachusetts Chan Medical School, Tan Chingfen Graduate School of Nursing
- **Nadia A. Villarroel**, MD, University of Massachusetts Chan Medical School, T.H. Chan School of Medicine

DESCRIPTION:

A team of clinical faculty including physicians, pharmacists, and nurse practitioners collaborated to develop a series of three annual multidisciplinary round sessions for medical, pharmacy, and graduate nursing learners. The goal of this project is to design an IPE

curriculum for healthcare learners that fosters team-based patient-centered care and addresses all 4 IPEC core competencies.

9D

Application of a Generalizable Joint Competency-Based Education in Nursing and Healthcare Administration: Narrowing the Practice Gap

PRESENTER:

- **Carin Adams**, PhD, RN, CPN, Texas Woman's University, Houston J. & Florence A. Doswell College of Nursing, cadams21@twu.edu

CO-AUTHORS:

- **Lori Batchelor**, MHA, PhD, RN, CPN, NEA-BC, Children's Health, University Health System
- **Jennifer Dolinta**, PhD, RN, CNE, NPD-BC, Texas Woman's University, Houston J. & Florence A. Doswell College of Nursing
- **Joy Spadachene**, PhD, RN, CNE, Texas Woman's University, Houston J. & Florence A. Doswell College of Nursing

DESCRIPTION:

This study operationalized competency-based education (CBE) in a nursing and healthcare administration course developed with an academic partner. The competencies of risk management, quality improvement, leading change, and healthcare ethics were mapped to the AACN Nursing Essentials and American College of Health Executives 2021 competency frameworks. Content experts from the hospital system created videos of each competency and demonstrated how to solve real-world clinical problems using problem-solving strategies from their practice. CBE can be implemented in an interprofessional healthcare environment.

10

REFLECTIONS

LESSONS LEARNED

10A

A System-wide University IPE Initiative: From Planting Seeds to Bearing Fruit

PRESENTER:

- **Patricia Simino Boyce**, PhD, RN, City University of New York, Health and Human Services, patricia.boyce@cuny.edu

CO-AUTHORS:

- **Paul Archibald**, DrPH, LCSW-C (MD), LCSW (NY), MAC, C-CATODSW, College of Staten Island, Social Work
- **Christopher Bowers**, DMD, NYC College of Technology, Dental Hygiene
- **Victoria Fischer**, PhD, MS, RDN, CDN, Queens College, Department of Family, Nutrition and Exercise Sciences
- **Gwendolyn Lancaster**, EdD, MSN, RN, CCRN, Lehman College, Department of Nursing
- **Mara Steinberg Lowe**, PhD, CCC-SLP, Queens College, Speech-Language-Hearing Center, Linguistics and Communication Disorders
- **Margaret Reilly**, DNS, PhD, APRN, CNE, CUNY School of Professional Studies, Department of Nursing
- **Lesley Rennis**, EdD, MPH, MCHES, Borough of Manhattan Community College, Health Education
- **Nicole Saint-Louis**, DSW, LCSW, Lehman College, Department of Social Work

DESCRIPTION:

The CUNY poster visually details the journey of the university-wide IPE program, using the metaphor of a tree – from planting seeds to bearing fruit.

10B

Reflections on Our Nine-Year IPE Journey (We Neglected the Three Rs!)

PRESENTER:

- **Lisa Burns**, PhD, OTR/L, Mary Baldwin University, Murphy Deming College of Health Sciences/Doctor of Occupational Therapy Program, lburns@marybaldwin.edu

CO-AUTHORS:

- **Brooke Lieske**, PT, DPT, NCS, Mary Baldwin University, Murphy Deming College of Health Sciences, Doctor of Physical Therapy Program
- **Caitlin Powers**, MS, MPAS, PA-C, Mary Baldwin University, Murphy Deming College of Health Sciences, Master of Science in Physician Assistant Program

DESCRIPTION:

IPE collaborators in a university's health sciences college, tasked with redesigning the institution's 'flagship' interprofessional course series, used literature-guided reflection to review their IPE journey from inception. Perspective was gained on what went well, what could be improved, and how their reflection might inform the next phase of the journey. Presenters will share lessons learned and review signposts from literature that can help guide IPE planning.

10C

One Bite at a Time: Reinventing an Introductory IPE Course as a Simulated Clinical Experience

PRESENTER:

- **Kerry Mader**, OTD, OTR/L, C/NDT, Virginia Commonwealth University, College of Health Professions, Department of Occupational Therapy, maderka@vcu.edu

CO-AUTHORS:

- **Kelly Lockeman**, PhD, Virginia Commonwealth University, School of Medicine

DESCRIPTION:

For 8 years, the Virginia Commonwealth University has collected feedback in a 1-credit Foundations of Interprofessional Collaborative Practice course, which is required for dental hygiene, dentistry, nursing, occupational therapy, physical therapy, pharmacy, and public health students. Primary goals are: (1) to determine whether the simulation-based activities increase student satisfaction with the course, (2) to ensure that the alternative format meets our identified learning objectives and outcomes, and (3) to gauge the feasibility of implementing this model on a larger scale to provide simulation/clinical activities for all 550 students in the future.

10D

Transitioning IPE from in-person to virtual and back again, what went well and what went...

PRESENTER:

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- **Karen Lenehan**, Massachusetts College of Pharmacy and Health Sciences, School of Pharmacy - Worcester/ Manchester

DESCRIPTION:

The Massachusetts College of Pharmacy and Health Sciences Worcester and Manchester campuses facilitate three large scale (greater than 400 student participants) IPE activities annually highlighting various topics affecting healthcare: an Interprofessional Roles and Responsibilities event, a Cultural Humility book club, and an Opioid Use Disorder (OUD) case discussion with naloxone training. The COVID-19 pandemic necessitated transitioning these activities to a virtual format. Upon the ending of the pandemic, the activities have transitioned back to in-person delivery. The goal of this poster is to describe advantages and disadvantages of asynchronous virtual, synchronous virtual, and in-person IPE activities.

10E

Interdisciplinary Course Design: Lessons Learned and Future Directions

PRESENTER:

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CO-AUTHORS:

- **Virginia Miller**, DrPH, MS, MPH, University of Alaska Anchorage, College of Health, Division of Population Health Sciences

DESCRIPTION:

The state of Alaska has long sought inventive and sustainable ways to support and serve those individuals with prenatal exposure to alcohol. Recognizing a gap in healthcare education, faculty from UAA developed and co-teach a class on Fetal Alcohol Spectrum

Disorders (FASD). The interprofessional course design process and evaluation methods are presented.

10F

Differential Impact of Facilitating Interprofessional Education by Profession and Master Interprofessional Educator Status

PRESENTER:

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- **Colleen Wallace**, MD, Washington University in St. Louis, School of Medicine
- **Heather Jacobsen**, MPH, Washington University in St. Louis, Brown School Evaluation Center

DESCRIPTION:

The Center for Interprofessional Practice and Education (CIPE) organizes a 3-phase interprofessional education (IPE) curriculum for learners across Goldfarb School of Nursing, University of Health Sciences & Pharmacy in St. Louis, and Washington University School of Medicine in St. Louis. Activities are facilitated by partnering institutions' faculty. After each activity in academic year 2022-2023, facilitators completed a post-survey which includes the following open-ended item: "How has participating as a facilitator in [CIPE activity] resulted in a change in your teaching, clinical practice and/or research?" The goal was to conduct a thematic qualitative analysis to identify and assess differences in perceptions of how participating as an interprofessional education facilitator resulted in a change in participants' teaching, clinical practice, and/or research.