

Summary Reports – 2018-2019 iPEX Cohort

Institution	Summary Report
California State University – Fullerton	<p>CSUF successfully planned and implemented an interprofessional learning activity focused on the IPEC competency area of Understanding Roles and Responsibilities to engage multiple departments, demonstrate the feasibility and value of IPE activities to the College and generate excitement. The event included a “Pictionary” icebreaker activity, and adapted several cases for interprofessional breakout discussions to highlight learning points. The event included nursing, social work, athletic training, speech and language pathology, public health, and child and adolescent studies, with approximately 72 learners and 8 faculty. They collected and are currently analyzing pre- and post-test data and 4 impromptu brief video testimonials. Perceptions that IPE experiences like these are valuable increased by large margins from pre- to post-event. They are planning to hold similar large event every semester, rotating IPEC competency areas.</p>
University of Texas – Austin	<p>UT Austin has worked on several projects since participating in iPEX. The first, is the integration of PC IPE training for Integrated Practice Units in UTHealth Austin-Dell Medical School, which has been accomplished. The second is the launch IPE Palliative Care team training in UT Health Austin Cognitive Disorders Unit. Learners in both projects include medicine, nursing, social work, and pharmacy. The largest effort and the one that will take more time, is the creation of an interprofessional PC Fellowship and the team is in talks with the Fellowship Directors and PC Clinicians, as well as funders for this project.</p>
Loyola University	<p>Loyola has brought together faculty from their schools of nursing, social work, medicine to develop interprofessional educational events for their undergraduate and graduate level learners. They are working on content and skills to improve highly effective interprofessional teams, understanding roles and contributions of all team members in palliative care, developing individualized care plans for patients with cancer, and enhancing interprofessional communication and interaction. This curriculum includes three on-line modules followed by case-based simulations with learners face-to-face. They plan four such sessions per semester.</p> <p>Barriers impeded broad implementation as originally planned. These including institutional reorganization and leadership changes, geographic spread of the university across Chicago, as well as lack of approval from two of the schools’ curriculum committees. To address these issues they are scaling back the scope of their work to demonstration pilots in the summer of 2019 to gain buy-in and use positive student and faculty experiences to promote fuller implementation. They are also exploring virtual reality education software in these pilots.</p> <p>They note they are using skills and techniques learned at the iPEX Workshop to advance interprofessional palliative care.</p>
MedStar Washington Hospital Cancer Center	<p>MedStar brought together leaders and faculty from around their clinical cancer center to develop interprofessional educational events for physicians, nurses, social workers, support staff and nutritionists in interprofessional cancer care. They will use on-line and in-person sessions to educate their teams on palliative care integration as a standard of cancer care, common language and conceptions around palliative care, and roles of the interprofessional team members.</p> <p>They plan quarterly sessions embedded in their cancer center’s training program. The curriculum is case-based and uses specific CoLTS learned at the workshop. Curricular content is fully developed and implementation can begin once oncology leadership signs off. They are planning the first session for July 2019.</p>

<p>Mt. Sinai</p>	<p>The team Mount Sinai consists of two chaplain educators, two nursing educators, one physician, and two social work educators. They are planning to teach a one-day workshop in the fall of 2019 for the Mt. Sinai health system on how to conduct a family meeting as an interdisciplinary team. The workshop is designed to provide an intensive continuing education experience in palliative care for a total of 32 clinicians from four professions (advanced practice nurses, chaplain residents, early career physicians and social workers). The team chose the one-day design because of geographical and logistical challenges to gathering learners from various professions in their health system. The workshop consists of four education modules (1.5 to 2 hours each), which are facilitated by an interprofessional faculty team. The modules focus on 1.) understanding one's own role and the roles of other team members; 2.) promoting shared understanding between patients/families and team members through family meetings; 3.) how to prepare for a family meeting; and 4.) practicing a family meeting through role play. The first three modules are designed to integrate brief didactic presentations with collaborative learning experiences, reflective interprofessional group exercises, and role play. The final practice module utilizes primarily role play in a fish-bowl setting with feedback. The Mt. Sinai team is planning to teach the workshop as a pilot project and to gain financial and administrative support in order to offer it on a regular basis and possibly to a larger number of learners.</p>
<p>University of Iowa</p>	<p>Iowa's plan includes palliative care education for the cancer center staff and students. The plan includes online case-based modules and a face-to-face session. They are meeting regularly to develop the content and will pilot the program in the fall with full implementation in 2020. Meanwhile, they have been contacted to help with other IPE initiatives including working with the University's offices of CEM and GME to help develop e-modules focused on palliative care and doing a palliative care case presentation for the Students for Interprofessional Education (SIPE). One of the team members was appointed to the University's IPE Committee.</p>
<p>University of Maryland</p>	<p>Team Maryland's iPEX project expanded teaching they were already doing on Advance Care Planning (ACP) to include students' direct observation of care planning by clinicians. The interdisciplinary ACP educational program consists of three face-to-face training modules and patient simulations of care planning. With the addition of the option of direct observation, half of the students will observe simulations while half observe actual clinical interactions. The result of the two groups will be compared. The Team received in-house funding from the schools IPE program that will allow them to pay a coordinator to schedule the students, pay simulated patients to enact ACP and allow for recording of the interactions. Medical, nursing and social work students will be involved.</p>
<p>University of Michigan</p>	<p>The University of Michigan team is developing a curriculum to implement starting AY 2019-2020 for learners (students and residents) who rotate with their palliative care team. This curriculum includes an on-line curriculum module similar to iCOPE regarding team member roles (broadening the module to include pharmacy) that will be available in their learning management system, a 1-4 week clinical rotation, and a weekly reflective practice. 187-190 learners are anticipated. The team has been busy disseminating their work related to the iPEX project. They recently presented a poster on their work/experience at the University of Michigan Interprofessional Health Education Day, are currently writing a 1500-word brief for a journal, and are collaborating with Dr. Barbara Head on a workshop for AAHPM for this upcoming year. They recently attended a 3-day interprofessional training event at the University of Michigan on Educating Health Professionals in Interprofessional Care (EHPIC) hosted by the University of Toronto. It was a great event for networking.</p>