

Summary Reports – 2019-2020 iPEX Cohort 2

Institution	Summary Report
<p>Brown University</p>	<p>The Brown University team was clinically based and served in outpatient oncology clinics. It consisted of a chaplain, two nurses, a physician, and a social worker. Their education project focused appropriately on their clinical context and targeted various clinical teams. More specifically, the team designed a two-hour workshop for oncology disease specific teams that is offered eight times over the course of three weeks with the goal to foster team dynamics and workplace culture, advance basic palliative care skills, and educate about the roles of various members on the IDT. The workshop audience are infusion nurses, physicians, social workers, advanced pharmacist professionals, and clinical navigators. The team designed collaborative and case-based learning experiences. In an initial exercise, team members learn about the roles of other members by pairing up and interviewing each other in order to introduce the role of another team member to the whole group. In another word-cloud exercise, the clinicians are asked to make word associations with the different roles on the IDT, followed by a discussion to identify stereotypes, misinformation, and for team members to highlight what they want others to know about their role. The second part of the workshop focuses on three clinical cases that each highlight the role of two IDT members and teach about goal of care conversations, how to address complex psycho-social issues, and how to engage and respond to strong emotions. Each case presentation is followed by hands-on exercises and discussion. In conclusion, the workshop returns to the word-cloud exercise and invites the audience to add associations to the various IDT roles based on what they have learned and offers a short centering exercise to emphasize the need for self-care.</p>
<p>Idaho State University</p>	<p>Idaho State is developing a curriculum for interprofessional education in palliative care across five health disciplines. As a rural state with broad geography among learners they are using case studies on an on-line platform. Their focus is on both palliative care knowledge and the development of interprofessional care models. The program is scheduled to begin in the fall of 2020.</p>
<p>Jefferson University</p>	<p>Jefferson’s project focuses on interprofessional student learning with goals to improve care coordination and collaborative professional relationships. Their method will use case conferences, content blasts, skills workshops, and in-person home or telehealth visits with palliative care patients. The program is scheduled to begin in the fall of 2020.</p>
<p>Sacred Heart University</p>	<p>Sacred Heart University brought students from social work, nursing, pre-physical therapy, pre-physician assistant, and pre-medical programs to an online learning experience that included the use of an iCOPE case and a Microsoft FlipGrid assignment where students record, upload, view, react, and respond to each other through short videos. They have future plans for an in person palliative care case study as part of an interprofessional university-wide “passport learning” opportunity, a one-day IPE conference, and an IPE certificate program for professionals in their area.</p>
<p>Texas A&M University</p>	<p>Texas A&M University focused on a university-wide needs assessment surveying all educational programs and schools on their curricula around their knowledge/understanding of palliative care, comfort discussing and providing it, its existence in curricula, and if it’s taught interprofessionally. Long term plans include seeking funding to create an IPE curriculum that attends to the needs assessment.</p>
<p>University of Houston</p>	<p>Houston’s program is called the Skills in Palliative Care Education (SPACE) program. Focus will be on teaching collaboration, communication, ethical/legal considerations, psychosocial/spiritual aspects of care, and structure and processes of care. They will do this through a series of online modules, small group discussions, a simulation focused on advance care planning followed by debriefing and reflective writing. Initially they will pilot the program and will involve faculty fellows in medicine, nursing, optometry, and social work, and Interprofessional Education Scholars chosen from each discipline. These will be 1st and 2nd year students who will earn a certificate. They will then tweak the program based on feedback and will include it in an elective course available to students from all disciplines.</p>

<p>University of Miami</p>	<p>The Miami iPEX team plans to teach serious illness communication in the context of an interprofessional team. They will deliver the training to oncology site disease-specific teams (i.e., pancreatic team, breast team, etc.). These teams are composed of physicians, nurse practitioners, nurses, social workers, pharmacists, chaplains and nurse navigators. There are 2 training sessions planned for each team: one will focus on team roles and communications strategies, communication with the patient and family as well as team communication; the other will allow for reflection and consideration of the barriers and solutions related to communication and skill practice. The iPEX team plans to use various collaborative teaching/learning techniques. The team has received funding from the University to attend VitalTalk training before the training (but this has been delayed by the Pandemic).</p>
<p>Washington University</p>	<p>Washington University's iPEX project is to create an interprofessional palliative care fellowship. They currently have a one-year ACGME-accredited program available to MD candidates. The goal of their current program is to promote excellence in Hospice and Palliative Medicine education and clinical care, to develop future leaders in the field, and to ensure that patients with life-limiting illness receive informed, professional, and appropriate care. Physician trainees are currently offered a diverse educational experience, including both outpatient and inpatient clinical teaching, didactic teaching, research opportunities, resiliency and leadership training, and communication skills.</p> <p>Washington University's palliative care interdisciplinary team currently includes highly-qualified physicians, nurse practitioners, and social workers. The team would like to expand the fellowship program beyond physician trainees to include social workers, nurse practitioners, and chaplains in the initial phase to begin in 2022. The subsequent phase would include trainees from psychology, physical therapy, occupational therapy, pharmacy and nursing. The mission for the interprofessional fellowship is to provide the best possible care to seriously ill patients and families through the development of high functioning interprofessional teams. Goals include obtaining funding for additional trainee positions, identifying champions, and competency mapping of milestones for each discipline; adding faculty development in interprofessional curriculum development, teaching and coaching, including assessment and feedback; and planning marketing and recruitment strategies. To date, the team has hired a program manager, added a chaplain to the team, completed a draft of the application process, created a charter with action items, and explored funding opportunities. Target date to have this interprofessional fellowship completely in place is 2025.</p>