

Center for Interprofessional Practice and Education

at Washington University Medical Campus

**Goldfarb School of Nursing at Barnes-Jewish College
University of Health Sciences and Pharmacy in St. Louis
Washington University School of Medicine**



Annual Report – 2021-2022



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From the Director

As we close out the 2021-2022 Academic Year, it is incredible to see how these last two years of the COVID-19 pandemic have shifted our understanding of what interprofessional education looks like. Going into the third year of the pandemic, the Center continues to offer the majority of its curriculum virtually, with the upcoming 2022 Phase I session being entirely online. As anyone can imagine, having entirely virtual operations has its benefits and drawbacks.

As we head into the next academic year, we will continue to align our strategic goals and tighten the connections between the phases. The Center has updated its [vision](#) with a focus on educating the learners in the CIPE programs in collaboration with both community and clinical partners:



We aim to improve health and wellness of the greater St. Louis region through interprofessional education, and community and clinical partnerships.

Curriculum

Phase I

In Phase I, the Center hosted **521 learners across six health professions**. The **majority of learners were satisfied** with each session (**60-79% agreement**), though satisfaction was lower than the Fall 2020

“My facilitator created an environment when I felt comfortable sharing my ideas. For example, I typically get in my head about whether or not I should share, but with the second session. The improv portion pushed me to get out of my mind and be more flexible to the situation which I thought was nice.”

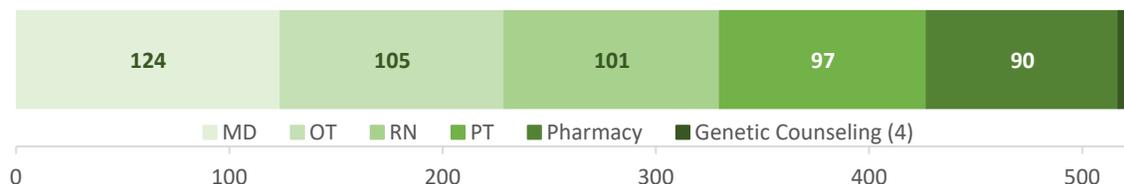
- **2021 Phase I Student Learner**

implementation. Constructive feedback included confusion with the assigned project, frustration with stressors from an online environment, and unclear communication of expectations. The CIPE Curriculum and Assessment Committee is already incorporating this feedback into improvements for Fall 2022.

[Phase I](#) continues to be offered as three, 3-hour sessions with one hour of asynchronous pre-work, 90 minutes of synchronous virtual team interaction, and

30 minutes of asynchronous post-work for each session. Phase I was supported by **71 faculty and clinician facilitators, seven session leaders, seven clients/patients, seven logistics experts, two CIPE staff, and one student intern**.

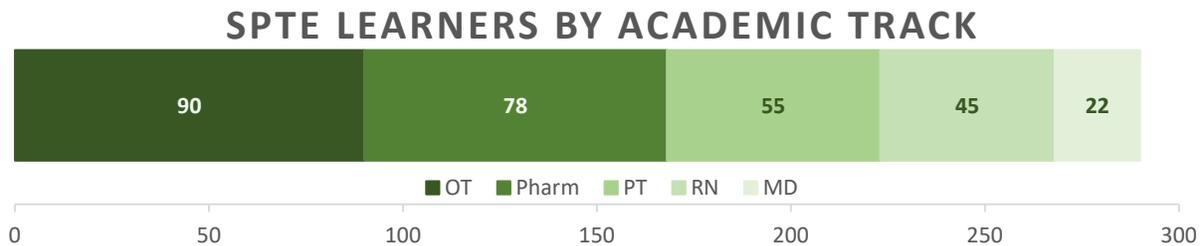
PHASE I LEARNERS BY PROFESSION



Phase II

A total of **290 learners from five health professions** participated in [Phase II](#) this last year. This group was supported by **29 facilitators from six health care professions**. The Standardized Patient Teaching Experience (SPTe) and Transitions of Care (TOC) achieved goals of making the concept of interprofessional teamwork tangible for learners. Learners reported appreciation of importance, and the opportunity to improve patient outcomes as a few highlights of these experiences.

The Standardized Patient Teaching Experience (SPTe) has changed its model to be administered six times yearly, starting with two virtual administrations in Spring 2022. SPTe remains a favorite among learners with an **overall satisfaction of 78%**.



Transitions of Care (TOC) has focused its aim on becoming an experience that allows learners to utilize clinical skills and develop a discharge plan for patients. TOC participants rated **overall satisfaction at 91%**. This positive feedback included, “[TOC] highlights the critical roles that other medical professions perform and how our specific profession can help work together in order to better benefit the patient” and “Allowing students of other professions to speak to each other over a patient case with time and support set-aside as opposed to doing it in the clinic or at the workplace.” Despite this experience’s success, the CIPE Curriculum and Assessment Committee decided to remove it from the curriculum due to difficulty with maintaining a consistent group of learners from each profession. TOC will now run as an optional activity by the Health Profession Student Leadership Council (HPSLC). To meet the Phase II Ethics and Values objectives, this experience is being replaced with ethics case discussions. These discussions will be held between paired professional programs, guided by faculty/clinician facilitators, with the goal of increasing awareness of ethical principles in a decision-making process.

Phase III

The Hotspotting experience in [Phase III](#) expanded to two teams and five professions in AY2021-2022. Each team includes five senior-level interprofessional learners from medicine, nursing, occupational therapy, pharmacy, and public health. The team engages a patient to:

- Describe the root causes of health disparities and impact of social determinants of health (SDOH) on health outcomes
- Recognize the importance of screening for and addressing SDOH challenges
- Utilize a patient-centered, interprofessional approach to address the health challenges of complex patients
- Demonstrate positive behaviors and adaptability that result in team effectiveness and shared decision-making

“[The strengths of hotspotting are] communication, and delegation within an interprofessional team. It has been a learning experience and has made me grow just from the point of communication and saying difficult things that need to be said.”

- Phase III Hotspotting Learner

Hotspotting was more appropriately moved to this phase of the curriculum and a medicine resident-coaching model was trialed. **Phase III saw an 83% satisfaction rate – the highest of all three Phases in the Center’s curriculum.** Next year’s efforts will focus on earlier onboarding of client/patients and trial of a CHW-coached model.

The CIPE Curriculum and Assessment Committee also has charged a workgroup with developing flexible activities for programs to use with their learners near graduation.

Professional Development

An additional group of five faculty and clinicians have successfully completed the Master Interprofessional Educator ([MIE](#)) certificate, bringing the total to 35 MIE-holders. Congratulations to:

- Teri Boyd, EdD, MSN, RN, CNE
- Rebecca Claxton, DNP, RN
- Haley Johnson, Pharm.D.
- Hamish Seegers, MA Divinity, APBCC, HPC
- Tomi Toler, MS, CGC

The CIPE hosted **seven Professional Development workshops** during the 2021-2022 Academic Year with five being offered on two dates. Topics ranged from “Leveraging Interprofessional Practice to Provide Optimal Outcomes” to IPE 101 and IPE 201. A total of **193 clinician and/or faculty** attendees from **17 organizations**, including some national and international entities, and **more than 20 professions** attended the Center’s programming this year. Faculty and clinician learners enjoyed these workshops with a range of **89-100% in participant satisfaction.**

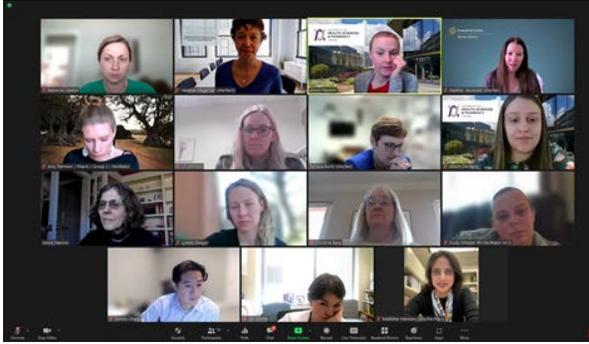
“Participation and engagement in interprofessional education is integral to faculty promotion and advancement because one of our core OT Program outcomes is that our students become competent interprofessional practitioners. Faculty engagement in CIPE activities is a direct way to demonstrate their contribution to our students’ development in this core skillset.”
– Dr. Lisa Tabor Connor, Director of the Washington University OT Program

Other Opportunities for Learners

The CIPE has several opportunities for health profession learners to engage in IPE work. Three of which are highlighted here.

Upper-level health profession learners from the CIPE collaborating institutions have the opportunity to earn a **Student-Resident IPE Teaching Certificate** from the CIPE. In the 2021 pilot, the CIPE graduated **seven learners** from **three professions**. To earn [this certificate](#), learners completed two Foundations in Teaching workshops, attended three foundational IPE and one additional IPE Professional Development workshops, then facilitated a CIPE activity such as Phase I or the SPTE.

The Center could not run without our arsenal of **CIPE interns** who contribute significantly to the Center’s operations. There were **12 interns from three professions** who worked with the Center this last academic year. Some of their work includes contributing to the updating of “Hotspotting” (now called “Community Interprofessional Care Coordination”), creating a common academic calendar across the CIPE educational programs, designing our 2022 “swag”, creating marketing materials, and even contributing to scholarly outputs (see below). Our Winter 2021 and Summer 2022 [newsletters](#) each include a synopsis from one of our interns of their experience with the CIPE.



The **Health Professional Leadership Council (HPSLC)** works in parallel with the CIPE to promote and advance the understanding of interprofessional collaboration between all health professions on the Washington University Medical Campus. **HPSLC's** events this year focused on education, advocacy, service, and facilitation of interprofessional relationships. HPSLC **reached more than 1,000 learners** through social media presence and in-person activities. The Council provided learner volunteers an opportunity to aid in

the CIPE's events for incoming first-year learners across the health care professions.

This year, HPSLC members:

- **Partnered with faculty from six programs** – Audiology, Medicine, Nursing, Occupational Therapy, Pharmacy, and Physical Therapy – to provide a case discussion and interprofessional workshop covering the care of a complex stroke patient. Program participants unpacked initial emergency presentation, inpatient hospitalization, follow-up rehabilitation, and outpatient care with an estimated **80 learners** in attendance.
- **Organized a blood drive with American Red Cross** to promote opportunities for local blood donation in light of the national blood shortage.
- **Collected nearly 300 pounds of clothes** through a 3-week clothing drive between the seven CIPE health profession programs. Clothes were donated to the St. Patrick's Center for Homeless Services.

Practice

Two important CIPE Partners are:

- 1) **St. Louis Community Health Worker Coalition** who are further infusing the CHW lens into the CIPE curriculum, from Phase I to hotspotting. CHW partners are helping to increase the ways interprofessional learners can collaborate with CHWs and authentically work with community members to improve the wellness of the St. Louis Region.
- 2) **Barnes-Jewish Hospital as their nursing leadership** expand their interprofessional efforts, connecting what we are teaching learners to that which is happening in practice at our partner clinical entities.



Research

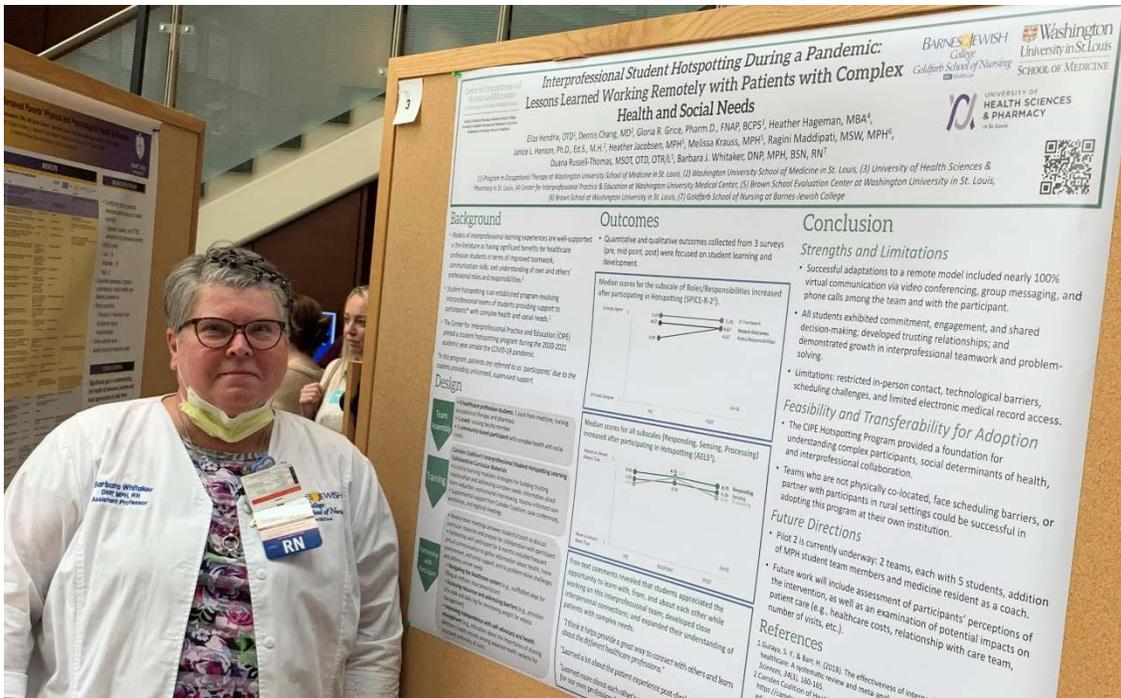
The Center was fortunate to have **three publications, an oral presentation, and two posters displayed across three conferences** this year. These pieces of scholarship were **developed in part by 18 CIPE Partners**, including our committee members, MIE recipients, and our Center director.

Publications

- Mullins CH, Callahan E, **Hageman H**, Chen H, Lindeman B. Public Humiliation in the Surgical Clerkship: Qualitative Analysis of Responses to the Association of American Medical Colleges Graduation Questionnaire. *J Am Coll Surg*, March 2022. DOI: 10.1097/XCS.000000000000092.
- Sarah Shrader, Patricia J. Ohtake, Scott Bennie, Amy V. Blue, Anthony P. Breitbach, Timothy W. Farrell, Richard W. Hass, Annette Greer, **Heather Hageman**, Kristy Johnston, Mary Mauldin, Devin R. Nickol, Andrea Pfeifle, Teri Stumbo, Elena Umland, Barbara F. Brandt. Organizational structure and resources of IPE programs in the United States: A national survey, *Journal of Interprofessional Education & Practice*, Volume 26, March 2022.
- **Bland, M., Stevens, A., Nellis, P., Mueggenburg, K., Yau, T., & Chen, Justin, C.** (2021). Interprofessional education and transitions of care: a case-based educational pilot experience. *Journal of interprofessional care*, 35(3), 482–486. <https://doi.org/10.1080/13561820.2020.1769041>.

Presentations

- **Hendrix, E., Chang, D., Grice, G. R., Hageman, H., Hanson, J. L., Jacobsen, H., Krauss, M., Maddipati, R. Russell-Thomas, D., & Whitaker, B. J.** (2022, March 30) *Interprofessional student hotspotting during a pandemic: Lessons learned working remotely with patients with complex health and social needs* [Poster presentation]. Central Group on Education Affairs (CGEA) Virtual Regional Conference, Online.
and
[Poster session] 2022 Office of Nursing Research & Sigma Tau Iota Goldfarb School of Nursing Spring Research Day, St. Louis, MO, United States.
- **East L, Stevens A, Hageman H, Perlmutter M, Burlis T, McConachie A, Hanson J.** (2021) Validity of a Feedback Tool for a Standardized Patient Experience: A Pilot Study. Poster presented at the National Center for Interprofessional Practice and Education Conference (Nexus Summit).
- Mullins CH, **Hageman H**, Callahan EC, Chen H, Lindeman B. The Surgical Clerkship Results in Public Humiliation: Qualitative Analysis of Responses to the Association of American Medical Colleges (AAMC) Graduation Questionnaire. Oral presentation. Southern Surgical Association, December 2021.



Barb Whitaker, DNP, MSN, RN standing with the poster presentation, "Interprofessional student hotspotting during a pandemic: Lessons learned working remotely with patients with complex health and social needs". This poster was displayed at two professional presentations.



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