



INTERPROFESSIONAL EDUCATION COLLABORATIVE

2024 POSTER FAIR



POSTER LISTING

NOVEMBER 21, 2024 | 3:00-5:00 P.M. ET



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THANK YOU



Greetings and warmest regards,

On behalf of the IPEC Board, I would like to extend our thanks and appreciation to each of you for your outstanding contributions to the 2024 IPEC Poster Fair. This annual event provides a unique opportunity to share the interprofessional education for collaborative practice (IPECP) projects and practices developed by health professions schools, programs, and their colleagues. Your participation exemplifies the spirit of collaboration that is at the heart of advancing health professions education and improving health care and outcomes.

We are happy to welcome 56 interprofessional teams from 48 different graduate and undergraduate schools and programs, representing diverse disciplines across the country, as well as from Australia and Brazil. Your dedication to exploring, designing, and implementing interprofessional activities continues to enrich our collective understanding of IPECP and provides important perspectives and takeaways into the many ways we can grow and succeed together.

Each year, this online event showcases the creative work being done at different stages of development and execution, and these poster presentations play a crucial role in creating an open and constructive platform for discussion. A special thank you goes to our faculty, clinical, and student presenters for sharing their expertise, as well as to our facilitators for moderating the exchanges and ensuring meaningful dialogue.

We are grateful for the time, effort, and resources you have devoted to this showcase. Your contributions are vital to the continued success of IPEC and the advancement of IPECP.

Once again, thank you for your dedication and commitment to this important work. We look forward to continuing to learn from and collaborate with you in the future.

Sincerely,

A handwritten signature in black ink that reads "Alison Whelan".

Alison J. Whelan, MD
Chair, IPEC Board of Directors

ROOMS AND PRESENTERS

Each year, the IPEC Poster Fair provides an opportunity to share interprofessional education for collaborative (IPECP) projects and practices implemented by health professions schools and programs and their colleagues. Posters share promising practices and strategies from across disciplines, and at various stages of development, implementation, and assessment.

IPEC thanks all 2024 IPEC Poster Fair presenters, facilitators, and participants. Your time and insights are truly invaluable, and your collaboration is deeply appreciated as we work together towards achieving our shared goal of better care and improved health outcomes.

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1



Complex Care

- *Reducing Polypharmacy in Older Adults through Interprofessional Collaboration*
- *An Analysis of Pharmacy and Occupational Therapy Interprofessional Post-Stroke Functional Deficit Management: The Elderly Workshop*
- *Connecting Disciplines: Dermatologists Discuss Skin Cancer Screening in Physical Therapy*
- *A Scoping Review of Interprofessional Approaches in Dementia Care for Patients and Caregivers*
- *"Coffee without Pain": IPEC-Care Program for Chronic Pain*

1A***Reducing Polypharmacy in Older Adults through Interprofessional Collaboration***

PRESENTER:

 **Patricia Murray**, DHS, MSN, RN, FNP-BC

Massachusetts College of Pharmacy and Health Sciences (MCPHS) School of Nursing

CO-AUTHORS:

Janelle Herren, MSE, PharmD, RPh, MCPHS School of Pharmacy**Samar Nicolas**, PharmD, RPh, CPPS, MCPHS School of Pharmacy

DESCRIPTION:

This project emphasizes the importance of interprofessional collaboration in improving patient care through teamwork, specifically in medication consultations. The initiative paired final-year Family Nurse Practitioner (FNP) students with Doctor of Pharmacy students to address polypharmacy in complex older adult patients. Using validated interprofessional education tools, the study assessed communication and teamwork skills before and after the collaboration. Results indicated that the activity significantly enhanced students' confidence and ability to work with diverse healthcare professionals to optimize patient outcomes.

1B***An Analysis of Pharmacy and Occupational Therapy Interprofessional Post-Stroke Functional Deficit Management: The Elderly Workshop***

PRESENTER:

 **Dana Washburn**, MS, OTR/L

University of Wisconsin-Milwaukee School of Rehabilitation Sciences & Technology

CO-AUTHORS:

 **Rachel Kavanaugh**, PharmD, BCACP, Medical College of Wisconsin School of Pharmacy**Michael Nagy**, PharmD, BCACP, Tomah Veterans Affairs Medical Center**Katie Jopp**, MS, OTR/L, Marshfield Clinic Woodruff

DESCRIPTION:

The partnership between an occupational therapy and a pharmacy program began in 2018. A geriatric case was created to raise awareness of interventions that required collaboration to achieve optimal patient outcomes and a hands-on simulation activity allowed students to

experience completing daily tasks with a physical disability. We have evaluated student outcomes using the ICCAS survey across the five years of this program.

1C

Connecting Disciplines: Dermatologists Discuss Skin Cancer Screening in Physical Therapy

PRESENTER:

✉ **Michael Robinson**, PT, DPT, OCS

Howard University College of Nursing and Allied Health Sciences, Department of Physical Therapy

DESCRIPTION:

This study examines dermatologists' perspectives on incorporating skin cancer screening into physical therapy practice. Insights from five dermatologists with diverse expertise suggest that physical therapists could improve early detection of skin cancer through screening, supported by their accessibility and interdisciplinary collaboration. Thematic analysis of interviews highlighted the potential benefits of early detection, alongside recommendations for screening protocols and education in physical therapy programs. Dermatologists were generally supportive of this integration, indicating that further investigation could enhance screening efficacy and patient outcomes.

1D

A Scoping Review of Interprofessional Approaches in Dementia Care for Patients and Caregivers

PRESENTER:

✉ **Noorpreet Kaur**, BDS, MPH

University of Texas Health Science Center at San Antonio (UT Health San Antonio), School of Dentistry, Department of Comprehensive Dentistry & Linking Interprofessional Networks for Collaboration (LINC) Clinical Research Initiative, Office of the Vice President for Academic, Faculty and Student Affairs

CO-PRESENTER:

Catherine Torrington Eaton, PhD, CCC-SLP, UT Health San Antonio School of Health Professions & LINC Clinical Research Initiative, Office of the Vice President for Academic, Faculty and Student Affairs

CO-AUTHORS:

Rebecca Moote, PharmD, MSc, BCPS, FNAP, The University of Texas at Austin College of Pharmacy and UT Health San Antonio Long School of Medicine, University Hospital & LINC Clinical Research Initiative, Office of the Vice President for Academic, Faculty and Student Affairs

Jeff Uribe-Lacy, MLIS, MA, UT Health San Antonio Briscoe Library & LINC Clinical Research Initiative, Office of the Vice President for Academic, Faculty and Student Affairs

Joseph A. Zorek, PharmD, BCGP, FNAP, UT Health San Antonio, LINC, Office of the Vice President for Academic, Faculty and Student Affairs & School of Nursing

DESCRIPTION:

A clinical research team organized through UT Health San Antonio's Quality Enhancement Plan, Linking Interprofessional Networks for Collaboration (LINC), conducted a scoping review of interprofessional practice (IPP) models for dementia care to identify collaborative needs and highlight gaps in healthcare and IPP systems. The findings will guide future research and interventions to improve interprofessional collaboration, patient outcomes, and team-based practice for person-centered dementia care.

1E *"Coffee without Pain": IPEC-Care Program for Chronic Pain*

PRESENTER:

✉ **Fernanda Mayer**, PhD

Pontifícia Universidade Católica do Paraná School of Medicine and Life Sciences

CO-AUTHORS:

Mariana Cozer Siviero, Pontifícia Universidade Católica do Paraná School of Medicine and Life Science, Medicine

Graziela Sapienza, Pontifícia Universidade Católica do Paraná School of Medicine and Life Science, Psychology

Caroline Elke Gonzaga, Pontifícia Universidade Católica do Paraná School of Medicine and Life Science, Medicine

Jean Tafarel, Pontifícia Universidade Católica do Paraná School of Medicine and Life Science, Medicine

José Knopfholz, Pontifícia Universidade Católica do Paraná School of Medicine and Life Science, Medicine

DESCRIPTION:

The "Coffee Without Pain: IPEC-Care Program for Chronic Pain" is an innovative interdisciplinary initiative designed to foster collaborative care and education in the management of chronic pain. The project brings together students and professionals of the health fields to provide holistic, patient-centered care while enhancing interprofessional learning and caring. Through informal gatherings over coffee, patients, students and professionals engage in psychoeducation groups, promoting health education, physical relief and emotional support for individuals living with chronic pain. This unique approach emphasizes the teamwork, compassion, and evidence-based strategies to improve patients' quality of life.

2



Design and Assessment

- *Interprofessional Professionalism: Assessment that Guides Transition From Student to Professional to Interprofessional Team Member*
- *Loading.....C-ICE 2.0*
- *Use of the Interprofessional Professionalism Collaborative's Interprofessional Professionalism Assessment: A National Survey*
- *Integrating New Interprofessional Clinical Experiences for SLP and OT Students into an Existing Therapeutic Program for Preschoolers*
- *IPE Curriculum Evolution at a School of Pharmacy Not Affiliated with an Academic Health Science Center*
- *Enhanced Curricular Mapping to Support Ways of Knowing, Learning, and Leading Together for Patient-Centred Care*

2A

Interprofessional Professionalism: Assessment that Guides Transition From Student to Professional to Interprofessional Team Member

PRESENTER:

✉ **John Nishimoto**, OD, MBA, FAAO, FNAP

Marshall B. Ketchum University Southern California College of Optometry

CO-AUTHORS:

Jody Frost, PT, DPT, PhD, FAPTA, FNAP, National Academies of Practice

Neil Harvison, PHD, OTR, FNAP, FAOTA, American Occupational Therapy Association

DESCRIPTION:

The intersection of professionalism and interprofessional care is presented with the utilization of the interprofessional professionalism assessment (IPA) in developing related behaviors in teams. An interprofessional professionalism toolkit has been created with written and video case vignettes to assist users in applying the IPA in various practice settings.

2B

Use of the Interprofessional Professionalism Collaborative's Interprofessional Professionalism Assessment: A National Survey

PRESENTER:

✉ **Loretta Nunez**, MA, AuD, CCC-A/SLP

American Speech-Language-Hearing Association

CO-AUTHORS:

✉ **Mark Speicher**, PhD, American Association of Colleges of Osteopathic Medicine

Kelly Ragucci, American Association of Colleges of Pharmacy

John Tegzes, Western University of the Health Sciences College of Veterinary Medicine

DESCRIPTION:

The Interprofessional Professionalism Assessment (IPA) is a validated, standardized assessment of entry-level student professional behaviors as a member of an interprofessional team. This survey, developed to explore the value and challenges of using the IPA, provides information from a range of programs on the adoption of the IPA and its role in student assessment. The Survey provides future direction in the

development of additional tools for the assessment of professionalism among interprofessional team members.

2C *Loading.....C-ICE 2.0*

PRESENTER:

✉ **Lindsay Iverson**, DNP, APRN, ACNP, CHSE
Creighton University College of Nursing

CO-AUTHORS:

Lisa Benson-DeVries, EdD, MSN, MBA, RN, CPAN, Creighton University College of Nursing

Katie Zander, MSN, APRN, PPCNP-BC/CPNP-AC, Creighton University College of Nursing

Ann Ryan Haddad, PharmD, Creighton University School of Pharmacy and Health Professions

Julia Shin, EdD, MS, OTR\L, BCP, Creighton University School of Pharmacy and Health Professions

Julie Peterson, PT, DPT, EdD, Creighton University School of Pharmacy and Health Professions, Department of Physical Therapy

Cassie Eno, PhD, Creighton University School of Medicine

Kim Begley, PharmD, Creighton University School of Pharmacy and Health Professions; Creighton University Center for Interprofessional Practice, Education and Research

DESCRIPTION:

C-ICE has demonstrated usefulness in assessing team performance during case studies, simulations, and other IPE activities across key interprofessional competencies. With newly published 2023 IPEC Core Competencies a revision was necessary to remain current. Loading....C-ICE 2.0 pending reliability and validity testing.

2D *Integrating New Interprofessional Clinical Experiences for SLP and OT Students into an Existing Therapeutic Program for Preschoolers*

PRESENTER:

✉ **Patti Caudill**, MS, CCC-SLP
Towson University College of Health Professions

CO-AUTHORS:

Elizabeth Gosnell, MS, OTR/L, Towson University College of Health Professions,
Department of Occupational Therapy and Occupational Science

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Alyssa Boltz, BS, SLP Graduate Student, Towson University College of Health Professions,
Department of Speech-Language Pathology and Audiology

Celeste Segal, MS, CCC-SLP, Towson University College of Health Professions, Institute
for Well-Being

Katelyn Roe, MS, OTR/L, Towson University College of Health Professions, Institute for
Well-Being

DESCRIPTION:

An interdisciplinary feeding component for SLP and OT graduate students was developed in an existing University therapeutic preschool program. Initial curriculum design and clinical experiences began in the speech department in summer 2023 and expanded to interdisciplinary clinical experiences in the therapeutic preschool program in fall 2024. The pilot process, program goals, and role of research initiatives in supporting interprofessional curricula and clinical training will be presented.

2E

IPE Curriculum Evolution at a School of Pharmacy Not Affiliated with an Academic Health Science Center

PRESENTER:

 **Amanda Brown**, MSN, RN

Chapman University School of Pharmacy

CO-AUTHORS:

 **Reza Taheri**, PharmD, MBA, Chapman University School of Pharmacy

DESCRIPTION:

This poster highlights the evolution of Chapman University, School of Pharmacy's IPE program from a single interprofessional course series to now an array of IPE experiences integrated across the pharmacy program. It also outlines the assessment process utilized to evaluate longitudinal student learning.

Enhanced Curricular Mapping to Support Ways of Knowing, Learning, and Leading Together for Patient-Centred Care

PRESENTER:

✉ **Andreia Bruno-Tome**, PharmD, PhD, FFIP

University of Melbourne Collaborative Practice Centre

CO-AUTHORS:

Kwang Cham, BOptom, PhD (Optometry), Director of Education Research, Melbourne School of Health Sciences, Acting Lead Curriculum, Collaborative Practice Centre, University of Melbourne

Josh Allen, BN, BN(Hons), GradDipNurPrac (CritCare), GradCertHighEd (Learning and Teaching), PhD, RN, MACCCN; Department of Nursing/Collaborative Practice Centre, University of Melbourne

Kim Allison, Bachelor of Physiotherapy (Hons), PhD (Physiotherapy), Department of Physiotherapy /Collaborative Practice Centre, University of Melbourne

Joanne Bolton, BAppSc (Physio), GradCertEdRes, GradCertUnivTeach, Collaborative Practice Centre, University of Melbourne

Sue Durham, Bachelor of Arts, GradDip Community Mental Health, Master of Public Health, Melbourne School of Population & Global Health/Collaborative Practice Centre

Christine Jackman, MBBS, FACEM, MHPE, Department of Medical Education/ Collaborative Practice Centre, University of Melbourne

Vivienne Mak, BPharm(Hons), PhD, GCHE, MBA, SFHEA, Collaborative Practice Centre, University of Melbourne

Vivian Romero, PhD, MURP, Melbourne School of Population & Global Health/Collaborative Practice Centre

Neville Turner, BSc (Optom), PGDipAdvClinOptom, PGCertOcTher, Collaborative Practice Centre, University of Melbourne

Tina Brock, EdD, MS, BSPHarm, Collaborative Practice Centre, University of Melbourne

DESCRIPTION:

Within the Faculty of Medicine, Dentistry and Health Sciences (MDHS) at the University of Melbourne, most courses are delivered within a single discipline with only limited interprofessional opportunities. This project aims to build interprofessional academic teams to perform a curriculum mapping exercise of entry-to-practice programs. This will support the future and ongoing integration of a collaborative practice curriculum across the faculty.

3



Diversity • Health Equity • Inclusion

- *Evaluating Health Professional Student Perspectives of an Interprofessional Education (IPE) Event on Health Equity*
- *Design & Implementation of an Interprofessional Care Clinic: The H.E.A.L. U.M. Clinic*
- *Confronting Implicit Bias: CUNY Tackles Health Equity in Interprofessional Education*
- *A Study of Cultural Competence & IPEC Competencies of Values & Ethics in a SRFC*
- *Virtual Simulated Patient: Social Determinants of Health and Vulnerable Populations*

3A

Evaluating Health Professional Student Perspectives of an Interprofessional Education (IPE) Event on Health Equity

PRESENTER:

✉ **Yulia Murray**, PharmD, BCPS

Massachusetts College of Pharmacy and Health Sciences (MCPHS) University School of Pharmacy-Boston

CO-AUTHORS:

Jennifer L. Prisco, PharmD, BA, MCPHS School of Pharmacy-Boston

Evelyn Graeff, MEd, DHSc, MCPHS School of Physician Assistant Studies

Carolyn Hall, PharmD, MCPHS School of Pharmacy-Boston

Spencer Casella, PharmD, MCPHS School of Pharmacy-Boston

James Goss, DHA, MICP, MCPHS School of Healthcare Business and Technology

Kristeen Perry, DHSc, MSDH, RDH, MCPHS Forsyth School of Dental Hygiene

DESCRIPTION:

Students from various healthcare programs attended a Color of Care documentary event focusing on health equity. Small group discussions transpired. Students completed a post-event survey and based on positive results, this event will serve as an introductory health equity centered IPE event within the university.

3B

Design & Implementation of an Interprofessional Care Clinic: The H.E.A.L. U.M. Clinic

PRESENTER:

✉ **Deborah Miller Young**, DDS

University of Maryland Center for Interprofessional Education

CO-AUTHORS:

Heather B. Congdon, PharmD, BCPS, CDE, FNAP, University of Maryland School of Pharmacy; University of Maryland, Baltimore Center for Interprofessional Education

Bridgitte Gourley, DNP, FNP-BC, FACU, University of Maryland School of Nursing; University of Maryland, Baltimore Center for Interprofessional Education

DESCRIPTION:

The University of Maryland, Baltimore Schools of Nursing, Pharmacy, Social Work and Dentistry are developing an interprofessional educational clinic focused on health equity and access to care for underserved: Health, Equity, Access and Learning-University of Maryland (HEAL-UM).

3C

Confronting Implicit Bias: CUNY Tackles Health Equity in Interprofessional Education

PRESENTER:

✉ **Patricia Simino Boyce, PhD, RN**
City University of New York

CO-AUTHORS:

Paul Archibald, DrPH, LCSW-C (MD), LCSW (NY), MAC, C-CATODSW, College of Staten Island

Christopher Bowers, DMD, New York City College of Technology

Victoria Fischer, PhD, MS, RDN, CDN, Queens College

Gwendolyn Lancaster, EdD, MSN, RN, CCRN, Lehman College

Mara Steinberg Lowe, PhD, CCC- SLP, Queens College

Margaret Reilly, PhD, DNS, APRN, CNE, School of Professional Studies

Lesley Rennis, EdD, MPH, MCHES, Borough of Manhattan Community College

Nicole Saint-Louis, DSW, LCSW, Lehman College

DESCRIPTION:

The City University of New York (CUNY) employs targeted training on implicit bias and incorporates health equity topics such as social and economic determinants in IPE case scenarios. These scenarios foster collaboration among students from various disciplines to address real-world challenges faced by diverse populations. Structured debriefs encourage reflection on biases to promote culturally competent, equitable care practices.

3D***A Study of Cultural Competence & IPEC Competencies of Values & Ethics in a SRFC***

PRESENTER:

 **Yovanna Pomarico, PhD, MBA, CMA**

Rosalind Franklin University of Medicine and Science College of Health Professions,
Biomedical Sciences

CO-AUTHORS:

Meredith Baker-Rush, PhD, MS CCC-SLP/L, CHSE, FNAP, Rosalind Franklin University of
Medicine and Science College of Health Professions, Interprofessional Healthcare Studies
Program

Catherine Gierman-Riblon, DSc, RN, Rosalind Franklin University of Medicine and Science
College of Health Professions, Interprofessional Healthcare Studies Program

DESCRIPTION:

Cultural competence is essential for effective healthcare delivery, requiring providers to understand and respect patients' diverse backgrounds. This is particularly important when providing care for limited English-speaking patients. Faculty must provide education that addresses this aspect of care, particularly in IP care, to prepare graduates to address the needs of their future patients. There is a gap in the literature focal on knowledge of cultural competence and the possible intersection of the interprofessional collaborative educational competencies of values and ethics. The goal of this research was to address this gap in the literature to address ethical considerations in IP healthcare and inform IP education practices.

3E***Virtual Simulated Patient: Social Determinants of Health and Vulnerable Populations***

PRESENTER:

 **Dawn Joosten-Hagye, PhD, LCSW, GC-C**

University of Southern California (USC) Suzanne Dworak-Peck School of Social Work

CO-AUTHORS:

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Hope Morris-Baldrige, M.S., CCC-SLP, FNAP, USC Speech and Language Pathology

Barbara Sargent, PhD, PT, USC Physical Therapy

Piedad Suarez, DDS, MS, USC Dentistry

Kathleen Woodruff, DNP, ANP-C, USC Family Nurse Practitioner

DESCRIPTION:

This virtual IPE experiential learning activity (N=963 students) sought to improve health profession student's (Dentistry, Family Nurse Practitioner, Medicine, Nutrition, Occupational Therapy, Pharmacy, Physician Assistant, Physical Therapy, Social Work, and Speech and Language Pathology) knowledge about IPE and IP attitudes as well as awareness of social determinants of health (SDOH) with vulnerable populations. Two synchronous activities emphasized: (1) Learning about others' professions; Case review; Team-based Assessment of SDOH and (2) Problem Solving List; Protective Factors; Prioritization of Interventions. Outcomes were measured with 2 standardized assessment tools: Interprofessional Collaborative Competencies Attainment Survey (ICCAS) and Assessing Student Competence Knowledge of Social Determinants of Health (ASCK-SDH) as well as quantitative and open-ended questions for continuous quality improvement.

4



Ethics

- *Evaluation of Interprofessional Education Elements in a Combined Pharmacy and PA Student Ethics Course*
- *Bridging Ethics and Practice: Applying Codes of Ethics to Patient Scenarios in Interprofessional Education*
- *Interprofessional Ethics Consult Simulation: Meeting Ethics Challenges in Healthcare*
- *Brave Space Discussion: An Interprofessional Collaborative*
- *Developing IPE competencies by Navigating Ethical Dilemmas as an Interprofessional Team*
- *Ethical impact: Health profession student perceptions of professional codes' impact on collaborative patient care*

4A***Evaluation of Interprofessional Education Elements in a Combined Pharmacy and PA Student Ethics Course***

PRESENTER:

 **Kyrie Eleyson Baden**, PharmD
Cedarville University School of Pharmacy

CO-AUTHORS:


Justin Cole, PharmD, BCPS, Cedarville University School of Pharmacy
Aleda M. H. Chen, PharmD, MS, PhD, FAPhA, Cedarville University School of Pharmacy

DESCRIPTION:

Curricula for doctor of pharmacy (PharmD) and physician associate (PA) students incorporate interprofessional education that aligns with Interprofessional Education Collaborative (IPEC) core competencies. For the Values and Ethics competency, a collaborative approach to teaching bioethics in a class of both PharmD and PA students is an unmet opportunity. To our knowledge, this is one of the first instances of a collaborative approach to didactic ethics education in professional graduate healthcare programs. Thus, our aim is to investigate the development of interprofessional collaboration in both individuals and teams of PharmD and PA students through validated assessment tools.

4B***Bridging Ethics and Practice: Applying Codes of Ethics to Patient Scenarios in Interprofessional Education***

PRESENTER:

 **Samuel Bethel**, PhD, MSW, LCSW
University of South Alabama College of Arts & Sciences, Department of Sociology, Anthropology, and Social Work

CO-AUTHORS:

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Beverly Baliko, PhD, RN, PMHNP-BC, University of South Carolina, College of Nursing
Elizabeth Blake, PharmD, BCPS, FNAP, University of South Carolina College of Pharmacy
Teri Browne, PhD, MSW, University of South Carolina College of Social Work

Beverly Baliko, PhD, RN, PMHNP-BC, University of South Carolina College of Nursing

DESCRIPTION:

This annual IPE experience allows students, from up to 12 health professions, to apply their unique Code of Ethics to various case scenarios and collaborate with other health professional students. These discussions provide opportunities for learners to enhance their interprofessional communication skills and understanding of roles and responsibilities.

4C

Interprofessional Ethics Consult Simulation: Meeting Ethics Challenges in Healthcare

PRESENTER:

✉ **Elizabeth R. McAnulty, OT, OTD, OTR**
Springfield College School of Health Sciences

CO-AUTHORS:

Latasha Dionne, OT, OTD, OTR, Springfield College School of Health Sciences, Occupational Therapy Department

Whitney Osborn, PT, DPT, PhD, Springfield College School of Health Sciences, Physical Therapy Department

Kathleen Pappas, PT, DPT, Springfield College School of Health Sciences, Physical Therapy Department

DESCRIPTION:

The ethics consult simulation was a novel interprofessional educational activity for occupational and physical therapy graduate students in which they engaged in simulated role-plays of ethics committee consults adapted from a training simulation used for ethics committee members at a local hospital. Students increased awareness of each other's roles and responsibilities, engaged in collaborative ethical problem-solving to determine caring courses of action, and explored a potential advocacy and leadership role in interprofessional practice.

4D

Brave Space Discussion: An Interprofessional Collaborative

PRESENTER:

✉ **Nicole Ackley**, MPAS, PA-C

St. Bonaventure University DePerro School of Health Professions, Department of Physician Assistant Studies

CO-AUTHORS:

Connie J. Perkins, PhD, RN, CNE, St. Bonaventure University DePerro School of Health Professions, Department of Nursing

Ashlee Puglio, MS, OTR/L, CLT, St. Bonaventure University DePerro School of Health Professions, Department of Occupational Therapy

DESCRIPTION:

Brave Space Discussions are an opportunity for health profession students to collaborate and practice team dynamics when faced with an ethical patient case. This socialization guided curriculum promotes communication across disciplines in a safe and mindful environment. Following the activity participants reflected on their experience and provided feedback that is used to improve this activity for future cohorts.

4E

Developing IPE competencies by Navigating Ethical Dilemmas as an Interprofessional Team

PRESENTER:

✉ **Dongmi Kim**, PharmD, BCPS

Fairleigh Dickinson University School of Pharmacy and Health Sciences

CO-AUTHORS:

Jane Shtaynberg, PharmD, Fairleigh Dickinson University School of Pharmacy and Health Sciences

Tara Jenner Donaldson, DMH, John Carroll University College of Health

Jacqueline Greico, MA, Fairleigh Dickinson University School of Pharmacy and Health Sciences

DESCRIPTION:

Pharmacy and Physician-Assistant students worked together on an interprofessional team over the course of six weeks to self-select and research an ethical dilemma. At the conclusion of this longitudinal project, teams presented their decision which was based on published literature and evidence and their application of ethical principles. Longitudinal teamwork opportunity allowed students to develop shared team values and communication necessary for future clinical practice.

4F

Ethical impact: Health profession student perceptions of professional codes' impact on collaborative patient care

PRESENTER:

✉ **Christine McConnell, DC, OTR/L**

Wingate University, Doctor of Occupational Therapy Program

CO-AUTHORS:

Susan M. Smith, BSPH, PharmD, BCPS, Wingate University, Doctor of Pharmacy Program

Melissa Dinkins, PharmD, BCACP, Wingate University, Doctor of Pharmacy Program

DESCRIPTION:

Our institution historically included “values”-forward activities such as inclusion of a poverty simulation during our Values/Ethics IPE event; however, we had not been as focused on the “ethics” aspect of this IPEC competency. As an interdisciplinary team of researchers, we explored student perceptions of their own profession’s code of ethics, oaths, and values statements. Students discovered not only how their own profession’s code of ethics differed from, or was similar to, other professions, but also how these ethical codes could impact the collaborative care of patients.

5



Facilitators • Leadership

- *Training Senior Learners in IPE Facilitation: Preparing the Next Generation of IPE Leaders*
- *Training Interprofessional Educators: A Hybrid Certificate Program for Upper-Level Health Profession Trainees*
- *Perspectives on Interprofessional Education (IPE): Attitudes and Confidence for College Change - A Qualitative Analysis*
- *Designing an Innovative Interprofessional Series on Servant Leadership in Healthcare with Digital Badging*
- *On Becoming an Interprofessional Competent Clinician*

5A

Training Senior Learners in IPE Facilitation: Preparing the Next Generation of IPE Leaders

PRESENTER:

✉ **Alicia Williams**, EdD, CSAC

East Tennessee State University Center for Interprofessional Collaboration

CO-AUTHORS:

✉ **L. Brian Cross**, PharmD, BCACP, CDE, East Tennessee State University Center for Interprofessional Collaboration

DESCRIPTION:

Residents, fellows and PhD students from five different academic health sciences programs train to facilitate in an interprofessional education program. Training, mentoring and evaluations will be provided by co-facilitators and mentors in the first year of study. The goal is for advanced learners to become independent in their facilitation skills and IP leadership by the end of the first year and advance to independent facilitation and mentorship of a new group of mentees in their second year.

5B

Training Interprofessional Educators: A Hybrid Certificate Program for Upper-Level Health Profession Trainees

PRESENTER:

✉ **Alberto Sobrero**, BS, Medical Student

Washington University School of Medicine in St. Louis

CO-AUTHORS:

Maida Duncan, BS, Washington University School of Medicine in St. Louis

Heather Hageman, MBA, The Center for Interprofessional Practice and Education at the Washington University Medical Campus

Haley Johnson, PharmD, University of Health Sciences and Pharmacy in St. Louis

Denise Leonard, PhD, Center for Teaching and Learning Washington University in St. Louis

DESCRIPTION:

The Center for Interprofessional Education and Practice developed a Student/Resident Teaching Certificate on pedagogy and interprofessional education (IPE) best practices to

prepare upper-level trainees to become IPE leaders and educators. In response to challenges with participant engagement and scheduling in the in-person version, a hybrid model was introduced. The hybrid program includes IPE workshops, an online pedagogy module, virtual debriefings, and co-facilitation opportunities. This study evaluates the impact of the hybrid model. Results from three cohorts show that hybrid participants report comparable or greater course satisfaction and skill readiness compared to in-person participants, with further analysis ongoing.

5C

Perspectives on Interprofessional Education (IPE): Attitudes and Confidence for College Change - A Qualitative Analysis

PRESENTER:

✉ **Amy Moore**, PHD, MPH, RD, LD

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Brooke Hildebrand Clubbs, EdD, MFA, MS, Southeast Missouri State University, Department of Leadership, Middle & Secondary Education

Jana Gerard, EdD, Southeast Missouri State University, College of Education, Health and Human Studies

Misty Tilmon, EdD, SLP, Southeast Missouri State University, Department of Communication Disorders

DESCRIPTION:

As part of an ongoing college-wide assessment to better understand faculty voices regarding interprofessional education (IPE), interview data were collected from university faculty to identify views about IPE usage and participation. Qualitative analyses suggested that participants found IPE to be a valuable tool for student learning but were often unclear about IPE definitions or how to go about connecting with other faculty engaging in IPE endeavors. Data indicated a desire for a central hub for faculty to engage in IPE-related

work. Results will aid future research, including survey development to better ascertain participant views of IPE.

5D

Designing an Innovative Interprofessional Series on Servant Leadership in Healthcare with Digital Badging

PRESENTER:

 **Mariette Sourial**, PharmD

Palm Beach Atlantic University Gregory School of Pharmacy

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DESCRIPTION:

Servant leadership is an approach to leadership that fundamentally puts people first and fosters collaboration and trust. Healthcare, when practiced interprofessionally through the lens of servant leadership, can make a meaningful difference in the lives of others. Through an innovative interprofessional workshop series leading to a digital badge, a cohort of health professional students in pharmacy, nursing, and physician associate medicine, will learn and apply the tenets of servant leadership as it relates to collaborative practice.

5E

On Becoming an Interprofessional Competent Clinician

PRESENTER:

 **Dunia Garcia**, DSW, LSW

Hunter College Lois V. and Samuel J. Silberman School of Social Work

CO-AUTHORS:

Steven L. Baumann, RN, PhD, GNP, PMHNP, Hunter College Hunter-Bellevue School of Nursing

William Ellery Samuels, PhD, Hunter College Hunter-Bellevue School of Nursing

Gerald Mallon, LCSW, DSW, Hunter College Lois V. and Samuel J. Silberman School of Social Work

DESCRIPTION:

This research seeks to uncover the lived experience of the Cabrini-Hunter Fellowship interprofessional educational program, in particular what the meaning of the program is to them, how their relationships with others and view of the future has changing by completing the one year program. It seeks to get their view of their sense of agency both as social worker or psychiatric nurse practitioner as well as their ability to collaborate. Particular interest is in working with persons with complex health and social problems and to address social determinants of health.

6



Innovative

- *Unlocking Potential: Visual Thinking Strategies for Interprofessional Learning and Development*
- *Interprofessional Public Service Announcement: Successes from a Creative IPE Team Assignment*
- *Fostering Interprofessional Collaboration Through a Replicable, Interdisciplinary, Theatre in the Round Healthcare Education Simulation*
- *Escaping Error: Simulation Approaches for Teaching QI and Patient Safety to Interprofessional Student Teams*
- *Soaring Ahead: The Evolution of Interprofessional Education Between Aviation and Health Sciences*
- *Interprofessional Escape Room Exposes High School Students to Health Professional Roles and Responsibilities*

6A

Unlocking Potential: Visual Thinking Strategies for Interprofessional Learning and Development

PRESENTER:

✉ **Ann Curtis, DNP, RN**

Maine College of Health Professions

DESCRIPTION:

Healthcare students often struggle with ambiguity and seek certainty in complex clinical situations leading to biases that can negatively impact decision-making and patient care. Visual Thinking Strategies (VTS) offer a unique approach to address these challenges by enhancing students' observation, teamwork, communication, critical thinking, and tolerance for ambiguity. Through guided reflection and discussion, VTS helps students develop clinical judgment and integrate multiple perspectives.

6B

Interprofessional Public Service Announcement: Successes from a Creative IPE Team Assignment

PRESENTER:

✉ **Jasmine Yumori, OD, FAAO, Dipl AAO, FNAP**

Western University of Health Sciences Office of Interprofessional Practice and Education

CO-AUTHORS:

Jillian Rivard, PhD, Western University of Health Sciences Office of Interprofessional Practice and Education

Phillip Mitchell, EdD, Western University of Health Sciences Office of Interprofessional Practice and Education

Tracy Mendolia, MA, Western University of Health Sciences Center for Teaching and Excellence

DESCRIPTION:


The Interprofessional Practice and Education program at Western University of Health Sciences implemented an innovative project where students from 9 diverse health professions collaborated to create Public Service Announcements (PSAs). This creative team assignment successfully increased asynchronous small team engagement and provided an opportunity for students to synthesize their interprofessional knowledge and

skills into a practical public health product. The project effectively highlighted the interconnectedness of diverse healthcare professions, reinforcing the importance of collaborative practice in delivering high-quality patient care.

6C

Fostering Interprofessional Collaboration Through a Replicable, Interdisciplinary, Theatre in the Round Healthcare Education Simulation

PRESENTER:

 **Cortney Murphy, MSN, RN**
Cedar Crest College School of Nursing

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Michelle Rieder, CHSE, Simulation Center, Cedar Crest College

Adam W. Hough, B.A, Simulation Center, Cedar Crest College

Roxanne Amico, M.F.A., Theater, Cedar Crest College

Joann Basist, M Ed, Theater, Cedar Crest College

Sonia Barbour, Theater, Cedar Crest College

Gail Brown, MSN, RN, CPNP-PC, Nursing, Cedar Crest College

Eileen Fruchtl, MSN, RN, CNE, Nursing, Cedar Crest College

Maynard Cressman, MSW, Social Work, Cedar Crest College

DESCRIPTION:

Fostering Interprofessional Collaboration Through an Interdisciplinary Theater-in-the-Round Healthcare Education Simulation—a replicable simulation that fosters interprofessional collaboration, enhances communication skills, and prepares students to deliver high-quality patient care through a discharge planning meeting.

6D

Escaping Error: Simulation Approaches for Teaching QI and Patient Safety to Interprofessional Student Teams

PRESENTER:

✉ **Shelley Richards, MA, Ed**

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Kelly S. Lockeman, PhD, Virginia Commonwealth University Center for Interprofessional Education and Collaborative Care

Megan Donohue, MD, MPH, Virginia Commonwealth University School of Medicine

Robert DeGrazia Jr., MD, MHS, FACP, Thomas Jefferson University Hospital

DESCRIPTION:

We sought to identify the best approach to teaching a large, interprofessional class of students how to identify medical errors in groups. Funded by a Josiah Macy Jr. Foundation Award, we created an escape room simulation using the same clinical scenario in three different modalities and compared the resources required for each modality against the student engagement and learning outcomes. The first modality was a google form, the second was a interactive video created using ThingLink, and the third was a live SIM and included a simulated patient.

6E

Soaring Ahead: The Evolution of Interprofessional Education Between Aviation and Health Sciences

PRESENTER:

✉ **Arvie Vitente, PT, DPT, PhD, MPH, GCS, FNAP, CEEAA**

Lewis University, College of Nursing and Health Sciences

CO-AUTHORS:

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Robert Sweet, PT, DPT, OCS, FAAOMPT, Lewis University College of Nursing and Health
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Megan Eads, OTD, OTR/L, Lewis University College of Nursing and Health Sciences,
Department of Rehabilitation Sciences


DESCRIPTION:

This project explores a pioneering Interprofessional Education (IPE) model that integrates healthcare services into aviation education, aiming to promote the health and well-being of aviation professionals. Across the 2024-2025 academic year, faculty from aviation, nursing, health sciences, and rehabilitation sciences are collaborating on key initiatives: the "Ready to Fly" Simulation Program, the Ergonomics and Injury Prevention in Aviation Mechanics Program, and the Health and Wellness in Aviation Program. The project will evaluate participant satisfaction with their program experiences, gather feedback to identify strengths and areas for improvement, and capture participant reflections to assess their understanding of the value of IPE and collaboration. The findings will support ongoing quality enhancement and inform program refinements, contributing to a sustainable IPE model that enhances collaboration and safety across the aviation industry.

6F

Interprofessional Escape Room Exposes High School Students to Health Professional Roles and Responsibilities

PRESENTER:

 **Briyana Morrell**, PhD, RN, CCRN-K, CNE

University of Indianapolis College of Health Sciences School of Nursing

DESCRIPTION:

Will Health Weatherall return to play baseball after his hand injury? This interprofessional, live-action escape room piqued high school campers' interest in college and careers in

athletic training, nursing, occupational therapy, physical therapy, exercise science, and social work--all professions involved in restoring Heath to game play. This poster discusses the development and implementation of a multi-stage escape room throughout a health professions building.

7



Student-led

- *Empowering Future Healthcare Leaders: A Student-Led Grand Rounds Initiative to Enhance Interprofessional Collaboration*
- *Student Rankings of the Perceived Value and Relevance of the IPEC Core Competencies*
- *Interprofessional Education and Collaboration Activities with High School Students*
- *Enhancing Clinical Outcomes: OT and SLP Student Collaboration at Preschool Language Camp*
- *Assessment of Mortality Priming on Perceptions of Cooperation and Value in Medical Interprofessional Patient Care*

7A

Empowering Future Healthcare Leaders: A Student-Led Grand Rounds Initiative to Enhance Interprofessional Collaboration

PRESENTER:

 **Kim Adcock**, PharmD

University of Mississippi Medical Center Office of Interprofessional Education

CO-PRESENTERS:

Ryan M. Babl, PT, DPT, PhD, Auburn University School of Kinesiology, Physical Therapy Program

Robyn MacSorley, PhD, RN, CHSE, University of Mississippi Medical Center School of Nursing

DESCRIPTION:

This ongoing project seeks to enhance interprofessional collaboration among healthcare students by establishing a Student Liaison Advisory Council (SLAC) that organizes student-led grand rounds. These monthly sessions provide students from diverse disciplines the opportunity to present and discuss real-world healthcare issues, fostering leadership, communication, and teamwork skills. The initiative promotes student-driven learning and professional development through interdisciplinary engagement and collaboration.

7B

Student Rankings of the Perceived Value and Relevance of the IPEC Core Competencies

PRESENTER:

 **Jillian Rivard**, PhD

Western University of Health Sciences Interprofessional Practice and Education

CO-AUTHORS:

Jasmine Yumori, OD, FAAO, Dipl AAO, FNAP, Western University of Health Sciences College of Optometry

Phillip Mitchell, EdD, Western University of Health Sciences Interprofessional Practice and Education

DESCRIPTION:

This presentation will summarize student perceptions of the IPEC Core Competencies within the Interprofessional Practice and Education curriculum at Western University of Health Sciences. Students from 8 health professions (Dental Medicine, Nursing, Optometry, Osteopathic Medicine, Pharmacy, Physical Therapy, Podiatric Medicine, and Veterinary Medicine) ranked the IPEC competencies based on how "valuable and relevant" they were to one's clinical training. Findings highlight the significant emphasis students place on values and ethics.

7C

Interprofessional Education and Collaboration Activities with High School Students

PRESENTER:

✉ **Katie Zander**, MSN, APRN, PPCNP-BC/CPNP-AC
Creighton University College of Nursing

CO-AUTHORS:

✉ **Rebecca A. Davis**, DNP, RN, PHNA-BC, Creighton University College of Nursing

DESCRIPTION:

Education on the need for IPE and IPC is needed early in the educational process, prior to the selection of a career path in health care to increase the effectiveness of IPE, IPC, and healthcare outcomes. The purpose of this Doctor of Nursing Practice (DNP) project was to develop and evaluate interprofessional education programming for high school students interested in health professions at the Nebraska HOSA State Leadership Conference in Spring 2024.

7D

Enhancing Clinical Outcomes: OT and SLP Student Collaboration at Preschool Language Camp

PRESENTER:

✉ **Hope McCarroll**, OTD, OTR, BCP
Texas Woman's University School of Occupational Therapy

CO-AUTHORS:

Kelly Litton, MS, CCC-SLP, Texas Woman's University School of Communication Sciences and Oral Health

Tiffany Sears Leach, MS, CCC-SLP, Texas Woman's University School of Communication Sciences and Oral Health

DESCRIPTION:

Preschool Language Camp (PLC) provided services for children with language disorders. Children Attended daily for 2 weeks, 4 hours per day. Students collaboratively planned activities focused on language and motor development. Under the supervision of licensed program faculty, students led 8 children through individualized activities. Debriefing included reflection questions with a focus on highs, lows, and action steps for the next day. Student reflections were gathered at the end of PLC.

7E

Assessment of Mortality Priming on Perceptions of Cooperation and Value in Medical Interprofessional Patient Care

PRESENTER:

✉ **Mariana Dajac, OMS-III**

Alabama College of Osteopathic Medicine

CO-AUTHORS:

Meaghan Barros, OMS-III, Alabama College of Osteopathic Medicine

Starla Meighan, PhD, Alabama College of Osteopathic Medicine, Division of Anatomy and Molecular Medicine

DESCRIPTION:

Reminders of mortality have been shown to result in subconscious behavioral strategies that help us cope with the emotional discomfort of our own mortality. Mortality cues influenced responses to inter-professional teamwork questions and participant perceptions about the event and about their interprofessional cohorts.

8




Partnerships • Collaborative Practice • Multi-institutional IPE

- *From Crosstown Rivals to Collaborators: A multi-institutional solution to early-learner interprofessional education and team-based care*
- *Building Communities: The Tri-College Interprofessional Education Experience*
- *Building Interprofessional Competencies Through a Collaborative Prescribing Activity With Osteopathic, Pharmacy, and Physician Assistant Students*
- *Expanding an IPE Clinical Learning Experience with Medical and Pharmacy Students to Meet Accreditation Requirements*

8A

From Crosstown Rivals to Collaborators: A multi-institutional solution to early-learner interprofessional education and team-based care

PRESENTER:

 **Brian Ma**, PharmD, BCPS

University of Southern California Alfred E. Mann School of Pharmacy and Pharmaceutical Sciences

CO-AUTHORS:

William Carroll, MD, FACP, University of California, Los Angeles David Geffen School of Medicine

Grace Cheng, PharmD, APh, BCACP, BCGP, University of California, Los Angeles Health

Jeany K. Jun, PharmD, MPH, BCACP, APh, University of Southern California Alfred E. Mann School of Pharmacy

DESCRIPTION:

Early exposure to real-world, team-based patient care can set interprofessional expectations early for new generations of healthcare students. The UCLA David Geffen School of Medicine and the USC Alfred E. Mann School of Pharmacy and Pharmaceutical sciences have collaborated to develop an interprofessional, early, clinical clerkship, integrating with the UCLA Health Extensivists program. The UCLA Extensivists identify and treat medically complex patients at risk for hospital readmissions and high emergency department utilization by initiating interprofessional patient encounters at a clinic, a hospital, and at the patients' homes.

8B

Building Communities: The Tri-College Interprofessional Education Experience

PRESENTER:

 **Mindy Oxenford**, PT, DPT

Clarke University, Department of Physical Therapy

CO-PRESENTERS:

Molly Figgins, PhD, LAT, ATC, Loras College, Department of Athletic Training

Steffanie Schilder, PhD, LMHC, LPC, Loras College, Department of Clinical Mental Health Counseling

CO-AUTHORS:

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Sharon Feld, EdD, LAT, ATC, Loras College, Department of Athletic Training
Lisa Rettenmeier, EdD, MSN, RN, CNE, Clarke University, Department of Nursing
Colleen Mahoney, PhD, LMSW, Clarke University, Department of Social Work

DESCRIPTION:

This poster describes a multi-school IPE event that occurred in the Fall of 2023 after more than a year of planning. Bringing together students and faculty from local physical therapy, social work, athletic training, mental health counseling, and physician assistant programs, the event utilized role playing and progressive case studies to showcase areas of expertise, the practice of teamwork, and the need for collaboration in the delivery of healthcare. The event was so well received that it has been turned into an annual event, hosted by a different school each year.

8C

Building Interprofessional Competencies Through a Collaborative Prescribing Activity With Osteopathic, Pharmacy, and Physician Assistant Students

PRESENTER:

✉ **Veronica Vernon**, PharmD, BCPS, BCACP
Butler University College of Pharmacy and Health Sciences

CO-AUTHORS:

Brian Skinner, PharmD, BCPS, Marian University Tom and Julie Wood College of Osteopathic Medicine
Trish Devine, PharmD, Butler University College of Pharmacy and Health Sciences
Lori Fauquher, PA-C, Taylor University Physician Assistant Program
Emily Young, MD, Marian University Tom and Julie Wood College of Osteopathic Medicine

DESCRIPTION:


Medication errors can lead to significant adverse events. Nearly 50% of medication errors occur during the prescription-writing stage of the medication use process, and effective interprofessional collaboration and communication are key to reducing errors in this process. Our poster details the development, implementation, and assessment of a three-

part activity that brought together osteopathic, pharmacy, and physician assistant students to practice collegial interprofessional communication surrounding prescribing practices. Aspects of this activity are available for others to implement.

8D

Expanding an IPE Clinical Learning Experience with Medical and Pharmacy Students to Meet Accreditation Requirements

PRESENTER:

 **David Butler**, PharmD, BCPS, BCIDP
Albany College of Pharmacy and Health Sciences

CO-AUTHORS:

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Rachel Hathaway, MD, Albany Medical College, Department of Internal Medicine

Joseph Wayne, MD, MPH, Albany Medical College, Department of Internal Medicine

DESCRIPTION:

The Pharmacy Interprofessional Education (PIPE) program was jointly developed in 2018 by Albany College of Pharmacy and Health Sciences (ACPHS) and Albany Medical College (AMC) to increase student abilities with interprofessional communication, professional roles, and provision of patient care. Each PIPE session has a therapeutic theme and uses IPE clinical learning to provide students with input upon returning to the patient's primary team. In 2023, attendance became mandatory in an effort to maintain a balance of trainees and improve compliance with accrediting bodies.

9



Public Health • Disaster and Emergency Preparedness

- *A Disaster Preparedness Simulation to Improve Interprofessional Competency in Students Across Multiple Healthcare Programs*
- *Needs Assessment of Infection Prevention and Control Training for Emergency Responders*
- *Opioid Use Disorder: An Interprofessional Approach to Educating Future Pharmacists about this Public Health Challenge*
- *Interprofessional Suicidal Ideation Telehealth Simulation: Equipping the Future Workforce*
- *Interdisciplinary Collaborative Analysis of Historical, Social, and Policy Dimensions of Environmental Events for Health Promotion*

9A

A Disaster Preparedness Simulation to Improve Interprofessional Competency in Students Across Multiple Healthcare Programs

PRESENTER:

✉ **Eric Dierkes**, PharmD, CTTS
University of Charleston College of Pharmacy

CO-AUTHORS:

Julie Testman, PharmD, BCPS, BCGP, FASCP, University of Charleston School of Pharmacy
Karrie Murphy, PharmD, BCGP, CDCES, University of Charleston School of Pharmacy
Beth Todd, PharmD, BCPS, BCACP, University of Charleston School of Pharmacy
Melissa Layne, MSN, RN, University of Charleston School of Nursing
Rebecca Newman, MSLS, University of Charleston Health Sciences Librarian

DESCRIPTION:

A disaster preparedness simulation was created to promote and enhance interprofessional collaboration skills while learning more about the roles and responsibilities of other healthcare professions. Students from pharmacy, physician assistant, nursing, and medical programs were embedded into patient care teams to manage a complex patient portrayed by standardized patient actor following a simulated disaster. This opportunity allowed students to work together with various professions in a high stress environment and apply knowledge and skills to patient care. Students' perceptions of how the disaster simulation impacted their interprofessional competency improved across all four IPEC core competencies based on self-assessment surveys collected prior to and following the disaster simulation.

9B

Needs Assessment of Infection Prevention and Control Training for Emergency Responders

PRESENTER:

✉ **Logan Sharp**, FFI/FFII, EMT-B, BS, MPH Student
University of South Florida (USF) College of Public Health

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* Student completed degree while engaged in project

(1) Now MSPH student, USF COPH, Epidemiology

(2) Now PhD student, USF COPH, Global Communicable Diseases

(3) Firefighter/Paramedic

DESCRIPTION:

This project incorporates student effort as a critical component in a multidisciplinary, interprofessional team working to evaluate the effectiveness and relevancy of existing IPC training materials in the emergency response setting. Current student effort focuses on recruitment and will integrate with future steps of the project as data is analyzed and educational materials are developed, validated, and disseminated.

9C

Opioid Use Disorder: An Interprofessional Approach to Educating Future Pharmacists about this Public Health Challenge

PRESENTER:

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DESCRIPTION:

The purpose of this research is to describe training Doctor of Pharmacy students on pharmacists' role in caring for patients with opioid use disorder (OUD) as part of the healthcare team. Activities such as these are an important part of health profession student education and build a foundation for students' future practices involving the treatment of patients with OUD. This activity allowed students to see that treating patients with OUD is multifactorial, complex, and best achieved through an interprofessional team. This large-scale sustainable IPE activity can be delivered in person or virtually and is transferable to numerous healthcare practice areas and professional experience levels.

9D

Interprofessional Suicidal Ideation Telehealth Simulation: Equipping the Future Workforce

PRESENTER:

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* UAB Department of Social Work

^ UAB School of Nursing

DESCRIPTION:

A simulation was designed to enhance communication within an interprofessional team utilizing telehealth for managing a patient with suicidal ideation through an integrated behavioral health approach. Students from the PMHNP, SW, and Psychiatry medical residency programs collaborated to evaluate the patient and develop a comprehensive care plan. Data collected after the activity, both quantitative and qualitative, indicated an increase in learners' confidence in handling such situations. We will share all aspects of this simulation.

9E

Interdisciplinary Collaborative Analysis of Historical, Social, and Policy Dimensions of Environmental Events for Health Promotion

PRESENTER:

✉ **Shaina Schwartz**, PharmD, BCPP
High Point University Fred Wilson School of Pharmacy

CO-AUTHORS:

Jaimee Watts-Isley, MPH, DNP, RN, University of North Carolina at Greensboro School of Nursing
Audrey Snyder, PhD, RN, FAAN, University of North Carolina at Greensboro School of Nursing

DESCRIPTION:

This is an interdisciplinary collaborative analysis project focusing on environmental health and social justice conducted remotely using Microsoft Teams and Padlet. The project was first piloted with pharmacy and nurse practitioner students but is adaptable to other health professional student cohorts. Small groups, facilitated by faculty and student facilitators, engage in discussions, research, and information sharing, fostering a deeper understanding of the complex relationships between environmental health, historical context, social dynamics, and policy frameworks. The project's evaluation shows that it enhances critical thinking, communication, and collaboration skills among participants. Ultimately, the project aims to improve patient outcomes through interdisciplinary teamwork and advocacy for social justice within environmental health contexts.

10



Simulation-enhanced IPE (Sim-IPE)

- *Clinical Cadavers: Procedural Simulation in the Anatomy Lab*
- *Physical Therapist Assistant and Occupational Therapy Assistant Student Interprofessional Collaboration and Educational Simulation Experience*
- *Implementation of an Interprofessional Super Simulation Day with Optometry, Physician Assistant, and Pharmacy Students*
- *Building Teamwork Through Situational Learning*
- *Enhancing Emotional Safety through Interprofessional Simulation: Evaluating Nursing and Child Life Students in Family-Centered Care Scenarios*


10A *Clinical Cadavers: Procedural Simulation in the Anatomy Lab*

PRESENTER:

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DESCRIPTION:

Body donor subjects offer an unrealized and beneficial modality for simulating therapeutic procedures. We describe a co-curricular IPE activity in which medical students, physicians assistant students, and nursing students work in peer-led small groups to assess, identify, and treat skin and soft tissue infections (SSTIs) in body donor models.

10B *Physical Therapist Assistant and Occupational Therapy Assistant Student Interprofessional Collaboration and Educational Simulation Experience*

PRESENTER:

 **Sandra Ribeiro, PT, DPT**

CUNY LaGuardia Community College, Department of Health Sciences, Physical Therapy Program

CO-AUTHORS:

Hendryx Silva, MOT, OTR/L, OTA/L, CUNY LaGuardia Community College, Department of Health Sciences, Occupational Therapy Assistant Program

DESCRIPTION:

This poster describes an education simulation-based experience in collaborative treatment with an emergency response scenario between Physical Therapist Assistant (PTA) and Occupational Therapy Assistant (OTA) students and highlights the benefits of utilizing IPEC core competencies.

10C

Implementation of an Interprofessional Super Simulation Day with Optometry, Physician Assistant, and Pharmacy Students

PRESENTER:

✉ **Ashley Deemer**, OD, FAAO

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Diana X. Cao, PharmD, BCPS, BCCP, FCSHP, Marshall B. Ketchum University College of Pharmacy

DESCRIPTION:

As the capstone assessment in the Marshall B. Ketchum University IPE curriculum, students from the Optometry, Physician Assistant, and Pharmacy programs are divided into small groups and are given 90 minutes to conduct a thorough evaluation of a standardized patient and develop a comprehensive management plan. Since its initial inception, the event has grown support from students and faculty across all programs, and improvements have been made to provide more meaningful feedback to students in the evaluation process, including patient-centric feedback in the debrief exercise.

10D *Building Teamwork Through Situational Learning*

PRESENTER:

✉ **Carol Motycka**, PharmD, CHSE
University of Florida College of Pharmacy

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Jane Gannon, DNP, CNM, CHSE, University of Florida College of Nursing
Brooke Russo, PhD, RN, CNE, CHSE, University of Florida College of Nursing

DESCRIPTION:

We developed an interprofessional medication management simulation project to enhance teamwork skills of medical, nursing and pharmacy students in a simulated acute care environment. Data that was collected using the T-TAQ assessment tool indicates that the project promotes a positive attitude toward interprofessional teamwork and reduced simulated patient care delays and harm using simulated scenarios based on medication administration events.

10E *Enhancing Emotional Safety through Interprofessional Simulation: Evaluating Nursing and Child Life Students in Family-Centered Care Scenarios*

PRESENTER:

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Katherine K. Rose, PhD, Texas Woman's University School of Human Sciences, Child Life & Child Development

DESCRIPTION:

Through distance simulation, this study seeks to improve nursing and child life specialist students' interprofessional competencies in managing emotional safety in pediatric care. Project goals are to measure changes in students' knowledge, attitudes, and skills regarding emotional safety pre- and post-simulation to assess the impact of interprofessional simulation on students' preparedness in real-world scenarios. Develop and evaluate two simulation scenarios related to emotional safety, ensuring they address the specific needs encountered in pediatric care settings, and develop and validate a rubric to assess that it reliably measures students' competencies in managing emotional safety.



Special Populations

- *Student Perceptions on Disability following Attendance of an Interprofessional Event with Individuals with Disability*
- *Weight Bias and Stigma in Healthcare: Description of An Innovative Interprofessional Education Workshop*
- *Best Practices and Lessons Learned over Longitudinal Violence Across the Lifespan Interprofessional Courses*
- *Supporting and Empowering Neurodiverse Children Everyday (SENCE): Interprofessional Educational Opportunities for SLPs and OT Students*

11A

Student Perceptions on Disability following Attendance of an Interprofessional Event with Individuals with Disability

PRESENTER:

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Charlotte Bolch, PhD, MS, Midwestern University Office of Research and Sponsored Programs

Judith Ball, MS, CCC-SLP, Midwestern University College of Health Sciences, Speech-Language Pathology Program

DESCRIPTION:

The poster describes a mixed methods study that was based on an interprofessional educational event utilizing people with disabilities as experts to provide insight and understanding into the lived experience of people with disabilities, improve the healthcare student's comfort in communicating with people with disabilities, and encourage interdisciplinary dialogue about the healthcare system and people with disabilities.

11B

Weight Bias and Stigma in Healthcare: Description of An Innovative Interprofessional Education Workshop

PRESENTER:

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Jasmine Heinemann, University of the Pacific School of Pharmacy

Abigayle Ramboyong, University of the Pacific School of Pharmacy

Deepti Vyas, PharmD, University of the Pacific School of Pharmacy

DESCRIPTION:

Weight stigma experienced in healthcare settings is an under addressed issue with serious impacts on patients' health, wellbeing, likelihood to trust providers, and engage in preventive healthcare; and yet to date, few interventions have addressed this issue. A Zoom-based interprofessional education (IPE) event was designed to address weight stigma on multiple levels (micro, meso, and macro) and delivered to over 600 students across twelve professions and on three campuses. Students engaged in lectures from subject-matter experts and problem-based breakout room activities. Outcomes measures demonstrated the event was successful in improving students' knowledge and attitudes of weight stigma in healthcare settings.

11C

Best Practices and Lessons Learned over Longitudinal Violence Across the Lifespan Interprofessional Courses

PRESENTER:

 **Kimberley Begley**, PharmD

Creighton University School of Pharmacy and Health Professions

Creighton University Center for Interprofessional Practice, Education and Research

CO-AUTHORS:

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Ann Ryan Haddad, PharmD, Creighton University School of Pharmacy and Health Professions

DESCRIPTION:

Creighton's "Violence across the Lifespan" courses, engaging over 1,300 students from nine health professions, aim to equip students with skills to recognize and address violence through a trauma-informed lens. Featuring expert lectures, interactive experiences, and interprofessional discussions, these courses emphasize how collaboration among diverse professionals strengthens support for survivors, improves care quality, and broadens students' perspectives for optimal outcomes.

11D

Supporting and Empowering Neurodiverse Children Everyday (SENCE): Interprofessional Educational Opportunities for SLPs and OT Students

PRESENTER:

 **Sarah A. Friel**, MA, CCC-SLP

Massachusetts General Hospital Institute of Health Professions

CO-AUTHORS:

Mary Beth Kadlec, OT, ScD, OTR, Massachusetts General Hospital Institute of Health Professions, Department of Occupational Therapy

DESCRIPTION:

This poster describes our institutionally supported innovative pilot program, Supporting and Empowering Neurodiverse Children Everyday (SENCE). Faculty experts coached master's level speech-language pathology (SLP) and entry-level occupational therapy doctoral (EL-OTD) students in a hands-on opportunity to observe, co-treat, and learn from neurodiverse children and their caregivers. Graduate student clinicians, caregivers, and children engaged in intrinsically motivating, meaningful, developmentally appropriate, and functional activities to best support the child's development and both the child and caregiver's successful participation in the therapeutic activities. Caregiver and student outcomes report a favorable increase in understanding and appreciating the shared contributions of SLP and OT to this population.



Interprofessional Education Collaborative

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