

JEFFERSON CENTER FOR INTERPROFESSIONAL PRACTICE & EDUCATION

Annual Report 2024



Thomas Jefferson
University

HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

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About JCIPE

Founded in 2007, the Jefferson Center for Interprofessional Practice & Education (JCIPE) at Thomas Jefferson University is one of the premier interprofessional education and practice centers in the United States. JCIPE is dedicated to improving team-based care and affecting enhanced patient and population health through designing, implementing, and evaluating robust collaborative practice (CP) initiatives across Jefferson. With prior support from the Health Resources & Services Administration (HRSA), Josiah Macy Jr. Foundation, and AmerisourceBergen Foundation, as well as philanthropic donors, the JCIPE team creates a culture of collaborative educational and clinical practice, employing innovative teaching models and evidence-based practices and developing evidence to support and implement CP. JCIPE is well known for its novel curricula; high-level engagement and coordination with students, faculty, clinicians, and institutional leadership; rigorous community partnerships; and commitment to assessment, evaluation, research, and continuous quality improvement.

MISSION

To generate and sustain an adaptive “living laboratory” for innovative interprofessional practice and education that improves the lives of patients and populations.

VISION

JCIPE will define the future of interprofessional care by setting the standards for team-based practice and education.

DIVERSITY STATEMENT

The Jefferson Center for Interprofessional Practice & Education (JCIPE) acknowledges systemic discrimination and the barriers that it creates for healthcare, education, and effective team functioning. As such, we are implementing ongoing evaluations of ourselves and programs relative to diversity, equity, and inclusion. JCIPE believes that this is an ongoing effort, and that we can continuously grow and do better. It is our intent that students, staff, and faculty from all diverse backgrounds, disciplines, and perspectives feel valued, included, and respected. We believe the diversity that students, staff, and faculty bring is a resource, strength, and benefit. We learn to be better

healthcare practitioners and educators when we respect and celebrate diversity in all its forms.

We partner with you to reimagine and build more open, respectful, and inclusive practice and training spaces. We strive to celebrate and amplify diverse voices, including, but not limited to, people of diverse age, disability, culture, ethnicity, gender identity, race, religion, sexuality, socioeconomic status, and profession. With you, we create opportunities for shared discussion and development around dismantling systemic discrimination together as an ongoing process.

THE IMPACT OF JCIPE 2024

Professional Representation

22 Clinical Sites 

20 Learner Professions 

20 Facilitator Professions 

8 Colleges  **4** Campuses

Student Programming

2,378

Learners

485

Hours

382

Sessions

127

Faculty Facilitators

16

Programs

1

Course for Credit



Students Ranked IPE

In the top 6

Reasons for Coming to
Thomas Jefferson University



Student Engagement

46 Student Co-Facilitators / Advisors

33 Student Advisory Board Members

12 Research & Graduate Assistants

6 Health Mentors Program Liaisons

Community Partners

5 Community Partnerships

238 Community Volunteers



Scholarship, Research, & Dissemination

27 Conference Presentations

13 Consultations

4 Invited Talks or Panels

3 Peer-Reviewed Publications

Key Accomplishments in FY24

Implementing Our New Strategic Plan

In recognition of JCIPE's growth since its founding in 2007, we undertook a strategic planning process, beginning in the summer of 2022, to celebrate our achievements, and identify our key aims and opportunities for the future.

Our strategic planning process utilized an appreciative inquiry approach which focused on harnessing JCIPE's unique strengths, identified through input from multiple stakeholders to formulate our future vision and drive positive change to achieve that vision.

In line with appreciative inquiry, stakeholders including community

members, students, alumni, faculty, staff, leaders at Thomas Jefferson University, and IPE leaders across the country interviewed one another to identify JCIPE's strengths and opportunities. We are grateful for their thoughtful contributions!

Subsequently, JCIPE faculty and staff gathered at an in-person retreat to review and expand upon stakeholder input. Using the SOAR approach, we discussed JCIPE's Strengths, Opportunities, Aspirations, and Results, compiled major themes within categories, and developed JCIPE's key strategic aims.

JCIPE'S Strategic Aims

- Facilitate connections and collaboration across the Jefferson enterprise
- Expand JCIPE presence in the clinical learning and practice environments
- Continue integration of IPE into curricula for all health professions
- Build and disseminate scholarship in interprofessional collaborative practice
- Expand and enhance work on diversity, equity, inclusion, and belonging



STRENGTHS

What does JCIPE do well?

- Connect people and foster collaboration across the enterprise
- Deliver high-quality, engaging interprofessional programs
- Support creative, skilled, and passionate faculty and staff



OPPORTUNITIES

What can JCIPE do more of?

- Move into clinical learning and practice environments
- Expand opportunities for connections and collaboration
- Grow scholarship in interprofessional collaborative practice
- Build upon diversity, equity, inclusion, and belonging work to support and sustain inclusivity and equity



ASPIRATIONS

What are our dreams for JCIPE?

- Embed JCIPE programs into coursework for all health professions
- Weave interprofessional collaborative practice into clinical learning and practice environments
- Collect and disseminate robust longitudinal assessments and evaluations of interprofessional programs and their impact



RESULTS

What measures JCIPE's success?

- Expand integration of interprofessional initiatives into curricula
- Enhance interprofessional collaborative practice in clinical learning and practice environment
- Support dissemination of longitudinal assessments and scholarship

Hosting Our Eighth Biennial JCIPE Conference

In November 2023, JCIPE returned to an in-person format of Interprofessional Care for the 21st Century, our eighth biennial conference. Since 2008, JCIPE has hosted the conference to facilitate showcasing of scholarly work and works in progress related to interprofessional education and/or practice. Attendees forge and build upon their regional, national, and even international networks while sharing and reflecting on innovative implementation and assessment and evaluation strategies of the interprofessional competencies. The Interprofessional Care for the 21st Century infographic provides details on the conference program and participation.



Recognizing Facilitators for their Contributions

JCIPE activities are not possible without the contributions of more than 120 faculty and staff members who lend their time and expertise to facilitate our programs and advise our students each year. In an effort to more formally recognize and celebrate their contributions, incentivize continued and new participation, and grow a more formal pipeline of facilitators equipped to meet the expanding demands of the Center over time, the team created a tiered recognition system, the tiers of which are described at right.

In May, JCIPE held its inaugural Recognition Ceremony, consisting of the presentation of all JCIPE awards (previously presented at individual college and departmental events and meetings) as well as celebration of JCIPE facilitators in each tier. Over 50 participants joined us in honoring the outstanding participation of our award winners and facilitators and to expand their networks across departments and colleges. Future years will bring additional recognition of facilitators who have achieved milestone contributions relative to total hours and consecutive years of service.



FACILITATOR RECOGNITION TIERS



INITIATORS

Lay the foundation for interprofessional competency attainment, aiding learners in defining and valuing team-based, patient-centered care. Individuals in this tier have volunteered up to 6.99 hours in the 2023-2024 academic year in support of interprofessional education and collaborative practice.



COLLABORATORS

Model interprofessional competencies and solidify their value for learners through deep commitment to a single program and/or broad commitment to multiple programs. Individuals in this tier have volunteered 10 to 16.99 hours in the 2023-2024 academic year in support of interprofessional education and collaborative practice.



BUILDERS

Build on the interprofessional foundation, committing to greater engagement with learners as they develop and implement interprofessional competencies. Individuals in this tier have volunteered 7 to 9.99 hours in the 2023-2024 academic year in support of interprofessional education and collaborative practice.



LEADERS

Provide collaborative leadership across JCIPE programs, supporting connection among them, growth of the culture of teamwork at Jefferson, and visibility of JCIPE at Jefferson and nationally. Individuals in this tier have volunteered 17 or more hours in the 2023-2024 academic year in support of interprofessional education and collaborative practice.

Launching a Course on the Foundations of Interprofessional Education and Collaborative Practice

In fall 2023, five years of planning and development culminated in the launch of JCIPE's Foundations of Interprofessional Education & Collaborative Practice course, housed in the Jefferson College of Health Professions. 26 students enrolled in the Doctor of Health Science (DHSc) – Clinical Leadership Track, MS of Health Professions Education, and Health Professions Teaching & Learning Graduate Certificate programs partnered with JCIPE faculty and staff to learn more about the theories underpinning, evidence supporting, and best practices of team-based education and practice as a required component of their programs. Foundations of IPE/CP is a semester-long, virtual course comprised of 14 modules and biweekly, online synchronous class sessions.

Course evaluations were positive, with students reporting that the course motivated them to learn more about IPCP ($M = 3.33$, $SD = .67$). Student comments described the value of learning to work in teams and of the experiential exercises (See right column for examples). The course was offered again with 35 interprofessional students in fall 2024.

"This was a great course for spending time with individuals in other disciplines and practicing how we communicate and collaborate with one another. I really appreciated the small group exercises and the relationships that have been developed."

"This course broadened my perspective and pushed me to work outside of the silo of my own profession. I met people from a variety of other professions and found their perspectives to be very insightful. I also really enjoyed facilitating the Health Mentors Program."

"Learning how static teams work, the stages of teams, and being able to actively go through those stages with my team members helped me become a better team member outside of class, like at my job."

Piloting Team Microaggression Interventions for Collaborative Outcomes (Team MICRO)

Microaggressions pose a major barrier to interprofessional collaborative practice and negatively impact communication and effective collaboration, which can negatively influence Quintuple Aim outcomes, including patients' and care team members' well-being. In spring 2024, the Center launched Team Microaggression Interventions for Collaborative Outcomes (Team MICRO), a new simulation developed and led by the Team SAFE program team and funded by the Center for Faculty Development and Nexus Learning. 14 learners volunteered for the pilot program, including student health services managers, occupational therapists, pharmacists, physicians, and public health practitioners. During two progressive simulation cases set in a hospital during team rounding, learners played the role of their future selves along with two simulated participants playing other members of their healthcare team and serving as the source and recipient of a microaggression.

The simulation allowed learners to practice identifying and responding to microaggressions in real time and debrief after each case with interprofessional facilitators and simulated

participants. An expert in trauma-informed care provided resources to the program team and guidance to facilitators. Program evaluations were very positive; when asked to report their level of agreement with six statements about the program, average Likert-scale agreement was high ($M = 4.35$, $SD = 0.74$; 5 = "Strongly Agree"; example statement: "this learning activity prepared me to recognize and respond to bias in the interprofessional clinical workplace"). Pre-program knowledge of microaggressions terminology and impacts of microaggressions on IPCP and patient outcomes was high ($M=83\%$) and increased at post-program ($M=94\%$). Pre-program, learners neither agreed nor disagreed with statements about their self-efficacy in their intervention skills ($M=3.3$, $SD=.59$) but showed higher self-efficacy in these skills at post-program ($M=4.11$, $SD=.53$). The curriculum and preliminary results have been presented at four conferences this past academic year.

The Center team expanded on this pilot in fiscal year 2025, with approximately 100 students from two professions participating in the fall 2024 semester.

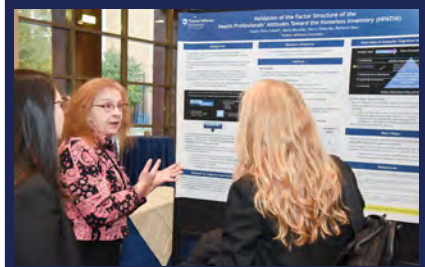
Scholarship By the Numbers

3 Peer-Reviewed Publications

3 Conference Workshops

4 Invited Presentations

27 Conference Presentations



The JCIPE Team

Our work is made possible by the steadfast commitment of many interprofessional faculty and staff members, other stakeholders, and funders, who generously lend their time, expertise, and financial resources in support of it. We are deeply grateful for and indebted to these individuals and to the organizations which funded our projects over the last year, including the Center for Faculty Development and Nexus Learning at Jefferson and the Sandmeyer and Salzman families. Thank you for your commitment to improving patient and population health through interprofessional team-based education and care!

JCIPE Leadership & Staff



Amber King
Co-Director



Brooke Salzman
Co-Director



Shoshana Sicks
Director of Curriculum
& Administration



Maria Brucato
Director of Assessment,
Evaluation, & Research



Julie Liskov
Project Manager



Reena DePaolo
Program Coordinator
(J-SICCC)



Kerry Baumer
Program Coordinator
(Simulations)



Frank Marzullo
Program Coordinator
(ECHO & IP Palliative
Care)



Melicia C. Edmonds
Program Assistant
(Health Mentors &
Virtual Simulations)



Kenna Hersey
Program Assistant
(Team SAFE, Team
MICRO, TCP, &
J-SICCC)



Catherine Mills
Administrative Assistant

JCIPE Faculty & Staff Leads



Nethra Ankam
Health Mentors



Tracey Vause Earland
J-SICCC



E. Adel Herge
Team Care Planning



Jeannette Kates
AVIT & IP Palliative Care



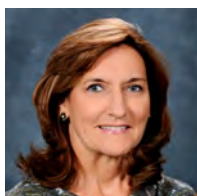
Mariana Kuperman
J-SICCC



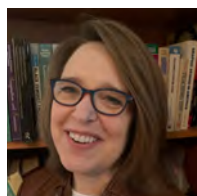
Jennifer Lacy
Team SAFE & Team
MICRO



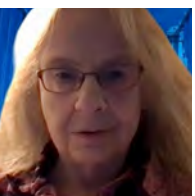
Lauren LaTourette
IP Palliative Care



Anne Mitchell
Health Mentors



Juli Phillips
Pedagogy



Susan Toth-Cohen
AVIT & PIVOT



Alyssa Yeager
Team SAFE & Team
MICRO



Xiao Chi (Tony) Zhang
Team SAFE & Team
MICRO

JCIPE National Board Memberships & Fellowships

ORGANIZATION	INVOLVEMENT	JCIPE TEAM MEMBER
American Interprofessional Health Collaborative (AIHC)	Communication Collaborative	Tracey Vause Earland
	Evidence Collaborative (Collaborative Research Registry Lead)	Maria Brucato
	Leadership Workgroup (Co-Chair)	Brooke Salzman
	Collaborating Across Borders Networking/Social Committee	Amber King
	Membership Committee	
	Awards Sub-Committee (Lead)	
National Academies of Practice (NAP)	Roles, Responsibilities, and Terms Workgroup	Amber King
	Council (leadership group)	
	Pharmacy Academy (chair elect)	Tracey Vause Earland
	OT Academy Nominations Committee	
National Center for Interprofessional Practice and Education	Partnership Committee	
	Interprofessional Continuing Education Review Committee	Maria Brucato
Interprofessional Research Global (IPR.Global)	Interprofessional Research Global Steering Committee	Maria Brucato

Scholarship & Dissemination

Scan or click to see the full list of Invited Presentations, Peer-Reviewed Publications, Conference Proceedings, and Conference Presentations and Workshops.



Grant Funding

- *Child Adolescent Interprofessional Practice and Education (CAIPE) Fellowship*. Health Resources and Services Administration (HRSA), Behavioral Health Workforce Education and Training, July 2021 – June 2025. Grant total: \$2,000,000. (PI: Jeanne Felter; Co-I: Richard Hass).
- *JeffBeWell: Whole Health Integration*. Health Resources and Services Administration (HRSA), Primary Care Training and Enhancement: Integrating Behavioral Health and Primary Care, July 2019 – June 2024. Grant Total: \$2,000,000. (PI: Robert Motley; Co-I: Brooke Salzman).
- *Jefferson Education and Training: Primary Healthcare in IDD and Language Access (JET: PHILA)*. Health Resources Services Administration (HRSA). September 2023 – June 2028. Grant Total: \$2,758,152. (PI: Mary Stephens; JCIPE sub-awarded).
- *Teaching Microaggression Interventions for Safer Interprofessional Collaborative Practice: A Novel Simulation-Based Program*. Center for Faculty Development and Nexus Learning (CFDNL) Pedagogy Grant. July 2023-June 2024. Grant Total: \$6,000. (PIs: Jennifer Lacy, Xiao Chi Zhang, Alyssa M. Yeager, Maria Brucato).
- *The Complex Care Curriculum (3Cs): Navigating Social Determinants of Health in Geriatric Practice*. Geriatric Academic Career Award (GACA), Human Resources and Services Administration (HRSA), 2019 – 2024. Grant total: \$300,000. (PI: Lauren Hersh, mentor: Brooke Salzman).

Philanthropic Funding

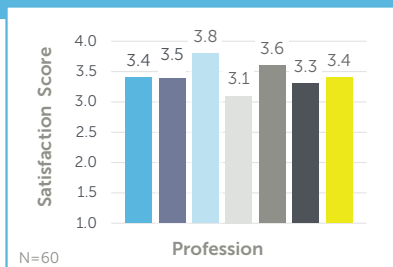
- The Sandmeyer family, six years of generous support of novel interprofessional programs and projects created, adapted, and administered by JCIPE.
- The Salzman family, in support of expanded and enhanced JCIPE programming.

JCIPE

Programs at a Glance 2023–2024

The remainder of this report contains one page of information about each of JCIPE's programs and their FY24 outcomes. As desired, please peruse it for details about content and design, level of learning, new components, learner and facilitator participation, assessment and evaluation results, and scholarship pertaining to each activity. JCIPE programs appear in alphabetical order to facilitate direct access.

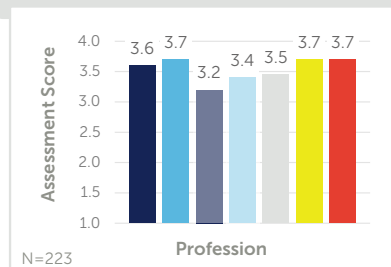
Students: First Years in '22



How satisfied are you with your Jefferson education in preparing you to...

Work with individuals of other professions to maintain a climate of mutual respect and shared values

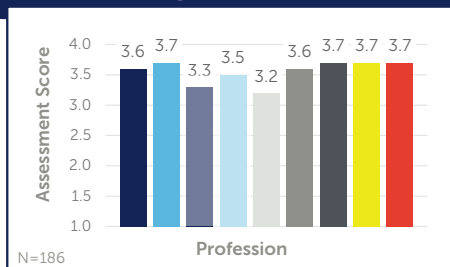
Professionals: 1 Year Post-Grad in '22



How would you assess your Jefferson education in preparing you to...

Collaborate with other healthcare professionals in the provision of safe, high quality, patient-centered care

Students: Upon Graduation in '23



How would you assess your Jefferson education in preparing you to...

Use the knowledge of your role and other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations

Student Professions

- Medical imaging & radiation scientist
- Medical laboratory scientist
- Nurse
- Nurse, advanced practice
- Occupational therapist
- Pharmacist
- Physical therapist
- Physician assistant
- Public health practitioner

Data Source: Thomas Jefferson University, Office of Academic Assessment, 2022-23

Note: Four-point Likert scale used across all surveys: 1 (lowest score attainable) to 4 (highest score attainable).

Student Satisfaction & Assessment of Interprofessional Education at Jefferson

Thomas Jefferson University's Office of Academic Assessment surveys were analyzed to explore student satisfaction with and assessment of interprofessional education at Jefferson from three cohorts. The Matriculant survey asked first year students in 2022 how satisfied they were with their Jefferson education in preparing them in four areas mapped to the Interprofessional Education Collaborative competencies.

The Exit and Post-Graduation surveys asked students who graduated in 2023 (graduates) and 2022 (1 year post-graduates), respectively how they would assess their Jefferson education in preparing them in those same areas. Post-graduates were additionally asked to assess their Jefferson education in preparing them to collaborate with other healthcare professionals in the provision of safe, high quality, patient-centered care.


Overall, mean satisfaction and assessment scores of students' Jefferson education was very high among each profession, cohort, and question. A preview of satisfaction and assessment ratings by profession from each cohort area are shown in the graphic above.



Alzheimer’s Virtual Interprofessional Training (AVIT)


Student teams learn to appropriately assess, manage, and support patients and families affected by Alzheimer’s and other dementias. Each team completes three simulations in a virtual world, acting out scenarios as patients with Alzheimer’s, their caregivers, and providers in different settings.



 **Key Curricular Elements**

- Virtual world interprofessional simulation
- Awareness and recognition of Alzheimer’s Disease
- Racial disparities in diagnosis and treatment of dementia
- Communication strategies with individuals with dementia and their caregivers
- Caregiver burden
- Introduction to roles of interprofessional team members caring for individuals with dementia
- Teamwork and communication skills with members of the interprofessional team

IPEC Competencies		
VE	TT	RR
39 LEARNERS		
Professions		
Nurse		
Nurse, Advanced Practice		
Occupational Therapist		
Pharmacist		
Physician		
Public Health Practitioner		
14 FACILITATORS		
Professions		
Nurse, Advanced Practice		
Occupational Therapist		
Pharmacist		
Physician		
JCIPE Staff		

 **New This Year**

Offered the *Virtual Dementia Tour*, an in-person simulation for learners to experience first-hand what it’s like to live with dementia, to participants before AVIT.

Program Outcomes | Assessment & Evaluation

METRIC	N	PRE MEAN	PRE SD	POST MEAN	POST SD
Knowledge - Alzheimer’s disease & dementias: causes, consequences, & IPCP approach to care	28	81.82%	14.05%	84.09%	12.77%
Confidence - screening, medication review, identifying roles & value of IP team, & patient-centered care (Min = 1, Max. = 6)	28	3.75	0.50	4.33	0.49
Overall experience with program (Min = 1, Max. = 6)	32	NA	NA	4.20	0.52



"Communication with other professions is key to working with patients with dementia. It is important to know others' roles and how they can help increase the care of the individual."

– Student Occupational Therapist



"I learned it is very important to collaborate with other disciplines on the health care team to formulate a treatment plan together as well as involve the patient and their family members in the plan."

– Student Nurse, Advanced Practice

Scholarship Highlight

Toth-Cohen, S., Kates, J., Brucato, M., & Salzman, B. (2024). Alzheimer’s interprofessional training: Comparable learning gains for nursing and pharmacy students (conference proceedings). *Journal of the American Geriatrics Society*, 72(4, Supplement), p. S49.

Health Mentors Program (HMP)

Student teams learn first-hand from a community member (Health Mentor) about living with one or more chronic health condition(s), impairment(s), or disability(ies) and the value of team-based, person-centered care. Small teams meet with their Health Mentor three times during the program, complete short assignments, and have small group debriefing sessions.

“I learned that the interdisciplinary health care team can play an important role in advocating for underserved populations to help mitigate health disparities.”

– Student Occupational Therapist

“I learned a lot about the perspectives of other health care professionals and how combining these perspectives can lead to overall better recognition and addressing of the problems faced by patients.”

– Student Physician

Key Curricular Elements

- Health Mentors as teachers
- Each person as an expert in managing their health
- Social Ecological Model as theoretical framework
- Impact of social determinants of health
- Application of 4Ms of Healthy Aging framework (what matters, mobility, mentation, medications)
- Advocacy project on issue of importance to Health Mentor
- Person-centeredness, communication, and teaming

IPEC Competencies

VE C TT RR

1,534 LEARNERS

Cohort 16=742 | Cohort 17=792

Professions

Athletic Trainer
Dietitian Nutritionist
Genetic Counselor
Medical Laboratory Scientist
Nurse
Occupational Therapist
Pharmacist
Physical Therapist
Physician
Physician Assistant
Speech-Language Pathologist

76 FACILITATORS

Professions

Athletic Trainer
Counseling & Behavioral Health Specialist*
Dietitian Nutritionist
Medical Imaging & Radiation Sciences Professional*
Medical Laboratory Scientist
Nurse*
Nurse, Advanced Practice
Occupational Therapist*
Other
Pharmacist*
Physical Therapist
Physician*
Physician Assistant
Public Health Practitioner*
Social Worker*
Speech-Language Pathologist
JCIPE Staff

228 HEALTH MENTORS

14 facilitators were dual-degree DHSc/physician assistant students.
*12 facilitators were professionals also enrolled as students.

+ New This Year

Developed a virtual reality (VR) escape room and home visit component to prepare students for a visit of their Health Mentor's home. The experience also encompasses videos of each health professional on the patient's team.

Program Outcomes | Assessment & Evaluation

METRIC [*pre-program assessments were retrospective]	N	PRE MEAN	PRE SD	POST MEAN	POST SD
COHORT 16 (MODULE 3)					
Program Evaluation of M3 (Max. = 4)	562	NA	NA	3.37	0.60
Program Evaluation of HMP (Max. = 4)	562	NA	NA	3.40	0.60
COHORT 17 (MODULES 1 & 2)					
Program Evaluation of M1 (Max. = 5)	559	NA	NA	4.24	0.78
Program Evaluation of M2 (Max. = 5)	662	NA	NA	4.33	0.76
Knowledge of the 4Ms (Max. = 100%)	459	54.23%	25.74%	69.86%	21.14%

Scholarship Highlight

Mitchell, A. B., Ankam N. S., Brucato, M., & Salzman, B. (2024, May). *Teaching the 4Ms in prelicensure interprofessional education* [Poster presentation, selected for the geriatric education materials and methods swap]. American Geriatrics Society 2024, virtual.

*Sirak, K., Brucato, M., Hass, R. W., Mitchell, A. B., & Ankam, N. S. (2023, November). *Who can contribute to collaborative patient care? A novel task for measuring student associations* [Oral presentation].


Interprofessional Care for the 21st Century, Philadelphia, PA.

*Student led presentation


Interprofessional Palliative Care Program

Small interprofessional student teams learn about the team-based provision of palliative care for persons with serious illness and at the end of life. Teams work collaboratively through case-based discussions and presentations. There is also an opportunity to observe a Jefferson palliative care provider in practice.




 **Key Curricular Elements**

- Principles of palliative care
- Introduction to roles and responsibilities of different team members in providing palliative care
- Communication with patients with serious illness and at the end of life, as well as with their caregivers

 **New This Year**

Added a third site for in-person shadowing of palliative care providers.



“Shadowing health care professionals helped me to see how teams work and how they utilize their personal skills.”

– Student Physical Therapist

IPEC Competencies
VE C TT RR

49 LEARNERS*
Professions

Nurse

Occupational Therapist

Other

Pharmacist

Physical Therapist

Physician

Physician Assistant

Public Health Practitioner

Social Worker

Speech-Language Pathologist

11 FACILITATORS
3 Fellows
Professions

Nurse, Advanced Practice

Other

Physical Therapist

Physician

Social Worker

Speech-Language Pathologist

Program Outcomes | Assessment & Evaluation

METRIC	PRE MEAN	PRE SD	POST MEAN	POST SD
End-of-life Professional Caregiver Survey (EPCS) – Total (Max.=140)	76.97	20.91	107.17	18.49
EPCS - Patient- and Family-Centered Communication (Max. = 60)	34.28	9.62	46.97	7.53
EPCS - Cultural & Ethnic Values (Max. = 40)	22.79	7.01	29.90	5.90
EPCS - Effective Care Delivery (Max. = 40)	19.90	6.13	30.31	5.87
Program Evaluation (n = 31): 97% of learners would recommend this program to their peers.				

Note: EPCS N = 29

Jefferson Student Interprofessional Complex Care Collaborative (J-SICCC)

Student teams work with patients with complex health and social needs, providing “high-touch” interventions targeting the social determinants of health and intended to empower patients and reduce hospital utilization and costs. Curriculum components include accompaniment and observation, online modules, workshops, and case conferences, teaching students about the systemic barriers to obtaining high-quality care and maintaining health.



New This Year

Created a debriefing guide for advisors to facilitate discussion with students on team progress and next steps using their Team JTOG® results.

Key Curricular Elements

- Complex health and social needs
- Patient advocacy and patient-centered care
- Approaches to:
 - Barriers to care
 - Genuine healing relationships
 - Harm reduction
 - Motivational interviewing
 - Positive unconditional regard
 - Social determinants of health
 - Trauma informed care
- Collaboration and communication

Community Partnerships

- National Center for Complex Health and Social Needs
- Pathways to Housing PA Housing First University

IPEC Competencies

VE

C

TT

RR

37 LEARNERS*

Professions

Counseling & Behavioral Health Specialist

Nurse

Nurse, Advanced Practice

Occupational Therapist

Other

Pharmacist

Physician

Post-Bac Pre-Health Professional

Public Health Practitioner

32 ADVISORS/FACULTY LEADS*

Professions

Counseling & Behavioral Health Specialist

Medical Laboratory Scientist

Nurse

Nurse, Advanced Practice

Occupational Therapist

Physical Therapist

Physician

Physician Assistant

Public Health Practitioner

Respiratory Therapist

Program Outcomes | Assessment & Evaluation

METRIC	N (PRE/POST)	PRE MEAN	PRE SD	POST MEAN	POST SD
Jefferson Complex Care Knowledge & Skills Assessment (Max. = 100%)	17/7	73.86%	12.4%	78.93%	7.74%
Self-efficacy in Complex Care Skills (Max. = 7)	17/7	5.49	1.23	5.59	0.89
Program evaluation: “Overall, my experiences in the J-SICCC program prepared me for my future practice.” (1= ‘Strongly Disagree’ to 5= ‘Strongly Agree’)	NA/24	NA	NA	4.13	0.74

*4 Resident/Fellows
**7 Alumni Advisors

“J-SICCC provided me the opportunity to work with talented, accomplished, and driven people from diverse backgrounds. I learned invaluable lessons on interdisciplinary teamwork and how it can change a patient’s life, and will call on the relationships I built within Jefferson and the greater Philadelphia community for the rest of my career.”

– Student Nurse

“Working with a client allowed us to see the intricacies of their lives and factors that go into keeping medical appointments, staying on task with taking medications and why it’s difficult to enact change.”

– Student Occupational Therapist

Scholarship Highlight

Earland, T., Brucato, M., Kuperman, M, DePaolo, R., Hass, R., & Salzman, B. (2023, September). *The Jefferson Complex Care Assessment: Development, implementation, and outcomes* [Lightning Talk]. Nexus Summit 2023, virtual.

People experiencing homelessness Interprofessional Virtual Outreach Training (PIVOT)

Student teams learn to better understand and meet the needs of people experiencing homelessness by enacting three virtual world cases in three different settings. During the cases, students play the roles of providers, persons experiencing homelessness, and observers.



Key Curricular Elements

- Virtual world interprofessional simulation
- Interprofessional collaboration and teamwork
- Principles of harm reduction and motivational interviewing
- Providing customized resources for people experiencing homelessness
- Mobile and fixed site outreach

Community Partnership
Pathways to Housing PA

IPEC Competencies

VE	C	TT	RR
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9 LEARNERS
Professions
Counseling & Behavioral Health Specialist
Occupational Therapist
Pharmacist
Physician
Public Health Practitioner
5 FACILITATORS
Professions
Nurse, Advanced Practice
Occupational Therapist
Physician
JCIPE Staff

New This Year

Changed the name of the program from Enhancing Services for Homeless Populations (ESHPP) to People experiencing homelessness Interprofessional Virtual Outreach Training (PIVOT).

"It was a good exercise in practicing a respectful and open attitude toward homeless people, which has to be the starting point of being of service."

– Student Public Health Practitioner

Program Outcomes | Assessment & Evaluation

METRIC	N (PRE/POST)	PRE MEAN	PRE SD	POST MEAN	POST SD
Knowledge - outreach, motivational interviewing, harm reduction & provider self-care (Max. = 100%)	8/7	52.5%	16.7%	82.9%	17.0%
Self-efficacy - IPCP skills for care of persons experiencing homelessness (Max. = 5)	8/7	3.24	0.54	3.78	0.51
Program evaluation (Max. = 5)	3	NA	NA	3.80	0.70

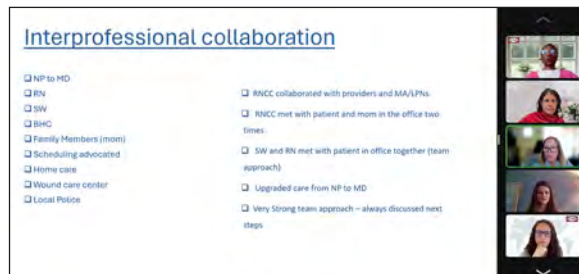
Scholarship Highlight

Toth-Cohen, S., Brucato, M., & DiNardo, K. (2023, November). *Validation of the factor structure of the Health Professionals' Attitudes Toward the Homeless Inventory* [Poster]. Interprofessional Care for the 21st Century, Philadelphia, PA.

Toth-Cohen, S., Brucato, M., & DiNardo, K. (2023, September). *Continuous quality improvement for an interprofessional training program to enhance services for people experiencing homelessness focused on harm reduction* [Lightning Talk]. Nexus Summit 2023, virtual.

Project Extension for Community Healthcare Outcomes (ECHO)

The Extension for Community Healthcare Outcomes (ECHO) model, developed at the University of New Mexico, employs Zoom to build healthcare workforce capacity and improve access to specialty care by providing frontline clinicians with the knowledge and support they need to manage underserved patients in their own communities. ECHO topics focus on complex conditions requiring a team-based approach to care. JCIPE serves as an ECHO hub which hosts ECHOs, or series of 60-minute sessions, on a regular basis on different topical areas of healthcare need. An interprofessional expert panel guides interactive, case-based learning, including both a didactic and case presentation with a collaborative approach.



Key Curricular Elements

- "All teach, all learn" model
- Case-based discussion
- Roles and responsibilities of different team members in supporting patients with complex conditions or needs
- Democratization of specialty knowledge

New This Year

Launched a series on care for individuals with intellectual and developmental disabilities in partnership with the FAB (From Adolescence & Beyond) Center for Complex Care.



"The case series was very helpful, hearing about how other people would evaluate and treat specific issues in several different but effective ways."

– Anonymous Learner

"Hearing the weekly case studies were great in expanding my personal practice and hearing what others recommend or are doing."

– Anonymous Learner

Program Outcomes | Assessment & Evaluation

METRIC	N	POST SELF-EFFICACY*		I WOULD RECOMMEND ECHO TO A COLLEAGUE
		MEAN	SD	
Integrated Behavioral Health (IBH)	14	4.21	1.18	97%
Inpatient Care for Opioid Use Disorders (OUD)	9	4.58	0.50	100%
Intellectual and Developmental Disabilities (IDD)	20	4.20	0.91	97%

*Self-efficacy in teamwork and ability to provide appropriate care (Max. = 5)

Scholarship Highlight

Salzman, B., Sicks, S., Hershman, M., Weinstein, L., Rene, R., Cherson, M., & Trichtinger, R. (2023, November). *Bridging from classroom to clinical settings: An interprofessional education center's launch of ECHO* [Oral Presentation]. Interprofessional Care for the 21st Century, Philadelphia, PA.

IPEC Competencies

VE TT RR

INTEGRATED BEHAVIORAL HEALTH (IBH)

136 LEARNERS

Professions

Community Health Worker
Counseling & Behavioral Health Specialist
Healthcare Administrative Personnel
Information Technology Professional
Nurse
Nurse, Advanced Practice
Occupational Therapist
Pharmacist
Physical Therapist
Physician
Pre-Health Professional
Public Health Practitioner
Research Personnel
Social Worker
JCIPE Staff

INPATIENT CARE FOR OPIOID USER DISORDERS (OUD)

68 LEARNERS

Professions

Counseling & Behavioral Health Specialist
Healthcare Administrative Personnel
Nurse
Nurse, Advanced Practice
Pharmacist
Physician
Physician Assistant
Pre-Health Professional
Social Worker
JCIPE Staff

INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (IDD)

29 LEARNERS

Professions

Attorney
Nurse
Nurse, Advanced Practice
Physician
Pre-Health Professional
Research Personnel
Social Worker
JCIPE Staff

4 FACILITATORS

Professions

Clinical Research Coordinator
Counseling & Behavioral Health Specialist
Nurse, Advanced Practice
Physician

Team Care Planning (TCP)

Students conduct a family meeting with simulated participants in one of three cases: 1) creating a discharge plan with an older adult patient hospitalized for an acute stroke and her adult child; 2) discussing birthing plans with a pregnant Black patient and her partner after a pre-eclampsia diagnosis; or 3) discussing returning to high school sports following an injury with a student athlete, their parent, and coach. After simulated family meetings, students debrief their teamwork skills with facilitators and receive feedback from simulated participants.

"It was interesting to see other health care specialties offering services that I have never heard of before."

– Black Maternal Health Student

"[I learned] how to give everyone their space to explain their expertise to the patient, and then come in to support them in utilizing the support from each specialty."

– Clinical Discharge Student

"I learned to confer with the interprofessional team, build on what they are saying, and expand it to work as a team."

– Return to Sport Student

Key Curricular Elements

- Interprofessional simulation
- Patient and family-centered care
- Teamwork and communication
- Healthcare biases
- Care of older adults, Black maternal health, reentry to high school athletics post-injury (case dependent)

+ New This Year

Added a nutrition component to the program materials in anticipation of nutrition & dietetic practice learners joining the Clinical Discharge case in FY25.

IPEC Competencies

VE	C	TT	RR
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BLACK MATERNAL HEALTH

82 LEARNERS

Professions

Counseling & Behavioral Health Specialist
Physician
Physician Assistant
Public Health Practitioner

5 FACILITATORS

Professions

Counseling & Behavioral Health Specialist
Nurse, Advanced Practice
Pharmacist
JCIPE Staff

CLINICAL DISCHARGE

96 LEARNERS

Professions

Dietitian Nutritionist
Nurse
Nurse, Advanced Practice
Pharmacist
Physical Therapist
Physician

8 FACILITATORS

Professions

Exercise Scientist
Nurse, Advanced Practice
Occupational Therapist
Pharmacist
Physical Therapist
Physician
JCIPE Staff

RETURN TO SPORT

33 LEARNERS

Professions

Pre-Health Professional

4 FACILITATORS

Professions

Exercise Physiologist/Scientist
Occupational Therapist
JCIPE Staff

Program Outcomes | Assessment & Evaluation

METRIC	N	POST MEAN	POST SD
BLACK MATERNAL HEALTH			
Self-efficacy*	56	4.53	0.96
Program Evaluation	53	4.65	0.56
CLINICAL DISCHARGE			
Self-efficacy*	126	4.36	0.96
Program Evaluation	124	4.51	0.78
RETURN TO SPORT			
Self-efficacy*	28	4.68	0.80
Program Evaluation	28	4.57	0.73

*Self-efficacy in teamwork and ability to provide appropriate care (Max. = 5)

Scholarship Highlight

Brucato, M., DiNardo, K., Liskov, J., & Herge, E. A. (2023, October). *An interprofessional teamwork simulation to support Black maternal health: Team and standardized patient perspectives* [Oral presentation]. Philadelphia Area Simulation Conference, Lancaster, PA.

Pollen, T. Herge, E. A., Hunzinger, K. J., Brucato, M., DiNardo, K., & Hersey, K. (2024, June). *Outcomes of an interprofessional simulated patient encounter for undergraduate exercise science students* [Oral Presentation]. Thomas Jefferson University Faculty Days, virtual.

Team Simulation & Fearlessness Education (Team SAFE)

Students learn leadership, situational awareness, mutual support, and communication skills, with a special emphasis on speaking up about patient safety concerns using the national TeamSTEPPS® framework. Introductory Team SAFE involves practicing these skills in two low fidelity simulations, and Advanced Team SAFE builds on this learning with greater clinical complexity in a higher fidelity simulation.



Key Curricular Elements

- Interprofessional simulation
- Communication tools:
 - ♦ CUS (Concerned, Uncomfortable and Safety Issue)
 - ♦ 2-Challenge rule
 - ♦ SBAR (Situation, Background, Assessment, Recommendation)
- Leadership and team support

+ New This Year

Respiratory therapy students and faculty facilitators joined Introductory Team SAFE.

IPEC Competencies



INTRODUCTORY TEAM SAFE

1,101 LEARNERS

Professions

Athletic Trainer
Dietitian Nutritionist
Medical Imaging & Radiation Sciences Professional
Nurse
Occupational Therapist
Pharmacist
Physical Therapist
Physician
Physician Assistant
Public Health Practitioner
Respiratory Therapist
Speech-Language Pathologist

43 FACILITATORS

Professions

Athletic Trainer
Medical Laboratory Scientist
Nurse*
Nurse, Advanced Practice
Occupational Therapist
Pharmacist*
Physician
Physician Assistant
Respiratory Therapist
JCIPE Staff

ADVANCED TEAM SAFE

1,101 LEARNERS

Professions

Nurse
Nurse, Advanced Practice
Pharmacist
Physician

43 FACILITATORS

Professions

Nurse**
Nurse, Advanced Practice**
Other
Pharmacist**
Physician
Respiratory Therapist
JCIPE Staff

Program Outcomes | Assessment & Evaluation

METRIC	N	POST MEAN	POST SD
INTRODUCTORY TEAM SAFE			
Self-efficacy in Teamwork Skills (Max. = 5)	959	4.04	0.57
Program Evaluation (Max. = 5)	852	4.33	0.76
ADVANCED TEAM SAFE			
Self-efficacy in Teamwork Skills (Max. = 5)	374	3.84	0.42
Program Evaluation (Max. = 5)	374	4.53	0.59

Introductory Team SAFE: "This workshop will help me as I join teams in the clinical setting to efficiently and effectively treat emergencies."

– Student Physician

Advanced Team SAFE: "Great introduction to working in an interdisciplinary team. Emphasized importance of delegating tasks, closed-loop communication, and persistence in the face of resistance."

– Student Physician

*Introductory Team SAFE: One student nurse facilitator; one resident pharmacist facilitator.

**Advanced Team SAFE: One student nurse facilitator; one student advanced practice nurse facilitator; one resident pharmacist facilitator.

About Interprofessional Practice & Education

DEFINITIONS

Interprofessional Education (IPE)

occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

Interprofessional Collaborative Practice (IPCP)

takes place when multiple health workers from different professional backgrounds work together with patients, families, care[givers] and communities to deliver the highest quality of care.

World Health Organization, 2010

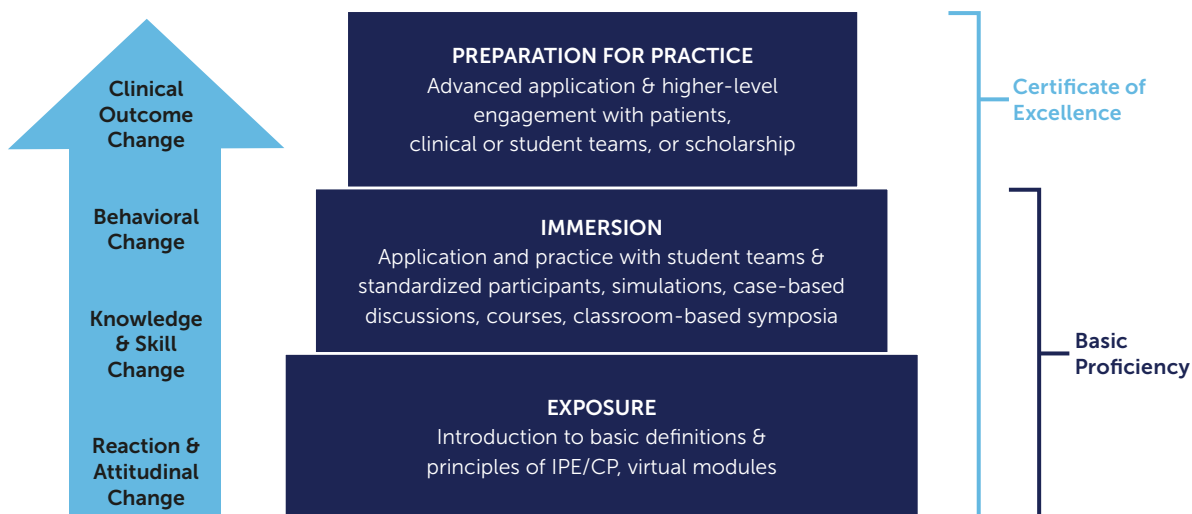
Competencies

IPE initiatives at Jefferson are guided by the Interprofessional Education Collaborative (IPEC) Core Competencies for Interprofessional Collaborative Practice. An adaptation of these was adopted by the University across all academic programs in 2011 shortly after their initial publication.

All IPE activities at Jefferson are organized within JCIPE's Interprofessional Collaborative Practice Curriculum Framework, a developmental model which categorizes IPE into three levels:

exposure, immersion, and preparation for practice. Each health professions program defines the pathway for its students to earn Basic Proficiency in Collaborative Practice. As learners advance from exposure to preparation for practice, they progress in developing attitudes, knowledge, skills, and behaviors related to IPCP and have an opportunity to earn a Certificate of Excellence in Interprofessional Collaborative Practice for advanced participation.

Interprofessional Collaborative Practice Curriculum Framework



The curriculum framework has three levels of interprofessional education programming and allows all health professions students to achieve Basic Proficiency in Collaborative Practice, as well as to have the opportunity to pursue a Certificate of Excellence in Interprofessional Collaborative Practice.



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