

UW HEALTH SCIENCES INTERPROFESSIONAL EDUCATION (IPE) INITIATIVE

Annual Report
2023-24 Academic Year
2024 Fiscal year

Prepared for the Health Sciences Board of Deans
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June 2024



Collage of photos from Mobile Health Outreach at Rosie's and Southend Tiny House Villages

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INTRODUCTION

As we approach the eight-year mark since Health Sciences Board of Deans funding began in Fall 2016, IPE @ UW continues to grow and innovate, while focusing on building programming that strengthens students' skills and knowledge in key areas related to effective collaboration. These skill areas include roles/responsibilities, values/ethics, communication, and fostering collaborative ways of being. Our curricular assessments demonstrate that students self-report and perceive meaningful growth in each of these areas.

In 2023-24 we took seriously the commitment to grow UW IPE opportunities "across the learning continuum". Dr. Karen McDonough (UW School of Medicine) joined the Center's leadership to focus growth on clinical skills training for foundational and clinical phase students. Moving IPE into the clinical learning spaces allows us to better align with the Institute of Medicine's mandate that IPE occur across the learning continuum, and allows for valuable interprofessional use of our new Health Sciences Education Building learning spaces.

We are proud of the thoughtful growth of our IPE program over the past year. IPE @ UW is an exemplar of collaborative, creative, and inclusive interprofessional work. We work across silos within the university and in the community to bring the most innovative ideas to life. Support from the UW Health Sciences Deans allows this work to continue to thrive and sustain, and for this we are so grateful.



Noa T. Brazg PhD, MSW, MPH
Director of Operations,
IPE @ UW



Karen McDonough, MD
Director of Clinical Learning
IPE @ UW

WE ARE PROUD OF ALL THAT WE ACCOMPLISHED OVER THE PAST YEAR!

1,000+

HEALTH SCIENCES
STUDENTS ENGAGED

80+

LEARNING
OPPORTUNITIES

"It was really great to be able to talk and meet people from other professions. It was a great reminder of the reason why I chose a career in healthcare in the first place" - Master of Public Health Student

100+

UW FACULTY / STAFF /
CLINICAN PARTNERS

This report intends to provide descriptions and details about accomplishments across our key work areas over the past academic year. For more information, please contact Noa T. Brazg: tbrazg@uw.edu.

PROGRAM OBJECTIVES

Strategic planning during Spring 2024 allowed the CHSIE leadership to hone in on the key program objectives for the BOD-supported IPE program @ UW. All work completed over the past year, as well as our strategic plan for 2024-25 discussed at the end of this report aligns with and promotes these three strategic objectives.

Objective 1

Meet all health sciences' programs' accreditation requirements through innovative and sustainable IPE programming in the classroom, community, or simulation settings.

Objective 2

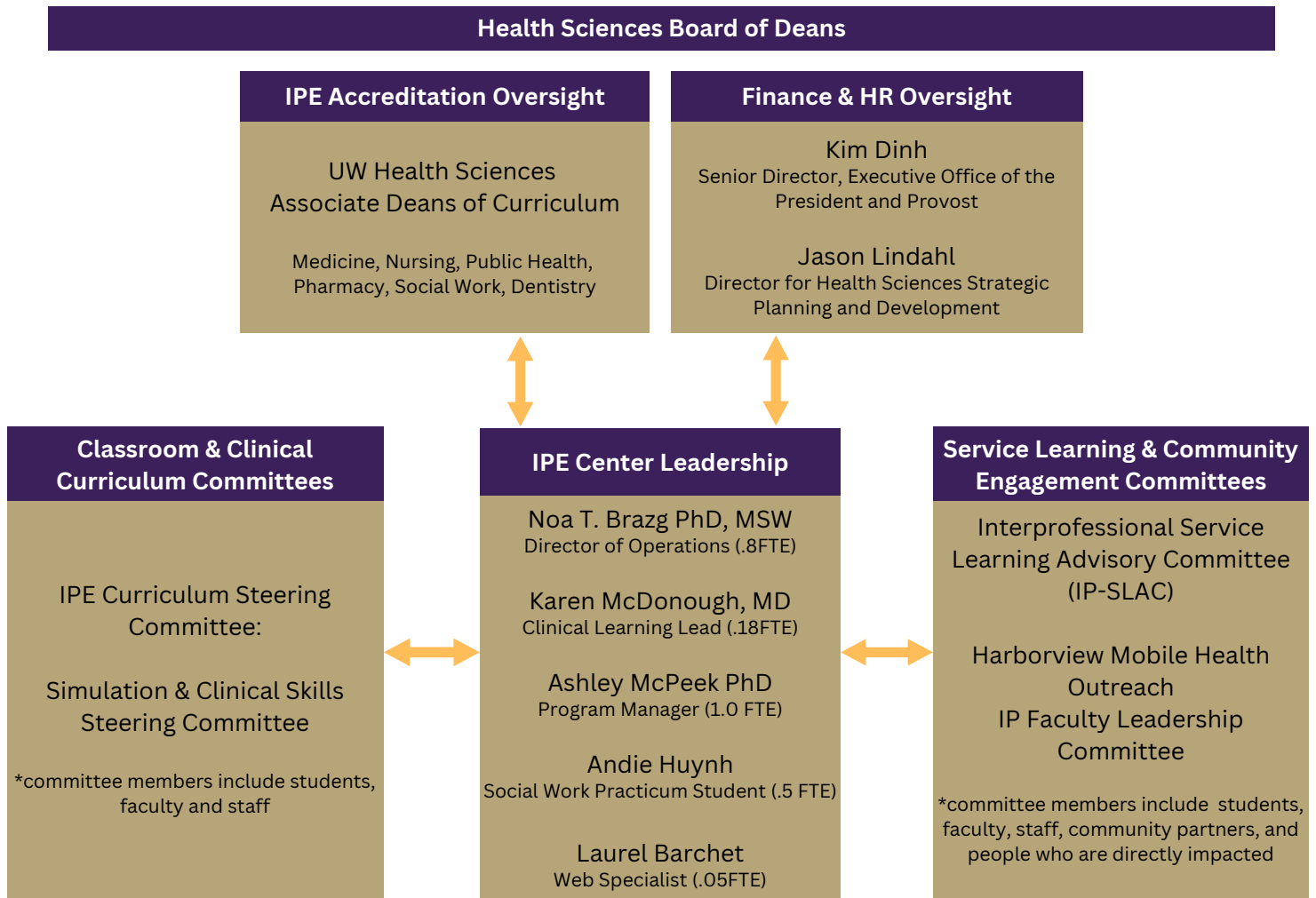
Increase skills of future health care professionals, specifically around roles/responsibilities, understanding of values, and team communication, with the goal of developing a future workforce better equipped to collaborate to improve patient care and health systems management.

Objective 3

Innovate and expand IPE @ UW, with the goals of becoming national leaders in IPE.

ORGANIZATIONAL MODEL

The visual summarizes the current leadership model for IPE @ UW, as well as the oversight and stakeholder committees. Key work areas for IPE @ UW are **classroom and clinical skills** curriculum and **community engagement / service learning**. Only paid faculty / staff are named in the model below. It is important to note that IPE @ UW programming is developed collaboratively by over 100 faculty, students, staff, and community partners!



WELCOME!

Ashley McPeek, PhD

IPE Program Manager
Hired July 2023



Before coming to UW, I worked as a clinical exercise physiologist with PT, MD, RN, DNP, and SW. I saw first hand how important interprofessional collaboration was for our patients. After completing my PhD, I jumped at the chance to join the IPE team at UW to help future health professionals learn these important skills.

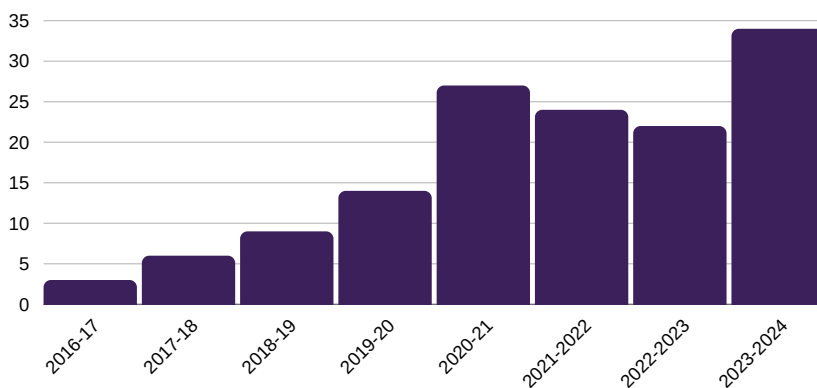
KEY WORK AREA 1: CLASSROOM-BASED CURRICULUM

Classroom-based learning is the foundational step on the education-to-practice learning continuum that enables effective collaboration in healthcare. CHSIE-coordinated IPE classroom curriculum provides case-based, active learning, and clinical skills workshops for health sciences students across 13 professional training programs. Since 2016, the number of classroom offerings has increased by 10X, and has continued to shift and change to meet changing accreditation requirements and the needs and interests of students and faculty. Over the past academic year, we developed, supported and implemented 34 classroom-based learning opportunities across two domains: IPE Core Curriculum and Elective IPE Curriculum.

2023-24 IPE Core Curriculum Participants by School

Dentistry (81)
Dietetics (6)
Medicine (106)
Doctor of Nursing Practice (130)
Bachelor of Nursing (225)
Pharmacy (100)
Physician Assistant (83)
Public Health (122)
Social Work (7)
Total (860)

IPE Classroom Sessions @ UW



Student groups throughout IPE Part 3.



"[In the classroom] I learned a lot about the values of other health professionals and their motivations for working in healthcare and I will seek to know those things about my future coworkers in different professions."

- Dietetics student

THE IPE CORE CURRICULUM

All Core Curriculum Learners participate in an Autumn introductory session that frames interprofessional education, roles, and teamwork skills.

Learners have a choice of Winter quarter sessions on a variety of topics or clinical skills workshops, then gather again in Spring quarter to reflect on and share their interprofessional experiences and set goals for future learning.



“It was great to hear many different health professional students discuss the example situation. Everyone had unique perspectives and we were able to come to a unified decision. It was good practice for working in a hospital setting.” - Medicine Student

TOPICS COVERED IN CORE IPE CURRICULUM:

Interprofessional Active Learning Sessions (iPALS):

- Clinical Bioethics
- Environmental Service Workers as Members of the Healthcare Team
- Language Interpreters as Members of the Healthcare Team
- Weight Stigma and Clinical Care
- Patient Perspectives: Addressing Stigma Related to Mental Health, Addiction, Homelessness and Incarceration
- Pathways and Intersections: Ceramics Interprofessional Education Session
- Climate Change and Health: Micro, Mezzo and Macro Considerations
- Culinary Medicine and Planetary Health

Clinical Skills Workshops:

- De-Escalation in Clinical Settings
- Naloxone Administration and Harm Reduction
- Common Errors in Blood Pressure Measurement
- Dermatology in Primary Care



INTRODUCTION
AND FRAMING +
HANDS ON
TEAM BUILDING



INTERPROFESSIONAL
ACTIVE LEARNING
SESSIONS +
CLINICAL SKILLS
WORKSHOPS



REFLECTION +
LOOKING TO THE
FUTURE

CLINICAL SKILLS WORKSHOPS

A new series of Clinical Skill Workshops gave students the opportunity to learn more about each others' professions as they practiced shared skills. Nursing and Dental students were required to attend one session of their choice, while other students opted in to workshops that they felt were relevant to their careers. Each topic was offered twice in Winter quarter.

Clinical Skills Sessions offered in 2023-24

De-Escalation
in Clinical
Settings

Common
Errors in Blood
Pressure
Measurement

Dermatology
in Primary
Care

Naloxone
Training and
Harm
Reduction

All workshops took place in the new Health Sciences Education classrooms and the Clinical Skills lab space. The lab space served a great purpose to encourage interprofessional dialogue and a real-world setting for clinical skill learning. Students demonstrated significant interest in these clinical sessions, many reaching capacity quickly after registration opened.



Health Science students practice biopsies on fruit while learning about interprofessional roles in dermatology.

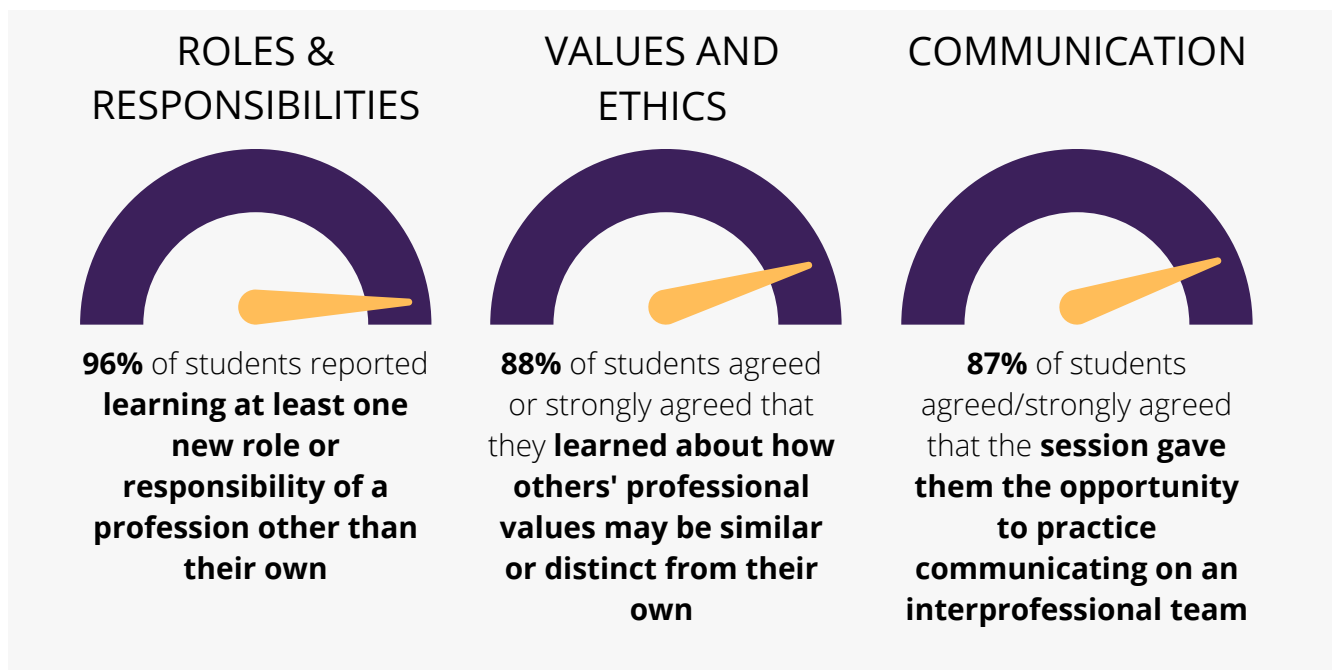


Jasmine Mangrum
Pharmacy Faculty and IPE
Champion

"I think clinical skills in IPE are a great way to help students learn about different professions and practice these skills in a more collaborative, patient-centered way. I also think it allows students to learn the importance and complexity of these skills and how they impact populations with health disparities and inequities."

PROGRAM EVALUATION: IPE Core Curriculum Parts 1 and 2

Our core curriculum classroom sessions are intended to impact three of the four Interprofessional Education Collaborative (IPEC) competency domains: **values and ethics for team-based care, communication, and understanding of professional roles and responsibilities** (Interprofessional Education Collaborative, 2023). Core curriculum students completed evaluations at the end of each Part 1 and Part 2 session, rating the impact of the session on each of these domains. Results from part 1 and 2 session evaluations completed in AY23-24 are summarized below.



Students were also asked to share 1-3 words that describe their experience with the IPE session:



PROGRAM EVALUATION: End of Year Learning Impact

At the end of the Core Curriculum, learners completed a Team Readiness Assessment, which was developed at another institution and adapted and validated by interprofessional faculty at the University of Washington. This retrospective pre/post survey asked students to reflect on their personal knowledge and skills:

- As you think you would have at the start of the school year
- As you would answer now, after working with other students in the classroom, community, sim lab, and/or clinical setting.

We conducted a paired sample t-test to determine whether, on average, there was a change in perception of knowledge and skills from the start of the year to the end of the year. Results below demonstrate that IPE Core Curriculum students reported/perceived improvement in all of the key areas assessed. (N=693; Likert Scale: 1= not at all; 5 = to a great extent). All changes were statistically significant ($p < .0001$).

Question	Pre-Mean	Post-Mean	Change	Change (%)
I am able to describe my professional role to another team member.	3.495	4.495	1.000	29%
I have a clear understanding of my role on an interprofessional team.	3.452	4.447	0.996	29%
I understand the roles and practices of other healthcare professionals.	3.183	4.173	0.990	31%
I am confident to share and exchange ideas in a team discussion.	3.511	4.371	0.860	24%
I am comfortable sharing responsibility for patient care with other professionals on a team.	3.860	4.525	0.665	17%
I perceive myself as someone who can successfully engage in inter professional collaborative practice.	3.990	4.599	0.610	15%
I encourage the voices and opinions of all colleagues across professions to be heard in team conversations.	4.203	4.690	0.487	12%
I feel open to working with people who have different personal and/or professional values/beliefs than me.	4.240	4.672	0.432	10%
I appreciate the skills, expertise and contributions of colleagues from other professions.	4.423	4.820	0.396	9%
I believe that the best decisions are made when team members openly share their views and ideas.	4.459	4.814	0.355	8%

IPE CORE CURRICULUM DEVELOPERS

The IPE Core Curriculum offers students a diverse and interesting set of learning opportunities in the classroom and the clinical skills lab. The curriculum covers a range of topics such as clinical bioethics labs, inclusivity on the healthcare team, patient voices, climate change and health, and using the arts to explore and develop teamwork skills. The dynamic curriculum is the result of an enormous amount of passion and expertise by our curriculum developers - faculty, staff, clinicians, students and community members representing the diversity of the health sciences.



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ADVOCATE



ANDERS LEDELL
MEDICAL STUDENT
& CERAMICIST

THE IPE ELECTIVE CURRICULUM



“Age-Friendly Healthcare provides an otherwise hard to find opportunity for students to observe and be a part of a high functioning and expert geriatrics interprofessional team in action as they address real world challenges for older adults in primary care. The course gives them a chance to share their knowledge across health professions student programs.”



Dr. Katherine Bennett, MD

Founding Medical Director of UW's Project ECHO-Geriatrics

While the IPE Core Curriculum is structured to fulfill all programs' accreditation requirements, the IPE program is curious, nimble, and interested in following the energy and expertise of our faculty, staff, students and community members. This approach allows us to collaborate with content experts in our greater UW community, who leverage their resources to broaden the breadth of high quality IPE experiences students can access during their time at UW.

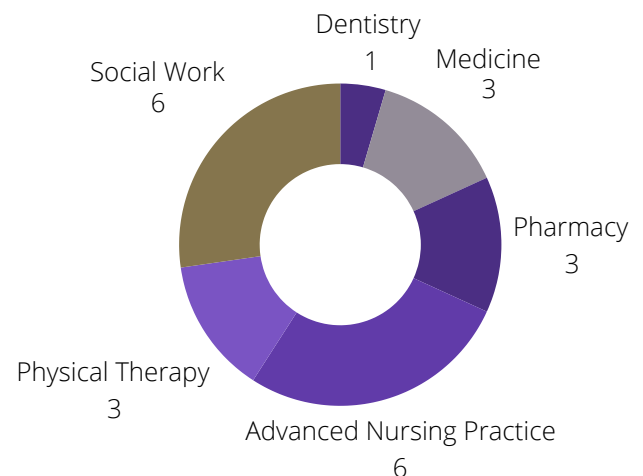
The Age-Friendly Healthcare: Interprofessional Training Program

is an example of such a collaboration. It is a cohort-based program offered in conjunction with the HRSA-funded Project ECHO-Geriatrics - a monthly interprofessional telementoring/consultation program for licensed clinicians focused on care of older adults in primary care.

As part of the IPE program developed by Dr. Kate Bennett, health sciences students were invited to join the Project ECHO sessions with practicing clinicians, and then were given additional discussion time after the clinicians departed the session. The training program was offered to graduate health sciences students across all UW campuses from October 2023 through May 2024 with meetings held on the 3rd Friday of each month. Participants were asked to participate in a minimum of three interprofessional telehealth case discussion sessions.

Based on the success of this program over the last 3 years, a Health Resources and Services Administration (HRSA) grant was renewed in May 2024 to support continuation of this course for another 5 years. Dr. Bennett is interested in publishing data about utilizing the existing resource of Project ECHO for growing high quality IPE.

Student participation in 2023-2024



KEY WORK AREA 2: COMMUNITY ENGAGEMENT & SERVICE LEARNING

Interprofessional community engagement and service learning provides the opportunity for students to operationalize what they are learning in the classroom in real-life team-based settings, while also serving the needs of our local communities. The projects provide opportunities for different Health Sciences students to work together to address inequities in healthcare and the health needs of underserved communities through collaboration with licensed clinicians and community partners. This work is comprised of community-driven and community-responsive delivery of services AND a reflective component asking students to integrate theories around health equity and collaboration with their practical experience.

Momentum and reach related to this area of work has grown each year since the start of BOD support. Over the 2023-24 academic year CHSIE coordinated three primary efforts in this work area:

THE LISTENING PROJECT @ SEATTLE/ KING COUNTY CLINIC

A unique interprofessional education program in the community that is intended to cultivate future health professionals' communication skills, empathy, and the value of listening to patients' stories.



HARBORVIEW MOBILE HEALTH OUTREACH PROGRAM

Health sciences students gain hands-on experience in teamwork, while working as part of the Harborview Medical Center Mobile Health Outreach Program and serving community members in need of health care.



INTERPROFESSIONAL SERVICE LEARNING ADVISORY COMMITTEE

The committee of health sciences faculty reviews and approves service learning and community engagement projects, confirms indemnity coverage, develops common policies and procedures for service learning.



SEATTLE/KING COUNTY CLINIC LISTENING PROJECT



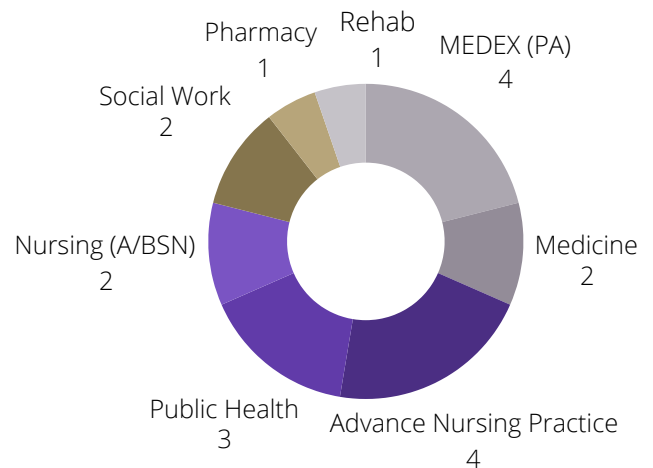
The **Listening Project** is a unique collaboration between the UW IPE Program and the Seattle/King County Clinic - a multi-day volunteer-driven clinic that provides free dental, vision and medical care to anyone in the region who struggles to access and/or afford healthcare.

Nineteen health sciences students representing social work, MEDEX, pharmacy, nursing, medicine, physical therapy, and public health, paired with an interprofessional partner, participated as clinic-embedded story gatherers, with the intention of:

- Learning through listening to patient and community narratives
- Amplifying the voices of those seeking care about their perception of what “health” and “good care” look like
- Engaging in critical self-reflection as related to values, ethics, communication and teamwork in healthcare



Health Sciences volunteers pose for a picture at the end of their 3 hour shift.



After volunteering, students rated several items related to teamwork on a Likert Scale (1 = strongly disagree, 5 = strongly agree); they reported strong agreement that the experience provided meaningful learning and growth.

<p>I had an opportunity today to cultivate my communication skills in a way that will be helpful when I interact with future patients.</p>	<p>Today's experience provided me with a deeper understanding of the circumstances that contribute to people's challenges accessing healthcare.</p>	<p>Today's experience helped me to connect what I have learned in the classroom with the lived experiences of community members.</p>	<p>Experiences like today will make me a better health care professional.</p>
<p>4.8</p>	<p>4.8</p>	<p>4.5</p>	<p>4.9</p>

HARBORVIEW MEDICAL CENTER MOBILE HEALTH OUTREACH

A Literal Vehicle for Collaboration!

In July 2019 School of Medicine Service Learning Program and CHSIE began partnering to develop a student-led mobile health program. We obtained a vehicle from UW Fleet Services, and since then have been working collaboratively with student organizations, community partners, faculty and staff to develop this innovative interprofessional community engagement program. In Summer 2022 School of Medicine Service Learning Program, CHSIE, and Harborview Downtown Services partnered to obtain a clinical partnership with Harborview Medical Center. Since then the collaborative team of students, faculty, clinicians and HMC administrators have been working to realize the implementation of a diagnose and treat mobile health outreach program.

Outreach Sites in 2023-24:

- Low Income Housing Institute Tiny House Villages
 - Rosie's (U District), Southend, Maple Leaf

UW Medicine
HARBORVIEW
MEDICAL CENTER



200+ Health Science
Graduate Student
Volunteers

44 Service Learning
Outreaches

29 Interprofessional
UW Preceptors

Skin and wound care was
the most common
medical concern

200+ Tiny House
Village Residents Served



Every successful outreach starts with a pre-brief huddle



Student volunteer taking patient vitals



Interprofessional student volunteers and preceptors pose for a picture after an outreach at Rosie's Village

HMC-MHO STUDENT ADVISORY COMMITTEE



Afra Mahmood
Medical Student



Andie Huynh
Social Work Student
CHSIE Practicum Student



Devon Woodley
Doctor of Nurse
Practitioner Student



Hang Tra
Pharmacy Student



Kendra Canton
Public Health Student



Tanya Ocampo
Physician Assistant Student

MHO FACULTY LEADERSHIP

Co-Medical Directors

Aynsley Duncan MD and Jocelyn James MD

Interprofessional Leaders

Charlotte Sanders MSW, LICSW, Gerald Tolbert MD, Genevieve Pagalilauan MD, Jasmine Mangrum PharmD, Jordi Despaigne, Karen McDonough MD, Keri DeGroot OTD, OTR/L, Leonora Clarke, Patricia Matsuda PT, PhD, DPT, Noa T. Brazg PhD, MSW, MPH, Ashley McPeck PhD, Tricia Madden, Yana Allen



Doing my practicum through CHSIE was the first time I got to work on interprofessional teams. The exposure to different perspectives made the experience a truly valuable learning opportunity and stretched my capacity for true collaboration. It also provided a safe space for me to hone in on my own voice and values as a social worker.

- Andie Huynh

INTERPROFESSIONAL SERVICE LEARNING ADVISORY COMMITTEE (IP-SLAC)

IP-SLAC is comprised of faculty and staff stakeholders from each of the six health sciences schools. The committee has delegated authority to review and approve student involved service learning and community engagement projects, confirms indemnity coverage, develops common policies and procedures for service learning, and serves as an advice-giving body for students, faculty and staff in the development or modification of interprofessional service projects. We maintain our partnership with the attorney general's office, UW Medicine sites of practice, and Health Sciences Administration to ensure safe, effective and meaningful interprofessional service learning projects.

In 2023-24 IP-SLAC expanded interprofessional service learning projects, provided feedback and guidance on several ongoing interprofessional student led projects and updated/renewed the existing service learning projects.

- University District Street Medicine (UDSM) expanded to a new location
- HMC-MHO expanded services to include diagnose and treat and an additional Tiny House Village
- Teeth and Toes expanded services to a new clinic location
- SHIFA expanded to more sites including a collaboration with Plymouth Housing
- Ongoing support is being provided for a student led project meeting the needs of asylum seekers in Tukwila

Committee Members

Outgoing Chair: Genevieve Pagalilauan, Medicine

Incoming Chair: Miruna Buta, Public Health

Administrative Lead: Ashley McPeek, CHSIE

Dentistry: Amy Kim & Sarah Lynch

Public Health: Miruna Buta (incoming chair)

Pharmacy: Jasmine Mangrum

Medicine: Gerald Tolbert, Mary Laya & Srirama Josyula

Rehab Medicine: Patricia Matsuda & Keri Degroot

Physician Assistant: Lois Thetford

Nursing: Ira Kantrowitz-Gordon

Social Work: Charlotte Sanders

CHSIE: Noa T. Brazg & Andie Huynh



Preceptor checks in with student volunteer at an outreach event to enhance learning.

EXTERNAL FUNDING & PARTNERSHIPS

Northwest Geriatrics Workforce Enhancement Center (NW GWEC)

As outlined above, CHSIE has partnered with the HRSA-funded NW GWEC on the Age-Friendly Healthcare Program. HRSA funding for the next cycle was recently approved and included 0.12 FTE to support CHSIE staff to help coordinate interprofessional learners for the Age Friendly Healthcare Training Program for the next five years.

American Medical Association Standardized BP Measurement Grant

Karen McDonough and the CHSIE team were awarded a small grant intended to improve the accuracy and standardization of BP measurements at community outreaches and in the classroom. We are working with faculty from Medicine, Nursing and Pharmacy on elective sessions offered during this academic year and hope to implement a common approach to teaching this important skill over the next year.

The Low Income Housing Institute

CHSIE and the Harborview Mobile Health Outreach Program works in partnership with the Low Income Housing institute (LIHI). LIHI started building Tiny House Shelters as a response to the homelessness crisis and as a replacement for tents. The Tiny House Shelters allow program participants to reclaim their dignity and get on a path to permanent housing, employment and connection to supportive services.

Center for Family & Child Well-Being and the Resilience Lab

BeREAL is an evidence-based approach to supporting well-being in undergraduates and social care professionals. CHSIE partnered with the developers of the program at the Center for Family & Child Well-Being to offer the BeREAL series to Health Sciences faculty and staff in Spring 2024. Several health sciences faculty and staff completed facilitator training through the Center for Family & Child Well-Being and we intend to offer BeREAL to UW Health Sciences students in the next academic year.



LOOKING AHEAD TO 2024-25

During Spring 2024 the CHSIE leadership developed a one-year strategic plan focused on sustaining, developing, implementing and evaluating innovative IPE curriculum and programming, with attention to our key program objectives (p. 2). The strategic plan outlines specific activities and measurable outcomes for the coming year that include the development of **new initiatives** such as:

- return all Core Curriculum learning to in-person learning!
- include a service learning opportunity in the IPE Core Curriculum Part 2 offerings
- implement a new registration system for students to conveniently register for and track their IPE accreditation requirement
- recruit a cohort of Faculty IPE Teaching Fellows to serve as a core group of teachers/facilitators for the IPE Core Curriculum
- locate and gather the key faculty stakeholders for clinical curriculum, conduct a needs assessment, and develop new interprofessional simulation sessions that can be delivered in the sixth floor sim lab
- grow the number of interprofessional preceptors who are working to support the mobile health outreach program (e.g., DNP, PA, SW)
- implement a pilot wellness program for health sciences students, as a vector for interprofessional education
- partner with University of California San Francisco to bring an IPE Scholar in Residence program to students at two institutions
- develop and co-lead with UCSF IPE Center a Western IPE Consortium



UW HEALTH SCIENCES BOARD OF DEANS, THANK YOU FOR YOUR SUPPORT!

