

# COLLABORATIVE HEALTHCARE

INTERPROFESSIONAL PRACTICE,  
EDUCATION, AND EVALUATION

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## FROM THE EDITORS

Welcome to the winter 2022 edition of our newsletter! As we begin a new year, we at JCIPE are both optimistic and exhausted. Like many of you, we feel the excitement of new beginnings, which for us will comprise the launch of several new programs and initiatives, all of which target issues of racial and social injustice and two that bridge the gap between education and practice. We feel disheartened by yet another surge of the COVID-19 pandemic and the continued drain it places on us individually and on our care teams, as well as the disparities in health care and outcomes it continues to highlight.

This edition's articles underscore the intersection between such injustices and interprofessional training and teamwork. They remind us of the heart of our work: addressing systemic issues – related to teamwork and to racial and social injustice – to improve health outcomes and community health. Our faculty champion, Dr. Louis Hunter, notes this: "I think that IPE, especially JCIPE's IPE programs, teach Jefferson students the importance of bringing professions together in teams to address the health needs of individuals and communities both local and global, especially vulnerable populations." Student champion Ashton Guidebeck echoes the sentiment: "health care uninformed by the studies of social determinants of health leaves us with inadequate explanations for understanding health concerns, and consequently, inadequate remedies for combating them. IPE/CP has proven to be one effective way of addressing such oversights in the current healthcare system."

Ashton and two companion reflections, one by Health Mentor (community volunteer) Jon Moore and one by nursing student David Kaplan, touch on our Health Mentors Program (HMP) Design Sprint. The Design Sprint is a quintessential example of working collaboratively for a common goal, in this case improving our flagship HMP, which applies the Social-Ecological Model to enhance understanding of the social determinants of health. This two-hour design thinking exercise, led by interprofessional colleagues in Jefferson's Health Design Lab, resulted in stakeholders of all types reimagining the student team and Health Mentor partnership and how to help enhance this partnership during the course of the program. Just as Design Sprint participants did, we hear about the HMP experience from multiple perspectives and feel the powerful role our Health Mentors play as educators of the patient – and human – experience and how they help make us more aware of our biases.

An article by Drs. Jeannette Kates, Susan Toth-Cohen, and Richard Hass describing the effects of a 3-D interprofessional virtual Alzheimer's training further demonstrates the interconnectedness of interprofessional teamwork and racial and social justice and the value of using interprofessional education as a mechanism to teach about systemic injustice. Working together during virtual simulations, learners gained confidence and knowledge in caring for dementia patients and in assisting their caregivers. They also appreciated their teammates and the varying contributions

of their teammates to the care of their simulated Alzheimer's patient.

Dr. Angela Gerolamo reflects on interprofessional contributions in describing research conducted with colleague Dr. Kristin Rising around uncertainty during acute care. Their work supports the need for the development and delivery of integrated interventions addressing behavioral health and psychosocial needs, as well as physical needs during care transitions. It also adds credence to collaborative, interprofessional research to uncover and support new solutions to complex problems. The goal of the work, like that of our Center, is to improve health outcomes leveraging interprofessional expertise.

A final manuscript deals with another pressing issue in the field: assessment of interprofessional competencies. Dr. Richard Hass and Jasmine Lama look at ceiling effects and take on the difficult task of how to train learners to give discriminating and meaningful feedback. The question, with the promise of helping to build a more patient-centered, team-based workforce, seems even more urgent in light of the dramatic effects of the COVID-19 pandemic and the social determinants of health and other racial and social justice issues threaded through this edition of the newsletter.

We know that our colleagues near and far are grappling with many of the same issues and we look forward to engaging with and learning from you in these efforts. We hope that 2022 brings new adventures in your work and life and always more optimism and excitement than exhaustion!