

FROM THE EDITORS

We're so excited to share this Spring/Summer edition of our newsletter! As the academic year comes to a close, we look back on another year filled with ups and downs, incredible accomplishments and ongoing challenges. Life during the COVID-19 pandemic has changed. Relative widespread vaccination and declining mortality and hospitalization rates have allowed a slow return to prior routines and activities for many. Yet infection rates are still on the rise as we continue to mourn the lives lost to COVID in the U.S. and globally, and grapple with its prolonged impact. For many of us, COVID has highlighted the value of our work and the need to pull together and rely on each other to overcome adversity. It has also shed light on the fragility of life along with the importance of maintaining boundaries and work-life balance, and the need to invest time and attention to our mental and emotional health, both at and outside of work. The devotion of time and attention to our mental and emotional health, however, is not only vital at an individual level but imperative on larger scales; teams, organizations, institutions, and society must consider approaches to support well-being in a systematic way. The collaboration of different health professions will be essential to build a culture of wellness for health providers and support the fourth aspect of the "Quadruple Aim"- to enhance provider job satisfaction.

This edition's articles underscore the *longitudinal* development of competencies in interprofessional collaboration as well as the relationship of *identity* to interprofessional collaboration. Rather than being a "one and done" experience, or a "see one, do one, teach one" procedure, interprofessional education (IPE) is an iterative process that requires scaffolding education and reinforcement through experiential learning. Further, developing skills and behaviors for team-based care relies upon developing a "team-member identity" in addition to our uni-professional identities, referred to by some as

a "dual identity" (HPAC, 2019). The process of developing a team-member identity involves expanding our uni-professional identities to include the expectation of belonging to or participating on an interprofessional team. Our interprofessional or team identity develops over time in parallel with the competencies in our individual professions as well as in interprofessional collaborative practice.

A key part of professional identity formation is socialization. Socialization is the process of interacting with others, identifying "who you are" and learning acceptable ways to behave. Khalili et al. (2013) describe how our socialization into different professions starts early in childhood, well before matriculation in licensing programs, as we develop notions about specific professions that shape career selection. Khalili and colleagues (2013) explain how our early notions of different professions often contain myths and misconceptions. As a result, a major, if not the first, step of interprofessional education must involve interprofessional socialization, the bringing together of learners from different health professions to learn about, from, and with each other in order to dismantle them.

In light of these concepts, we are thrilled to share important contributions to this edition's newsletter. The team members from Regis University share their work on introducing IPE at the undergraduate level, intentionally embarking on developing interprofessional identity before entering into uni-professional programs. Additionally, a group from the University of Wisconsin highlights its team's utilization of micro-credentialing which serves to recognize achievement of milestones in collaborative practice. Their work frames the longitudinal development of competencies in interprofessional collaborative practice and captures this process through progressive badges that emphasize the growth of teamwork skills in professional development. Indiana University colleagues describe the evaluation of their longitudinal IPE curriculum which also features a progressive framework in

competency development. Successful features of their longitudinal IPE curriculum involve flexibility, sustainability, and transparency.

The notions of team or interprofessional identity and the importance of interprofessional socialization are also clearly illustrated in our student reflections. Brian Donnelly of the FACT-2 (second degree) Nursing Program describes his participation in the Interprofessional Palliative Care Program and the impact of "...*collectively working towards solving or unpacking a problem*" with an interprofessional team. He expresses how one of the major benefits of this program involved "...*working alongside students from various fields who share a mutual passion for the subject matter.*" Meredith Gray, an Occupational Therapy student, tells about her participation in interprofessional simulation programs as essential preparation for future practice as "...*we will need to have interprofessional interactions on a daily basis.*" She voices the importance of IPE in giving students the opportunity to learn about the roles of other health professionals and "...*develop language to communicate our own professional ideas and goals to others.*"

We hope you enjoy this collection of thoughtful pieces. We are grateful to our contributors to the newsletter and to our JCIPE team for their amazing work and dedication. We hope the summer brings you all an opportunity to refresh and rejuvenate!

References

Health Professions Accreditors Collaborative, (HPEC). (2019). *Guidance on developing quality interprofessional education for the health professions*. Chicago, IL: Health Professions Accreditors Collaborative

Khalili, H., Orchard, C., Spence Laschinger, H., & Farah, R. (2013). An interprofessional socialization framework for developing an interprofessional identity among health professions students. *Journal of Interprofessional Care*, 27(6), 448-453. <https://doi.org/10.3109/13561820.2013.804042>