

COLLABORATIVE HEALTHCARE

INTERPROFESSIONAL PRACTICE, EDUCATION, AND EVALUATION

Spring/Summer 2024 | Vol. 14 No. 2

FROM THE EDITORS

Spring is a time to celebrate the outcomes of dedicated efforts throughout the academic year. We at Jefferson Center for Interprofessional Practice & Education (JCIPE) encourage you to celebrate together with those in other professions. Not only is it important to come together in our work, but it is just as important to come together to recognize each other's achievements—to desilo our celebrations! At JCIPE, we are taking steps to celebrate more collaboratively too. Each spring, JCIPE bestows the James B. Erdmann Awards for Excellence in Interprofessional Education & Collaborative Practice to members of the Jefferson community for outstanding contributions to interprofessional education and collaborative practice (IPE/CP). Previously, awardees were recognized in separate ceremonies at their respective colleges. This year, JCIPE was proud to honor awardees together in the first annual JCIPE Recognition Ceremony. The inaugural in-person interprofessional event also recognized over 100 program facilitators representing 20+ professions who each contributed one to 60+ hours to support IPE at Jefferson this year. We were

grateful to connect with the interprofessional community in this culminating gathering!

In the spirit of interprofessional connection, JCIPE's Director of Assessment, Evaluation & Research was selected to participate in the Interprofessional Global Summer Research Planning Summit in April. The Planning Summit hosted IPE/CP researchers, content experts, educators, and practitioners from across the globe, together at Winston-Salem State University, North Carolina. The two-day event initiated the development of a summer IPE/CP research institute, launched an ongoing virtual collaboration to realize this initiative, and established new interprofessional and international connections.

In this edition of our newsletter, we delve further into the theme of meaningful connections in IPE/CP. What does meaningful interprofessional connection look like, and how do we establish and build strong collaborations? The three pieces featured in this issue provide unique perspectives on this topic, highlighting the importance of intentional engagement and adaptability in fostering effective

interprofessional relationships, and demonstrating ways that technology can support or detract from these efforts.

The first piece by Tina Patel Gunaldo and Reena DePaolo explores the role of LinkedIn® as an interprofessional networking platform. They emphasize the power of LinkedIn in building connections and resource sharing beyond traditional academic circles. The authors provide practical tips on how to engage with the platform to maximize opportunities for interprofessional collaboration. The piece underscores the importance of leveraging technology to foster meaningful interprofessional connections and learning from community.

In the second piece, medical student Jessica O'Keeffe interviews Pat Noto, a Health Mentor in the Jefferson Health Mentors Program. In her interview, Ms. Noto elucidates the importance of active listening and engagement for meaningful patient-provider connections and cautions that learners' over-attention to technological devices can get in the way. Ms. O'Keeffe reflects on Jefferson's Health Mentors

Continued on page 2

- 1 Letter from the Editors
- 2 JCIPE Updates
- 3 Team Reflection on the J-SICCC Experience
- 4 Expanding Awareness and Engagement in Interprofessional Education and Collaborative Practice Through LinkedIn®
- 6 Interview of Health Mentor: Pat Noto
- 8 JCIPE Awards and Recognition - 2024 Award Recipients
- 10 Meet an IPE Staff Champion
- 10 Meet an IPE Alumna Champion

Program from a student's perspective, highlighting lessons learned from interprofessional peers and from Ms. Noto's lived experience as a patient and caregiver.

The third piece presents the experiences of a group of pre-health professions students

in the Jefferson Student Interprofessional Complex Care Collaborative. The students share their journey working with a patient with complex care needs. Their experience demonstrates the value of interprofessional collaboration and building trust for providing holistic and compassionate care.

Thank you for your continued support and engagement with our newsletter. We hope these pieces inspire you to explore new ways of fostering meaningful interprofessional connections in your own practice.

JCIPE Updates

Alzheimer's Virtual Interprofessional Training (AVIT): The AVIT team is exploring a new web-based virtual reality platform, Spatial, to run virtual programs. Student feedback from our spring program, which



▲ JCIPE training for AVIT

included 38 students from six professions, was positive: *"I will always make sure to actively engage my patient in their own care. I never want them to feel as if I am 'talking at them' and not 'talking with them.' Giving them a sense of autonomy goes a long way in improving their health outcomes, in all populations but especially in patients with Alzheimer's Disease."* Post-program surveys also showed that students found the Virtual Dementia Tour (VDT) simulation experience prior to AVIT to be a meaningful one. We are now trying to develop ways to more formally incorporate it for the future.

Community Voices: Community Voices, jointly administered by JCIPE, Jefferson Humanities & Health, and Jefferson College of Population Health, is a candid conversation series during which Jefferson students, faculty, and staff have the opportunity to hear from community members about their real experiences at the intersection of healthcare, wellbeing, and identity.

This past semester, the team hosted three sessions with guests Pastor R. Shawn Edmonds, who addressed Black men's mental health; Oronde McClain, who discussed his experience as a survivor of gun violence in Philadelphia; and Carol Campbell, who related her experiences as an immigrant navigating the health and social systems in the U.S.

Health Mentors Program (HMP): Module 2 Small Group Sessions were held in April, with 140 team presentations on their in-person and virtual visits to health mentors' homes. Teams discussed what matters to their mentors and mentors' barriers and supports in the context of the 4Ms (medication, mobility, mentation, what matters) framework of Age-Friendly Health Systems. Recruitment for new mentors is underway.

Interprofessional Palliative Care: The Interprofessional Palliative Care Program wrapped up in April with each sub-team delivering a presentation on a subject they selected. The opportunity to shadow palliative care providers offered three options this year and continues to be popular. One student reflected, *"As a physician with different medical experience compared to the United States, I think this program should be included in the medical school curriculum to implement the importance of the collaboration that teams need to improve the outcome of patient health and care provided."*

Jefferson Student Interprofessional Complex Care Collaborative (J-SICCC): The J-SICCC program wrapped up in April with a panel discussion on how J-SICCC skills are used in practice, followed by eight team presentations from students across 11 professions. One student shared, *"I have learned so much from my team members these past few months and we were always willing to work together to find solutions for our patient. I appreciate the grace and empathy they not only showed our patient but each other."* Student recruitment for the 2024-25 cohort has begun and the application deadline is July 15th; advisor recruitment is underway; and, the 2024-2025 Kick-Off is scheduled for mid-September.

Persons experiencing homelessness Interprofessional Virtual Outreach Training (PIVOT): PIVOT is also exploring the use of Spatial, a web-based virtual reality platform. Rather than running a spring PIVOT cohort, the team is developing a Spatial environment to pilot a case on the new platform.

Continued on page 3

Previous PIVOT participants have been invited to visit the [Unhoused Exhibit at the Mutter Museum](#) this spring/summer.

Project Extension for Community Healthcare Outcomes (ECHO):

ECHO hosted three series this spring: the Integrated Behavioral Health team kicked off its Women’s Health and Menopause series in March. Jefferson Addiction Medicine Services (JAMS) began its Inpatient Care for Opioid Use Disorder in April, and our newest partner, the Jefferson FAB Center for Complex Care (for Adolescents & Beyond), launched its series on Patient Care for People with Intellectual and Developmental Disabilities in April. JCIPE is in the process of planning new series for next year.

Team Care Planning (TCP): TCP offered two cases this spring: the Black Maternal Health case in March included 68 students from Community & Trauma Counseling, Couple & Family Therapy, and Physician Assistant programs, and the Return to Sport case in April included 33 undergraduate Exercise Science students, some of whom are on a pre-professional track for Athletic Training, Occupational Therapy, or Physical Therapy from the East Falls Campus. Students greatly valued feedback from the simulated patients: *“The feedback was phenomenal. The thing that has stuck with me is how to communicate the knowledge, statistics, and roles in the situation to ease tension as well as communicate effectively.”* The team continues to work on the TCP program implementation package related to each of the three cases for dissemination to other institutions. It will now include both the Black Maternal Health and Return to Sport cases, in addition to our original Clinical Discharge one. Colleagues from

Quinnipiac University will run one of the TCP cases in fall 2024 to provide feedback on the package.

Team Simulation and Fearlessness Education (TeamSAFE): Advanced TeamSAFE took place in March with 478 students from Medicine, Nursing, Pediatric Nurse Practitioner, and Pharmacy. Facilitators enjoyed running more clinically complex cases than in the Introductory TeamSAFE program and hearing about the future plans of our newly matched medicine and graduating nursing and pharmacy students!

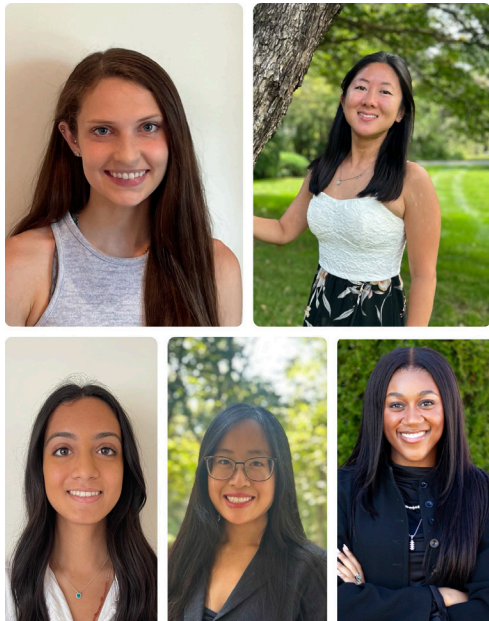
After receiving a Center for Faculty Development & Nexus Learning grant, the TeamSAFE team piloted a new program called TeamMICRO (**M**icroaggression **I**nterventions for **C**ollabo**R**ative **O**utcomes). It ran in April with 14 students from Health Services, Medicine, Occupational Therapy, Pharmacy, and Public Health. Students completed pre-work to learn about microaggressions and strategies to address them, and then had two encounters with simulated participants to practice speaking up in the face of microaggressions. Feedback from students included the suggestion to *“implement in coursework and make the program mandatory learning.”*

Jefferson Teamwork Observation Guide® (JTOG®): A digital training packet is being assembled for institutions interested in the Jefferson Teamwork Observation Guide® Mobile App.

Research is underway with the University of Oklahoma Health Sciences Center on the first cross-institutional study of the JTOG® tool.

Please email jcipe@jefferson.edu for more information about the JTOG tool or to schedule a demonstration of the JTOG Mobile App.

Team Reflection on the J-SICCC Experience



▲ Clockwise from top left: **Leah Owen-Oliner** (Medicine), **Phoebe Perkins** (Occupational Therapy), **Oreoluwa James** (Public Health), **Joria Le** (Postbaccalaureate), and **Priya Modi** (Biology)

Over the past year, we – a group of pre/health professional students – had the immense privilege to participate in the Jefferson Student Interprofessional Complex Care Collaborative (J-SICCC). Our team, composed of five students from diverse backgrounds and areas of study in pre-health and health professions programs, met and began working together in July 2023. With the help of advisors from similarly heterogenous fields, we embarked on a year-long journey with a simple, but not easy, goal: work alongside a single patient with complex care needs to navigate the tumultuous world of health and healthcare.

We first met our patient, TL, last September at a primary care appointment and learned of her numerous medical concerns, including type 2 diabetes mellitus, congestive heart failure,

gastroesophageal reflux disease, and borderline chronic obstructive pulmonary disease. It could have been easy to see TL as just a list of diagnoses, but we knew how crucial it was to understand her as a person first. TL is a mother of two, grandmother of seven, former security guard, and lover of R&B music and getting her nails done. She is a woman who has many responsibilities to her family and who never ceases to amaze us with her kindness.

Using our interprofessional knowledge, we collaborated with TL to develop a list of preliminary goals. Our list shrunk and grew throughout the year as we crossed some items off and added others as needs arose. Some of our initial successes with TL included organizing and discarding her outdated prescription bottles; researching recipes to make her diet more diabetes-

Continued on page 4

friendly; increasing health literacy regarding her chronic conditions; and organizing trips to various specialist providers.

Some of the goals to address were TL's (she is nothing if not a woman who knows what she wants!) and some were areas of concern we recognized based on our professional training. For example, we learned that TL was struggling to self-administer her once-daily insulin shot and often relied on family members whose busy schedules precluded a regular dosing interval. Drawing upon a knowledge of medicine, we were able to obtain a referral for TL to see an endocrinologist regarding a glucose monitor and an insulin pump, which she is now at the beginning stages of obtaining. In the meantime, we brainstormed strategies with TL to ensure timely insulin dosing using an OT perspective. For example, we explored what social support she had for assistance and what routines she could follow to ensure appropriate continuity of injection. This was a clear example of the strength of interprofessional collaboration to achieve the best longitudinal patient outcome.

Not all aspects of our work with TL were immediately or even fully successful. For example, our efforts to encourage smoking cessation were met with some resistance. TL had previously cut down her smoking from a pack or more to just a handful of cigarettes per day but did not want to give up smoking during a more hectic or emotionally-taxing day. Similarly, when TL revealed to us that she was persistently "feeling down", she was unsure about the utility of talking to a therapist or even a friend. With small and kind nudges over the course of many meetings, we worked collaboratively with TL to come up with tricks to avoid reaching for a cigarette ("try listening to your favorite song to delay giving in to the urge"), and we set up a preliminary Zoom account and completed an application along with TL for a telehealth therapy service. In these instances, TL was vulnerable with us and needed to work through her contemplative stage in a slow and gentle manner (Prochaska & Velicer, 1997). These experiences will inform our future practice, serving as a reminder that we need to work with the patient to encourage change, not enforce it upon them.

As a team, we had a brief and intimate glimpse into the various factors that contribute to a client's decisions in navigating their health and wellness. We learned from each other, from our patient, and from our own (sometimes surprising) ability to handle tough situations despite still being students. These experiences, as well as many more moments with TL and each other, are a true testament to the power of team-based care centered around a patient. We think TL summed it up best during a recent meeting: "you all did great individually and as a group; everyone had something to contribute to what was going on with me."

REFERENCES

Prochaska, J.O., Velicer, W.F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion*, 12(1), 38-48. <https://doi:10.4278/0890-1171-12.1.38>

Expanding Awareness and Engagement in Interprofessional Education and Collaborative Practice Through LinkedIn®

Tina Patel Gualdo, PhD, DPT, MHS
Reena DePaolo, MS

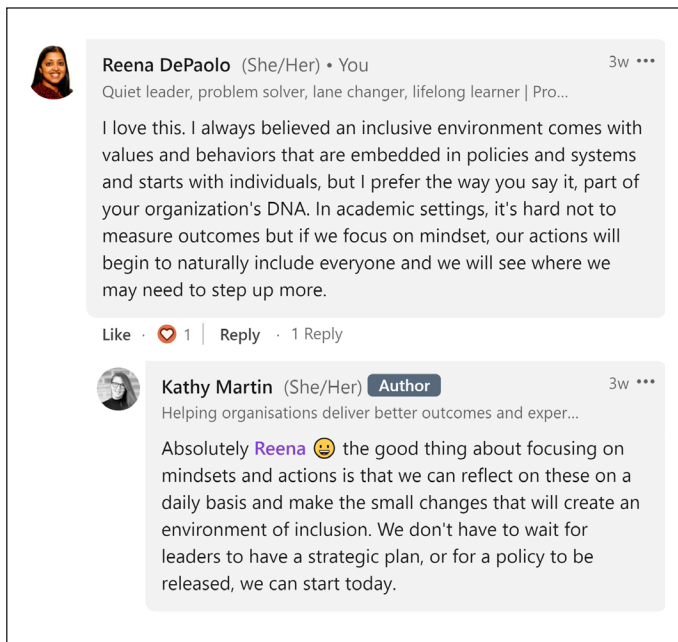
Social media platforms have transformed the way we learn and connect with others across the globe. These platforms provide virtual synchronous and asynchronous opportunities for professionals from diverse backgrounds to share insights, discuss best practices, and collaborate. Interprofessional work involves collaboration of health and social care professionals both across the healthcare system and with individuals in related fields, such as law or environmental services. As a professional networking platform, LinkedIn® provides an opportunity to connect with professionals in other fields outside of traditional conferences and institutional settings.

Professionals use LinkedIn for a variety of purposes that progress as their careers and interests change. For example, in 2022, Tina's main purpose for using the platform was to network and connect with others in interprofessional education (IPE) who she did not typically see at IPE gatherings. Now, in 2024, she still uses LinkedIn for this purpose, but is also using it to increase awareness of her business, Collaborate for Health. Tina has even used LinkedIn to find new connections with interprofessional experience to serve as judges of IPE presentations at Louisiana State University. When Reena first joined LinkedIn in 2007, she used it to find information and resources from her current network to share with undergraduates in her educational programs and to improve the planning and

“ 9 of the 20 judges engaged in our IPE presentations this academic year came from intentionally building relationships on LinkedIn. The judges are external to our institution and my traditional IPE colleagues. Most are in practice not associated with academic institutions, and all believe in the IP approach. ”
— Tina P. Gualdo

execution of these programs. Now, her focus has shifted to building new connections and finding content centered on leadership and the future of education and work.

These examples demonstrate the power of LinkedIn for building community and



▲ Comment from Kathy Martin's post in the Diversity and Inclusion Leadership group.

connections. Finding your community on this platform may seem obvious when connecting with individuals in your specific field, but LinkedIn can also be helpful for engagement beyond your typical academic circles, if you know how to engage with it. To get started, it can be useful to know a bit about LinkedIn's 'algorithm', and how your engagement with the platform impacts what content you see and who you can connect with.

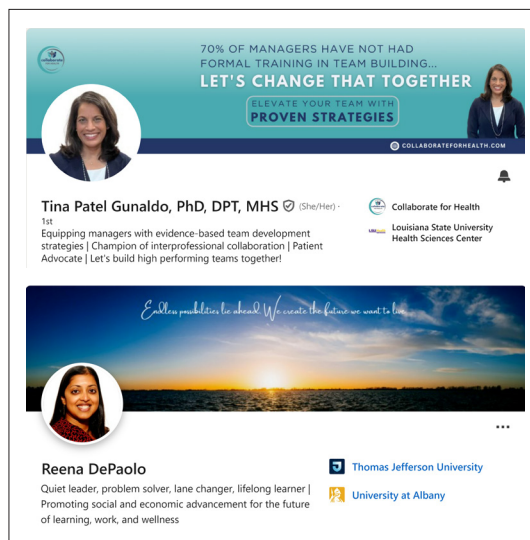
Unlike some other social platforms, LinkedIn wants individual users to make meaningful connections rather than promoting viral content. Newsfeeds share posts relevant to each user, so your activity determines what content is featured but on LinkedIn the intent is for individuals to engage in a way that brings value to the experience. Therefore, the algorithm prioritizes the quality of the post and filters for spam, which is not common with most other platforms, and it considers consistency of posts. Only a few platforms consider engagement and credibility, but LinkedIn specifically focuses on engaging a professional audience. You will see more posts from those you engage with most and more content related to posts you have already clicked on, shared, and searched.

Your own posts need to do well with your network (e.g., first-degree connections and those you interact with) before they reach a broader audience, and you cast an even wider net if you tag a person or organization. The algorithm looks at how relevant a post is to other users based on topic, language, attachments, links, and tags. If you're only engaging with the people or organizations that you already know, they will be prioritized in your news feed, and you may miss out on a wealth of information and opportunities.

If you are ready to expand your opportunities for collaboration and connection with LinkedIn, here are three things you can do:

1. Optimize your profile.

This means that each part of your LinkedIn profile is complete. This helps your profile rank higher in LinkedIn searches and helps others who might want to connect or follow you.



▲ Examples of LinkedIn banners and headlines from the authors.

- Start by using a clear, updated profile image on a plain background. Your face should fill approximately 2/3 of the circular space.
- Be creative with your headline. Located under your name, your headline tells us who you are, your area of interest, and expertise. If you are not a creative person, that is okay. At a minimum include your job title and profession.
- Finish by designing a banner, and if you have interprofessional experience, be sure to mention it in the "About" or "Experience" sections so others can find you.

If you need help creating a banner, you can create a free [Canva](#) account and customize one of their templates.

Now that you have provided LinkedIn with information about yourself, it's time to connect with others.

2. Find your community.

- Type keyword(s) of interest in the search bar ("interprofessional", "IPE", "caregiver", "teamwork researcher", etc.).
 - Click "People".
 - Identify individuals you know or would like to know, and "Connect" with them. Message anyone you "Connect" with and let them know why you are interested in connecting.
 - "Follow" anyone you would like to see in *your feed*. Following allows you to see posts from others from whom you want to learn more.

Your interprofessional community can introduce you to new programs and tools, provide research opportunities, create unexpected partnerships, and more. From early career to senior leadership, the networking opportunity through LinkedIn provides more than simply connections with potential employers.

Continued on page 6

3. Discover the discussions and build your network!

- Type a keyword(s) of interest in the search bar.
 - Click “Posts” and begin to engage!

Remember, LinkedIn will show you posts similar to the ones you engage with most. While you can react to (e.g., “Like”), or share a post, adding a comment or sharing with your own thoughts leads to greater engagement. Tagging connections who are included in the content or who may find your post interesting helps to increase awareness of IPE work and engagement with others.



▲ Example of tagging a user and including relevant hashtags in a post

- Click “Groups” and request to join or create your own group.
 - Two examples of interprofessional groups we have discovered through LinkedIn are the [Interprofessional Critical Care Network \(ICCN\)](#) and the [Interprofessional Primary Care Institute](#).

If you are interested in topics that can

“ I appreciate learning from and engaging with the Interprofessional Primary Care Institute. They create their own content, but share what others are doing as well. I see their efforts as an opportunity to strengthen the education-to-practice gap. — Tina P. Gunaldo ”

complement your interprofessional work, (e.g., social determinants of health or use of AI in IP curricula), search by those keywords. If you do not see a group that meets your needs, seize the opportunity to create one and invite your IP colleagues to join.

In an increasingly virtual world, LinkedIn provides an opportunity to broaden our connections and learn about, from, and with

DID YOU KNOW?

LinkedIn

- is 21 years old
- is available in 26 languages
- has 1 billion members
 - 78% are from outside the U.S.
 - 200 countries
- users are mostly between ages 30-49

<https://blog.hootsuite.com/linkedin-statistics-business/>

each other. Your level of engagement on this platform will maximize your experience, so add a meaningful comment on someone’s post, include visual content in your own posts, ask questions to start a conversation, join a group, and engage regularly to make the most of your experience.

REFERENCES

Barnhart, B. (2024, January 8). *How the LinkedIn algorithm works in 2024*. Sprout Social. <https://sproutsocial.com/insights/linkedin-algorithm/>

Interview of Health Mentor: Pat Noto

By Jessica O’Keeffe, Sidney Kimmel Medical College Class of 2027

Jefferson’s Health Mentors Program offers an opportunity for interprofessional teams of students to learn firsthand about what matters to people living with chronic health conditions. Small teams of students from 12 different health professions work together with a health mentor, or community volunteer, to learn about their experiences with healthcare and wellness within the context of the Social-Ecological Model (Bronfenbrenner, 1979).

Pat Noto’s experience guiding college students inspired her to become a health

mentor, and her experience as both patient and caregiver shaped her mentoring approach, as she always emphasizes the importance of compassion and empathy when working in the field of healthcare.

As a health mentor, Ms. Noto shares personal experiences to advocate for proactive health management, preventative care, and teamwork in healthcare. Despite her own health challenges, she prioritizes independence and community. Her commitment to staying connected with old friends underscores her belief in the importance of relationships. Ms. Noto’s



▲ Pat Noto and Jessica O’Keeffe, MS1

previous experiences have molded her into a compassionate mentor and her journey reflects resilience, adaptability, and a profound dedication to guiding and inspiring future healthcare professionals.

Why did you decide to serve as a health mentor, and why do you continue in this role?

I was asked by the co-director of the Health Mentors Program, Dr. Ankam, to participate. She knew about my counseling background and my medical issues and thought I would be a perfect fit for the program. I have a history of migraines and a large variety of musculoskeletal issues that I acquired during my career as an airline employee and event planner. Because of the breadth of my medical disabilities, I thought it would be helpful to share my perspective on the medical challenges I am facing. I have suffered from chronic migraines for over 50 years and did not receive treatment until I came to the Jefferson Headache Center in 2015. I had a workplace injury in 2019, which caused me to tear my meniscuses in both knees, required surgeries, and led to my retirement. This mentorship program allows me to use my career skills to make a difference for Jefferson students and keeps me active and using my professional skills.

What do you hope students in the Health Mentors Program will gain from this experience?

I hope students will learn multiple skills during this program, especially how to deal with and relate to patients at all levels, including senior patients. I want students to learn to put their mobile devices aside and really listen to their patients and their caregivers to develop a relationship with the spoken and unspoken needs of the patient. I am trying to have my group focus on the needs of senior patients, or should I say, mature patients, that have life experiences that can be useful for them to know. When I have asked my colleagues and friends what they take away from their medical experiences, they often say they do not feel listened to, and their doctors spend more time paying attention to electronic devices than they do them. We would like the people caring for us to listen and develop rapport. Having become a college professor at the age of 24, I understand how important it is to develop trusting relationships. I want to

help the students gain those skills and foster positive interactions.

The students come from different health professions, so I also emphasize the importance of listening, learning, and appreciating each other's specialties. I tell them to remain in contact with each other throughout their careers so that they can maintain a network and a support system if they need advice from each other's fields.

What impact do you think a program like HMP can have on our healthcare system?

I think the program gives a voice to patients, including those who are frustrated with the healthcare system, allowing us to affect medical and health professions education today and the future of healthcare delivery. Mentors can use their voices to help change the system and inspire students to be better. I make a point to ask my peers what changes they would like to see students bring to the table, as well as my healthcare professionals who play a huge role in my care. The answer is usually about listening. Listening skills are key and extremely important, followed by empathy.

What advice would you give new mentors as they begin sharing their stories with HMP students?

Words for New Mentors:

- It does not take much time. Student teams and mentors meet three times over 18 months.
- You can influence the future of health professions education and the care you want to receive.
- You will get to meet new people, gain social connections, and stay connected.
- *Tell your story*– each one of us has a different story to tell, which will be useful for the students. For example, I can tell them about migraines and musculoskeletal problems. Someone else might be able to share about their heart or liver problems.
- You are making a difference in healthcare.

HMP Student Perspective

Jefferson's Health Mentors Program plays a crucial role in preparing future healthcare professionals by providing us with valuable interprofessional and patient-centered learning opportunities. I found this experience to be truly rewarding. It afforded me the opportunity to gain insights into our health mentor's interactions with our healthcare system and to learn from her experiences. Ms. Noto shared her story, inspired me, and provided advice that will inform my future practice and patient care. Additionally, I had the chance to engage with prospective colleagues. The medical field is not a bubble, and it demands continuous communication, collaboration, and inspiration with individuals in other fields. As a future physician, I will collaborate with a variety of healthcare professionals, including Physician Assistants, Nurses, Occupational Therapists, Physical Therapists, Dietitians, and more. Thus, I find it valuable that through the Health Mentors Program, we receive early exposure to individuals from different fields. It allows us to understand their perspectives, methodologies, and the interconnectedness of our roles.

What were your key takeaways from the Health Mentors Program?

My Main Takeaways:

Interprofessional Education (IPE): This program promotes collaboration and communication by bringing together students from various healthcare professions and prepares us for the interdependent nature of healthcare practice.

Patient-Centered Learning: My team gained insights into the experiences and needs of an individual living with chronic health conditions. The program is based on a patient-centered approach to healthcare which fosters empathy and understanding among students and enhances their ability to provide holistic and compassionate care.

Real-World Experience: This program provided us with practical, real-world experience interacting with an individual that faces challenges within our healthcare system.

Enhanced Communication Skills: Working with a Health Mentor encourages us to develop effective communication skills. Our Health Mentor always emphasized the importance of building rapport with patients and explained that this is the foundation of building a trusting relationship. This includes honing the skills of active listening, conveying empathy, and providing information in a clear and understandable manner.

Professional Development: Students in this program can refine their professional competencies, including teamwork, cultural competence, and ethical decision-making. These skills are vital for delivering quality, patient-centered care in diverse healthcare settings.

Transformational Learning: Learning about the experiences of our health mentor was a valuable addition to our education, as we

were able to gain a deeper understanding of the social, emotional, and practical aspects of healthcare, and it will hopefully make us more compassionate and empathetic care professionals!

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JEFFERSON CENTER FOR INTERPROFESSIONAL PRACTICE & EDUCATION (JCIPE) AWARDS AND RECOGNITION

Jefferson Center for Interprofessional Practice & Education (JCIPE) congratulates this year's interprofessional education (IPE) and collaborative practice (CP) award winners and thanks them for all of their efforts to support and advance this work on campus and beyond. Their contributions are immeasurable!

2024 AWARD RECIPIENTS

James B. Erdmann Award for Excellence in Interprofessional Health Education

This award, bestowed by the Provost of Thomas Jefferson University, honors a faculty member of Jefferson Colleges of Health Professions, Nursing, Pharmacy, Population Health, Rehabilitation Sciences or Sidney Kimmel Medical College who demonstrates excellence in interprofessional health education and whose efforts have resulted in sustained impact on interprofessional collaboration of healthcare practitioners to improve the education of Jefferson health professions students.

Christopher Keating, PT, DPT, OCS, Cert. MDT, FAAOMPT

Assistant Professor
Department of Physical Therapy
Jefferson College of Rehabilitation Sciences
Thomas Jefferson University

James B. Erdmann Individual Award for Excellence in Interprofessional Collaborative Practice

This award honors a clinician from Jefferson Health whose leadership efforts in team-based collaborative practice have resulted in sustained involvement and impact on team members, patients, and/or students.

Wendy J. Ross, MD

Director
Jefferson Center for Autism & Neurodiversity
Thomas Jefferson University Hospital

Karin Roseman, MSW, LCSW - Honorable Mention

Co-Director
Jefferson FAB Center for Complex Care (for Adolescents & Beyond)
Department of Family & Community Medicine
Sidney Kimmel Medical College
Thomas Jefferson University

Continued on page 9

JEFFERSON CENTER FOR INTERPROFESSIONAL PRACTICE & EDUCATION (JCIPE) AWARDS AND RECOGNITION

2024 AWARD RECIPIENTS

James B. Erdmann Team Award for Excellence in Interprofessional Collaborative Practice

This award honors one clinical team whose primary responsibility is clinical care that demonstrates excellence in team-based, person-centered care, and whose efforts have resulted in sustained impact on team members and patients.

Oncology Transitions of Care Rounds Team

Thomas Jefferson University Hospital

Hospital Medicine Interprofessional Care Team - Honorable Mention

Department of Medicine

Thomas Jefferson University Hospital

James B. Erdmann Administrator/Staff Award for Excellence in Interprofessional Education and Collaborative Practice

This award honors one non-clinical administrator and/or staff member from the Jefferson community who is not a faculty member, who demonstrates excellence in support of interprofessional education and collaborative practice, and whose ongoing efforts have resulted in sustained impact on the education of Jefferson students and/or the care of Jefferson patients.

Gerald Fillman, MEd and Demi Harte, BA

Instructional Design Specialists

Thomas Jefferson University

James B. Erdmann Student Award for Excellence in Interprofessional Education and Collaborative Practice

This award honors Thomas Jefferson University students or student teams who demonstrate excellence in the support of interprofessional education and collaborative practice, and whose efforts have had or have the potential to have sustained positive impact on the institution and its IPE programs, team-based care and/or interprofessional research.

Luor Lui Doeibis

Jefferson College of Pharmacy

Thomas Jefferson University

Sara Mathai

Department of Occupational Therapy

Jefferson College of Rehabilitation
Sciences

Thomas Jefferson University

J-SICCC TEAM 3

Oreoluwa James

Jefferson College of Population Health

Thomas Jefferson University

Joria T. Le

Postbaccalaureate Pre-Professional

Program (P4)

Jefferson College of Life Sciences

Thomas Jefferson University

Priya Modi

Biology

Jefferson College of Life Sciences

Thomas Jefferson University

Leah Owen-Oliner

Sidney Kimmel Medical College

Thomas Jefferson University

Phoebe Perkins

Department of Occupational Therapy

Jefferson College of Rehabilitation
Sciences

Thomas Jefferson University

MOTIVITY TEAM

David Gordon

Sidney Kimmel Medical College

Thomas Jefferson University

Rachel Monane

Sidney Kimmel Medical College

Thomas Jefferson University



Meet an IPE/CP Faculty Champion from Thomas Jefferson University

Maureen Kane, EdD, MSN, RN
Assistant Professor, Jefferson College of Nursing

Briefly describe your work with/related to JCIPE:

I was introduced to JCIPE in 2013 and began facilitating Health Mentors Program

small group sessions in the spring semester of 2014. I continued facilitating Health Mentors orientation and small group sessions, then also became a faculty facilitator for TeamSAFE simulations in 2017. In 2021, I learned about the Hotspotting Program (now the Jefferson Student Interprofessional Complex Care Collaborative, or J-SICCC). I was glad to be onboarded with the faculty advisor team and advised student teams in fall 2021 and 2022. Before the fall 2023 semester, I was asked to become part of the J-SICCC leadership team as the Jefferson College of Nursing (JCN) liaison. I continue to function as a student team advisor and have embraced the role of JCN's liaison, working alongside an amazing group of leaders, healthcare professionals, and professors on the leadership team.

What excites you about this work?

What excites me about JCIPE is watching how well interprofessional student teams work together, and how they grow and learn about each

of their professions. Some students come to the group with a college degree in another profession, which adds to the knowledge of available resources for their patients. These past experiences open the door to endless possibilities for the team and most importantly, for the care of their patients. JCIPE also improves interprofessional relationships once the students graduate and enter their chosen practice.

Why is IPE/CP important to you?

As an emergency department nurse for over 30 years, I valued the interprofessional relationships I developed and maintained with my healthcare team members, which helped to improve patients' treatment and outcomes. By developing knowledge through JCIPE during the course of their health professions education, students learn the value of interprofessional relationships in healthcare from the start. This helps improve outcomes and meets the needs of patients they will care for throughout their careers.



Meet an IPE/CP Alumna Champion from Thomas Jefferson University

Oreoluwa James, MPH
Jefferson College of Population Health

Briefly describe your work with/related to JCIPE:

This past academic year I had the opportunity to participate in the Jefferson

Student Interprofessional Complex Care Collaborative (J-SICCC). I worked with a team of four other Jefferson students from different academic programs to be a student advocate for a patient. Our team worked with her on managing some of her health concerns and goals such as a regimen for her diabetic medication and resources regarding medication disposal, social support, and mental health services. I also participated as a student moderator for Community Voices with Pastor Shawn Edmonds and facilitated his panel on the very important topic of mental health within the Black male community.

What excites you about this work?

This work is exciting because it offers a unique opportunity to actively contribute to improving healthcare delivery and addressing pressing health issues. J-SICCC allowed me to be involved in collaborative efforts that recognize the complex nature of healthcare and the importance of teamwork in achieving positive patient outcomes. I was directly able to impact my patient's life, empowering them to manage their health and well-being. Community Voices provides a platform to address important health disparities and have necessary conversations. Overall, the opportunity to engage in meaningful work that addresses real-world health challenges is both fulfilling and inspiring.

What have you learned that was new?

One significant new thing I learned is the importance of interprofessional collaboration in healthcare. Working alongside students from different professions has taught me to appreciate diverse perspectives and skills, highlighting the value of teamwork in providing holistic patient care. Additionally, serving as a student advocate has deepened my understanding of patient advocacy and the crucial role it plays in promoting patient autonomy and well-being.

Why is IPE/CP important to you?

IPE/CP is important to me because I have learned, and now truly understand, that effective healthcare delivery requires a multidisciplinary approach, where professionals from different backgrounds work together to address the complex needs of patients. IPE/CP allows me the opportunity to learn alongside students from various healthcare professions, fostering a collaborative mindset and preparing me to work effectively on interprofessional teams in my future career.

How do you think you will apply your IPE/CP learning to your future role?

I plan to apply my learning from IPE/CP by prioritizing effective communication, teamwork, and patient advocacy. I also believe that IPE/CP is a lifelong practice and I plan to seek future opportunities to enhance my skills and contribute to high-quality, patient-centered care, even outside of my future profession in public health.

JCIPE is engaged in innovative IPE work year-round on and off the Thomas Jefferson University campus. Follow us for the latest updates about our programs and events.



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