2-24-2011

From the Editors

Christine Arenson, MD  
Jefferson Medical College, Thomas Jefferson University

Molly Rose, RN, PhD  
Jefferson School of Nursing, Thomas Jefferson University

Let us know how access to this document benefits you

Recommended Citation
Available at: https://jdc.jefferson.edu/jcipe/vol2/iss2/1

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University’s Center for Teaching and Learning (CTL). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Collaborative Healthcare: Interprofessional Practice, Education and Evaluation (JCIPE) by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.
Welcome to the latest edition of the Jefferson Interprofessional Education and Care Newsletter. We are thrilled to report that participation in interprofessional education (IPE) and collaboration by faculty and staff at Jefferson is escalating. In this issue, Drs. Manning and Swan provide an overview of the recent Institute of Medicine’s Future of Nursing report that reaffirms the importance of interprofessional collaboration in the classroom and clinical education for health care outcomes. Dr. Herge and colleagues describe a Jefferson example of how IPE can successfully be implemented in an existing discipline specific course. A clinical skills scenario (a woman hospitalized with an acute stroke) was presented in an occupational therapy course to teams of students from medicine, nursing, occupational therapy, physical therapy and pharmacy. The student teams worked with standardized patients/family to develop an interprofessional discharge plan.

This issue also incorporates the first of two ongoing columns presenting discussions pertaining to: 1) the evaluation of interprofessional education programs and 2) improving health care quality and safety through interprofessional education. In the evaluation column, Dr. Lyons provides a practical discussion of general guidelines for developing an evaluation plan for IPE programs with an emphasis on having the evaluation plan in place prior to actual implementation of the program. In the quality and safety column, Dr. Manning provides background and awareness of the relationship between interprofessional education competencies and health care quality and patient safety. We welcome submissions to our newsletter related to these columns or any interprofessional education and care projects/programs.

Christine Arenson, MD
Molly Rose, RN, PhD
Co-Editors