Message From the UW CIPE Director
Last year was a tough year for everyone, including our team, committees and taskforces, and program, school, community and clinical partners as they faced the personal and professional challenges of COVID-19. Last year was marked not only by its unprecedented challenges, but by how we all rose to the challenges. I am proud of the meaningful progress in interprofessional practice and education (IPE) that the UW CIPE and our partners made in 2020-2021. We have momentum and intend to build on it. Our 2020-2021 Annual Report, with its five sections (two of which are new this year) – UW CIPE-led IPE, Program/School-led IPE, Student-led IPE, Community-led IPE, and IPE Scholarly Work and Awards – outlines some of the ways we addressed those challenges and supported the development and advancement of IPE at UW-Madison during the pandemic.

In our 2nd year of our Strategic Directions at UW CIPE, together with our committees and taskforces and program, school, community and clinical partners, we have made significant progress on each of our four strategic priorities: Education, Scholarship, Partnership, and Sustainability. Our new developments include the IPE Path of Distinction Program, the IPE Professional Development Program, the Healthy Aging Initiative, the Joint IPE Distinguished Fellowship, and the Mischler IPE Student Scholarship. We have also advanced and enhanced our existing IPE programs and partnerships (i.e., IPE Competency Modules, IPE Badges, IPE Systematic Assessment, and the IPE Knowledge Exchange Series) as presented in this Annual Report.

In collaboration with our local, national, and international partners, we continued our global leadership in IPE research and scholarship by leading/contributing to several publications, reports, conference presentations, and keynotes. The IPE delivery amid the COVID pandemic, and the healthcare resiliency through interprofessional teamwork and collaboration were the foci of our scholarly work.

Reflecting on this past year, despite the unique challenges presented by the pandemic, the UW CIPE community found new ways to come together to learn and work, while also contributing to the advancement of IPE research and scholarship in addressing issues caused by the global pandemic. I would like to take this opportunity and thank our team, committees/taskforces, and program/school/community/clinical partners along with everyone else who has contributed, directly and indirectly, to the development and advancement of IPE at UW-Madison and its partners.

Collaboratively,

Hossein Khalili, BScN, MScN, PhD, FNAP
Director, UW Center for Interprofessional Practice and Education (UW CIPE)
University of Wisconsin-Madison
Adjunct Research Professor, Western University
Co-Founding President, InterprofessionalResearch.Global (IPR.Global)
Leadership Team, Interprofessional.Global
Member, Program Committee of American Interprofessional Health Collaborative (AIHC)
Board Member, Canadian Interprofessional Health Collaborative (CIHC)
Associate Editor, Journal of Interprofessional Care
Associate Editor, HIP&E
SECTION 1

UW CIPE-Led IPE Initiatives in 2020-2021

UW CIPE STRATEGIC DIRECTIONS 2019-2024

The University of Wisconsin-Madison Center for Interprofessional Practice and Education (UW CIPE) is affiliated by the Provost Office and the four Health Sciences Schools. UW CIPE is committed to build on and advance the IPE agenda at the UW-Madison and its partners through its 2019-2024 Strategic Directions (Figure 1).

EDUCATION STRATEGIC PRIORITY

5-Year Goal: Support and make available educational programs and opportunities to advance interprofessional practice and education.

UW IPE Path of Distinction (UW IPE PoD) Program

To help health/social professional students at the University of Wisconsin–Madison (UW–Madison) become collaborative practice-ready, the UW CIPE, in collaboration with its program/school partners, has developed a two-year longitudinal UW Interprofessional Practice and Education Path of Distinction (UW IPE PoD) Program. The UW IPE PoD will be launched in the fall of 2021-2022 academic year with 20 cross-professional students.

The UW IPE PoD is one of the first of its kind in the nation that recognizes and awards students with special interest in inter-professional practice and education (IPE) with distinction at graduation. This program is built upon the UW CIPE Badger Program in which we provide focused IPE academic training for Digital IPE Badges to cross-professional students at UW-Madison and its partners.

• Requirements

The UW IPE PoD Program provides students with opportunities to advance their IPE learning through didactics, experiential, clinical/community, research, and leadership learning opportunities that supplements their program-specific education. In order to receive the UW IPE PoD award at graduation, students need to complete and satisfy the program requirements (IPE Learning, IPE Leadership, IPE Project, Final IPE Reflection and Knowledge Sharing) by April 1 of the year of their graduation.

• How to Apply - Application and Platform

UW–Madison professional students in Genetic Counseling, Medicine, Pharmacy, Physical Therapy, Public Health, Social Work, and Veterinary Medicine are eligible to apply. Students at any year in their program could apply (as long as they are able to satisfy the requirements).

Applicants are required to complete the online application preferably before the end of the fall semester. The application includes contact information, program, year of study, a brief personal statement, and resume/CV. To learn more and apply, please visit us at https://cipe.wisc.edu/education/#pod. Should you have any questions and/or require additional information, please contact us at cipe@wisc.edu.

UW CIPE Badger Program

The UW CIPE Badger Program, as a branch of the UW–Madison Badger Program, continues to expand. In the past year, over 400 students were awarded with one of the following IPE Badges. The IPE Digital Badges recognize students’ achievement in becoming interprofessional practitioners.

In this section of the Annual Report, we are pleased to present our Year 2 progress on each of the Strategic Priorities.
1.) The UW CIPE Badger Program – IPE Fundamental Badge
This year, UW CIPE awarded close to 300 IPE Fundamental Badges to Nursing, Pharmacy, and Occupational Therapy students who successfully completed the four UW CIPE Foundational Competency Modules (Interprofessional Teamwork, Interprofessional Communication, Interprofessional Values and Ethics, and Interprofessional Roles and Responsibilities). Congratulations!

2.) The UW CIPE Badger Program – AHEC Scholar Badge
In collaboration with the Wisconsin Area Health Education Center (WI AHEC), and its seven Centers across the state, UW CIPE awarded 147 AHEC Scholar Badges to state-wide health professional students who successfully completed the 2019-2021 WI AHEC Scholar Program. This IPE Badge recognizes students’ gained knowledge, skills, and leadership in becoming interprofessional practitioners.

3.) The UW CIPE Badger Program – IPE Leadership Badge
The IPE Leadership Badge recognizes a student’s achievement in gaining the basic leadership knowledge and skills in interprofessional practice and education (IPE). The Badge is provided to eligible students who serve in progressive leadership (and facilitator) roles in two or more of the following IPE leadership opportunities (as confirmed by UW CIPE and its program/school/community partners):

- (Co)Organizing/Facilitating one or more UW CIPE Knowledge Exchange Series (KES)
- (Co)Facilitating one or more UW CIPE Competency Modules
- Serving as an active Officer/Board Member of an IPE-Related Student Organization for a minimum of six months
- Serving as an active member of an IPE-related Committee/Taskforce/Summit/Conference over the course of the academic year
- Participating and providing constructive feedback in one or more IPE pilot offerings

Here are the five student leaders who have recently received the IPE Leadership Badge:

- Kelly Thomas served as the UW–Madison Interprofessional Health Council (IPHC) Board Secretary for the 2020-2021 academic year and co-organized the 2021 IPHC Annual Summit. In addition, Kelly co-developed, co-facilitated, participated in, and provided feedback on the UW CIPE Conflict Resolution Pilot Module in March 2021.

Congratulations Kelly!

- Nicholas Zacharias served as the MD Program Representative on the UW–Madison Interprofessional Health Council (IPHC) for the 2019-2020 academic year. Nick also served as a member of the UW CIPE Education Subcommittee in 2019-2021.

Congratulations Nick!

- Brittney Moore served as the UW–Madison Interprofessional Health Council (IPHC) Board Treasurer in 2020-2021, and as the IPHC School of Veterinary Medicine Program Representative in 2019-2020. She also served as a member of the UW CIPE Scholarship Subcommittee (2019-2021) and the UW CIPE Student Subcommittee (2020-2021). Brittney organized and co-facilitated one of the UW CIPE Knowledge Exchange Series (KES) - Born to Be in October 2020. In addition, Brittney participated in, and provided feedback on the UW CIPE Conflict Resolution Pilot Module in March 2021.

Congratulations Brittney!

- Shannon McEnroe served as a member of the UW CIPE Scholarship Subcommittee (2019-2021). She also participated in and provided feedback on the pilots of the UW CIPE Advanced Dementia Interprofessional Collaborative Simulation (ADICS) and the Conflict Resolution Modules in August 2020 and March 2021, respectively.

Congratulations Shannon!

- Apoorva Reddy has served as the President of the Global Health, One Health Interest Group with the UW School of Medicine and Public Health in the 2020-2021 academic year. She also served as a member of the UW CIPE Student Subcommittee in 2020-2021. In addition, Apoorva co-facilitated the UW CIPE Knowledge Exchange Session (KES) - Born to Be in October 2020.

Congratulations Apoorva!

The IPE Badges can be showcased via personal profile, social media (i.e., LinkedIn), and shared with potential employers as a way to help learners articulate the knowledge and skills they have gained from completing the Badge criteria.
UW CIPE Offerings:

- **UW CIPE Competency Modules**

UW CIPE is now entering its fourth year of hosting modules aimed at increasing students’ knowledge and skills in the four IPEC Competency domains. In the 2020-2021 academic year, over 1000 students and over 80 facilitators from 9 programs participated in and facilitated the UW CIPE Competency Modules. More information can be found in Table 2 and 3.

Because of the continued need to use virtual platforms to deliver educational activities, all four Modules used either Blackboard Collaborative Ultra (BBCU) or Zoom, along with the utilization of Canvas to house materials and access online assignments. Students worked through interprofessional cases and activities in both synchronous and asynchronous formats, focusing on team-based experiential learning.

<table>
<thead>
<tr>
<th>Module</th>
<th>Interprofessional Teamwork</th>
<th>Interprofessional Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Participants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine, Nursing (both Traditional and Accelerated programs), Occupational Therapy, Pharmacy, Physical Therapy, and Physician Assistant</td>
<td>Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, and Social Work</td>
<td></td>
</tr>
<tr>
<td><strong>Student &amp; Facilitator #s</strong></td>
<td>Students: 587 Facilitators: 24</td>
<td>Students: 410 Facilitators: 24</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>1) Describe the process of team development and the roles and practices of effective teams. 2) Engage health and other professionals in shared patient-centered and population-focused problem-solving. 3) Integrate the knowledge and experience of health and other professions to inform health and care decisions, while respecting patient and community values and priorities/preferences for care. 4) Reflect on individual and team performance for individual, as well as team, performance improvement.</td>
<td>1) Communicate one’s roles and responsibilities clearly to patients, families, community members, and other professionals. 2) Recognize one’s limitations in skills, knowledge, and abilities. 3) Engage diverse professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific health and healthcare needs of patients and populations. 4) Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease. 5) Communicate with team members to clarify each member’s responsibility in executing components of a treatment plan or public health intervention.</td>
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<table>
<thead>
<tr>
<th>Module</th>
<th>Interprofessional Communication</th>
<th>Interprofessional Values and Ethics</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Participants</strong></td>
<td>Nursing, Pharmacy, Physical Therapy, and Social Work</td>
<td>Genetic Counseling, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, Public Health, and Social Work</td>
</tr>
<tr>
<td><strong>Student &amp; Facilitator #s</strong></td>
<td>Students: 330; Faculty: 26</td>
<td>Students: 480 Facilitators: 23</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>1. Choose effective communication tools and techniques to facilitate discussions and interactions that enhance team function. 2. Communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible. 3. Express one’s knowledge and opinions to team members involved in patient care and population health improvement with confidence, clarity, and respect, working to ensure common understanding of information, treatment, care decisions, and population health programs and policies. 4. Listen actively and encourage ideas and opinions of other team members. 5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.</td>
<td>1. Place interests of patients and populations at center of interprofessional healthcare delivery and population health programs and policies, with the goal of promoting health and health equity across the life span. 2. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health team. 3. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes. 4. Manage ethical dilemmas specific to interprofessional patient/population centered care situations.</td>
</tr>
</tbody>
</table>

Table 2: UW CIPE Competency Modules - Fall 2020 - continued

Table 3: UW CIPE Competency Modules - Spring 2021
The synchronous live session was held on March 22, 2021, from 5:15-6:45pm via Canvas Zoom. This session reviewed and applied concepts from the online pre-work through high-fidelity role-play scenarios. Eight students from Social Work, Veterinary Medicine, Pharmacy, Speech-Language Pathology, and the Physician Assistant program practiced principles of conflict resolution using pre-developed scenarios. Three facilitators led the breakout room sessions, while Jennifer Kowalkowski and Kelly Thomas led the large group presentation and debrief.

### Topics Covered in Pilot:
- Conflict resolution principles
- Social and professional identities
- Organizational culture change
- Rural practice setting focus
- Hierarchy and power in healthcare

Feedback from students and facilitators were positive, along with helpful ideas to improve upon the pilot. The goal is to include four units in this module (two in-person high-fidelity simulations; and two online asynchronous units) in the future for a total of a four-hour module.

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### Learning Objectives (continued)
6. Use respectful language appropriate for a given difficult situation, crucial conversation, or conflict.
7. Recognize how one’s uniqueness (experience level, expertise, culture, power, and hierarchy within the health team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships.
8. Communicate the importance of teamwork in patient-centered care and population health programs and policies.

### Evaluation
- **February 8th** Response rate: 80% (across all programs).
  - 94% of students indicated the session met its overall goal.
  - 93% of participants rated the session Good or above (on a 5-point sliding scale of Poor to Excellent).
  - 87% of respondents rated the organization of the session at 8 or above (on a scale of 1-10).
- **February 22nd** Response rate: 63% (across all programs)
  - 91% of students indicated the session met its overall goal.
  - 91% of participants rated the session to be at or above Good (on a 5-point sliding scale of Poor to Excellent).
  - 65% of respondents rated the organization of the sessions at 8 and above (on a scale of 1-10).

Response rate: 80% (across all programs).
- 80% of students indicated the session met its overall goal.
- 81% of participants rated the sessions to be at or above Good (on a 5-point sliding scale of Poor to Excellent).
- 65% of respondents rated the organization of the sessions at 8 and above (on a scale of 1-10).

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**I liked being able to ask other professions about what they actually do.**

**Talking about our biggest fears in our profession was most interesting. Turns out, many of us share some common fears, which is reassuring to hear that we’re not alone and that we only have these fears because we truly care.**

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**Introducing Role-Plays**

The synchronous live session was held on March 22, 2021, from 5:15-6:45pm via Canvas Zoom. This session reviewed and applied concepts from the online pre-work through high-fidelity role-play scenarios. Eight students from Social Work, Veterinary Medicine, Pharmacy, Speech-Language Pathology, and the Physician Assistant program practiced principles of conflict resolution using pre-developed scenarios. Three facilitators led the breakout room sessions, while Jennifer Kowalkowski and Kelly Thomas led the large group presentation and debrief.

Topics Covered in Pilot:
- Conflict resolution principles
- Social and professional identities
- Organizational culture change
- Rural practice setting focus
- Hierarchy and power in healthcare

Feedback from students and facilitators were positive, along with helpful ideas to improve upon the pilot. The goal is to include four units in this module (two in-person high-fidelity simulations; and two online asynchronous units) in the future for a total of a four-hour module.
• UW CIPE Healthy Ageing Initiative

To advance the knowledge and experience of health/social profession students, educators, and health care workers in learning and working collaboratively with patients with dementia, UW CIPE, in collaboration with our partners, is developing the UW CIPE Healthy Aging Initiative. The Healthy Aging Initiative includes the Advanced Dementia Interprofessional Clinical Simulation (ADICS) and the Family Caregivers and Community Supports for Dementia - An Interprofessional Practice Learning (IPL) Badge Initiative. The IPL Badge Initiative is a telehealth community placement that is being developed by UW CIPE through the CDC-funded Wisconsin Building Our Largest Dementia (BOLD) Infrastructure for Alzheimer’s Disease Project.

Participation in the UW CIPE Healthy Ageing Initiative will count towards the UW IPE PoD Program.

ADICS is a mini-course with four modules that was developed to help cross-professional students improve their interprofessional team-based care competencies (IPEC, 2016) and client/patient-centered approach. In August 2020, UW CIPE, in collaboration with the Clinical Teaching and Assessment Center (CTAC) and its program/school partners, piloted the ADICS Mini-Course using Canvas and BBCU platforms. Ten students from five different programs (Pharmacy, Occupational Therapy, Physical Therapy, Speech-Language Pathology, and Social Work), along with four standardized patients (SPs) and four facilitators, participated in this pilot. To learn more about the ADICS, please visit UW CIPE Simulation Program at https://cipe.wisc.edu/education/#simulationprogram.

UW CIPE and Teaching Academy Joint Dual IPE Distinguished Fellowship

UW CIPE and the UW–Madison Teaching Academy are excited to announce the inaugural application of the Joint Dual UW CIPE and Teaching Academy IPE Distinguished Fellowship. Up to three honorary distinguished fellowships will be awarded to faculty members, academic staff, and professional students in recognition of their excellence in IPE teaching, practice, research, and/or leadership at UW–Madison and beyond.

The Joint Distinguished IPE Fellowship Award is for five years with a possibility for renewal as a life-long UW IPE Distinguished Fellow.

This year application is open and prospective applicants may submit their online application by September 20, 2021. To learn more about the application, please visit our website at https://cipe.wisc.edu/joint-dual-ipe-distinguished-fellowship-online-application/.

Elaine Mischler Interprofessional Education Scholarship

UW CIPE is excited to announce the inaugural application of the Elaine Mischler M.D. Interprofessional Education (IPE) Scholarship Application. This IPE scholarship is open to all health/social professional students (at undergraduate or graduate levels) at the University of Wisconsin-Madison.

The purpose of this IPE scholarship is for students to complete an immersion IPE experience (called IPE project) to learn more about and contribute to interprofessional team-based practice, education, and research. The IPE project is not limited to human patient care; students in Veterinary Medicine and other programs such as social work, public health, global health, and other health-related areas are highly encouraged to apply.

Students are encouraged to have a mentor who is willing to support their efforts towards developing and implementing the project. If an applicant is yet to identify their mentor, they are still welcome to apply for this scholarship. Each awardee will receive $1,500 stipend (in 3 installments of $500).

The Application submission is open until October 15, 2021. To learn more, please visit us at https://cipe.wisc.edu/elaine-mischler-md-ipe-scholarship-online-application/. Should you require additional information and/or have any question, please contact us at cipe@wisc.edu.

We look forward to receiving your application.
Interprofessional Knowledge Exchange Series (KES)

In an effort to facilitate interprofessional dialogue and discussion at UW–Madison and its clinical/community partners, UW CIPE, in collaboration with its partners, has developed the Interprofessional Knowledge Exchange Series (KES) program. In 2020-2021 UW CIPE hosted four KES sessions including:

- **KES On Diabetes: Blood Sugar Rising Panel Discussion**

  In collaboration with UW SMPH Academic Affairs, the Wisconsin Society of Pharmacy Students Operation Diabetes Committee, and the Public Broadcasting Service (PBS), UW CIPE hosted the Blood Sugar Rising Panel Discussion on Thursday, November 19th using Zoom. More than 70 students, faculty/staff, and practitioners from cross professions participated in this virtual IPE event.

  On behalf of our partners, UW CIPE would like to thank the participants; the session co-facilitator, Natasha Virrueta, PharmD Candidate, Co-Chair, WSPS Operation Diabetes Committee; and the panelists (listed below) for their participation, contribution, and insights.

  **Panelists:**
  - Dawn Belt Davis, MD, PhD - Associate Professor, Director of Research, Director, UW–Madison Comprehensive Diabetes Center, Department of Medicine – Division of Endocrinology, Section Chief, Endocrinology, William S. Middleton Memorial Veterans Hospital
  - Gwen Klinkner, DNP, RN, BC-ADM, CDCES - Diabetes Clinical Nurse Specialist, UW Health
  - Sarah Kruger, DNP, RN - Professor Emeritus, UW–Madison School of Nursing
  - Eva M. Vivian, PharmD, PhD, MS, CDCES, BC-ADM, FADCES, Professor (CHS), UW-Madison, School of Pharmacy
  - Denise L Walbrandt Pigarelli, PharmD, BC-ADM, RPh, B.S. Pharm - Associate Professor (CHS), Chair, School of Pharmacy Curriculum Committee
  - Rene Walters, MS, CDE, RDN-CD - Diabetes Supervisor, Endocrinology-West Clinic

  To watch the PBS Blood Sugar Rising Documentary, you can visit: https://www.pbs.org/wgbh/blood-sugar-rising/home/watch/

- **KES - Interprofessional Team-Based Care: Interactive Virtual Workshops for UW–Madison Pre-Health Students**

  UW CIPE, in collaboration with the Center for Pre-Health Advising (CPHA) and our program/school partners (from Genetic Counseling, Medicine, Nursing, Occupational Therapy, Pharmacy, and Physical Therapy), hosted two virtual interactive workshops for pre-health students at UW–Madison in October 2020 and February 2021 using Zoom. The workshops featured an introduction to IPE, panelists opening remarks, small- and large-group case-based discussions about interprofessional team-based care, and a final panel discussion (Q&A with panelists). More than 40 students participated in these workshops.

  The following panelists included:
  - **Genetic Counseling:** April Hall, PhD, MS, CGC - Genetic Counselor; Associate Director of Research; Member, Admissions Committee, UW-Madison Genetic Counseling Training Program
  - **Medicine:** Mary McSweeney, MD - Associate Professor CHS; Assistant Dean for MD Admissions
  - **Nursing:** Valerie Thomas, BS, MN, RN, CNL - Doctor of Nursing Practice Student-Adult/Gerontological Acute Care
  - **Occupational Therapy:** Alexia Rebe, OTRD, MS, OTR/L - Admissions Coordinator; Clinical Instructor, UW-Madison OT Program; OT Practitioner SSM Health
  - **Pharmacy:** Susanne Barnett, PharmD, BCPS - Associate Professor of Pharmacy; Co-Director of Interprofessional Education, UW-School of Pharmacy; Antimicrobial Stewardship Clinical Pharmacist, Madison VA (October 2020 KES)
  - **Pharmacy:** Casey Gallimore, PharmD, MS - Associate Professor of Pharmacy; Co-Director of Interprofessional Education, UW-School of Pharmacy (February 2021 KES)
  - **Physical Therapy:** Amy Schubert, DPT - Physical Therapist; Director of Admissions and Faculty Associate, UW–Madison DPT Program
  - **Physical Therapy:** Deonna Suter, PTA - Clinical Education Assistant, UW–Madison DPT Program

  UW CIPE would like to thank the student participants, the panelists, the planning team, and the CPHA for their participation, contribution, and collaboration in this KES session.

- **KES – Exclusive Screening and Panel Discussion of the Born to Be Documentary Event**
The Exclusive Screening and Panel Discussion of the Born to Be Documentary was held in collaboration with UW-SMPH Academic Affairs, Interprofessional Health Council (IPHC), SMPH One Health Initiative, UW School of Veterinary Medicine One Health Club, and the UW School of Pharmacy’s Pharmacy Global Health Interest Group from October 10-22, 2020. More than 80 cross-professional students, faculty, staff, and community members participated in this event.

The virtual Panel Discussion was hosted on October 22 with the participation of five subject-matter experts, as listed below, and was moderated by Britney Moore, a DVM Candidate and IPHC Treasurer.

- Jay Botsford -UW–Madison Learning Communities for Institutional Change and Excellence
- Katherine Charak Briggs -UW–Madison Gender and Sexuality Campus Center
- Alan Irgang, LCSW -UW–Madison School of Social Work
- Patrick Kelly, MD -UW–Madison University Health Services
- Marie Moser, PharmD -Outpatient Mental Health, William S. Middleton Memorial Veteran’s Hospital

The Born to Be Documentary explores the Mount Sinai Center for Transgender Medicine and Surgery—where, for the first time ever, all transgender and gender non-conforming people have access to quality transition-related health and surgical care. UW CIPE would like to thank the participants, the panelists, the moderator, the planning team, and the partners for their participation, contribution, and collaboration in the Born to Be Documentary KES event.

**UW IPE Systematic Assessment**

The UW IPE Systematic Assessment includes a pre- and post-IPE evaluation, using standardized instruments along with open-text and demographic questions, at the start and the end of each academic year to assess the impact of UW-Madison IPE offerings on students’ progress towards interprofessional socialization and competencies as required by health program accreditation bodies.

In the past year, about 900 students from 10 health/social programs and schools (Genetic Counseling, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, Public Health, Social Work, and Veterinary Medicine) participated in the pre-evaluation and about 200 students (from the same programs) completed the post-evaluation of the IPE Systematic Assessment. UW CIPE is examining the assessment data to identify student strengths and areas for improvement and will develop and share evaluation reports with our program/school partners to assist them with their data-driven educational decision making.

To further improve the response rate among students, UW CIPE is working with its Steeting Committee to mandate student participation in UW IPE Systematic Assessment.

**PARTNERSHIP AND SUSTAINABILITY PRIORITIES**

5-Year Goal Partnership: Serve as a central hub at UW and beyond through establishing broad partnerships to result in exemplary IPE.

5-Year Goal Sustainability: Plan and implement a sustainable infrastructure for the UW CIPE and IPE programs that supports programs’ continuation and expansion.

**UW CIPE Committees and Taskforces**

In the past year, all the existing and new Committees and Taskforces have been actively engaged in planning, developing, and implementing a number of different initiatives and programs that have been reported in this Annual Report. Without their dedication, contribution, and insights, UW CIPE would be unable to accomplish any of those initiatives and programs.

The UW CIPE team would like to take this opportunity to sincerely appreciate and thank every member of our different Committees and Taskforces. A full list of committee members are presented starting on page 21.

**Steering Committee**

With members representing health/social programs, schools, the community at large, and clinical/community partners, the Steering Committee continues to provide leadership, guidance, and oversight on UW CIPE’s progress towards achieving the Strategic Directions.

In the past year, the Steering Committee has provided direction and guidance towards different initiatives and programs that the education, scholarship, and student subcommittees and their taskforces have been working on (as discussed below).

**Education Subcommittee / Badger and PoD Taskforces**

In assisting with achieving the UW CIPE Education Strategic Priority, the major accomplishment of the Education Subcommittee and its two Taskforces over the past year include:

- The development of basic criteria for both the IPE Badges and the IPE Path of Distinction (UW IPE PoD) Programs.
- The development and presentation of the UW IPE PoD Proposal to the Steering Committee for approval.
- The presentation of the UW IPE PoD to 10 different UW–Madison health and social programs for approval from which seven programs (including: Genetic Counseling, Medicine, Pharmacy, Physical Therapy, Public Health, Social Work, and Veterinary Medicine) approved the UW IPE PoD program.

**Scholarship Subcommittee / Taskforces**

The Scholarship Subcommittee role is to provide support and assistance with the UW CIPE Scholarship Strategic Priority. To accomplish its goal, the Scholarship Subcommittee, in collaboration with the Education Subcommittee, developed the Student Scholarship and the IPE Distinguished Fellowship Taskforces. The major accomplishments of this Subcommittee and its Taskforces over the past year include:

- Assisting with the development of basic criteria for the Joint Dual IPE Distinguished Fellowship and the Mischler Student IPE Scholarship, as part of the UW IPE Recognition System.
- The development and releasing the online application for both the Joint Dual IPE Distinguished Fellowship and the Mischler Student IPE Scholarship.
The Student Subcommittee is the most recently established subcommittee and started meeting in November 2020, with representation from the UW IPE-related student organizations. The Student Subcommittee members are identified and invited by UW CIPE in collaboration with UW IPE-related student organizations. The members should be part of the Executive/Board Members of their student organizations.

The Student Subcommittee will act as:

- A liaison group among UW IPE-related student organizations to help coordinate student-led IPE activities at UW-Madison, and to support the planning, implementation and evaluation of UW IPE programs and initiatives.

Since its inception, the Student Subcommittee has provided support and guidance with the UW CIPE Badger and PoD programs, along with the Mischler Student IPE Scholarship application.

Advisory Council
The Advisory Council members represent our (non-academic) partners and community organizations whose perspectives help guide UW CIPE in achieving its mission. In the past year, the Council has been actively involved in reviewing and providing feedback on all of UW CIPE new programs, from the Badger and PoD programs to the Joint Dual IPE Distinguished Fellowship and the Mischler Student IPE Scholarship applications.

IPE Professional Development (PD) Advisory Board and Taskforce
The IPE PD Advisory Board and Taskforce are working closely with each other to develop and deliver IPE PD opportunities for faculty, academic staff, professional/grad students, practitioners, facilitators, and preceptors as part of the UW CIPE Teaching and Facilitation Badge Certification Program. The first UW CIPE PD Day was held virtually on August 10, 2021 from 9am to 12:05pm with a focus on the Art and Foundations of IPE Facilitation.

Interprofessional Case Development Taskforce
In collaboration with the Wisconsin Area Health Education Centers (WI AHEC), the Interprofessional Case Development Taskforce has developed the first Wisconsin-based case scenario for the WI AHEC Annual Case Competition. As the case is being finalized, it will be used for the 2021-2022 AHEC Annual Case Competition. The Taskforce will continue to meet to develop future cases and help build an IPE Case Repository.
Campus and Community Engagement

In an effort to advance and promote interprofessional practice and education at UW–Madison and among its community/clinical partners, UW CIPE continued its campus and community engagement throughout the year. Below are the highlights of UW CIPE’s engagement:

• Partnering with UW–Madison Pre-Professional Advising in exposing the UW–Madison pre-health undergraduates and alumni to interprofessionalism by hosting two workshops on Team-Based Care on 10/21/20 and 2/23/21.

• Partnering with the Wisconsin Leadership Education in Neurodevelopmental and Other Related Disabilities (WI LEND) program to advance IPE in their renewal grant application - LEND-Link: Expanding the Reach of WI LEND Case-Based Learning to Remote Learners.

• Partnering with UW–Madison Learning Communities for Institutional Change and Excellence, UW–Madison Gender and Sexuality Campus Center, UW Health, William S. Middleton Memorial Veterans Hospital along with UW–Madison Health/Social Sciences Schools/Programs in developing and delivering UW CIPE Knowledge Exchange Series (KES).

• UW CIPE Update to the SMPH Strategic Improvement and Accreditation Steering Committee, April 26, 2021.

National and Global Partnership

UW CIPE continues to raise its profile at the national and international stages through building/advancing partnership and collaboration as described below.

• Under the leadership of Dr. Khalili and as the Global Network for Interprofessional Education and Collaborative Practice (IPECP) Research, InterprofessionalResearchGlobal (IPR.Global) has been actively involved in collecting, developing, and sharing best practice IPECP research guidance and information amidst COVID-19 pandemic. The group has conducted the longitudinal COVID-19 Impact Survey, published four journal papers, and hosted a number of webinars and panel discussions.

In addition, Dr. Khalili led the publication of A Call to Action on ‘Building Resilience in Health Care in the Time of COVID-19 through Collaboration’. This Call to Action invites and urges the global health community to use a system-based collaborative approach and interprofessional team response in developing resilience among healthcare teams, organizations, and systems.
• American Interprofessional Health Collaborative (AIHC) - Canadian Interprofessional Health Collaborative (CIHC) & CAB Conference: Dr. Khalili, as a CIHC Board Member, participates in monthly meeting of the Board and contribute to the planning of next CAB Conference to be held in late 2022 or early 2023 in Quebec, Canada. He has just been selected as a member of the AIHC Program Committee.

• National Center for Interprofessional Practice and Education (Nexus IPE): UW CIPE is a member of the Nexus IPE and participated in the 2020 NEXUS Summit by presenting two abstracts. Four abstracts were also submitted for the 2021 NEXUS Summit.

• National Academies of Practice (NAP): Dr. Khalili was formally inducted as a Distinguished Scholar and Fellow of NAP during the 2021 Virtual Annual Meeting & Forum. During this year’s NAP Forum, Dr. Khalili, as a member of the Public Policy Committee, led the NAP Hill Visit Simulation and participated in the NAP Virtual Hill Visit on April 21. Dr. Khalili, along with Dr. Ruthanne Chun from the UW-Madison School of Veterinary Medicine, and other colleagues also presented a workshop on One Health and IPE at NAP Forum.

• Big Ten IPE Academic Alliance: UW CIPE continues its involvement with the Big Ten IPE Academic Alliance by participating in monthly and annual meetings, along with collaborative projects initiated by the group.

UW CIPE – ON THE HORIZON

In looking forward to the 2021-2022 academic year, UW CIPE will continue its virtual planning and offerings in the Fall.

• IPE Professional Development Day - The Art and Foundations of IPE Facilitation (August 10, 2021, 9:00 a.m. - 12:00 p.m.).

In collaboration with its IPE PD Advisory and Taskforce, the UW CIPE is working to develop and deliver an IPE Teaching and Facilitation Badge Program in which a series of IPE PD modules are provided. The goal of this Badge Program is to help building and advancing the knowledge, skill, norms, behaviors, and ability of faculty, instructors, preceptors, and facilitators to develop, teach, and facilitate intentional, engaging, meaningful, and effective interprofessional education for healthcare professional students.

As the initial set of modules of its IPE Teaching and Facilitation Badge Program, UW CIPE is pleased to announce the delivery of its first IPE Professional Development Day on August 10, 2021, from 9:00 am - 12:00 pm with a focus on the Art and Foundations of IPE Facilitation. Following the completion of the Live Session along with the asynchronized work, participants will receive a UW-Madison IPE Teaching and Facilitation Digital Badge.

Core Topics:
- Why and What IPE
- How to Plan an IPE Offering
- IPE Facilitation (vs profession-specific facilitation)
- Online IPE Facilitation

Presenters/Facilitators:
- Barb Anderson, MS, Chair, Interprofessional Continuing Education Partnership
- James Bumby, RN, PhD, Assistant Clinical Professor, UW-Milwaukee
- Erica Chou, MD, Director of Medical School Interprofessional Education, Medical College of Wisconsin
- Hossein Khalili, BScN, MScN, PhD, FNAP, Director, UW CIPE, UW-Madison
- Kelly Lackie, RN, BScN, MN, PhD, Associate Director, Simulation-based Education and Interprofessional Education, Dalhouse University
- Michael Oldani, PhD, MS, Director of Interprofessional Practice and Education/IPE @ CUW
- Sue Wenker, PT, PhD, Co-Chair, Teaching Academy, UW-Madison

• IPE Offerings: The four IPEC Competency Modules will be delivered to over 1,100 students across 9 different programs.
  - Interprofessional Teamwork will be offered on September 13, 2021, to more than 500 students from Medicine, Nursing (Traditional and Accelerated), Occupational Therapy, Pharmacy, Physical Therapy, and Social Work.
  - Interprofessional Roles and Responsibilities will be offered from October 4 and 11, 2021 to more than 400 students from Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, and Social Work students.
  - Interprofessional Values and Ethics – Spring 2022
  - Interprofessional Communication - Spring 2022

• Launching the UW IPE Path of Distinction Program
As reported earlier, UW CIPE in collaboration with its seven program/school partners will open the application for the UW IPE Path of Distinction Program in early Fall 2021. To learn more and apply, please visit us at https://cipe.wisc.edu/education/#prod.

• UW CIPE Health Aging Initiative
The Family Caregivers and Community Supports for Dementia IPL Badge will be piloted with about 20 cross professional students in Spring 2022.

• Fall 2021 Knowledge Exchange Series (KES)
UW CIPE is currently planning a KES on environmental health and sustainability to be held in November 2021 (date TBD). At this time, we are working with the UW-Madison School of Medicine and Public Health (SMPH), the SMPH One Health Initiative, and the School of Veterinary Medicine One Health Club to develop the program and invite panel members. Other schools/programs are invited to participate as well.
School/Program-Led IPE Initiatives in 2020-2021

UW-MADISON SCHOOLS/PROGRAMS IPE OVERVIEW

**Genetic Counseling**

The Master of Genetic Counselor Studies Program at the University of Wisconsin School of Medicine and Public Health educates students to become competent and compassionate genetic counselors who will be lifelong learners and leaders in the field. The two-year program combines advanced education in human, molecular and medical genetics with skills and experience in counseling.

MGCS values interprofessional education as evidenced by the inclusion of IPE in our mission statement i.e., ‘we will provide students with a rigorous, comprehensive curriculum that includes a diverse clinical experience that fosters interprofessional relationships’. We are guided by the Accreditation Council of Genetic Counseling’s practice-based competencies that mandates entry level counselors establish and maintain professional interdisciplinary relationships in both team and one-on-one settings...’ (ACGC, 2014). Further guidance is provided by National Society of Genetic Counselors Code of Ethics that requires genetic counselors’ relationships with other non-GC professionals be ‘based on mutual respect, caring, collaboration, fidelity, veracity and support’ (NSGC, 2017).

**Medicine**

The Doctor of Medicine (MD) program strives to engage students in learning and experiences that will help them become highly competent and compassionate physicians who promote health and have a lifelong thirst for learning. The ForWard Curriculum replaces the traditional model of medical education — two years of basic science followed by two years of clinical experiences — with a three-phase model that fully integrates basic, public health and clinical sciences throughout our medical students’ education.

A key feature of the Forward Curriculum is an Interprofessional Health and Team-based Care Thread that integrates high-quality interprofessional and team-based educational opportunities throughout the required curriculum. The goal of this thread is to prepare future physicians to work collaboratively and successfully in a team environment. Throughout the 3 phases, students explore the values and ethics of interprofessional practice, roles and responsibilities of health care professionals, and interprofessional teamwork and communication as it intersects with other areas of medical practice.

**Nursing**

For nearly a century, the UW-Madison School of Nursing has educated and inspired the most innovative professionals in the field of nursing. We develop critical thinkers and leaders for the profession and for society. We make discoveries, enhance systems, and improve health through research, education, and practice. We collaborate with campus and community research and practice partners to integrate evidence-based practice, and we prepare students for team-delivered care. One way in which we prepare our nursing students for team-delivered care is through interprofessional education opportunities which are integrated into the undergraduate curriculum. These opportunities include hands-on education through interactive learning activities, simulations, and clinical practice with students from other health care disciplines.

**Pharmacy**

The School of Pharmacy IPE curriculum aims to prepare all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. The IPE program is anchored in an interprofessional socialization framework to facilitate dual identity formation. It spans the entire length of the PharmD curriculum and includes required didactic, co-curricular, and experiential IPE activities.

The school’s IPE program is progressive, insofar as it is a true programmatic approach spanning the entire length of the curriculum that includes required didactic, co-curricular, and experiential activities.

Additionally, the School of Pharmacy has created an IPE committee whose task it is to assemble, organize, build consensus amongst, and coordinate efforts of key stakeholders who will collectively ensure the successful implementation of the School’s IPE program, including continuous monitoring of its quality.

**Physical Therapy**

The University of Wisconsin-Madison Doctor of Physical Therapy (DPT) Program prepares students to enter the workforce as generalist practitioners, equipped to provide interprofessional, evidence-based, quality care through the roles of clinician, educator, researcher, administrator, and consultant. Our program provides a welcoming, collaborative environment, which offers an integrative, team-taught curriculum bolstered by an emphasis on leadership, service, and professional behaviors.

One of the values of the DPT Program is interprofessional education. Students are given opportunities to engage and learn with other professional students in a variety of settings. Some opportunities are threaded throughout the curriculum and others are optional learning experiences.

**Physician Assistant**

The University of Wisconsin Physician Assistant (PA) Program is dedicated to the preparation and education of knowledgeable, competent, professional, and compassionate PAs to meet the health care needs of Wisconsin and beyond through excellence in education, research, patient care, and service. An important aspect of this preparation is experience working collaboratively with other health professionals. We provide this experience through a variety of interprofessional training opportunities in both didactic and clinical settings. These experiences allow students to better understand their chosen profession while also learning how to work effectively with others to care for patients within complex healthcare systems.
Public Health

The University of Wisconsin-Madison, Master of Public Health Program was developed in 2005 to foster the expansion and enhancement of a competent public health workforce that is able to advance the well-being of the citizens of Wisconsin and persons beyond state borders. The MPH Program embraces an interprofessional educational approach and provides professional preparation to health professionals and students from diverse schools and departments across the UW-Madison campus, including the disciplines of medicine, pharmacy, veterinary medicine, law, public affairs, physical therapy, urban planning, and nursing. With a focus on service learning, the MPH Program builds on the “Wisconsin Idea,” a century-old aspiration that the benefits of the University extend not only to Wisconsin’s residents, but beyond the state borders. The MPH Program integrates public health practitioners and contemporary public health issues facing Wisconsin’s communities into its teaching, research, and service activities. Close connections with the community through the Wisconsin Department of Health Services, Public Health Madison Dane County, and other health care and not-for-profit agencies enable students to apply their skills in real-world settings. One of the Program’s required competencies is interprofessional team practice. Students are given opportunities to engage and learn with other professional students in a variety of settings, including the classroom and the community. Some opportunities are threaded throughout the curriculum and others are optional learning experiences.

Social Work

The University of Wisconsin-Madison School of Social Work made a firm commitment this past academic year to ensuring their students receive interprofessional education. The School created its first Interprofessional Committee to ensure that students receive IPE while in the Master of Social Work (MSW) Graduate Program. Students from the Part-Time and Full-Time MSW programs voluntarily participated in three of the four UW CIPE modules: Roles and Responsibilities, Communication, and Values and Ethics. The goal of the Committee is to make our four modules mandatory by the 2022-23 academic year. The Committee spent this first academic year 1) determining the mission; 2) developing an IPE webpage on the School’s website; 3) developing a plan for requiring SW students to participate in the Teamwork, Roles and Responsibilities, Communication, and Values and Ethics CIPE Competency Modules; 4) educating the School about the Committee’s work; 5) creating a system to track student and faculty participation in IPE activities; and 6) establishing a communication system to market modules to students and faculty.

Veterinary Medicine

IPE is not yet an accreditation requirement for schools and colleges of veterinary medicine. Doctor of Veterinary Medicine (DVM) students do not currently participate in the UW CIPE Modules, but a number of students participate in WisCARES, and many are also members of the Interprofessional Health Council (IPHC), with two veterinary medicine students serving on the IPHC Executive Board.
### IPE Offering

<table>
<thead>
<tr>
<th>IPE Offering</th>
<th>Date/s</th>
<th>Goal/s</th>
<th>Description</th>
<th>Participating Schools/Programs/Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IPE Cases of Patients: Down Syndrome</strong></td>
<td>Fall 2020</td>
<td>Identify interdisciplinary approaches to assist and manage the care of patients with Down syndrome.</td>
<td>Family of a child with Down Syndrome presented their experiences interacting with the health care system. Students participated through Q + A. Interprofessional Panel of professionals from Waisman Center’s Down Syndrome Clinic (MD, SW, PT, OT, Nutrition, NP). Students participated through Q + A. Discussion questions with panel were guided by IPEC competencies.</td>
<td>MGCS, IPE Case, SoN (ABSN), DNP (PNP), MGCS, MPH, OT, SW**, DPT, and Waisman Center.</td>
</tr>
<tr>
<td><strong>IPE Cases of Patients: Addiction</strong></td>
<td>Spring 2021</td>
<td>Expose students to issues related to Naloxone and addiction. Identify interdisciplinary approaches to care management of those with addiction disease.</td>
<td>Students participated in a virtual panel hearing two patients’ stories about substance use disorder and their experience with medication assisted treatment (MAT). An interprofessional panel discussion with Monarch Addiction Recovery Clinic professionals (physician assistant and nursing). Students also participated in Naloxone administration training.</td>
<td>MGCS, IPE Case, SoN (ABSN), DPT (2nd year-students optional).</td>
</tr>
<tr>
<td><strong>PUBLHLTH 780: Evidence-based Decision-making</strong></td>
<td>Fall 2020</td>
<td>Experience the realities of public health by working with community organizations and coalitions in Wisconsin. Identify interprofessional approaches to addressing public health issues through the development of evidence-based interventions and policies.</td>
<td>This course is required of all MPH students during their first year (N=48). Students worked in 16 interprofessional groups to assist community coalitions and organizations with their community health improvement planning and evaluation.</td>
<td>MGCS, IPE Case, SoN (ABSN), DPT, (MPH program consists of MPH exclusive students and dual degree students from the disciplines of Medicine, Veterinary Medicine, Nursing, Pharmacy, PA, PT, and others).</td>
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</table>

### Participation

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<tr>
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<tbody>
<tr>
<td><strong>MGCS Interprofessional Clinical Rotations (Clinical)</strong></td>
<td>Fall 2020 and Spring 2021</td>
<td>Establish and maintain professional interdisciplinary relationships in both team and one-on-one settings.</td>
<td>Observe and actively participate in interprofessional clinics throughout UW Health that have a genetics presence, including inborn errors of metabolism, craniofacial, neurocutaneous, bleeding disorders, inherited arrhythmias, inherited retinal dystrophy clinic, neuromuscular clinics, and sickle cell. Observe interprofessional clinics without a genetic counseling presence, including primary immunodeficiency clinic, spina bifida, and others as available.</td>
<td>MGCS students work with PT, Nursing, Dieticians, Medicine and Laboratory persons.</td>
</tr>
<tr>
<td><strong>MGCS Interdisciplinary Journal Club/Case Conference</strong></td>
<td>Weekly Fall 2020 and Spring 2021</td>
<td>Journal Club: Increase knowledge of scientific evidence influencing recent advances in the clinical genetics and related disciplines knowledge and tools that can be used to enhance professional practice. Case Conference: Demonstrate the interface of medical literature with clinical judgement within one’s specialty and as part of an interprofessional team.</td>
<td>Journal Club and Case Conference are RSS approved interprofessional activities in the Division of Genetics and Metabolism. Case Conference, which meets twice per month, includes a presentation of a case from learners practice followed by a facilitated discussion. Journal Club meets once per month and includes a single presentation of a current article on a specific topic (e.g., skeletal dysplasia) with a facilitated discussion.</td>
<td>MGCS students join a variety of interdisciplinatory clinical staff.</td>
</tr>
<tr>
<td><strong>Wisconsin Leadership Education in Neurodevelopmental and related Disabilities (LEND)</strong></td>
<td>Fall 2020 and Spring 2021</td>
<td>See Section 3.</td>
<td>See Section 3.</td>
<td>MGCS requires all students to participate.</td>
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### Interprofessional QI Root Cause Analysis/
One IPE Root Cause Analysis

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<tr>
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<tbody>
<tr>
<td>Interprofessional QI Root Cause Analysis</td>
<td>Fall 2020</td>
<td>Explain why critical examination of medical errors is essential for provision of safe and effective care.</td>
<td>Students were presented with a medical error case prior to the event. They were broken into interprofessional break out groups to identify the root causes of the error and possible interventions to avoid the error in the future. Large group discussion focused on both error and intervention identification, but also the benefits and challenges of working on an interprofessional team. Students also explored the process for identifying systems issues contributing to an event, and the value of IP perspectives in improving patient safety (addressing the QIPS competency domains of patient safety, patients and families as QIPS partners, and teamwork, collaboration, and coordination).</td>
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### Communication and Social Health Determinants Simulation

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<th>IPE Offering</th>
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<tbody>
<tr>
<td>Communication and Social Health Determinants Simulation</td>
<td>Fall 2020</td>
<td>Engage health and other professionals in shared patient-centered and population focused problem-solving. (TT3.)</td>
<td>Students identify and interview the care team members involved in the patient’s care and understand their unique role on the team.</td>
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### Primary Care Preceptor Clinic

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<th>IPE Offering</th>
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<tbody>
<tr>
<td>Primary Care Preceptor Clinic</td>
<td>Fall 2020 and Spring 2021</td>
<td>Provide early clinical experiences, exploring roles, responsibilities, and importance of team-based care.</td>
<td>Phase 1 medical students are paired with a physician for 60 hours and explore the ways that healthcare teams collaborate in primary care settings.</td>
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### Primary Care Quality Improvement Projects

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<th>Description</th>
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<tbody>
<tr>
<td>Primary Care Quality Improvement Projects</td>
<td>Spring 2020 - Fall 2021</td>
<td>Identify ways that interprofessional collaboration is key to successful systemic quality improvement.</td>
<td>Phase 1 medical students seek input from the interprofessional clinic team to design a quality improvement project. They learn that buy-in from the entire team is essential to ensure successful implementation.</td>
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### Interprofessional Root Cause Analysis

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<th>IPE Offering</th>
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<th>Description</th>
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<tbody>
<tr>
<td>Interprofessional Root Cause Analysis</td>
<td>Fall 2020</td>
<td>Explore a serious medical error and determine where systems can be improved to prevent similar future errors. Focus on interprofessional collaboration in institutional quality improvement.</td>
<td>Phase 2 medical students teamed up with PA students to examine a case of a fatal drug error. Students collaborated to understand the root cause of the error and identify potential systems and teamwork improvements that could prevent similar outcomes in the future.</td>
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<td>IPE Offering</td>
<td>Date/s</td>
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<tr>
<td>Phase 2 Inpatient and Outpatient Clinical Experiences (Clinical)</td>
<td>2020 - 2021</td>
<td>Identify members of the health care team, use tools that promote interpersonal and team-based care, and participate in appropriate team communication, collaboration, and transitions of care.</td>
<td>During all Phase 2 blocks, medical students participate in clinical rotations and patient care as members of a health care team. These interactions and skills are assessed via interprofessional health care items on the standard clinical assessment forms. SMPH*, Nurses, APP, Pharmacists, Social Workers, CM, Genetic Counselors.</td>
</tr>
<tr>
<td>Phase 3 Inpatient Acting Internships (Clinical)</td>
<td>2020 - 2021</td>
<td>Collaborate as a member of a healthcare team in caring for hospitalized patients.</td>
<td>Online, case-based module that introduces students to interprofessional team members in a hospital setting followed by observed interactions with an interprofessional team member, written reflection and completion of an assessment tool. SMPH*, Nursing, APP, Pharmacists, Social Workers, CM, RT, Physical Therapists.</td>
</tr>
<tr>
<td>Phase 2 Chronic and Preventative Care Medication</td>
<td>2020 - 2021</td>
<td>Understand how the perspectives of physicians and pharmacists influence clinical decision making about medications.</td>
<td>Small group case-based session related to atrial fibrillation and anti-coagulation decision-making, focusing on critical collaboration between pharmacists and physicians. SMPH*, SoP**.</td>
</tr>
<tr>
<td>Wisconsin Academy for Rural Medicine (WARM) Program Rural Disaster Drill</td>
<td>2020 - 2021</td>
<td>Learn about the roles of the various first responders and how physicians can effectively partner in the transitions of care when these patients are brought to the ED.</td>
<td>WARM students participate in a 6-hour activity with first responders from four La Crosse area Fire and Rescue Departments in a variety of outdoor disaster scenario simulations that include search and rescue of an elderly person, a child that has drowned in a lake, a hunter who has been disabled in a tree stand, and a multi-vehicle crash on a country road. Collaborated with La Crosse Area Fire and Rescue EMS. SMPH* (WARM students), EMS.</td>
</tr>
<tr>
<td>IPE Advanced Pharmacy Practice Experiences (APPE) Activities (Clinical)</td>
<td>May 2020 - May 2021</td>
<td>Actively participate in the interprofessional health-care team in evidence-based therapeutic decision-making.</td>
<td>Structured activities involving student self-rating of teamwork behaviors and preceptor direct observation and rating of student teamwork behaviors using the Individual Teamwork and Observation Feedback Tool (ITOFT). • Variable hours of instruction • Interprofessional rounding activities. SoP* and available interprofessional health students while on a clinical rotation.</td>
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### OPTIONAL PROGRAM-LED IPE OFFERINGS

<table>
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<tr>
<th>IPE Offering</th>
<th>Date/s</th>
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<th>Description</th>
<th>Participating Schools/Programs/Professions</th>
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<tbody>
<tr>
<td>Interprofessional Collaborative Practice in HIV Care</td>
<td>Spring 2021</td>
<td>Course content includes the following: History of the HIV epidemic and its epidemiology; the key principles of HIV prevention, diagnosis, and treatment; discussion of stigma and populations disproportionately impacted by HIV; HIV care models; and the role of the interprofessional teams in HIV care.</td>
<td>A Virtual course this year; follows a national curriculum overseen by the Midwest AIDS Training and Education Center. Included both an interprofessional panel and a patient panel. SoP*, SMPH, SoN, SW (6 students per discipline).</td>
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<tr>
<td>Wisconsin Companion Animal Resources, Education, and Social Services (Wis-CARES)</td>
<td>Year Round</td>
<td>Public Health</td>
<td>Responds to zoonotic disease diagnosis through owner education, reporting, quarantine, and disinfection. Promotes health and safety of people and the environment. Zooeya – the innumerable benefits that stem from human interaction with animals – build trust in human healthcare system and allow people to seek their own health care. Communication Communicates with diverse audiences. Adapts communication style to colleagues and clients. Demonstrates client centered communication. Elicits client goals, expectations, perspectives, and constraints, considering the HAB. Engages clients in difficult conversations such as financial decisions and end of life care. Collaboration Demonstrates inclusivity and cultural competence. Demonstrates respect for diversity. Works to build self-understanding through reflection and recognition of own values/beliefs and to understand that everyone has their own that is equally important to them. Recognizes and respects that others may have visible and/or invisible disabilities. WisCARES is an outreach partnership between the schools of veterinary medicine, social work, and pharmacy at the University of Wisconsin that provides basic veterinary medical care, housing support and advocacy, and other support services to Dane County pet owners who are low income, currently experiencing, or are at risk of homelessness, as well as those who are unable to pay for veterinary medical services needed for access to housing. WisCARES clinical program is overseen by SVM. The program is run by three full-time staff members. Programming includes 2 staff veterinarians, 2 certified veterinary technicians, an outreach worker, a receptionist, and student employees from the schools of veterinary medicine, pharmacy, and social work. SVM*, SW, SoP.</td>
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<tr>
<td>IPE Offering</td>
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<td>Description</td>
<td>Participating Schools/Programs/Professions</td>
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<tr>
<td>Vectors, Vector-Borne Disease and Public Health</td>
<td>One 1-week session per year</td>
<td>Build skills in surveillance methods to collect mosquito and tick species that are essential to transmission of pathogens like Zika virus and the causative agent of Lyme Disease. Learn to identify those arthropods. Apply that knowledge into the context of human and veterinary health (i.e., One Health).</td>
<td>A new selective course option that focuses on emerging and endemic vector-borne diseases that are significant threats to public health was created. It provides both DVM and graduate students best practice for vector surveillance and identification. The course is part of training opportunities with the Midwest Center of Excellence of Vector-Borne Disease.</td>
<td>SVM*, Midwest Center of Excellence of Vector-Borne Disease, One Health.</td>
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## SECTION 3

### Community Partner

**IPE Reports in 2020-2021**

The Center for Health Enhancement Systems Studies (CHESS) researches and develops technology to help people cope with health challenges, such as cancer, addiction, loneliness, and asthma. Housed at CHESS are the Great Lakes Mental Health, Addiction, and Prevention Technology Transfer Centers. Through our work we deliver training and intensive technical assistance to accelerate the adoption and implementation of evidence-based practices. Our goal is to increase access to publicly available, free of charge, training and technical assistance to the mental health, addictions, and prevention professionals. We also heighten the awareness, knowledge and skills of the workforce by developing strategies for delivering culturally informed care with diverse practitioners, researchers, policy makers, family members, and consumers of mental health, addictions and prevention services.

### Cross-Professional Educational Offerings:

<table>
<thead>
<tr>
<th>IPE Offering</th>
<th>Components (if appl.)</th>
<th>Date/s</th>
<th>Goal/s</th>
<th>Description</th>
<th>Programs/Professions Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Interviewing (MI)</td>
<td>HIV</td>
<td>Fall 2020</td>
<td>Demonstrate the advancing skills and spirit in MI. Apply this to working with persons who have or are at risk of HIV.</td>
<td>Twelve practitioners who deliver HIV services participated in a 4-month intensive technical assistance project. In addition to small group sessions, participants captured audio recordings for individualized feedback.</td>
<td>Substance Use Disorder (SUD) Counselors, Social Work, and Community Health Educators.</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Summer 2020</td>
<td>Provide training in the relational aspects of MI.</td>
<td>Mental health practitioners from Ohio and Indiana (N=110) participated in an online training event to enhance their skills and spirit in the relational aspects of MI.</td>
<td>SUD Counselors, Social Work, and Community Health Educators.</td>
<td></td>
</tr>
<tr>
<td>Addictions</td>
<td>Fall 2020</td>
<td>Provide training in the relational and technical aspects of MI.</td>
<td>Staff (N=20) from an SUD center in Milwaukee, WI participated in 6 sessions of MI learning and practice.</td>
<td>SUD Counselors, Social Work, and Community Health Educators.</td>
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<tr>
<td>Behavioral and Physical Health</td>
<td>Spring 2021</td>
<td>Provide training in the relational and technical aspects of MI.</td>
<td>Sixty staff members from a mid-size health care organization in WI participated in sixteen hours of online training over 4 months.</td>
<td>Psychologists, Social Workers, Physicians, Nurses, Physical Therapists, Occupational Therapists, SUD Counselors, Mental Health Counselors.</td>
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<tr>
<td>Behavioral and Physical Health</td>
<td>Winter and Spring 2021</td>
<td>Provide training in the relational and technical aspects of MI.</td>
<td>Provided a 12-hour relational series and a 12-hour technical online training event to 100 mental health and addictions workforce staff persons.</td>
<td>Psychologists, Social Workers, Physicians, Nurses, Physical Therapists, Occupational Therapists, SUD Counselors, Mental Health Counselors.</td>
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</table>
Pre-Professional Advising

Pre-Professional Advising at the University of Wisconsin-Madison includes the Center for Pre-Health Advising (CPHA) and the Center for Pre-Law Advising (CPLA). CPHA and CPLA are highly collaborative, independent advising units with a shared priority of increasing access, equity, and diversity within health and law fields. The Centers serve undergraduates and alumni from all undergraduate schools and colleges at UW-Madison. Interprofessionalism, promoting the importance of interprofessional education, and emphasizing intersections among various fields of study/work are foundational to our advising and programming strategies. Programming within CPHA highlights IPE. Collaborating with CIPE has greatly enhanced what we are able to offer our advisees as they prepare for careers in healthcare.

Cross-Professional Educational Offerings:

<table>
<thead>
<tr>
<th>IPE Offering</th>
<th>Date/s</th>
<th>Goal/s</th>
<th>Description</th>
<th>Programs / Professions Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team-Based Care: An Interactive Virtual Workshop</td>
<td>Fall 2020</td>
<td>Expose UW–Madison pre-health undergraduates and alumni to interprofessionalism and actively engage them in considering interprofessional aspects of patient care scenarios.</td>
<td>CPHA 2020 Fall Health Exploration Programming – Participants engaged in learning more about the roles and responsibilities of different health-care professions through small- and large-group case-based discussions made up of interprofessional groups. Panelists from seven different professions and programs participated and answered student questions.</td>
<td>CPHA, Genetic Counseling, MD, Nursing, OT, PT, Pharmacy.</td>
</tr>
<tr>
<td>Team-Based Care: An Interactive Virtual Workshop</td>
<td>Spring 2021</td>
<td>Expose UW–Madison pre-health undergraduates and alumni to interprofessionalism and actively engage them in considering interprofessional aspects of patient care scenarios.</td>
<td>CPHA Health Professions Expo Breakout Session – In collaboration with the UW CIPE and its program/school partners (from Genetic Counseling, Medicine, Nursing, Occupational Therapy, Pharmacy, and Physical Therapy), students participated in an interactive workshop on interprofessional education and collaborative practice in healthcare, learning about roles and responsibilities of the participating programs.</td>
<td>CPHA, Genetic Counseling, MD, Nursing, OT, PT, Pharmacy.</td>
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<tr>
<td>Interprofessional Case Competition</td>
<td>Jan 7-8, 2021 (virtual)</td>
<td>Provide students with an opportunity to participate in a simulated IP team to solving a healthcare case study.</td>
<td>52 students representing 14 different academic institutions across the state formed interprofessional teams to learn about, with, and from each other by analyzing a complex fictitious healthcare case study. The top 8 teams presented their case analysis and recommendations to a panel of judges staffed by leaders from academic institutions and health provider organizations.</td>
<td>Allied health, Medicine Pharmacy, Nursing.</td>
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<tr>
<td>AHEC Scholars</td>
<td>Sept 1, 2020 – May 31, 2021</td>
<td>Students gain valuable interprofessional experience in Wisconsin’s rural and underserved communities.</td>
<td>AHEC Scholars is a 2-year program for health professions students interested in supplementing their education by gaining additional knowledge and experience in rural and underserved settings. Students participate in a combination of didactic and field experiences while in IP cohorts facilitated by our seven Regional Center teams. This year we welcomed 123 students from 15 academic partners in our third cohort alongside 147 returning second cohort students. Our second cohort Scholars will graduate in June 2021 and receive the AHEC Scholar Badge from UW CIPE in recognition of their achievement in gaining interprofessional knowledge, skills, and leadership in becoming interprofessional practitioners.</td>
<td>Behavioral Health, Dietician, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, Public Health, Social Work.</td>
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<tr>
<td>Wisconsin Express</td>
<td>Aug 2020; Jan, March, May 2021</td>
<td>Wisconsin Express is a multi-day cultural immersion experience designed to give health professions students an opportunity to study firsthand the diverse local and regional healthcare innovations and challenges in Wisconsin communities.</td>
<td>AHEC hosted 11 virtual Wisconsin Express sites this year each with their own area of focus including such topics as healthcare entrepreneurialism, Indigenous communities, incarcerated, rural, underserved, aging, and urban populations. Multidisciplinary groups of students explored each site’s cultural diversity and healthcare, developing strategies for intercultural and interprofessional effectiveness in healthcare practice. We served over 150 students from over 15 academic institutions.</td>
<td>Behavioral Health, Biology, Dietician, Food Science, Genetics, Global Health, Healthcare Administration, Health Promotion and Health Equity, Kinesiology, Medicine, Microbiology, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant, Pre-medicine, Psychology, Public Health, Social Work.</td>
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Wisconsin LEND program

The Wisconsin Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities (WI LEND) Program provides interdisciplinary and disciplinary leadership training in order to improve systems of care that promote the prevention of disabilities and assure access to family-centered, community-based services and supports for children with neurodevelopmental disabilities and their families. WI LEND provides advanced training to graduate students, post-graduates, family members, self-advocates, and community professionals who already demonstrate a commitment to promoting quality systems of care for children and their families.

Cross-Professional Educational Offerings:

<table>
<thead>
<tr>
<th>IPE Offering</th>
<th>Components (if appl.)</th>
<th>Date/s</th>
<th>Goal/s</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>IPE Cases of Patients</td>
<td>Intimate Partner Violence</td>
<td>Spring 2020</td>
<td>Exposure to issues related to intimate partner violence</td>
<td>Shared experiences of two invited guests, and large group debriefing and small group discussion and work.</td>
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<td>Addiction</td>
<td>Spring 2020</td>
<td>Exposure to issues related to Naloxone and addiction</td>
<td>Virtual Panel: students participated in a virtual panel hearing two patients’ stories about substance use disorder and their experience with medication-assisted treatment (MAT) and participating in a large group discussion with the guests.</td>
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<tr>
<td>LEND program long-term training (application required, cohort of 35 trainees from 15 disciplines, including family and self-advocates)</td>
<td>Seminars</td>
<td>Fall 2020 and Spring 2021</td>
<td>Provide core knowledge of neurodevelopmental disabilities: clinical, community, family, policy, and research perspectives</td>
<td>Weekly 75-minute seminars (Friday afternoons, 28 total) offered virtually in this academic year were organized into six topical modules: Neuromotor Development, Cognitive Development, Communication Development, Autism Spectrum Disorders, Genetics and Chronic Conditions, Mental Health and Transition to Adulthood.</td>
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<td></td>
<td>LEND program long-term training (application required, cohort of 35 trainees from 15 disciplines, including family and self-advocates)</td>
<td>Case-based learning “Life Course Stories”</td>
<td>Fall 2020 and Spring 2021</td>
<td>Provide team-based learning in safe environment to improve skills in interdisciplinary communication, collaboration, research, and family-centered practice.</td>
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<td>Clinical and Community-based Practice</td>
<td>Fall 2020 and Spring 2021</td>
<td>Each long-term trainee completes 60-80 hours of applied practice experience to improve discipline and interdisciplinary skills.</td>
<td>Clinical placements for clinical trainees (OT, PT, psychology, audiology, genetic counseling, psychiatry, rehab medicine, speech/language pathology, nutrition) and Community placements for other trainees (Family, Public Health, Special Education, Social Work).</td>
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<td>Health Care Transition Consultation</td>
<td>Fall 2020 and Spring 2021</td>
<td>Selected trainees worked in small teams to learn how to consult with families of transition-aged youth.</td>
<td>4 meetings were completed (approximately 10 hours total) for each of five interdisciplinary teams to determine focus of the consultation, gather and share transition resources with the family.</td>
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<td>Interdisciplinary Research</td>
<td>Fall 2020 and Spring 2021</td>
<td>All trainees contribute to an interdisciplinary research project and apply research skills.</td>
<td>Waisman Center researchers worked with small teams on selected component of an ongoing research study focused on developmental disabilities, trainee teams developed a product – handout, poster, or other summary of their work.</td>
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<td>Leadership Workshops</td>
<td>Fall 2020 and Spring 2021</td>
<td>All trainees develop awareness and knowledge of leadership based on spheres of self, others, and the wider community.</td>
<td>Clinical placements for clinical trainees Leadership assessments and interactive team-based activities are offered in 4-2-4-hour workshops to assist trainees in self-reflection and application of skills in communication, team building, cultural awareness, systems integration.</td>
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</table>
The Native American Center for Health Professions (NACHP) is located within the University of Wisconsin School of Medicine and Public Health. Their vision is to improve the health and wellness of American Indian people.

NACHP is providing health professional students with following opportunities to learn with, from, and about each other with a focus on Native health:

- **Distinguished Lecture Series:** NACHP sponsors a Distinguished Lecture Series focusing on issues affecting Native health.
- **American Indian Health, History & Tribal Governance Course:** this is a 1-credit 10-week introductory course designed to provide all health professions students with foundational knowledge regarding the history, structures and key health priorities of Wisconsin tribal nations delivered by a wide range of faculty and guest experts.

To learn more and participate, please visit NACHP at [https://www.med.wisc.edu/education/native-american-center-for-health-professions/](https://www.med.wisc.edu/education/native-american-center-for-health-professions/).

The Global Health Institute (GHI) at the University of Wisconsin-Madison is dedicated to improving and inspiring collaboration, educating tomorrow’s leaders, and promoting research and outreach to improve well-being for all. In doing so, GHI provides health professional students with the following educational opportunities:

- **Undergraduate Certificate in Global Health:** The Undergraduate Certificate is a 15-credit program with a focus to help undergraduate students become informed citizens in an increasingly interconnected world. The Certificate is open to all undergraduate students at the University of Wisconsin-Madison. To learn more and apply, please visit [https://education.ghi.wisc.edu/undergraduate-certificate-in-global-health/](https://education.ghi.wisc.edu/undergraduate-certificate-in-global-health/).
- **Graduate/Professional and Capstone Certificates in Global Health Online:** The 11-credit, largely asynchronous online curriculum offers maximum flexibility for students to complete the certificate within the context of their work and life responsibilities. To learn more and apply: [https://ogh.med.wisc.edu/graduate-professional-capstone-certificates-in-global-health-online/](https://ogh.med.wisc.edu/graduate-professional-capstone-certificates-in-global-health-online/).
SECTION 4

UW–Madison IPE Student Organizations in 2020-2021

Interprofessional Health Council (IPHC)

UW–Madison Interprofessional Health Council (IPHC) is an organization that seeks to enhance the interprofessional development of students within pre-health and health-related academic programs at UW-Madison. IPHC helps to coordinate, organize and/or facilitate various interprofessional curricular, co-curricular, and extra-curricular activities for students each academic year. IPHC also serves as a liaison to facilitate the exchange of ideas and information between students, student organizations, and the faculty and staff of the UW-Madison health profession schools and programs regarding interprofessional education and collaborative practice. IPHC is under the advisory UW-Madison’s Center for Interprofessional Practice and Education (UW CIPE) and collaborates with UW CIPE by representing health profession students in shared governance and organizational activities.

2020-21 IPHC Executive Board Officers

President: Michelle Gotteiner – Veterinary Medicine
Vice President, Membership: Elizabeth Braun – Pharmacy
Secretary: Kelly Thomas – Pharmacy
Treasurer: Brittney Moore – Veterinary Medicine

IPHC Annual Summit

The 2021 Interprofessional Health Council’s Annual Summit took place on Saturday, April 3 from 9:00am-12:00pm via Zoom. This year’s Summit, titled Care for Yourself to Care for Others: Mental Health for Healthcare Providers featured three 60-minute sessions. Nearly 20 students, faculty and staff from multiple different health science programs were in attendance.

The three sessions included the following presentations:

• A Healing Touch: An Interprofessional Approach to Wellbeing; Annmae Minichiello, PharmD, Ambulatory Care Pharmacist, UW Health and Vincent Minichiello, MD, Assistant Professor, Department of Family Medicine and Community Health, School of Medicine and Public Health (SMPH)

The Minichiello’s discussed how to cultivate a culture of wellbeing, promote support programs, and provide opportunities for personal enrichment and collaboration in your program by sharing what they are doing in the School of Pharmacy and the School of Medicine and Public Health. They discussed the importance of self-compassion, mindfulness, and self-kindness.

• Maladaptive Perfectionism, High Stress & Preventing Burnout; Megan Fitzpatrick, JD, Masters Student in Counseling Psychology

Megan Fitzpatrick, JD discussed the pros and cons of perfectionism and how too much perfectionism can become maladaptive and make you more vulnerable to depression, anxiety, eating disorders, isolation, burnout, and even suicidality. She defined the types and traits of perfectionism and risks that accompany it. She also offered tools and resources to help and support those with maladaptive perfectionism, and ways to mitigate it.

• How Can Healthcare Systems Adapt to the Needs of Women in Healthcare to Prevent Their Burnout?; Sonal Chandrate, MD, Regional Medical Director of Primary Care-North with Ascension Medical Group

Dr. Chandrate addressed the unique needs of women in healthcare and the contributions that lead to burnout. These unique needs include work to home conflict, career growth, workplace and schedules, and self-care and wellness. Dr. Chandrate also addressed best practices for addressing burnout among female healthcare providers.

One Health Club – School of Veterinary Medicine

The focus of the One Health Club is to facilitate and expand understanding of and engagement in the field of One Health at the School of Veterinary Medicine, to enhance inter-health professional collaboration, and to promote the role of veterinary medical practitioners within the health and biomedical professions at-large. We strive to provide resources and opportunities for education and career development to our fellow classmates with interests in public/global health, epidemiology, comparative medicine, conservation, and other areas that promote the optimal health of people, animals, and the environment.

Events

Interdisciplinary Panel on COVID-19

In the Fall 2020, an interprofessional panel of 44 participants and 5 panelists in the medical, veterinary, pharmacy, and public health fields talking about their experiences, diagnostic tests they are working on, and perspectives on the pandemic.

Born to Be Documentary Viewing and Discussion

Also in the Fall 2020, One Health Club members participated in the CIPE Knowledge Exchange Series (KES). Born to Be Documentary Viewing and Discussion. The session had about 90 participants plus four panelists from across campus. The documentary and interprofessional discussion focused on transgender and nonbinary-centered healthcare.

2020-21 One Health Club Officers

President: Melissa Helstein – Veterinary Medicine
Vice President: Erin Furmaga – Veterinary Medicine
Secretary: Cheyenne Pearson – Veterinary Medicine
Treasurer: Delany Hinz – Veterinary Medicine
One Health Initiative – School of Medicine and Public Health

The One Health Initiative works to congregate students from all disciplines, including law, medicine, veterinary medicine, pharmacy, education, public health, business, engineering, and any health-related graduate program. Together, we share ideas from each of our areas of expertise to tackle various challenges that impact the health of people, animals, plants, and our shared environment.

Each month, we meet to discuss solutions to various world problems. We practice interdisciplinary teamwork to prepare us for a world where global interdependence is becoming mainstream. Our ultimate goal is to build the skill set that will allow us to create a healthy and sustainable planet.

Events
This year, the organization primarily focused on working with other One Health-related organizations to plan and promote virtual events. The first event was a panel on how researchers at UW have responded to the COVID-19 pandemic. This was in collaboration with the UW Veterinary School One Health Club. They also worked with CIPE to host the Born to Be watch parties and panel discussion.

Currently, they are working with CIPE to plan One-Health related lessons to students at local high schools. Further planning on this will occur in August.

2020-21 One Health Initiative Leaders
Apoorva Reddy – PhD Student in Health Services Research in Pharmacy
Emma Svenson, DVM, MPH – PhD Student in Epidemiology
SECTION 5
IPE Scholarly Work and Awards in 2020-2021

Research Studies


Khalili H. (PI), Wenker S. (Co-PI). Family Caregivers and Community Supports for Dementia – An Interprofessional Practice Learning (IPL) Badge Initiative. Funded through the WI DHS CDC-funded BOLD Project.


Books and Book Chapters

Books:


Book Chapters:


Peer-reviewed Journal Papers


Conference Presentations

Wenker S., Duncan J. Development of an Online, Interprofessional Course to Deliver Continuing Medical Ethics Education. Ted Talk Presentation, University of Wisconsin School of Medicine and Public Health Medical Education Day. May 2021.


Keynote Addresses

Hayden J., Humphris D., Khalili H., Pitt R. How can we ensure IPE is embedded in the mainstream of future healthcare? Keynote Panel. UK Interprofessional Medical Education Conference. Hosted by Interrobang and UK Academy of Medical Educators. March 2021.


Khalili H. Harnessing the Power of Innovative (and Collaborative) IPECP Research and Scholarship During and Beyond the Covid-19 Pandemic. Keynote. 2nd Annual Heartland Interprofessional Education Conference (HIPE), Crexton University Medical Center - Bergan Mercy. Omaha, NE. July 2020.

Accepted Abstracts


