



**Status of Interprofessional Education in Wisconsin Academic Settings**  
**Provisional Results: Pre-Conference interviews**  
**October 21, 2016**

**Question #1: Name of college, school, university responding to interview.**

<b>Question #2: What are the names of health professions engaged with IPE at your institution?</b>				
<b>Concordia University of Wisconsin</b>	<b>Bellin College</b>	<b>Marquette University and Medical College of Wisconsin</b>	<b>University of Wisconsin, Madison</b>	<b>Viterbo College of Nursing</b>
Nursing; social work; pharmacy; occupational therapy; physical therapy; physician studies. (Soon will include speech and language pathology.)	Offered a one-time IPE event with nursing students (undergrad and graduate level), medical students and radiography students.	Athletic training; biomedical engineering; biomedical sciences; business; clinical laboratory science, nursing (undergraduate and graduate); physical therapy; physician assistant; pre-med; psychology (undergraduate); speech and language pathology and audiology.	Nursing; pharmacy; medicine; occupational therapy; physical therapy; veterinary medicine; dietetics and clinical nutrition; social work; audiology; genetic counseling; physician assistant; clinical and rehabilitative psychology; public health; population health; law (Center for Patient Partnerships); engineering (Wisconsin Institute for Healthcare Systems Engineering); kinesiology; athletic training; business (Executive Education for Health Systems Leaders); human ecology (caregiver and family issues).	Nursing; nutrition and dietetics; social work; mental health counseling.

**Question #3: Do you have infrastructure support for IPE?**

Concordia University of Wisconsin	Bellin College	Marquette University and Medical College of Wisconsin	University of Wisconsin, Madison	Viterbo College of Nursing
<ul style="list-style-type: none"> <li>• <i>Dedicated curriculum committee:</i> The IPE coordinator leads this committee with reps from each of the schools that are included. This has been an ad hoc committee, but the school is working to include it in the Concordia Governance Structure.</li> <li>• <i>Evaluation committee:</i> In its infancy. Students evaluate events. The committee has done done a full evaluation of the program to date. We also do a pre- and post-survey of all 220+ students after they complete the 2-year work of events (RIPPLs, IEPS, TeamStepps surveys).</li> <li>• <i>Leadership support:</i> Yes. Provided a</li> </ul>	<p>Note: approached by the Medical College of Wisconsin. Traveled to Washington D.C. to workshops that were very helpful. From there they developed a plan for four workshops for nursing, radiology, medical students, and nursing graduate students</p> <ul style="list-style-type: none"> <li>• <i>Dedicated curriculum committee:</i> In a way. There was a committee that worked to put the program together, but it wasn't an official committee.</li> <li>• <i>Evaluation committee:</i> same group as above.</li> <li>• <i>Leadership support:</i> yes, verbally.</li> <li>• <i>Funding (internal, external, buy-outs, service-related, etc.):</i> No.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Dedicated curriculum committee:</i> No, the Taskforce on Interprofessional Education members have participated in developing IPE initiatives. Each professional group's faculty have addressed placement within their own curriculum. As a Coordinator is hired we will be better able to examine our current efforts for consideration of inclusion in curricula across professions.</li> <li>• <i>Evaluation Committee:</i> We do have faculty and staff willing to come together to create opportunities and evaluate the effectiveness. We were able to secure a grant to get the IPE program started, now we are working to sustain the program. We also have met to discuss future endeavors and structure. We have attempted to secure grant funding for partnership projects with MU, MCW Aurora Healthcare, VA Clement Zablocki and the</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Dedicated curriculum committee:</i> Coming soon</li> <li>• <i>Evaluation Committee:</i> Coming soon</li> <li>• <i>Leadership support:</i> Yes</li> <li>• <i>Funding (internal, external, buy-outs, service-related, etc.)</i> Internal funds for start-up</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Dedicated curriculum committee:</i> No</li> <li>• <i>Evaluation committee:</i> No</li> <li>• <i>Leadership support:</i> Yes</li> <li>• <i>Funding (internal, external, buy-outs, service-related, etc.):</i> No</li> </ul> <p>Note: there exists a Coalition of IPE Professionals</p>

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<p>budgeted position to lead this work (IPE coordinator 50 percent of his time),</p> <ul style="list-style-type: none"> <li><i>Funding (internal, external, buy-outs, service-related, etc.):</i> Internal funding for the position. Working on writing grants to support the program. Example: APARKS grant for tobacco-free campus. Have received PSWI funding two years in a row for IPE programming (Pharmacy and Department of Public Health); Macy Foundation grant to be applied for 2017.</li> </ul>		<p>Village at Manor Park; however, this was not funded. Funding has been secured from an MU Teaching Enhancement Award and a Health Resources and Services grant to the WI Geriatric Education Center. We also have commitments from the MU Provost and a majority of deans to fund infrastructure for two years. Evaluation has included student satisfaction as well as the Jefferson Scale of Attitudes Toward Interprofessional Collaboration (JeffSATIC - Hojat et al., 2015). This is a 20 item survey includes two subscales: Working Relationships <math>\alpha = .89</math> and Accountability <math>\alpha = .89</math>. We also used a mixed method adaptation of the Street (2007) Entry Level Interprofessional Questionnaire. This included nine items with a Likert scale and 1 open-ended question. Cronbach's alpha was .78.</p> <ul style="list-style-type: none"> <li><i>Leadership support:</i> We</li> </ul>		

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		<p>have expressed support from the Provost, President and Deans with some financial backing. Collaboration is also happening with no additional support, i.e. DPT and MCW, Psychology, Speech course and clinic, now potentially including nursing.</p> <ul style="list-style-type: none"> <li>• Funding (internal, external, buy-outs, service-related, etc.): We have internal funding from the Provost and a majority of the deans. We were awarded an internal Way-Klingler Teaching Enhancement Award and we have a subaward from the U.S. Dept. of Health and Human Services grant to the WI Geriatric Education Center.</li> </ul>		

**Question #4: Do you have a centralized or coordinating body for IPE activities?**

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Yes, currently does this 50 percent of his time.	Informal committee for nursing and the medical college. They did involve students from the programs to help with the development of the workshops.	We have some very dedicated leaders within their respective professional programs on campus, as the Interprofessional Education Taskforce.	We are getting ready to launch a campus-wide Center for Interprofessional Practice and Education (CIPE).	No, our AHEC brought the team together – Scenic Rivers.

<b>Question 5: How is IPE offered at your site?</b>				
<b>Concordia University of Wisconsin</b>	<b>Bellin College</b>	<b>Marquette University and Medical College of Wisconsin</b>	<b>University of Wisconsin, Madison</b>	<b>Viterbo College of Nursing</b>
<ul style="list-style-type: none"> <li>• Integrated within existing curriculum/courses: IPE certification for undergrads. Some as part of curriculum. Includes competencies that go toward certification. Also use as part of clinical off unit experience.</li> <li>• Stand-alone IPE curriculum: some of this as well. 2 courses in development, IPE 100 and IPE 490 (a capstone course); Also goes toward the certification</li> <li>• Offered as an event</li> </ul>	<ul style="list-style-type: none"> <li>• Offered as an event (e.g., all day activity – IPE Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated within existing curriculum/courses</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated within existing curriculum/courses – Quite a few options now with more to come; e.g., simulation scenarios engaging multiple disciplines</li> <li>• Stand-alone IPE curriculum – Coming eventually</li> <li>• Offered as an event (e.g., all day activity – IPE Day) – Interprofessional Health Council (IPHC), the IP registered student organization, has organized five Annual</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated within existing curriculum/courses</li> <li>• Offered as an event – evening</li> <li>• Part of clinical training (collaborative practice) with some disciplines</li> </ul>

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<p>(e.g., all day activity – IPE Day): twice a year required attendance in IPE events. These events have case studies that are reviewed and small groups work together to discuss. These are 2 hour events.</p> <ul style="list-style-type: none"> <li>• Included in service learning activities: Examples:               <ul style="list-style-type: none"> <li>• Initiative with Justice Point (alternative to prison). The team develops an interdisciplinary plan to help the participants. Can get clinical and/or service hours based on accrediting organization requirements for students</li> <li>• Veterans Stand Down participation we med ed, intake</li> </ul> </li> </ul>			<p>Leadership Summits to date</p> <ul style="list-style-type: none"> <li>• Included in service learning activities – Yes, mainly our MEDiC clinics, fall prevention clinics, etc.</li> <li>• Part of clinical training (collaborative practice) – Some, more intentional coming soon</li> <li>• Other – IP Student organizations</li> </ul>	

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<p>work with at risk populations; Mind-Body-spirit annual IPE healthfair</p> <ul style="list-style-type: none"> <li>• Drug related group: offender prevention with help of IPE group.</li> <li>• Other: now have IPE Student reps who network and recruit other students</li> <li>• Part of clinical training (collaborative practice): IPE Internships/clinical rotations at Human Service public health clinics, created IPE Gobal Ed experience (Belize)</li> </ul>				

**Question #6: What is the level of IPE Experience? (select 1)**

<b>Concordia University of Wisconsin</b>	<b>Bellin College</b>	<b>Marquette University and Medical College of Wisconsin</b>	<b>University of Wisconsin, Madison</b>	<b>Viterbo College of Nursing</b>
<p>We have had some success with IPE and would like to learn more as well as share our experiences with others.</p>	<p>We have had some success with IPE and would like to learn more as well as share our experiences with others.</p>	<p>We have had some success with IPE and would like to learn more as well as share our experiences with others.</p> <p>We have a group of interdisciplinary faculty and staff and are invested in IPE and working to create IPE opportunities at MU and within our community (Medical College of Wisconsin). Our greatest challenge at this point is designated time, space and resources, such as having individuals dedicated to organizing, communicating, and reaching out within and outside MU for opportunities.</p>	<p>We have had some success with IPE and would like to learn more as well as share our experiences with others.</p>	<p>We have had some success with IPE and would like to learn more as well as share our experiences with others.</p>



**Question #7: Describe you IPE program and what you are most proud of to date.**

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<p>Convinced administration to make this a program for the campus with a dedicated person to run it. Hired the right person with a passion for this work. Made progress to improve and advance the program (Also, have very solid administration support (e.g, Deans, VPs, etc.) also have a dedicated group of IPE Faculty Champions</p>	<p>We did it!!</p>	<p>Same as above. I am most proud of what we have accomplished without having an IPE structure in place.</p>	<p>Prior to CIPE’s inception, interested faculty primarily came together around interprofessional simulation scenarios; IP service learning activities (e.g., fall prevention clinics at local senior centers) and/or supported student orgs (such as Medic). I’m hopeful that the center helps expand connections like these. In addition, a small number of IP courses appear here and there around campus. We’re now building more intentional curricular (didactic and experiential), co-curricular, and extracurricular IP elements and dream of every health-related student having at least one IP experience every year of their program. I’m most proud of our commitment to studying outcomes beyond learner satisfaction with IPE (e.g., follow-up survey of</p>	<p>Offered four scenarios (eight simulations- two of the same scenarios offered simultaneously to 60 students. Each student had two different simulations. All aspects of health included in scenario- from dietetics to physical therapy.</p>

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			<p>participants at the falls prevention clinic; improvement in CPR and teamwork behaviors related to interprofessional mock code training). CIPE is intended to be the facilitator, convener, and leading voice in education, research, and service to prepare collaboration-ready health care practitioners to improve patient and family experiences and outcomes.</p>	

**Question #8: What is your current greatest challenge with IPE?**

<b>Concordia University of Wisconsin</b>	<b>Bellin College</b>	<b>Marquette University and Medical College of Wisconsin</b>	<b>University of Wisconsin, Madison</b>	<b>Viterbo College of Nursing</b>
<p>Accrediting organizations mandate clinical experience be overseen by individual disciplines; scheduling conflicts (made out 2 years in advance). Need buy in from everyone; In general logistics – event day-to-day logistics of getting students from different programs to meet and engage in small to large group activities</p>	<p>Scheduling, student buy in, how to incorporate into curriculum vs having it be a separate session that isn't part of the grade.</p> <p>Also noted that coaching the students regarding the program ahead of time might have helped them to get more out of the program.</p> <p>Lessons to date: provide information regarding teamwork and collaboration, make it part of the course, make it shorter.</p>	<p>Buy in and thus dedicated time and space to hold IPE events; and then invested faculty and staff to facilitate.</p>	<p>Scheduling, funding, turf</p>	<p>Logistics- having enough space/rooms/simulations for the students Making the scenarios applicable to all students</p>

<b>Question #9: What is the level of learners you are targeting for IPE?</b>				
<b>Concordia University of Wisconsin</b>	<b>Bellin College</b>	<b>Marquette University and Medical College of Wisconsin</b>	<b>University of Wisconsin, Madison</b>	<b>Viterbo College of Nursing</b>
<p>Majority is undergrad nursing (Juniors and Seniors). Graduate program students from PA, OT, PT, Pharmacy. Not sure what level for SW students (undergrad, soon to be Masters level as well '17). Reach out to Medical College of Wisconsin for ad hoc events, but they are not always included in the program. (also doing IPE collaboration with Marquette Dental and Alverno School of Nursing).</p>	<p>Started with new med students (learned they might be more engaged if they were further in the program. Many times they felt 'humiliated' by the advanced knowledge of the other students in the program).</p> <p>Nursing students in the middle of their program</p> <p>Nursing graduate students at the end of their program (ready to graduate)</p> <p>Radiology students: seniors</p>	<p>Multiple to include additional students in the programs above, as well as additional students from Law.</p>	<p>Both undergraduate and graduate level learners who are preparing to enter health professions.</p> <p>We also intend to engage medicine and pharmacy residents. We are also building the infrastructure to do more interprofessional continuing professional development for adult learners.</p>	<p>Each discipline has different levels of learners due to the type of IPE experience.</p>