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With national accreditation standards for IPE in most health professions (AACN, 2013; ACOTE, 2011; CAPTE, 2011),

from ARHU are employed to act in carefully designed life-like scenarios that students in professional studies may encounter in the work world. Programs that have successfully employed SUSI actors to date include Social Work, Nursing, Occupational Therapy, Physical Therapy, and Speech Therapy. Assessment data from SUSI activities is overwhelmingly positive with student appreciation for the ability to practice skills in a safe environment. Simulation activities have also afforded faculty the opportunity to observe and assess cognitive, psychomotor, and affective skills and provide valuable feedback to students to strengthen confidence and abilities in their respective crafts. There are many opportunities for research in this area. The Simulation Center would be one of many activities coordinated within the larger umbrella of a future Center for IPE at Stockton.

Another IPE Initiative is planned. On November 17, 2016, as a result of our second Common Reading, we are hosting a discussion with the author of the book, *Until Tuesday*. The author, Captain Luis Montalvan will discuss his post-traumatic stress disorder and his challenges related to community access with his service dog (Tuesday). This exciting opportunity has been made possible through the collaboration and financial support of the SHS, SOE, and SOBL, as well as the Office of Student Veterans and the Office on Institutional Diversity and Equity.

Finally, the SHS successful international IPE engagement in Bogota, Colombia now adds a number of ARHU faculty including our Language Program to strengthen our global interprofessional partnerships. During spring break, our students and faculty interact with Universidad de Rosario and associated clinical sites. We are expanding the next engagement to include over 40 Stockton member for the 2017 international IPE experience.

While the events and activities thus far have been very successful, the IPE Committee recognizes that the current method for implementing these activities is not sustainable. When able, faculty have volunteered time for a project, however they are not always available, nor aware of the many opportunities across campus to optimize IPE. It has been apparent that this small committee is not sufficient to sustain the efforts nor evaluate the overall outcomes. A more coordinated and planned effort is essential for future success.

The literature reveals the following factors that are pivotal to the success of interprofessional efforts (Bridges, et al 2011). First, it is pertinent to have administrative support to coordinate interprofessional experiences. For instance, Deans, curriculum committees, and educational administrators must be supportive and encouraging faculty to create interdisciplinary courses and other interprofessional efforts that support IPE core competencies. Second, these types of interprofessional programs require a strong leadership to recruit teaching faculty and to coordinate activities amongst various schools and community partners. Third, it is essential to have administrative assistance to coordinate, sustain and to carry out logistics.

As a dedicated committee, we are interested in building toward establishing a sustainable Interprofessional Education Center, with staff dedicated to overseeing, coordinating and growing the implementation of Interprofessional Education and training at Stockton University. The creation of Stockton Center for IPE (SCIPE) will address an emerging need for education and

research efforts to serve our University and surrounding community. The mission, vision and goals

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2. Increase visibility of IPE on campus and in the community.
Outcome: Develop website to inform and provide resources for students, faculty, staff and community

3. Support faculty development and training in IPE.



		<p>3. If funding available, continue to implement all the above mentioned activities and also develop a curriculum lab site for students and faculty to practice collaborative interdisciplinary courses and other related learning projects.</p> <p>4. For detail vision of the center, see Appendix B.</p>

- and continuing education activities. [Note: The IPE Fellow in concert with requested pilot project resources can begin work on this effort.]
- 2) The Director will oversee and build research efforts, leading to further scholarly presentations and publications.
 - 3) Coordinate and streamline IPE activities as Stockton, ensuring the overall goals of the Center are reached.
 - 4) Offer Interdisciplinary training/conferences to Stockton and the local community in collaboration with Stockton University Simulation Initiative or the Stockton Center on Successful Aging (SCOSA).
 - 5) Continue to expand on current global IPE learning opportunities like the annual trip to Columbia. One faculty member is currently exploring an international IPE learning activity that will focus on alternative healthcare delivery systems. This is an activity that could involve students across the university including students from business studies, social work, education, psychology, as well as NAMS.
 - 6) Explore grant funding to support and sustain Center initiatives.
 - 7) Explore the curriculum structure through course mapping, meetings with Deans and curriculum committees to develop interdisciplinary course offerings.
 - 8) Foster faculty and student engagement in IPE through leadership training and collaborative scheduling across campus. Develop strategies to recognize faculty and student efforts.
 - 9) Schedule annual Operation Stand Downs. Operation Stand Down is an opportunity to serve homeless Veterans while providing our students with a valuable learning experience. We will invite homeless and impoverished Veterans to campus and offer a clothing drive for them, counseling in finance and community resources, health screenings, nutritional counseling, stress management strategies, etc. An activity such as this requires a lot of resources and could surely incorporate all of the schools and programs that encompass Stockton but would need a consistent individual to coordinate this service.
 - 10) Explore and expand university wide partnerships to include additional Programs and Schools in developing IPE opportunities.
 - 11) Develop and submit annual and five-year reports that demonstrate outcomes and impact of SCIPE initiatives.

Anticipated resources to support and initiate creation of SCIPE are included in the proposed budget below.

Conference Presentation (n= 4)	The Division of International Special Education Services (DISES), Nicaragua 1 faculty	Summer 2016	SOE
Conference Presentations (n=6)	All Together Better Health VII Oxford, UK - 5 faculty	Fall 2016	SHS
Conference Presentations (n=5)			

Statistical Consultant	Statistician for data analysis	Year 1 needs TBD from pilot project & annual report	TBD
IPE Fellow	4 TCH release already budgeted Meetings with administrative units & union to identify appropriate supports to establish a Center for IPE Exploration and preparation of potential grant funding to support select IPE activities	Year 1	

Administrative Staff	Data entry, administrative support; anticipated; 10-20 hours/week at \$15 per hour (plus 7.65% fringe benefits)		TBD
Statistical Consultant		Year 2 needs TBD from pilot project & annual report	TBD
Director	To be negotiated releases for fall/spring and summer	Year 2	TBD
Office Supplies	Paper, pens, folder, copies, and other office supplies		

We envision that this center will provide many opportunities to create interdisciplinary and global courses to prepare our graduates in collaborative practice. Additionally, our goal is to create an interprofessional clinic, in alignment with the SHS Strategic Plan. The interprofessional clinic will serve as a practicum site for Stockton students while providing comprehensive services to individuals in health care and educational settings (see Appendix B). Providing subsidized services to the community at large would also provide a source of revenue to sustain SCIPE. Creating a stable infrastructure for SCIPE would also facilitate exploration of opportunities to establish community partnerships through Stockton's Atlantic City campus as well as other satellite campuses.

Additionally, IPE committee is exploring the possibility of establishing a pilot summer internship program to examine the feasibility of establishing a Bridging The Gaps Community Health Internship program (BTGCHIP) at Stockton in affiliation with the Bridging The Gaps (BTG) Network.

Bridges D. R, Davidson R. A, Odegard P. S, Maki I. V, Tomkowiak J., (2011). Interprofessional collaboration: three best practice models of interprofessional education. Med Educ Online. doi: 10.3402/meo.v16i0.6035.

Interprofessional Education Collaborative Expert Panel (IPEC; 2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative.

World Health Organization (WHO; 2010). Framework for action on interprofessional education & collaborative practice. Geneva: World Health Organization. Retrieved July 22, 2015 from http://whqlibdoc.who.int/hq/2010/who_hrh_hpn_10.3_eng.pdf

Standards for Accreditation of Baccalaureate and Graduate Nursing Programs. Available at <http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf>

2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide. Available at <http://www.aota.org//media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and Interpretive-Guide.pdf>

Commission on Accreditation in Physical Therapy Education Evaluative Criteria PT Programs (CAPTE). Available at: http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/EvaluativeCriteria_PT.pdf

The purpose of this project is four-fold: 1) to coordinate an interdisciplinary faculty team to conceptualize and actualize Interprofessional Education (IPE) opportunities for students throughout the University; 2) to foster interprofessional collaboration among undergraduate and graduate students in preparing them to effectively plan, and implement interventions or programs in health care, community, and educational settings; 3) to develop a practicum site and/or clinic for health sciences, education, social work, psychology students, to practice team-based, collaborative approaches in planning and delivering comprehensive interventions; and 4) to eventually provide services to the community at subsidized fee.

	Activities		Outcomes -- Impact	
	Activities	Participation	Short	Long
1. School of Health Sciences Faculty	1. Pre- and Post-survey	1. Stockton University Faculty from Health Sciences, Education, Social Work, Holistic Health, & Psychology Programs	Facilitate activities to engage targeted faculty, undergraduate and graduate students across campus to introduce and promote IPE goals. : Brainstorm and develop concrete plans for IPE activities.	1. Faculty will collaborate to create variety of interdisciplinary courses to prepare our graduates in collaborative practices and to develop assessment and intervention plans
2. School of Education Faculty	2. Pre and Post knowledge and skills survey	2. Undergraduate Students		
3. School of Social Sciences and Behavior Faculty	3. IPE competency survey	3. Graduate Students	: Brainstorm and develop concrete plans for interdisciplinary Clinic or evaluation/instructional site	2. Create a clinic for practicum site and to provide comprehensive services to individuals in health care and educational settings
4. Schools of Arts and Humanities (Simulation Actors)	4. Participant Survey	4. School Teachers		
5. SCOSA Faculty	5. Observations	5. School Administrators	Improving pedagogical knowledge and skills in co-teaching and collaborative practices	3. Sustain clinic by providing a subsidized services to the community.
6. Simulation	6. Develop comprehensive assessment and instructional models for individuals in health care and educational settings	6. Community Partners (Health Care Partners, Educational agencies; and other relevant organizations)		
7. Holistic Health Minor Faculty	7. Reflective Journals	7. Larger Community (i.e., individuals who require comprehensive evaluation and intervention plan)	5. provide continuing professional developments for community partners & clinic services	4. Launch a program of research related to Center Outcomes and Objectives
8. Intensive Professional Development for Faculty on Collaborative Process	8. Program and IPE assessment report		6. : individuals with learning differences will receive comprehensive assessment and intervention	5. Clinic will provide a space to store and check out resources, equipment and other materials for assessment and intervention purposes.