**IPE 2023-2024 Seed Grant Symposium**

**Wednesday, November 20th, 2024**

**President’s Boardroom, 220 N. Arch Street, 14th Floor**

**Welcoming Remarks**

Hello and Welcome to the 2024 Annual Interprofessional Education Seed Grant Symposium. I’m Heather Congdon, Director of our university’s Center for Interprofessional Education. During today’s symposium, recipients of our Center for IPE 2023 – 2024 seed grants and 2022 – 2024 sustaining funds grants will detail their projects and results of their work. Together with Center Co-Directors Joe Martinez from the SOM, Linda Horn from the SOM PT program and Bridgitte Gourley from the SON, welcome to our annual IPE Seed Grant symposium. This year, we have two categories of grants: seed grants, which are intended to provide support for IPE and IPC pilot projects that are practice- or classroom-focused, with educational and evaluative components employing the IPEC Core Competencies for Interprofessional Collaborative Practice. We also have “sustaining funds grants” that provide continued funding for up to two years for projects that were successful during the seed grant phase.We will hear about our seed grant projects first, followed by our sustaining funds teams.

**-**Heather Congdon, PharmD, BCPS, CDE, Director, Center for Interprofessional Education

**Seed Grants**

***Ethics, Decolonization and Social Justice in Global Health***

Presenter: Dr. Shailvi Gupta, MD, MPH, FACS (SOM)

Contributing Faculty: Carlos Faerron Guzman, MD, MSc (Graduate) and B. Elias Snyder, MS, FNP-C, ACHPN, PhD(c) (SON)

**ABSTRACT**: Addressing global health challenges necessitates a comprehensive, interdisciplinary, and collaborative approach, as these issues are embedded in complex systems that are the product of diverse social, economic, cultural, and environmental contexts. It is widely understood that no one perspective, be it cultural, ethical, political or academic, can develop the best solution to a problem alone, particularly at a population level. The Institute on Ethics, Decolonization, and Social Justice in Global Health aims to facilitate collaboration and knowledge-sharing among students and faculty from diverse health professions, thereby promoting a more inclusive and holistic approach to global health at the University of Maryland, Baltimore (UMB). This interdisciplinary and integrated approach will enable the development of innovative and equitable strategies to address pressing global health concerns and contribute to the advancement of health equity and improved population health outcomes.

***Climate Change and Health Equity***

Presenter: Snehal T. Patel, MD, MHS (SOM) and Robyn Gilden, PhD, MS, RN (SON)

Contributing Faculty: Timothy Canty, PhD (UMCP), Shiladitya DasSarma, PhD (MEES-UMB), Erin Golembewski, PhD (Graduate), Shailvi Gupta, MD, MPH, FACS (SOM), Nicole Mattocks, PhD, LMSW (SSW), William Piermattei, JD (SOL), and Karin Guther Russ, JD, MS, RN (SON).

**ABSTRACT:** The wide-ranging impacts of climate change are fueling a “climate gap” and further exacerbating existing health inequities. The interprofessional Climate Change and Health Equity in Maryland collaboration aims – as a first step – to develop and implement a Climate Change and Health Equity course, which will empower students from professional tracks across UMB and UMCP to take greater responsibility for addressing the complex, multi-faceted health and socioeconomic issues arising from climate change through analysis and action. The main course deliverable will be a campus and community symposium on climate change with an emphasis on solutions to the problems resulting in Baltimore and State of Maryland. The long-term objective for this initiative is to create a core of interprofessional courses around climate change, health equity, and environmental sciences and justice to be offered to students across USM. At the conclusion of this project, the IPEC team will work together to prepare an MPower proposal to develop a long-term plan for a continuing partnership between UMCP and UMB in this area.

***CEC Public Health Community-Based IPE Training Program***

Presenter: Kelly Doran, PhD, RN, FAAN (SON)

Contributing Faculty: Jackie Adams, MA (Office of Community Engagement), Danielle Baek, MD (SOM) and Norman Retener, MD, FACP (SOM).

**ABSTRACT**: The CEC Public Health Suite is a community-based, nurse-run public health intervention with an interprofessional education focus that utilizes a patient-centered, trauma-informed, participatory service model that allows the neighbor to set the goal for each appointment and prioritize the needs to be addressed. The community-based IPE training program will provide students with an opportunity to work in a multidisciplinary team with each member having a clearly defined role and responsibilities that require them to work collaboratively and communicate effectively with each other and the neighbors to ensure fidelity to the model and ensure that the neighbor’s stated need(s) are addressed. The training encompasses all IPEC core competencies inclusive of roles and responsibilities; communication; values/ethics; and teamwork. These competencies are woven into training focused on working with neighbors in the CEC Public Health Suite. Students engaged in service learning at the CEC Public Health Suite will participate in one or more of three activities: 1) outreach (street, housing, event, etc. to promote connections between neighbors and CEC services, as well as linkages to care); 2) educational activities such as lunch and learns at the CEC and interactive education classes; and 3) health suite visits.

***Collaborating Across Disciplines to Recruit, Train, Retrain and Effectively Utilize People with Intellectual and Developmental Disabilities as Standardized Patients***

Presenter: Rebecca N. Weston, EdD, MSN, RN, CNE (SON)

Contributing Faculty: Nancy Culpepper, MBA (SON), Samantha Fuld, DSW, MSW, LCSW-C (SSW), Norman Retener, MD, FACP (SOM) and Patricia Schaefer, DNP, RN, CNE-cl, CHSE, CNE (SON)

**ABSTRACT**: Major healthcare organizations across the country agree that the need for thorough and inclusive disability education in health sciences curricula is imperative to create care providers across all disciplines who can provide ethically and developmentally appropriate care to people with disabilities across the lifespan. The addition of this greatly under-represented population of people with intellectual and developmental disabilities (PWIDD) to our Standardized Patient Program will allow all of UMB’s healthcare disciplines to create numerous interprofessional simulations and activities utilizing PWIDD, which has not been possible before. Including people with disabilities into our simulation education helps expose students to real scenarios and people who can speak to the genuine issues related to their disability and its impact on their life and their health. In collaboration with the Special Olympics International and Special Olympics Maryland, the University of Maryland Baltimore will enhance our ability to provide this essential interprofessional instruction to students through the intentional recruitment and training of Special Olympics Health Messengers into its Standardized Patient Program.

**Sustaining Funds**

***Training for Future IPE Care in Geriatrics Teams in Community-based Health Education and Wellness Clinics in Senior Housing Sites***

Presenter: Daniel Mansour PharmD, BCGP, FASCP, ASGF (SOP)

Contributing Faculty: Everett Smith Jr., LMSW (SSW), Barbara Zarowitz, PharmD, MSW, BCPS, BCGP, FASCP (SOP), Diane Martin, PhD

(GRD), Barbara Resnick, PhD, CRNP, RN, FAAN, FAANP (SON), Kelly Doran, PhD, RN (SON), and Nicole Brandt, PharmD, MBA, BCGP, BCPP, FASCP (SOP).The University of Maryland Baltimore, Aging in Place program (UMB\_APP) has been serving older adults residing in Maryland’s underserved/underrepresented communities since the 1980s. In the fall of 2015, the IPE Care in Geriatrics was developed to take the interdisciplinary education into a real work setting and provide team-based care to meet the needs of older adults living in high-rise senior housing 6 communities in West Baltimore and Baltimore City. In the Spring of 2019, IPE Care in geriatrics was established as a 3-credit graduate school course number CIPP 621 and housed at the school of pharmacy as PHMY 5011. This initiative was developed from a long history of interdisciplinary work in geriatrics that has focused on single intermittent programs in which students and faculty from multiple disciplines came together to use case-based approaches for teaching. The course focused on a clinical component for students in nursing (including the RN to BSN, MSN, CNL) and the practicum in leadership for DNP students, as an elective course for third year pharmacy students, a field placement for social work students, as a service learning site for first and second year medicine students and audiology students from University of Maryland College Park, and a place for trainees from various other schools to gain necessary exposure to geriatrics and gerontology such as from the Area Health Education Center (AHEC) scholars from the school of medicine. During the COVID-19 pandemic, lack of transportation, difficulty in coordination of care and other social determinants of health have negatively impacted the older adults in these communities. The goal of this initiative is to continue – with potential for expansion – our current health education programming and expand by providing elements of primary care such as the Medicare AWVs. A significant challenge that we hope to overcome with the sustainability support is the cost of coordination of students and faculty across all disciplines.

***Language, Power, and Identity: the Baltimore Writing Center Project and Interprofessional Education Through the Learning and Teaching of Writing***

Not Presented: James Wright, (GRD)

Contributing Faculty**:** Elaine Dougall, MA (UMBC), and David Kelly, MA (UBalt).

This project responds to an urgent need for undergraduate and graduate students who serve as peer writing consultants in their respective university writing centers across the Baltimore metropolitan area to collaborate and network with one another across experience, expertise, academic disciplinary perspectives, and professional practice and training. The Project creates a virtual space in which participants can deliberate the interrelatedness of writing center and interprofessional work in response to multiple global crises, including (inter)national warfare, catastrophic diplomatic failures, ongoing pandemics, and climate disasters. In the context of these challenges, participants work with digital technologies, such as Wordpress, and with Baltimore community members, representatives of community organizations, as well as with writing centers, academic, and industry professionals, to deliberate scholarships, conduct research, and develop projects intended for various and multiple public audiences. This work critically explores what it means to create, organize, and communicate knowledge and community while reeling from increasing social disparities, disruptions, and violences involving income, incarceration, food security, erosion of public trust in higher education and science, and rapid developments in surveillance technologies, just to name a few. At the core of these efforts is a single question: under these conditions, how do we strive for equity and justice in our writing centers and beyond? In response, the BWCP offers opportunities for participants to reflect on linguistic and cultural difference; to consider multiple ways of knowing and organizing knowledge across professions; to question their own and others’ assumptions about difference; to negotiate and problem-solve collaboratively across professional perspectives and practices; and to sustain networks of mentorship, meaningful relationships, critical dialogue, research, and care that address the overall diminishing quality of our contemporary environment and human life.

***Preparing the Future HIV Educational Program***

Not Presented: Abby Plusen, MSSW (SOM)

*Preparing the Future HIV Educational Program.*

The University of Maryland’s interprofessional education program, Preparing the Future, not only dares to imagine a future without HIV, but goes a step further through the creation of scalable and system-wide interprofessional learning opportunities to equip students with the knowledge and implicit skills to be successful in engaging with today’s vulnerable patient populations. Through didactic, community engagement, and clinical learning opportunities, our model of diverse HIV specific curricula teaches future healthcare professionals essential and transferrable competencies in areas ranging from trauma-informed care; to rapid HIV testing; to the impact of social determinants of health; to the role of legal care in improving health outcomes for patients; to LGBTQIA+ competency; to interprofessional collaboration in developing holistic patient care plans. Our educational model engages six disciplines (nursing, law, medicine, pharmacy, dentistry and social work). Our program has a story to tell that includes the training of over 3000 students across our university system, the creation of discipline-specific HIV certificate programs, and that includes leveraging the diverse talents of an interprofessional educational team that is committed to restructuring the way that we train and prepare our students for patient care.