**IPE 2022-2023 Seed Grant Symposium**

**Wednesday, November 15, 2023**

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

**Welcoming Remarks**

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

***Building a Culture of Belonging through Diversity and Inclusion Training for Dental, Dental Hygiene, Law, and Social Work Students***

Presenter: Lisa Bress, RDH, MS (SOD)

Contributing Faculty: Kathleen Hoke, JD (SOL)

Everett Smith Jr., C LMSW (SSW)

Mona Gorman, DDS (SOD)

**ABSTRACT:** Building a Culture of Belonging through Diversity and Inclusion Training for Dental, Dental Hygiene, Law and Social Work Students is designed to improve interprofessional education by teaching teams of professional students culturally competent and effective communication techniques as an element of team-based care. This educational program will increase students’ awareness of their personal biases as well as potential for system-based biases and prepare them to effectively manage bias and discriminatory behaviors directed at them by patients/clients and how to implement culturally/racially competent communications across interprofessional teams and systems to support patients/clients.

***Improving Healthcare Quality through the Interprofessional Collaboration: Setting the Stage through Interprofessional Education***

Presenters: Jane Schindler, LCSW-C, APHSW-C, BC-THM (SSW)

 Sade' Osotimehin, PharmD (SOP)

Contributing Faculty: Byron Ma, PharmD (SOP)

**ABSTRACT:** Improvement in the quadruple aim; healthcare outcomes, decreased healthcare cost, and improved patient and provider satisfaction are well documented with interprofessional team-based care delivery models. The benefits of Telehealth as a means of healthcare delivery were accelerated by the COVID-19 pandemic with the requirement for social distancing to curb the spread of the virus. Social Determinants of Health (SDoH) play a huge role in patient clinical outcomes and this interprofessional education initiative was created to train students from the University of Maryland Baltimore School of Pharmacy and School of Social Work, on the development of an interprofessional identity and ability to address medication-related and SDoH barriers collaboratively to promote optimal health outcomes with delivery via Telehealth.

***Enhancing Interprofessional Student Competence in Caring for Transgender and Gender Diverse Populations through Simulation***

Presenter: Amanda Roesch, DNP, MPH, FNP-C (SON)

Contributing Faculty: Norman Retener, MD (SOM)

Veronica Quattrini DNP, MS, FNP-BC (SON)

Phillip Dittmar, MD (SOM)

**ABSTRACT:** As transgender and gender diverse (TGD) individuals have limited access to quality health care as many health care providers lack the knowledge and comfort to care for this population. Using a team-based approach, Enhancing Interprofessional Student Competence in Caring for Transgender and Gender Diverse Populations through Simulation will prepare advanced practice nurse and medical students to care for the TGD population through an online module on TGD health and an interdisciplinary formative clinical encounter with a TGD standardized patient. Learners’ TGD-related comfort, skills, and attitudes will be evaluated before and after the experience using a survey with the expectation that participation will improve students’ competence in caring for the TGD population.

***Press \*9 to Hear Options in Other Languages - Investigating Application of Interpretation Best Practices***

Presenter: Amy Kruger Howard, PharmD, MS (SOP)

Contributing Faculty: Sandra Quezada MD, MS (SOM)

Laura Koo, PhD, CRNP, FNP-BC (SON)

Jill A. Morgan, PharmD, BCPS, BCPPS (SOP)

**ABSTRACT:** Press \*9 to Hear Options in Other Languages - Investigating Application of Interpretation Best Practices aims to use an interprofessional education (IPE) team of students to create a guide to applying best practices when working with interpreter services to engage patients with limited English proficiency (LEP).  Students will perform key informant interviews with medical interpreters, care providers, and patients that speak languages other than English to determine their experiences with communication and care access. Students will then take the information gained from the interview theme analysis, together with literature on implementing the standards of care, to develop an educational resource for students preparing to work with patients.

***Building Health Literacy Skills in Interprofessional Student Teams to Enhance Health Education with Baltimore Neighbors***

Presenter: Lori Edwards, DrPH, MPH, BSN, RN, CNS-PCH, BC (SON)

Contributing Faculty: Linda B. Horn, PT, DScPT, MHS (SOM-PT)

Daniel Z. Mansour, PharmD, BCGP, FASCP, AGSF (SOP)

Vincent Conroy, PT, DScPT (SOM-PT)

Cynthia Baur, PhD, MA (UMCP)

Alice M. Horowitz, PhD, RDH (UMCP)

Nair Cecilia Velez, DDS (SOD)

Lisa Bress, RHD, MS (SOD)

**ABSTRACT:** The Building Health Literacy Skills in Interprofessional Student Teams to Enhance Health Education with Baltimore Neighbors project is designed to improve interprofessional education by teaching teams of students how to do teach-back in provider-patient communication as an element of team-based care. This educational program will prepare students to understand the role and value of teach-back in interprofessional teams; understand key elements of effective teach-back; and how to implement teach-back in interprofessional teams to support patients. University of Maryland Baltimore students participating in the Health Alliance Center for Community Engagement health education service days will learn how to use teach-back through didactic learning, practicing case scenarios, critique from fellow students and faculty, and reflection activities.