***Addressing Acute Housing Needs in the Wake of COVID-19***

**Presenter:** **Kerri Lowrey, JD, MPH (SOL)**

**Collaborative Team: Law & Social Work**

**ABSTRACT:** Faculty from UMB Carey Law and the School of Social Work propose an interprofessional Project to prepare and respond to acute housing needs anticipated after the state eviction moratorium is lifted and courts reopen later this summer. Specifically, we aim to develop a self-sustainable collaboration among four clinics within the Clinical Law Program (Public Health Law, Medical-Legal Partnership, Mediation, and Fair Housing) and social work students placed with the SSW Office of Field Education, Law & Social Work Service Program, and Social Work Community Outreach Services (SWCOS) to provide access to legal services and needed social services and supports to improve short- and long-term outcomes for families facing housing crisis due to COVID-19. Interprofessional team-based client care work will focus on direct client services, process, and policy. Project faculty will also engage students in interprofessional learning, including training on housing issues, landlord-tenant law, the rent court process, and alternative dispute resolution, as well as a co-taught module for law and social work students on the legislative process.

***ACT Immersion Program***

**Presenters: Richard Colgan, MD (SOM), Allison Robinson, MPH (SOM), and Lana Sherr, PharmD, BSPharm (UMES)**

Collaborative Team: Medicine, Pharmacy UM Eastern Shore (UMES), and Physician Assistant Frostburg State University (FSU)

**ABSTRACT:** The ACT (Advocacy for underserved and underrepresented Communities through Training) Immersion Program is designed to expose AHEC Scholars to underserved communities through interprofessional didactic and experiential learning opportunities. AHEC Scholars will experience immersion weekends in either Eastern Shore, Western Maryland or Central Maryland region. Prior to the weekend, Scholars will attend virtual interprofessional webinars and education programs providing up-to-date information on the impact of COVID-19 on diverse populations and systemic racism’s impact on the delivery of healthcare. A key long-term outcome, of ACT, is to increase the number of health professionals practicing in underserved communities.

***Interprofessional Collaborative Approach to Prevention and Management of Chemotherapy Toxicities/Oncology Symptom Management/Medication Reconciliation***

**Presenter: Paula Rosenblatt, MD (SOM)**

Collaborative Team: Medicine & Pharmacy

**ABSTRACT:** The IPE project is designed to bring patients, medical students, and pharmacy students together for mutual benefit. Students will benefit by learning about drug therapy, medication safety, and the psychosocial aspects of cancer. Patients will have enhanced contact with the care team and treatment of chemotherapy side effects.

***The Triangulation of IPE, Simulation, and***

***Telehealth in Health Professions Education:***

***A pilot study between Medicine, Nursing and Physical Therapy***

**Presenter:** **Karen Gordes, PhD, PT, DSc, (Graduate School)**

Collaborative Team: Medicine, Nursing, and Physical therapy

**ABSTRACT:** This new initiative aims to integrate the knowledge and skillset of UMB nursing, medical and physical therapy students within a clinical setting involving direct patient care. Incorporating patients in the training sessions allows us to demonstrate the benefits of team-based care to patients as well as expand student IPE experience from the classroom to a clinical setting. Students will learn how to complement each other’s skills to better address the rehabilitation needs of patients within a complex medical environment.

***Bridging Curriculum Gaps in Pediatric and Adolescent Transgender Care***

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

Collaborative Team: Pharmacy, Medicine, Social Work, and Law

**ABSTRACT:** The IPE project is designed to improve interprofessional education focusing on the care of transgender and gender diverse pediatric and adolescent patients. This educational program will prepare students and clinicians to: ensure adherence to best practices guidelines for transgender care; improve baseline knowledge of available pharmacologic treatment modalities; and improve interdisciplinary communication. Any University of Maryland Baltimore student, at any point of their curriculum, is eligible to participate. This multimodal 14-hour course includes online webinars, in-person patient panel and case discussions, and simulated patient clinic visits.