

THE CENTER FOR INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

Annual Newsletter



Changing the Course of Health Education

ACHIEVING THE GOAL

SACSCOC QEP

In the summer of 2013, LSUHSC New Orleans appointed the Quality Enhancement Plan (QEP) Committee, led by **Dr. Robin English**, in preparation for the reaffirmation for accreditation site visit. In Fall 2013, the institution selected interprofessional education (IPE) as the topic for the QEP and April 1, 2015, the CIPECP was established.

On July 1, 2021 the institution received a SACSCOC response letter from the fifth-year Interim Report indicating that the Quality Enhancement Plan (QEP) Impact Report *"adequately described the initial goals and intended outcomes of its QEP, discussed the limited changes made in the QEP, discussed the impact on student learning and/or student success, and described what the institution has learned as a result of the QEP experience."*

InterProfessional Education

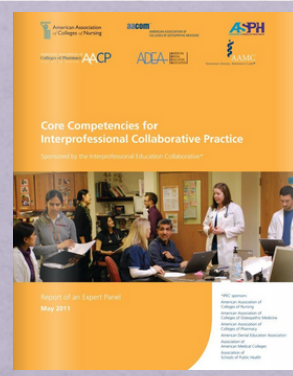
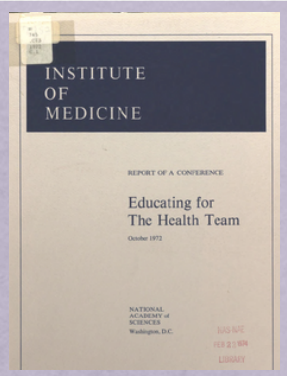
**IPE UPDATE:
SACSCOC
Quality Enhancement Plan
Impact Report
& Moving Forward**

PRESENTED BY
THE CENTER FOR INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

If you were unable to attend the presentation, you can view the slides [here](#).

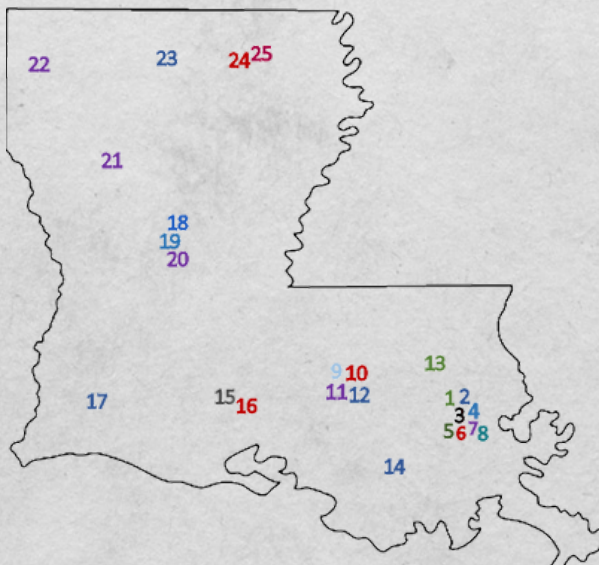
BUILDING UPON OUR PAST...

It is important to record the past so we can build upon the efforts of previous leaders who supported IPE at the national level. **Dr. William Stewart**, past Chancellor of LSUMC, was the member of a 1972 Institute of Medicine seminal meeting and report, Educating for the Health Team, that has influenced what IPE is today. **Dr. Sandra Andrieu**, Associate Dean for Academic Affairs and Professor for the School of Dentistry, was a panel participant for the first Interprofessional Education Collaborative Report published in 2011. The report established core competencies for interprofessional collaborative practice in the United States.



LOUISIANA IPE CONSORTIUM

On December 14, 2021, the CIPECP looks forward to hosting an initial meeting for stakeholders at 25 of Louisiana's higher education institutions to discuss the development of an organized group focused on the IPE needs in our state. A collaborative state-wide network can support sharing of resources and best practices, which ultimately will have a greater impact on improving health outcomes in our communities. We hope to gain the support of our state and look forward to expanding the group to clinical and community collaborations in the future as well.



1. Delgado Community College
2. University of New Orleans
3. Xavier University of Louisiana
4. Dillard University
5. Tulane University
6. Loyola University New Orleans
7. LSUHSC New Orleans
8. Nunez Community College
9. Southern University Baton Rouge
10. Baton Rouge Community College
11. LSU Baton Rouge
12. Franciscan Missionaries of Our Lady University
13. Southeastern Louisiana University
14. Fletcher Technical Community College
15. South Louisiana Community College
16. University of Louisiana at Lafayette
17. McNeese State University
18. Louisiana College
19. Central Louisiana Technical Community College
20. LSU Alexandria
21. Northwestern State University
22. LSUHSC Shreveport
23. Louisiana Tech University
24. University of Louisiana at Monroe
25. Edward Via College of Osteopathic Medicine

CELEBRATING FIRSTS!



INAUGURAL CLARION STUDENT COMPETITION TEAM

National IPE Case Competition

Dr. Devier was Compass Consulting's faculty advisor. She was a mentor and supported the team in its own growth and development.



Dr. Deidre J. Devier
School of Medicine,
Department of Neurology

LSUHSC New Orleans was one of 14 institutions represented at the national case competition. **Shivani Jain** (1st year medical student), **Amber Kreko** (3rd year dental student), **Simi Mittal** (3rd year medical and public health student) and **Cole Spigener** (2nd year dental student) presented as Compass Consulting, an interprofessional team supporting individuals and families migrating after a natural disaster. The team developed the Community Passport program which hired and trained community navigators to support individuals and families after the acute-phase of moving to the U.S. Their goal was to create bidirectional relationships between three major stakeholders: healthcare delivery, community groups, and primary and secondary educational institutions.



"The team showed natural development from strangers with different professional backgrounds to a cohesive unit with a shared goal that drew from their individual strengths; they also had fun in the process."

INAUGURAL INTERPROFESSIONAL SCHOLAR

Chrissie Alving-Trinh



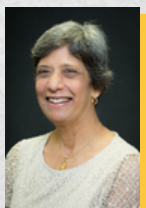
Chrissie Alving-Trinh, School of Medicine Class of 2022, has achieved LSUHSC New Orleans's first Interprofessional (IP) Scholar designation. The purpose of the IP Scholars Program is to broaden the pre-health professional's interprofessional lens in at least three practice areas, including education, scholarship, leadership and/or practice.

"The healthcare team's goal is to help the patient. But helping the patient means something different to me, as a surgeon, than it does to the occupational therapist or to the dentist or to other members of the patient care team. Being mindful of how we frame our individual goals, present pertinent information, and communicate with the other members of the team will help the patient care team deliver the best care possible."



SUPPORTING NATIONAL INTERPROFESSIONAL EFFORTS

Please congratulate the following faculty for their engagement and support in IPE.



Peer-reviewer for manuscript submissions to Health, Interprofessional Practice and Education journal

Dr. Meher Banajee
School of Allied Health Professions
Department of Communications Disorders
Program in Speech-Language Pathology



Peer-reviewer for abstract submissions to Nexus Summit 2021 (national conference) & 2022 10th Emswiler Interprofessional Symposium hosted by Virginia Commonwealth University

Mrs. Colette Baudoin
School of Nursing
Program in Undergraduate Nursing



Peer-reviewer for abstract submissions to 2022 10th Emswiler Interprofessional Symposium hosted by Virginia Commonwealth University

Dr. Rachel Chappell
School of Allied Health Professions
Department of Interdisciplinary Human Studies
Program in Physician Assistant



Planning Committee member for the 2022 10th Emswiler Interprofessional Symposium hosted by Virginia Commonwealth University

Dr. Scott Edwards
School of Graduate Studies
Department of Physiology



Peer-reviewer for abstract submissions to Nexus Summit 2021 (national conference) & 2022 10th Emswiler Interprofessional Symposium hosted by Virginia Commonwealth University

Dr. Tina Gualdo
Center for Interprofessional Education and Collaborative Practice



Peer-reviewer for manuscript submissions to Health, Interprofessional Practice and Education journal

Dr. Elizabeth Levitzky
School of Public Health
Program in Bachelors of Public Health



Peer-reviewer for abstract submissions to Nexus Summit 2021 (national conference)

Dr. Jessica Patrick-Estevé
School of Medicine
Department of Pediatrics

CREATING A POSITIVE ENVIRONMENT

In Team Up™, we know improving the environmental factors that influence teams is essential to developing highly effective teams. We engage our students in providing positive feedback about their peers in the form of "Shout Outs." Each month in Team Up Year 2, student team leaders verbally acknowledge a team member for their efforts. We select one of the fifteen teams each Monday to acknowledge a teammate to the entire class.

Another opportunity to provide individual students with positive feedback is through grading of reflections. Our 60 faculty graders are prompted to let us know if they read a student reflection that they believe is exceptional. When a faculty member provides the CIPECP with a student name, our office sends the student an email congratulating them on a job well done. We carbon copy the student's course director on the email as well, so they are aware. Please congratulate the following students for being recognized by faculty graders during the Fall 2021 semester:

- **Elizabeth Gutierrez**, School of Medicine
- **Hardy Hang**, School of Medicine
- **Madison Kiger**, School of Nursing, Program in Career Alternative RN Education
- **Jessica Landry**, School of Graduate Studies
- **Sophie Mauffray-Howell**, School of Nursing, Program in Career Alternative RN Education
- **Adoree Mcraney**, School of Allied Health Professions, Department of Physical Therapy
- **Ifeanyi Onor**, School of Medicine
- **Kamryn Robinson**, School of Dentistry, Program in Dentistry
- **Mason Spong**, School of Allied Health Professions, Program in Physician Assistant

Thank you to the Team Up™ faculty graders for their time during the 2020-21 academic year.

Heather Abadie
Kelly Alig
Heather Allen
Sandra Andrieu
Grace Athas
Allison Augustus-Wallace
Meher Banajee
Tricia Barker
Larry Bates
Colette Baudoin
Kari Brisolará
Gabrielle Broussard
Rachel Chappell
Alison Davis
Deidre Devier
Mike Dicharry
Scott Edwards
Stephen Giepert

Suzanne Farrar
Paul Fidel
Kimberly Frazier
Daniel Harrington
Lisa Harrison-Bernard
Sherri Hayes
Danny Held
Chih-yang Hu
Annette Hurley
Cathy Lazarus
Jenelle Jacobs
Minghao Jin
Aimme McCauley
Claudia Leonardi
Elizabeth Levitzky
Aimme McCauley
Jason Middleton
Nanette Morales

Michael Norman
Henry Nuss
Jessica Owens
Jessica Patrick-Esteve
Andy Pellett
Liz Simon Peter
Stephen Phillippi
Kristen Ramsey
Shane Sanne
Dean Smith
Maureen Spring
Debbie St. Germain
Susanne Straif-Bourgeois
Xiaolin Tian
Luke Wall
Geri Waguespack
Adriana Wilson
John Zamjahn

GET INVOLVED!

The CIPECP has developed or outlined many opportunities for faculty, staff and students to get engaged in IPE. Please visit our [website](#) to view options.

A new opportunity for students is the Interprofessional (IP) Scholar designation. The purpose of the IP Scholars Program is to broaden the pre-health professional's interprofessional lens in education, scholarship, leadership and/or practice. Scholars choose three pillars to explore, and select 1 experience from each pillar. Students can choose from a menu of existing opportunities or create self-generated experiences. The goal of the program is to support the development of future champions of interprofessional collaborative practice focused on improving client/patient and population outcomes.



A faculty mentor is assigned to each Scholar to support the development of a meaningful learning road map and to help keep the learner on track for successful completion. The learner will decide with their faculty mentor the best option to express their learning for each experience. Learners share their overall experience and learning at the completion of the program.

We would like to acknowledge those students who are currently engaged in their interprofessional scholar journey and the faculty mentors who are supporting them. We look forward to their completion of the program. If you are interested in being an IP Scholar or a faculty mentor, please email Tina Gunaldo at tgunal@lsuhsc.edu.



Brock Williams
3rd Year,
School of Medicine



Mentor: Dr. Shane Sanne
School of Medicine,
Department of Medicine



Margaret Mena
2nd Year,
School of Medicine



Mentor: Dr. Luke Wall
School of Medicine,
Department of Pediatrics



Mallory Myers
2nd Year,
School of Medicine



Mentor: Mrs. Heather Allen
School of Dentistry, Department
of Comprehensive Dentistry

TEAM UP™

COMPASSION

On an annual basis, 60 student teams in their first year connect with a member in the community known as the "Health Partner." This member of the community is not a patient, but is seen as an educator. Since 2017, LSUHSC New Orleans students have engaged 305 Health Partners. Health Partners have shared comments about their experience that highlight student compassion:



"After reading over the enclosed "resource list", I can tell that they really listened to me about my health situation and my desires. My heart is warmed when reading the list. Thank you."

"I was most surprised how compassionate the students were with me, especially when I discussed deeply personal matters. I was obviously uncomfortable but the students were wonderful."

"The students were so kind and willing to listen to me. They were eager to answer and guide me with excellent information. I am glad they showed concern and informed me of the opportunity to visit with an audiologist."

COMMUNICATION

Each year, we ask students to reflect upon their interprofessional growth. These reflections provide our office with feedback on the learning that occurs within the curriculum.



"During year 1 of Team Up, I improved my communication more than anything. This was primarily due to the fact that I was interacting with people from different health fields for the first time. I improved my ability to share information and learn about topics I was unfamiliar with."

"This year of Team Up has helped me improve the leadership aspect of my interprofessional relationships. I lead a Team Up session for the first time and came out of my comfort zone. I used to be a quiet person only contributing when a quiet moment was available. Now I am much more comfortable joining the conversation to share my point of view to the point of leading the conversation. I used the communication skills I gained last year to feel more confident in myself and my leadership abilities."

- Year 2 Student, Clinical Laboratory Sciences

COLLABORATION

Students are integral members of the Team Up curriculum team. Since 2017, students have collaborated with our office to improve the longitudinal experience. Our goal is to continue to increase a variety of active learning strategies, such as demonstration of skills and integration of our simulation resources. 2021-22 Committee Members include:



School of Allied Health Professions - Bonnie Gibbons (Occupational Therapy); Haley Matthews (Physician Assistant); Margaret Shepherd (Occupational Therapy)

School of Dentistry - Lillie Bourgeois (Dental Hygiene); Maximilian Bourgoigne von Hohenstaufen (Dentistry); Elizabeth Cerniglia (Dentistry); Mathilde Dartez (Dental Hygiene)

School of Graduate Studies - Gethein Andrew; Sarah Melton

School of Medicine - Heather Duplessis; Kacy Henwood; Shelby Meckstroth; Logan Roberts

School of Nursing - Lendelle Cannon; Tina Mezquita; Jaila Piper; Jensen Smith

2021 PUBLICATIONS

LSUHSC New Orleans is contributing to the IPE literature through single-site and multi-site studies, as well as engaging external experts in IPE and research methodologies to support our learning and work. In 2021, the CIPECP supported:

- 5 publications in peer-reviewed journals
- 13 faculty authors from all 6 Schools (SAHP, SGS, SOD, SOM, SON, SPH)
- 2 student authors from the SOD and SPH
- 2 Staff authors from the CIPECP
- 1 Librarian from the SOD
- 3 single-site studies, 1 multi-site study
- 9 external-to-LSUHSC New Orleans authors

The CIPECP welcomes faculty, staff and students interested in education research and IPE to reach out and get engaged. While we have Faculty Council representatives from each of the 6 Schools, it would be great to expand interests in IPE research at the program level. Our program evaluation learning outcomes are promising, but delivering meaningful student learner experiences based upon learning theory, pedagogy and social science interaction theory is needed in order to advance IPE curricula.

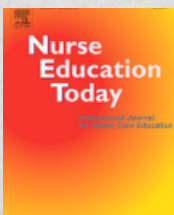
If you are interested in education research, please contact Tina Gunaldo - tgunal@lsuhsc.edu



Long-term Impact of a Single Interprofessional Education High-Fidelity Simulation Experience: A Pilot Study. Gunaldo, T.P., Rosenbaum, C., Davis, A.



An exploratory, cross-sectional and multi-institutional study using three instruments to examine student perceptions of interprofessional education. Gunaldo, T.P., Lockeman, K., Pardue, K., Breitbach, A., Eliot, K., Goumas, A., Kettenbach, G., Lanning, S., & Mills, B.



Early-learners' expectations of and experience with IPE: A multi-institutional qualitative survey. Lanning, S., Pardue, K., Eliot, K., Goumas, A., Kettenbach, G., Mills, B., Lockeman, K., Breitbach, A., Gunaldo, T.



Qualitative analysis of pre-licensure student perceptions of ingroup professional stereotypes. Gunaldo, T.P., Mason, M., Harrison-Bernard, L., Davis, A.H., Andrieu, S., Brisolara, K., Brown, A., Goumas, A., Kreko, A., Roi, C., Sanne, S., Wall, L., Zamjahn, J., Yue, X., Esteve-Patrick, J.



Assessing dental student perceptoins after engaging in a longitudinal interprofessional education curriculum: A preliminary study. Gunaldo, T.P., Owens, J., Andrieu, S.A., Mercante, D.E., Schiavo, J.H., & Zorek, J.A.

2021 PRESENTATIONS

Although all conferences were virtual, faculty, staff and students at LSUHSCNO supported the dissemination of scholarship and research at 4 national and regional conferences.

Please congratulate the following individuals for their support of IPE:

- **Chrissie Alving-Trinh**, School of Medicine
- **Dr. Kari Brisolara**, School of Public Health, Program in Environmental and Occupational Health
- **Dr. Alison Davis**, School of Nursing, Nursing Skills & Technology Center
- **Dr. Sonia Gasparini**, School of Graduate Studies, Department of Cell Biology & Anatomy
- **Tina Gunaldo**, Center for Interprofessional Education & Collaborative Practice
- **Cornelius Rosenbaum**, School of Public Health, Program in Biostatistics
- **Dr. Shane Sanne**, School of Medicine, Department of Medicine



Student conference registration supported by



Students in Year 2 of Team Up deliver poster presentations on interprofessional annual wellness visits for various medical conditions and age groups. Their innovative thinking reminds us of the multiple team members that are needed to maintain health. View the 2021 posters on our [website](#).

Traumatic Brain Injury

Group #: 3

What is TBI?

- A disruption in the normal function of the brain that can be caused by a bump, blow, or jolt to the head, or penetrating head injury.
- The severity of a TBI may range from "mild" (i.e., a brief change in mental status or consciousness) to "severe" (i.e., an extended period of unconsciousness or memory loss after the injury).
- Most TBIs that occur each year are mild, commonly called concussions.¹

Epidemiology

- 2.87 million cases per year
- 288,000 hospitalizations
- 50,000 deaths
- 13.5 million Americans live with a disability due to TBI
- 78.8% | 21.2%

Leading Causes of TBI²

Falls	47%
Struck by or Against	15%
Traffic Incidents	14%
Assault	9%
Unknown	8%
Other	7%

TBI-Related Deaths by Risk Factor²

Falls	≥ 65
Self-harm	35-64
Motor Vehicle Crashes	15-34

Team Members:

Medicine: George Brand, Michael Brands, Nicolas Chanes
Nursing: Hannah Abney, Jalyn Barnes, Kimberly Hayward
Dentistry: Christopher Antee, Aden Ardoin, Kelly Anselmo
Audiology: Saygan Broussard
Physical Therapy: Shaina Billiot

Medicine

- Neurological exam
- Imaging (CT, MRI, EEG)
- Fall risk assessment
- Average cost: CT-\$3275, MRI-\$2625, EEG-\$934
- Codes: 99221, 96116

Physical Therapy

- Motor function/strength/ROM assessment³
- Exercise tolerance
- Balance & gait measures
- Code: 97161

Nursing

- Mini mental status assessment
- Glasgow coma scale⁷

Dentistry

- Comprehensive dental examination
- Average cost: \$155-\$625
- Code: D0150

Interprofessional Assessment

Audiology

- Vestibular evaluation⁴
- Tinnitus management
- Cost: VNG-\$125-\$310
- Codes: 92625, 92540

Dental Hygiene

- Oral hygiene plan along with additional aids (i.e. electric toothbrush) according to degree of deficit⁴

Clinical Lab Sciences

- CBC with differential
- (WBC counts on admission can serve as a predictor of neurological outcome)⁵
- Code: 85007

Benefits

- From the patient's perspective, an interprofessional annual wellness visit provides a more comprehensive assessment of his/her current state of health. This approach would also reduce cost and time for the patient as he/she would not need to visit each provider separately.
- From the health professional's perspective, an interprofessional approach would optimize preventative care, thereby leading to earlier disease detection and enhanced clinical outcomes. Healthcare costs could also decrease since repetitive evaluations would be minimized due to an enhanced line of communication among providers.

Challenges

- Since annual wellness visits can vary between healthcare providers/institutions, a comprehensive and standardized evaluation would need to be established. Furthermore, interprofessional education can look differently among professions, so an understanding of the degree of cooperation, coordination, and collaboration would need to be understood according to each profession.

Team's Reflection

To provide patients with the best care, we as health care providers, need to prioritize team-work among providers. The importance of team-work was evident throughout our experience in this interdisciplinary project. Members provided resources and insight into their future profession's role in this diagnosis. The members were supportive and appreciative for all the efforts that other members put in. Overall, the group learned that the more team members who are dedicated to the positive outcome of a problem or project, the better the results and experience for all involved.

References

1. https://www.cdc.gov/traumaticbraininjury/get_the_facts.html
2. <https://www.aans.org/Patients/Neurosurgical-Conditions-and-Treatments/Traumatic-Brain-Injury>
3. <https://www.jospt.org/doi/full/10.2519/jospt.2020.0301?af=R>
4. <https://dimensionsofdentistry.com/article/treatment-strategies-for-patients-with-traumatic-brain-injury/>
5. <https://pubmed.ncbi.nlm.nih.gov/11358584/>
6. <https://www.ata.org/sites/default/files/Winter-2018-30.pdf>
7. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5672675/>

CIPECP TEAM

WELCOMING NEW FACULTY COUNCIL MEMBERS

School of Graduate Studies and Nursing

The CIPECP was established in April 2015 with representation from each of the six Schools. In 2021, we welcomed **Mrs. Colette Baudoin** and **Dr. Scott Edwards** as Faculty Council members representing the SON and SGS, respectively.



WELCOMING NEW STAFF

Curriculum and Administration Coordinator

The office has developed over the past six years and recognized the need for experience in the area of curriculum design. We welcome **Mina Hogan, MS**, and her experience, teaching seven years in secondary education with a focus in natural science.

THANK YOU FOR YOUR SERVICE

As we welcome new members to our team, we also have to say "thank you" to others for their service. Dr. Sonia Gasparini, representing the SGS, and Dr. Alison Davis, representing the SON, served as Faculty Council members from 2015-2021. Amanda Goumas, the CIPECP Coordinator, joined the office in Fall 2017 and accepted a position within the LA Department of Health in April 2021.



Dr. Sonia Gasparini
School of Graduate Studies,
Neuroscience Center and
Department of Cell Biology
& Anatomy



Dr. Alison Davis
School of Nursing,
Nursing Skills &
Technology Center



Amanda Goumas
Center for
Interprofessional Education
and Collaborative Practice

IPSA IN ACTION

With a decrease in COVID-19 restrictions, many of the seven Interprofessional Student Alliance (IPSA) projects have started getting back into the community, including the New Orleans Women and Children's Shelter (NOWCS) Outreach group and Krewe du Flu, the newest IPSA project.



The New Orleans Women and Children's Shelter (NOWCS) Outreach group has been meeting twice a month with the residents of the shelter. Students began volunteering in-person in mid-November. Guest speakers have discussed basic health information, the importance of childhood vaccinations, and healthy eating.

This semester Krewe du Flu has been volunteering in the LSUHSC COVID-19 vaccine clinic to assist with data entry. They have also volunteered with Step-Up Louisiana to answer questions about the COVID-19 vaccine and schedule vaccine appointments. In November, they hosted their first IM injection training for members, in preparation to support the delivery of vaccines in the future.



THANK YOU to everyone for contributing to the success of IPE at our institution.

Happy Holidays & New Year!

On average, people spend over 2 hours a day on social media!



Make one of your New Year's resolutions to learn more about other health professions, their roles and training. Take the time to follow or join other health-related professional associations so you can integrate new learning into your normal day.