

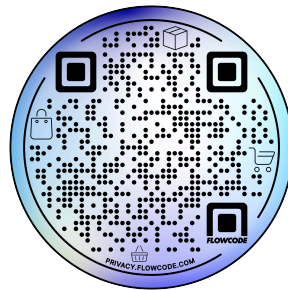


Midwest Interprofessional  
Practice, Education, and Research Center  
Creating Teams for Patient Centered Care

15th Annual MIPERC Conference

# IGNITING THE CORE COMPETENCIES

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## Conference Objectives

Strategize implementation of the new IPE Core Competencies  
Investigate approaches to IPE/C research, practice, policy, and training  
Integrate tenets of diversity, justice, and equity within IPE/C

### 2024 MIPERC Conference Committee

*Jillian Graves, PhD, LMSW*—Eastern Michigan University

*Denise Ludwig, PhD, CCC-SLP, FNAP, ACUE*—Grand Valley State University

*Amy Malheim, MS*—Central Michigan University

*Hannah Edwards, MHM*—University of Michigan

*Barbara Wise, PhD, FNP-BC, RN*—Indiana Wesleyan University

*Hosted by*



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## CONFERENCE PROGRAM

*Friday, September 13, 2024*

**8:30 AM** **WELCOME**  
MIPERC Redesign

*Denise Ludwig, PhD, CCC-SLP, FNAP, ACUE*—Grand Valley State University

*Marcia Ditmyer, PhD*—Saginaw Valley State University

9:00 AM

KEYNOTE

**“Updated Interprofessional Core Competencies:  
An Opportunity for Renewal and Growth”**



**Anthony Breitbach, PhD, ATC, FASAHP, FNAP**  
Chair, Interprofessional Committee  
Association of Schools Advancing Health Professions

10:00 AM

**TWO-SESSION CHOICE** (30-minute oral presentation)

SESSION A **“Can an Intra-disciplinary Simulation with Interprofessional Debriefing Questions Influence Attitudes toward Interprofessional Collaboration Compared to an Interprofessional Simulation?”**

*Angela Bailey, PhD, RN; Barbara Wise, PhD, FNP-BC, RN*—Indiana Wesleyan University

**ABSTRACT:** Can a simulation with intra-disciplinary participants with debriefing questions about interprofessional collaboration (IPC) influence attitudes toward IPC compared to the same simulation with interprofessional participants? Pre-post improvements in attitudes toward interprofessional collaboration between participants in an online intra-disciplinary poverty simulation were compared to improvements in an interprofessional poverty simulation. a simulation with intra-disciplinary participants with debriefing questions about interprofessional collaboration (IPC) influence attitudes toward IPC compared to the same simulation with interprofessional participants? Pre-post improvements in attitudes toward interprofessional collaboration between participants in an online intra-disciplinary poverty simulation were compared to improvements in an interprofessional poverty simulation.

SESSION B **“Let’s Talk about iTALC Integrating Distance Learning in Teamwork and Communication”**

*Larissa Jordan, PhD, CCC-SLP; Nancy Colletti, PhD, RRT, FNAP; Amanda Simmons, PhD, CCC-SLP, CDP*—University of Cincinnati

**ABSTRACT:** Research shows that there is a delay in care and inconsistent treatment paths for the correction of plagiocephaly. In specific pediatric populations, an interdisciplinary approach can improve medical and emotional outcomes. Exploring the knowledge and beliefs about the care of patients with plagiocephaly can help promote optimal patient management.

**10:30 AM** **TWO-SESSION CHOICE** (30-minute oral presentation)

SESSION A **“A Multidisciplinary Learning Community to Explore Clinical Education”**

*Courtney Lewis, PhD, AT, ATC; Alivia English, Graduate Student—Eastern Michigan University*

**ABSTRACT:** We aimed to bring students and educators together to explore opportunities for partnership that improve belonging in clinical education. We focused on themes of (1) receptiveness; (2) inclusion/exclusion; (3) legitimization of the student role; (4) recognition/appreciation; and (5) challenge/support; themes that Levett-Jones and colleagues (2008) introduced.

SESSION B **“Sex—The Hot Potato of Collaborative Practice”**

*Braden Berkey, PsyD, CSE—The Chicago School*

**ABSTRACT:** Healthcare providers across disciplines receive little if any training on human sexuality and are typically uncomfortable addressing sex beyond diagnoses, only doing so when patients present specific concerns and symptoms. This presentation will explore wholistic assessments of sexual functioning, considering its role in maintaining and improving health.

**11:00 AM** **ROUNDTABLE DISCUSSION**

*Strategies for Interprofessional Collaboration in Practice*

*Facilitated by: Raj Mangrulkar, MD—University of Michigan*

PANEL:

*Jennifer Watson, PhD, CCC-SLP—Texas Christian University*

*Jyotsna Pandey, MD, PhD—Central Michigan University*

*Michelle Pardee, RN—University of Michigan*

*Angel Cecil, PhD, MBA, OTR, FNAP—Texas Woman’s University*

*Brooke Sims, LPCC, ATR—Ohio Association of Community Health Centers*

**NOON**

## **VIRTUAL LUNCH**

*Join us Virtually for an IPE/C Terminology Activity*

*Facilitated by: **Jillian Graves**, PhD, LMSW—Eastern Michigan University*

**12:45 PM**

## **TWO-SESSION CHOICE** (30-minute oral presentation)

SESSION A

### **“Having an Assessment Meltdown? Use the C-ICE Instrument to Evaluate Interprofessional Student Team Competency”**

***Lindsay Iverson**, DNP, APRN, ACNP-BC, CHSE—Creighton University*

**ABSTRACT:** The Creighton Interprofessional Collaboration Evaluation (C-ICE) instrument was modeled around the core competencies of interprofessional education and practice. The C-ICE was found to be a reliable and valid instrument. The C-ICE has been used or adapted locally, nationally, and internationally to evaluate student teams in a variety of healthcare professions.

SESSION B

### **“Empowering Health Professional Students to Care for Underserved Communities: The Michigan AHEC Scholars Program”**

***Aline Saad**, PharmD; **Dionyssios Tsilimingras**, MD, MPH; **Katherine Balint**, DNP, APHN-BC, CHSE, CRRN; **Kristina Price**, LMSW; **Juliann Binienda**, PhD; **Jinping Xu**, MD, MS, FAAFP; **Ramona Benkert**, PhD, ANP-BC, FAANP—Wayne State University, Michigan AHEC*

**ABSTRACT:** This session will discuss the Michigan AHEC Scholars Program, a successful statewide interprofessional program that supplements the education of health professional students with culturally competent knowledge and experience in rural and urban underserved communities. Successes and challenges of implementing and managing the program will be presented along with evaluation outcomes.

## 1:15 PM **THREE-SLIDE PRESENTATIONS** (10-minute each)

- 1:15-1:25 PM** “Identifying Areas of Opportunity for Education and Improve the Overall Quality of Patient Management in Infants with Plagiocephaly through an Interdisciplinary Approach”
- Lindsay Marquardt, PT, DPT, PCS*–University of Michigan-Flint
- ABSTRACT:** Research shows that there is a delay in care and inconsistent treatment paths for the correction of plagiocephaly. In specific pediatric populations, an interdisciplinary approach can improve medical and emotional outcomes. Exploring the knowledge and beliefs about the care of patients with plagiocephaly can help promote optimal patient management.
- 1:25-1:35 PM** “Registered Dietitian Nutritionists Clinical Skills, Overlapping Scopes of Practice, and Opportunities for Interprofessional Education”
- Randalynn Hajek, MPH, RDN; Libby MacQuillan, PhD, RDN, CHSE; Jennifer Ford, MA, RDN; and Clinical Dietetics Graduate Students, Ellie Willemin, Kyra Shaw, Katie Black*–Grand Valley State University
- ABSTRACT:** Registered Dietitian Nutritionists (RDNs) scope of practice (SOP) includes clinical skills such as swallow screens and placement of nasoenteric feeding tubes. A survey was conducted of healthcare disciplines and understanding of overlapping SOP. Survey The results provide areas of opportunity for interprofessional education and interdisciplinary teamwork when SOPs coincide.
- 1:35-1:45 PM** “Navigating Social Identities in Experiential Interprofessional Education”
- Olivia Anderson, PhD, MPH, RD; Chinwe E. Eze, Research Fellow; Laura Smith, PT, DPT, PhD; Debra Mattison, LMSW, ACSW, OSW-C, BCD; Hannah Edwards, MHM*–University of Michigan
- ABSTRACT:** Social identities influence students’ engagement in learning. Effectively training health profession students is complex as they navigate their social, uni-professional, and interprofessional identities while preparing to collaborate with diverse populations and team members. We present experiential learning during which students deeply reflected about their social identities impact on interprofessional interactions.
- 1:45-1:55 PM** “Igniting the Core Competencies Truly Takes a Team! Strategize the

## **Implementation of the New IPE Core Competencies”**

**Laura Smith, PT, DPT, PhD; Debra Mattison, LMSW, ACSW, OSW-C, BCD; Hannah Edwards, MHM**—University of Michigan

**ABSTRACT:** As IPE has evolved in both academia and patient care, attention has shifted from initiating to evaluating, sustaining and innovating programs to further ignite IPE core competencies. This presentation focuses on lessons learned about the intersectionality of 4 essential structural supports needed for sustainable growth and impact of IPE.

### **1:55-2:05 PM “The Value of Student Engagement in the Development of IPE Offerings”**

**Hannah Edwards, MHM; Natalya Salganik, PharmD; Sharmi Amin, MD candidate; Blake Hardin, MD candidate; Olivia Anderson, PhD, MPH, RD; Debra Mattison, LMSW, ACSW, OSW-C, BCD; Laura Smith, PT, DPT, PhD; Vani Patterson, MPH, Assistant Director, Center for Interprofessional Education**—University of Michigan

**ABSTRACT:** This study explores the integration of student voices in Interprofessional Education (IPE) development. It demonstrates the value of student engagement in curriculum design, feedback, and assessment, highlighting the impact of student leadership in enhancing IPE training from the student perspective and promoting increased opportunities for engagement.

### **2:05-2:15 PM “Engaging Students, Engaging Community: A Social Work-medical Examiner Collaboration”**

**Kristina Price, LMSW; Haley Scott, LLMSW; Nancy Keller-MacKinnon, LMSW**—Wayne State University

**ABSTRACT:** This presentation outlines an innovative partnership between Wayne State University’s School of Social Work and the Wayne County Medical Examiner’s Office, requiring collaboration to offer educational opportunities to social work students. Assisting the bereaved with next-step-planning, acute grief intervention, and disseminating resources, this placement provides compassion in a complex setting.



**2:15 PM**

**TWO-SESSION CHOICE** (30-minute oral presentation)

SESSION A **“Powering Performance: Results of Interprofessional Education (IPE) Integration between the Core Curriculum of the Master of Athletic Training and Elective Courses in PharmD”**

*Lucas Dargo, DAT, LAT, ATC; Teresa DeLellis, PharmD, BCPS, BCGP; Sarah Gordon, PharmD, RPh, BCPS—Manchester University*

**ABSTRACT:** A course was designed for PharmD and Master of Athletic Training students to engage in collaborative learning. Students were assessed on course outcomes and IPE competencies before and after course completion. Qualitative data was collected, and participants described improvements in IPE knowledge related to scope of practice and collaboration opportunities.

SESSION B **“Mobilizing Minds: Empowering Students through Interprofessional Early Mobility Simulation”**

*Julie Jacob, DHSc, MSOT, OTRL; Nicholas Prush, PhD, MHA, RRT, RRT-ACCS; Angela M. Smith, OTD, OTRL; Denise Campbell, DNP, APRN, ACNS-BC, CEN, CHSE-A; Leslie M. Smith, PT, DPT—University of Michigan-Flint*

**ABSTRACT:** The lack of mobility in ventilated patients often leads to weakness, hindering their recovery. Early mobility is crucial in addressing this issue. This presentation outlines a three-year experience with an early mobility interprofessional simulation. Assessment results demonstrate improvements in interprofessional skills and positive feedback for preparing students in collaborative care.

## 2:45 PM TWO-SESSION CHOICE (30-minute oral presentation)

### SESSION A “Transatlantic Connections: Fostering Interprofessional Collaboration through Virtual Case Studies between U.S. and Irish Universities”

*Vicki Lynn Washington, DNP, RN, APRN, ACNS-BC; Jillian Graves, PhD, LMSW; Sharon Holt, MHS, OTR/L; Kathryn Hughesdon, PhD, RN; Hailee Lauritzen, DHSc., MSW, BSW; Margaret Paauw, PhD, LMSW; Andrea Zakrajsek, OTD, MS, BSOT*—Eastern Michigan University

*Pauline Boland, PhD, MHealSci (Rehabilitation), BSc OT; Ann-Marie Wright, PhD, MSc., Grad Cert., BSc (Hons), RPN; Mairéad Cahill, PhD*—University of Limerick

*Olwen Halvey, MSW, BSocSc, PG Cert in Teaching and Learning in Higher Ed.*—University College Cork

**ABSTRACT:** This presentation will outline the details of an international interprofessional collaboration project between U.S. and Ireland occupational therapy, nursing, and social work programs. The approaches used to create this experience, evaluation methods, results from the standardized SPICE-R2 pre and post-tests, and lessons learned will be discussed.

### SESSION B “University and Hospital Collaboration: An Interprofessional Training”

*Denise Ludwig, PhD, CCC-SLP, FNAP, ACUE; Randalynn Hajek, MPH, RDN*—Grand Valley State University; and *Karen Duffy, MS, CCC-SLP; Cate Wondergem, RN*—Corewell Health

**ABSTRACT:** Collaboration between university faculty and community provider personnel is an essential driver for preparation of an interprofessional-minded workforce. Student learning outcomes can be more effective when students are exposed to multiple viewpoints that merge theory and practice. This presentation will describe an ongoing collaborative training among university faculty from multiple professions and community health care providers.

3:15 PM

**CLOSING REMARKS**

*Barbara Wise, PhD, FNP-BC*—Indiana Wesleyan University

# CONFERENCE PROGRAM

*Saturday, September 14, 2024*

## 9:00 AM WELCOME & KEYNOTE

**“Breaking Barriers, Building Bridges: Harnessing the Transformative Power of IDEA & SJ in Interprofessional Education and Collaborative Practice”**



**Hossein Khalili, BScN, MScN, PhD, FNAP**  
Senior Associate Dean of Academic Administration  
School of Health Sciences, Winston-Salem University  
President, Interprofessional Research Global (IPR, Global)

## 10:30 AM ROUNDTABLE DISCUSSION

*Impact on Interprofessional Collaboration*

Facilitated by: **Molly Paulson, DHSc, MPAS, PA-C, MT (ASCP), DFAAPA**—Grand Valley State University

PANEL:

**Dani Moffit, PhD, LAT, ATC, FNAP**—Idaho State University

**Erin Khan, LMSW**—University of Michigan

**Raymond Higbea, PhD, FACHE, FHFMAR, FNAP**—Health Administration

## 11:30 AM **THREE-SLIDE PRESENTATIONS** (10-minute each)

### 11:30-11:40 AM **“Advancing Health & Disability Interprofessional Learning through Partnerships with Community Agencies”**

*Laura Smith, PT, DPT, PhD; Jeanne M. Andreoli, PhD; Jillian Woodworth, DrOT, OTRL; Audrey A. Plouffe, SPT; Steven R. Erickson, PharmD, FAAIDD*—University of Michigan-Flint

**ABSTRACT:** Health professional learners need direct interaction with persons with disabilities (PWD) early in their curricula to better understand their lived experiences in/outside of the healthcare system. This is possible when strong relationships are built with the community and a robust support system is in place.

### 11:40-11:50 AM **“Promoting Interprofessional Practice in Postpartum Hemorrhage and Depression Simulation”**

*Lindsay Kalinowski, MS, PA-C*—Eastern Michigan University

**ABSTRACT:** Rising maternal death rates in the United States necessitate the improvement in quality of care for postpartum patients. Interprofessional practice and collaborative communication improve outcomes. Nursing and physician assistant students participated in postpartum hemorrhage and postpartum depression simulations, which improved interprofessional communication and prepared future professionals to provide quality care.

### 11:50-12:00 PM **“Clinical Simulation for Dysphagia Intervention Training”**

*Sri Nandamudi, PhD, CCC-SLP*—Grand Valley State University

**ABSTRACT:** Simulation-based learning methods have benefits on replication of real-life clinical scenarios and offer a consistent experience to specific clinical learning objectives in a safe and stress-free environment. The current study utilizes the standardized patients, high fidelity, and telehealth model labs to produce a sustainable clinical swallowing intervention training within the graduate curriculum. Analysis of pre- and post-evaluations indicated a significant improvement in student preparedness working with interprofessional dysphagia practice and medicine.

### 12:00-12:10 PM **“Teamwork as a Competency: Standardized Patient Feedback**

## Training”

*Denise Ludwig, PhD, CCC-SLP-FNAP, ACUE*–Grand Valley State University

**ABSTRACT:** Survey research, using a validated clinical instrument, was used to identify IPC competencies introduced using an education model of case study simulation. Data demonstrate the significance of interprofessional education on the importance and clarity of interprofessional teams and their positive impact on patient outcomes. A description of the case study with a focus on teamwork competencies

### 12:10-12:20 PM “Interprofessional Education through International Virtual Exchange”

*Beth Macauley, PhD, CCC-SLP, HPCS, FNAP, ACUE*–Grand Valley State University

**ABSTRACT:** This presentation will describe how graduate students in speech-language pathology learn about and implement the 4 IPE core competencies during their first semester clinical placement. This placement is completed under GVSU faculty in a community setting.

### 12:20-12:30 PM “The Impact of Leadership Styles on Interprofessional Competency Development”

*Mark Edwards, MD; Sharmi Amin, MD candidate; Hannah Edwards, MHM*–University of Michigan

**ABSTRACT:** Need Abstract

12:30 PM

## BREAKOUT SESSION MEETINGS

### *MIPERC Special Interest Groups*

Facilitated by: **Jillian Graves, PhD, LMSW**–Eastern Michigan University

- **Determinants of Health**–environmental conditions and social factors that impact access and delivery of health care
- **Health Equity/Social Justice**–transformative integration of DEI and social justice into practice
- **Cultural/Professional Humility**–focuses on ensuring patient-centered strategies and approaches
- **Shared Leadership**–strategies for working collaboratively with other disciplines
- **Care Team/Provider Well Being**–strategies or methods to prevent work stressors in the workplace to avoid ‘burnout’
- **Advocacy Instruction**–focuses on development of advocacy instruction pedagogy and inclusion of workplace strategies

**1:00 PM** **TWO-SESSION CHOICE** (30-minute oral presentation)

**SESSION A** **“Interprofessional Education in Nursing and Medical Laboratory Science Simulation Settings: A Pilot Project”**

*Nicole Frazier, MSN, RNC-OB, CHSE; Angela M. Wilson, MS, M(ASCP)–Old Dominion University*

**ABSTRACT:** Innovative strategies for interprofessional education (IPE) are necessary to promote practice-ready healthcare professionals. To prepare students for patient-centered care, working within diverse interprofessional teams, Interprofessional Education Collaborative (IPEC) core competencies were woven into curricula through a simulation enhanced IPE (Sim-IPE) learning activity for medical laboratory science and nursing students.

**SESSION B** **“Mitigating Mindsets: Fostering Interprofessional Collaboration for Cognitive Bias Awareness in Healthcare Education”**

*Julie Hollenbeck, M.Ed., RTT; Leslie M. Smith, PT, DPT; Carman Turkelson, DNP, RN, CCRN, CHSE-A; Jillian Woodworth, DrOT, OTRL; Deanna Carr-West, B.S., RTT–University of Michigan-Flint*

**ABSTRACT:** Since 2018, this study has explored how students from various healthcare disciplines perceive clinical scenarios differently due to cognitive biases and their ability to identify these biases. With data collected from past Interprofessional Education (IPE) events, we offer insights and outline plans for future initiatives.

**2:00 PM** **CLOSING REMARKS**  
**CONFERENCE SURVEY**

*Barbara Wise, PhD, FNP-BC–Indiana Wesleyan University*  
*Amy Malheim, MS–Central Michigan University*  
*Denise Ludwig, PhD, CCC-SLP, FNAP, ACUE–Grand Valley State University*



Thank you for participating in the  
**15th Annual MIPERC Conference!**

We also want to thank our keynote speakers,  
**Dr. Anthony Breitbach** *and* **Dr. Hossein Khalili**,  
and our university and community members!



*Hosted by the College of Health Professions*