

## Appendix C

### UIC IPE Programs

Title	Description	Year First Offered	Participants
Synthesis III: A PBL Course for Occupational Therapy Students	<p>Synthesis III is a case and problem-based learning course that emphasizes identification and mitigation of situations creating ethical tension in OT practice. Many cases feature interdisciplinary teams. Students apply a problem solving matrix, conflict resolution strategies &amp; therapeutic use of self skills to address the situations in cases.</p> <p>Example 1: The John case describes an OT who works beyond her scope of practice in the area of dysphagia. Students meet with Speech Language Pathologists from UIH to discuss how this situation might be played out in real life and to learn more about SLP scope of practice in the management of dysphagia, with emphasis on “knowing what you don’t know”.</p> <p>Example 2: The John case also features a scenario involving disagreement among home health-based team members about the best discharge plan for John.</p> <p>Example 3: The Tim case centers around Tim’s mom who is requesting a team meeting because she believes Tim is not meeting his Individual Education Program (IEP) goals. She asks the team to explore alternative therapies for Tim. The case culminates in a mock team meeting.</p>	2009	OT
Obstetrics and Gynecology Core Clerkship	<p>Obstetrics and Gynecology Core Clerkship: Students receive lectures from Advanced Practical Nurses Students are given practical training on female Gynecological Examination and issues on delivering babies by Advanced Practical Nurses. Students gain practical knowledge and experience use a high fidelity model “NOEL”. Students also learn clinical skills such as suturing, gloving and gowning instructed by a Surgical Technician.</p>	2009	MD
Family Medicine Core Clerkship	<p>A student is offered an elective clerkship in interpersonal communication offered by a faculty member with a Ph.D. in Clinical Psychology</p>	2009	MD
History and Physical Diagnosis Course	<p>This is a mandatory course for second year medical students based in the Dept. of Family Medicine. The second year medical students are trained by Nurse Mid-Wives, Nurse Practitioners and standardized patients in health history and physical examination for both women and men. M3 and M4 students also participate as instructors under the supervision of physician faculty.</p>	2009	MD

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Internal Medicine Core Clerkship	<p>Students are part of an interdisciplinary team. (Includes M.D. Attendings, M.D. Residents, Medical Students, Registered Nurses, Advanced Practical Nurses, Nursing Students, Physician Assistants, Pharmacologists and Registered Dieticians). Each member of the team provides information concerning the patient from their discipline.</p> <p>Nutrition sessions given by a Ph.D. in Nutritional Sciences and sessions provided by a Registered Dietician. Clinical Skills taught by a Registered Nurse/House Officer.</p>	2009	MD
Occupational Therapy Level II Fieldwork	<p>Students participate in two 12-week full-time clinical rotations in a hospital, outpatient or community setting. In addition to providing patient care, students are often required to complete a project related to the experience. Students interact with other professions (and possibly with students from other programs) as part of patient care responsibilities.</p> <p>The learning objectives for these experiences, which are also formal courses in their curriculum, include the following:</p> <ol style="list-style-type: none"> <li>1. Communicates the roles of the occupational therapist to service providers in a clear, confident and accurate manner.</li> <li>2. Obtains necessary information from resources such as client, families, service providers prior to and during the evaluation process.</li> <li>3. Demonstrates the ability to communicate intervention plans and outcomes in clinical care meetings/IEP meetings/case management conferences.</li> <li>4. Involve client/family/team members/significant others in goal setting and intervention process.</li> <li>5. Reports unusual and/or critical information gathered during assessment to appropriate staff member.</li> <li>6. Communicates and collaborates with other members to achieve established goals</li> <li>7. Develops and maintains rapport with clients/families/staff/supervisor that enhances the therapeutic relationship</li> </ol>	2009	OT

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
January 2016 IPE Immersion Day - Rockford	<p>This is a half-day IPE Immersion seminar which brings together nursing, pharmacy, and medical students from UIC- Rockford and OSF school of nursing. Starting 2017, Rockford University school of nursing will be participating at this event. This seminar will immerse students in an interprofessional learning experience that is case-based and utilizes video simulations, small interprofessional group interactions and highly trained simulated patients to develop knowledge, attitudes and skills needed for collaborative team-based, patient-centered care.</p> <p>PROGRAM OBJECTIVES: At the end of the Immersion Day, learners will have competence in:</p> <ol style="list-style-type: none"> <li>1) Explaining the roles and responsibilities of one's own profession and the roles and responsibilities of other care providers</li> <li>2) Evaluating how verbal and electronic communication can facilitate or hinder collaboration and team function.</li> <li>3) Analyzing the interactions within the interprofessional team contributing to safe, respectful and effective patient-centered care.</li> </ol>	2012	BSN,MD,PharmD
Over the Counter (OTC) Drugs Selective	<p>P4 pharmacy students (on academic rotation)/Community Practice Pharmacy Residents lead an elective seminar on the appropriate use of OTC Drugs for M3 medical students on their required Family Medicine rotation.</p> <p>M3s are given informational slides on OTC drugs to review prior to the first session.</p> <p>During the first session of the selective, the P4s lead a discussion of OTC drugs using a case-based format. For the second session, the M3s present and discuss a therapeutic question that was identified during the patient care portion of their rotation.</p>	2012	MD, PharmD

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
IPE Immersion Day - Chicago - 2016	<p>IPE Immersion Day is an introductory learning experience for students from the 7 health science colleges on the Chicago campus. Before participating in a 4 hour event at the UIC Forum, students complete preparatory work through Blackboard. The preparatory work includes completion of a survey of self-confidence in interprofessional collaboration, watching 5 minute videos that provide foundational knowledge about each of the participating professions and reviewing the IPEC Core Competencies for Interprofessional Collaborative Practice.</p> <p>At the immersion day, students are assigned to interprofessional teams of 10 students. Each team has a facilitator who is faculty or staff at UIC. The learning experiences at the immersion event included key note speakers, an ice breaker, a group exercise to explore role similarities and differences and work on a patient case of a 53 y/o male with chronic pain and an opioid substance abuse problem. The case is presented through a set of videos that depict contrasting team interactions of the same scenario - one demonstrated a dysfunctional team and the other demonstrated a more functional team. The scenarios take place in a primary care office and at a pain clinic to which the patient is referred by the primary care team. At the end of the 4 hour immersion experience the students and facilitators completed a program evaluation focuses on their reactions to the preparation for the event and the event itself.</p>	2013	HIM, BSN, Nutrition, MHA, MSW, HI, OT, DDM, MD, DNP, DPT, PharmD
Graduate Courses in Disability and Ethics	<p>Two online graduate courses in disability and ethics (DHD 514 - Ethical Issues in Disability and DHD 517 - Ethics and Disability: Contemporary Problems) were developed and taught by a faculty member in Dept of DHD and a faculty member in the College of Nursing. Each course covers the fundamentals of bioethical principles and a critique of the use of the principles from a disability ethics perspective. Readings are taken from a vast variety of sources: philosophy, ethics, disability studies, literature from medicine, nursing, and other health professions, education, public policy, and community activism. Videos from a variety of sources (Ex: PBS, NPR, YouTube) are used. Guest speakers present a narrated Powerpoint and moderate discussion for a period of time. Students are expected to post comments in response to discussion questions, analyze cases, prepare a topic file of sources on a particular, approved topic, and submit a review of a book or movie relevant to the course topics.</p>	2013	APN, MPH, MSW, OT, DPT

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
April 2016 IPE Immersion Day event- Peoria Campus	<p>This IPE immersion Day was a 1/2 day event implemented in a morning and repeated afternoon format at the JUMP Simulation Center in Peoria, Illinois. It involved learners/faculty from 4 UIC campuses- Urbana, Peoria, Quad Cities, and Springfield. Instructional methods included a plenary session of main concepts/domains of IPE with interactive group activity, case study small group simulation with standardized patients, and large group video-aided discussions. In the small group simulation, student groups of 6-8 were paired with faculty facilitators where they planned a discharge experience; volunteers enacted a discharge planning interaction with the standardized patient which could be observed by the rest of the student team through closed-circuit video, and then the patient, student volunteers, rest of the student team and faculty facilitators met to debrief on the experience. The focus of the debrief was on the communication, interaction, and teamwork of student professionals in collaboration with the patient. The large group discussions focused on exploration of values, roles, communication and teamwork in response to videotaped role playing scenarios. For both the morning and afternoon learning groups, a meal prior to the conference was provided in which students sat with their interprofessional team members to start developing IP relationships prior to the learning activities.</p>	2014	BSN,MSW, DDM, MD,DNP,PharmD,
Care Plan Development for RPHARM and RMED students 2016	<p>This 3.5 hour learning experience is for pharmacy and medical students in the Rural Pharmacy (RPHARM) and Rural Medicine (RMED) Programs on the Rockford campus. The students are assigned to interprofessional teams and given basic information on a patient case. There are 16 or 18 teams. Each team of students is asked to prepare to interview a standardized patient. After the interview, students are asked to create a care plan. Faculty leads a debriefing session where student teams present a portion of their plan to the group, share what they learned about working with a different healthcare profession, and explain how they feel a healthcare professional from a different field could impact patient care. The same experience is repeated twice – once in the 2nd year and once in the 3rd year of the RPHARM and RMED Programs. The case for the 3rd year students is more complex. The program is held in the evening and food is served.</p>	2014	MD, PharmD, nutrition

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
UIH Ethics Committee	<p>All students in any of Professor Swirsky's classes or lectures is invited to attend the University of Illinois Hospital's monthly Ethics Committee meetings. The experience includes an ethics committee primer, attendance at at least one meeting, and a debrief after the meeting to discuss what transpired.</p> <p>A wide range of disciplines are represented at case conference, but more are needed and welcome.</p>	2014	Post-Professional (open to anyone)
Multistation Health and Health Care Simulations	<p>This is an evening activity organized by the UIC Health Professions Student Council. It is held in the Christine Schwartz Experiential Learning Center at the UIC College of Nursing. The activity is open to students in all of the health professions programs. The session lasts 3 hours.</p> <p>The College of Nursing volunteer faculty work in collaboration with HPSC to identify 4-5 simulation and skill stations that address different health and health care situations. The students work in interprofessional groups and rotate through the stations which vary from public health issues to clinical emergencies.</p>	2014	MD,BSN, PharmD, DDM, OT
Care Plan Development for RPHARM and RMED students	<p>This 3.5 hour learning experience is for pharmacy and medical students in the Rural Pharmacy (RPHARM) and Rural Medicine (RMED) Programs on the Rockford campus. The students are assigned to interprofessional pairs and given basic information on a patient case. There are 16 or 18 pairs of students. Each pair of students is asked to prepare to interview a standardized patient. After the interview, students are asked to create a care plan. Faculty leads a debriefing session where student pairs present a portion of their plan to the group, share what they learned about working with a different healthcare profession, and explain how they feel a healthcare professional from a different field could impact patient care.</p> <p>The same experience is repeated twice - once in the 2nd year and once in the 3rd year of the RPHARM and RMED Programs. The case for the 3rd year students is more complex. The program is held in the evening and food is served. There has been some involvement of dietetic interns and there may be involvement of Nurse Practitioner and Physician Assistant students in the future.</p>	2014	PharmD, MD

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
IP Approaches to Health Care Disparities (IAHD)	<p>The goal of this experience is to equip learners with essential skills to improve health care for underserved populations and transform health disparities through interprofessional education, research and collaborative practice. Trainees will work in interprofessional teams and will engage in a series of didactic (in person and online) and experiential learning activities, including community-based participatory research (CBPR) and quality improvement (QI) training, as well as research development and implementation, designed to provide learners with essential skills to improve health care for underserved populations.</p> <p>Interprofessional teams will have the opportunity to work with our collaborating community agencies serving vulnerable populations. Students will be able to design research studies around important health issues, including domestic violence, geriatrics, HIV/AIDS, Homelessness and cultural competency for immigrants. Seminars, hands on work, journal clubs, reflective writing, and presentation used</p>	2014	APN, MPH, MSW, MD, PharmD
Poverty Simulation	<p>An IPE Poverty Simulation experience in Urbana in the Spring semester for 27 nursing students, 17 social work students, 30 M4's and 21 M2 COM students. This was a 4 hour event from 1-5pm. Half of the time was spent in a poverty simulation experience with vendor agencies staffed by United Way volunteers. Students were given barriers ranging from loss of a job, lack of daycare, truant children, lack of a social security card, no transportation, not enough money to pay bills, rent and feed their children. We simulated long lines and lack of access issues with agency closures. Students were also given household items that could be taken to the Pawn Broker to pawn to pay their rent when they lost their job. The second part of the event was spent engaging in a clinical poverty simulation case study.</p>	2015	BSN, MSW, MD,

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Peoria M4 IPE "Statement of Intent"	<p>Sixty 4th year medical student worked in 4 person teams to research roles and scope of practice of other healthcare professionals. Each team was assigned a health profession to research based n a clinical specialty that they were likely to pursue.</p> <p>This learning experience was part of a 2 week course Internship Preparation course in the M4 year. The course is geared toward getting students ready for residency and includes simulation based training, orientation to milestones and drug review.</p> <p>Interviews with members of the professions being researched were one source of information. The findings of the students' research were the basis for a reflective writing assignment which included goals for their own professional development in interprofessional practice, case studies on overlap of roles and scope of practice and strategies for effective collaborative care. This led to a required assignment in their 2-week intern preparedness course where they each wrote a "statement of intent for interprofessional practice" in their future residency positions. Reflections were shared between groups at the end.</p>	2015	MD
IPE Shadowing Pilot	<p>The UIC Chapter of the Institute for Healthcare Improvement is organizing a pilot program for IPE Clinical Shadowing for a tentative late summer and early fall 2015 rollout. The pilot will offer a non-credit experience for health professional students on the Chicago campus to shadow clinicians outside of their retrospective fields, and will focus on providing students exposure to inter-professional workflows as well as encouraging collaborative approaches to Quality Improvement through IHI.</p> <p>Our IHI cohort is currently made up of UIC-Chicago Nursing, Medical, Public Health, and Occupational Therapy students, and we welcome any health professional colleagues interested in becoming Mentors or Mentees to reach out to our group.</p>	2015	APN, MD, PharmD

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Occupational and Physical Therapy Collaboration 2	<p>An Occupational Therapist and Physical Therapist came as guest speakers to a discussion of the value of interprofessional collaboration as part of OT 564 - Leadership and Management in Occupational Therapy, a class for second year OT students. Each practitioner discussed their role both individually and as a member of the interdisciplinary team, noting the value to the practitioners as well as the client and their caregivers. Specific questions were provided to the practitioners prior to the discussion and students were encouraged to ask additional questions. Many students took advantage of this opportunity and informal feedback received was that this was a very valuable experience for these students who are preparing to go on their clinical rotations.</p>	2015	OT
Simulation Experience for BS in Nursing and Dentistry	<p>On April 27, 2015 6 students from the College of Nursing and 6 students from the College of Dentistry will take place in a pilot IPE program. This event will take place in the simulation Lab at the College of Nursing. This all day event will be comprised of two parts. The morning will consist of a variety of team building exercises in small groups. These exercises will include health care and non-health care related topics as part of an effort to address IPEC competencies and create working group dynamics for the afternoon in the simulation lab.</p> <p>The afternoon simulation exercise will revolve around a dental patient having an acute anaphylactic reaction (TYPE I Hypersensitivity) to latex during a dental appointment. This leads to angioedema of the tongue and airway management crisis. The students will work in groups of two (nurse &amp; dentist) in the simulated patient management</p> <p>Quantitative and qualitative data will be collected.</p>	2015	BSN, DDM

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Mentored APN Experience to Develop Interprofessional Role Competencies for Medical and Pharmacy Students	<p>During twelve weeks in the Fall 2015 semester a Rockford DNP student will begin an interprofessional education (IPE) project that will pair second year medical and third year pharmacy students for four hours job-shadowing advanced practice nurse (APN) mentors. The three clinical sites will be at Rockford Memorial Health System: at the Heart and Vascular Clinic, the Obstetrics and Gynecologic Clinic and at the Trauma Services Clinic. These job-shadowing experiences seek to increase the knowledge of the role of APNs as members of the interprofessional team and increase the knowledge of interprofessional collaborative team practices as measured by pre- and post-program surveys related to understanding about health care provider roles, interprofessional roles, and the roles of APNs on a health care team.</p> <p>The intended outcome for the job-shadowing experience would be an increase in knowledge of the roles and responsibilities of the other health care disciplines with whom the students will eventually work, as this understanding promotes collaboration in their practices. The knowledge and collaboration of roles enhances advanced problem solving, promotes innovative solutions regardless of rank or discipline, and leads to higher standards of care for the patient.</p>	2015	APN, MD, PharmD
Medication Reconciliation in the Home Care Setting	<p>A 2 hour lecture is provided by a College of Pharmacy faculty member to students in NURS 420 Clinical Synthesis. The purpose of the lecture is to prepare the students to conduct a full home assessment of a high risk patient which is part of the course requirements. Content of the lecture focused on drug therapy of diseases that would be commonly present in home care patients. Students are taught to do medication reconciliation.</p>	2015	BSN

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Clinical Tutorial for M2 Students	<p>This course is taught to the 2nd year medical students by the Department of Internal Medicine. In addition to physician faculty, students are taught by instructors from several different professions. The course is directed by a staff member with a PhD in Counselor Education, a Registered Nurse and an Advanced Practice Nurse provide a session a program called AIDET (Acknowledge, Introduce, Duration, Explanation and Thank You): Five Steps to Achieving Satisfaction. Other experiences overseen by an RN includes clinical skills training, a difficult patient encounter (case developed by the course director who has a PhD in Counselor Education), participation in an Objective Structured Clinical Examination (OSCE). As part of this course the students are introduced to inpatient care and perform history and physical examination on inpatients.</p> <p>The students are evaluated by faculty, peers, near peers, self and standardized patients</p>	2015	MD
Occupational and Physical Therapy Collaboration	<p>An Occupational Therapist and Physical Therapist guest speakers facilitated a discussion on the value of interprofessional collaboration as part of the course OT 564 - Leadership and Management in Occupational Therapy, a class for second year OT students. Each practitioner discussed their role both individually and as a member of the interdisciplinary team, noting the value to the practitioners as well as the client and their caregivers. Specific questions were provided to the practitioners prior to the discussion and students were encouraged to ask additional questions. Many students took advantage of this opportunity and informal feedback received was that this was a very valuable experience for these students who are preparing to go on their clinical rotations.</p>	2015	OT

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
ICU Simulation Lab for OT and Nursing	<p>2nd year Occupational therapy students (38) and senior bachelor of science nursing students (30) work together to complete an evaluation of a standardized patient in an ICU setting. The OT students are assigned to complete an initial OT evaluation of a patient who was admitted after having a stroke. The nursing students participated as indicated or requested. The students complete a chart review together. The patient case is a female who has had a stroke and the case is presented as printouts from an electronic medical record that includes admitting notes and progress notes. Nursing and OT students discuss their respective roles in this patient's care and interact with one another throughout the patient evaluation. The students are divided into 2 sessions – 8 groups in 1st and 7 groups in the 2nd session. Each session was 2 hours total. Students had approximately 20 minutes for the chart review and 45 minutes for the patient evaluation. Nursing students were trained to play the standardized patient role in addition to participating in the simulation as nurses. There were 2-3 OT students and 1 nurse in each group. Students debrief with standardized patient and then they convene to debrief again as big group.</p>	2015	BSN, OT
An interprofessional approach to teaching physical exam skills	<p>A musculoskeletal workshop to instruct musculoskeletal examination was designed for a class of 190 second year medical students (M2s) in collaboration with approximately 20 doctor of physical therapy (DPT3s) students and faculty. The M2s worked in small groups of 12-14 students, had a standardized patient, and were led by a 1-2 DPT3s, a fourth-year medical student (M4), and faculty member. In return, an abdominal exam workshop was implemented with 50 DPT2 students with the learning objective of ruling out a non-musculoskeletal source of trunk and spine pain. 10 M4s were trained with the medical faculty, and each group of 5 DPT2 students partnered with a SP and M4. The M4s led each small group with a demonstration of the exam followed by practical activities with the DPT2s. Both activities received high student evaluation scores as valuable learning experiences.</p>	2016	MD, DPT

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Undergraduate Course in Bioethics, Law, and Professionalism in Rehabilitation Sciences	<p>This course presents an overview of the legal issues facing the health care industry. It provides students with a basic working knowledge of the ethical and legal issues that shape much of professional clinical practice. It is a comprehensive and inclusive review of a wide variety of health care issues that impact patients, providers, and society as a whole. Students are provided with a realistic knowledge of health law and its application to the real world scenarios and ethical dilemmas.</p> <p>This class is offered face-to-face in a 50-minute format; each week there will be two interactive, case-based lectures followed by a smaller discussion section for case conference, reflection, and debriefing.</p>	2016	Pre-Professional (open to anyone)
Clinical Informatics Fellowship	<p>This one credit-hour, seminar style course offers a critical examination of philosophical, religious, professional, and social issues that emerge in the context of clinical care at the end of life. The cases that clinicians face day to day may be influenced by a range of factors; for example, religion, culture, and policy impact decision-making at birth, death, and most places in between. Patients are random but rarely controlled – our lives are messy between personal values, comorbidities, institutions and people who manage care, and the psycho-social factors that ping-pong between the lot. The focus of the class is on ethical and legal questions regarding how decisions are made and the attendant normative claims of how they should be made. The goal of this class is to identify and explore a variety ethical and legal problems raised by human mortality as it collides with modern medical practice and healthcare policy; topics such as, patient autonomy, informed consent, shared decision-making, use and withdrawal of life support systems, and euthanasia will be widely discussed and analyzed.</p>	2016	Post-Professional (open to anyone)

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Integrated Community Behavioral Health Training	<p>The program includes students from 3 universities (Chicago School of Professional Psychology, Governors State Univ. and UIC). It is conducted in partnership with Treatment Alternatives for Safe Communities (TASC) - a Chicago based social services organization. The practicum is supervised by TASC and located in the Cook County Justice system. Students attend a weekly seminar focused on disciplinary and IPE issues; debriefing opportunities are provided and at the end of the program the students make recommendations for improvement of clinical and non-clinical services for this population. The seminar part of the program includes a policy project that is developed by the TASC trainees. For the practicum, they may be assigned to a specific specialty court (such as court for pregnant women), or a diversion program, They may be doing clinical assessment, case management, running groups, some kind of program improvement to expand program, or they can participate in one of TASC's policy initiatives.</p> <p>The number of hours for the project is different for students depending on which university and which program they are from.</p>	2016	MPH, MSW, Psychology
Medical Humanities and Social Sciences (MHSS)	<p>This is a multistage course that begins in the M2 year and has activities that continue through the M3 and M4 years into the M4 Medicine and Society Clerkship. In the M2 and M3 years there are 6 five hours sessions and the student participate in the Peoria IPE day. In the M4 years it is part of the 2 week full time clerkship experience.</p> <p>One of the M2 sessions includes a case discussion and care plan development and the intent is to include nursing students and social work students.</p> <p>The topics in the course vary but examples include the Accountable Care Act, death and dying, a poverty simulation and a panel discussion on disability that includes patients and caregivers. The sessions are led by a variety of faculty from within and outside health care (social workers, nurses, economists, attorneys, historians, sociologists). Students are assigned to small groups and assignment include readings, completion of a research paper, oral presentations and role play).</p>	2016	MD, MSW, BSN

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Interprofessional Prescription Writing Exercise	<p>This session is part of a required course - Essentials of Clinical Medicine (ECM) that has both M1 and M2 students enrolled but this experience is only for the M2 students.</p> <p>The session begins with a 30 minute plenary given by a College of Pharmacy faculty member and covers content such as writing prescriptions and "do not use" abbreviations. After the plenary, there is 2 hours of discussion about professional roles, degree required and training with the students in small groups of about 10-12. The discussion groups are usually led by a fourth year medical student and medical faculty. 4th year pharmacy students have also served as discussion leaders.</p>	2016	MD, PharmD

## Appendix C-continued UIC IPE Programs

Title	Description	Year First Offered	Participants
Interprofessional Geriatrics Summer Scholars Program	<p>This eight-week course is part of a larger federally-funded project [ENGAGE-IL Dr. Valerie Gruss (PI); Dr. Memoona Hasnain (Co-PI)]. The goal of the 8-week summer scholars program is to enable health science students who are interested in geriatrics to acquire attitudes, values and competencies necessary for integrated, ethical geriatric care in a variety of health care settings. This scholarship is designed to provide a rich integrated, ethical geriatric care learning experience for health science students with guided supervision by interprofessional faculty. Learning experiences include: didactic training through online webinar participation in the IP Geriatrics Training Certificate Program, and experiential clinical learning delivered with our community partners providing a broad variety of learning situations under the direction of multidisciplinary groups of professional staff and faculty, including community partner case managers and clinicians. Scholars participate in IP geriatric learning experiences, with a strong emphasis on ethical patient and family-centered care. Particularly important for the scholars is the rich diversity of these residential and community program sites and the clinical excellence of practicing multidisciplinary professionals, which provides a unique and high-quality learning opportunity for scholars. Through the Summer Scholars Program, students assess and address the holistic needs of older adults in diverse care settings including, community and home-based care; acute care; sub-acute care; and hospice. Together, the didactic and experiential learning components cover the trajectory of an illness, at different levels and transitions of care. At the heart of this scholarship are active, experiential learning, discussion and reflection on the unique qualities and needs of older adults across several life phases and care settings and how an integrated team of interprofessional practitioners can better optimize the health and well-being of older adults. The first iteration of the program was in summer 2016 with Medicine, Nursing, Pharmacy and OT/PT students – two each from each discipline). Next summer we plan to expand the program and add students from Social Work.</p>	2016	MD, PharmD, Nursing, OP/PT [Social work joining in 2017]