

Pharmacy Student Participation in Interprofessional Education (IPE) Activities

The Interprofessional Education program at the University of Louisiana Monroe (ULM) College of Pharmacy focuses on the Interprofessional Education Collaborative (IPEC) “Core Competencies for Interprofessional Collaborative Practice” (2016).

- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

These tenets are applied across the learning continuum (P1-P4) through didactic, simulation, experiential education, and special events.

Didactic (P1-P3): The Doctor of Pharmacy curriculum at the University of Louisiana Monroe requires students to enroll in a Personal Growth and Development (PGD) course each semester for six semesters. Interprofessional Education activities are required as part of successful completion of the PGD courses. IPE activities are tailored to the level of the student and progress from exposure (foundational knowledge) to immersion (application of knowledge) throughout the didactic PGD courses. Students learn about, from, and with students from the ULM College of Health Sciences (Nursing, Occupational Therapy, Dental Hygiene, Radiologic Technology, Medical Laboratory Science, Speech-Language Pathology, and Health Studies), as well as medical students from the Edward Via College of Osteopathic Medicine (VCOM) Monroe campus (est. 2020). In addition to structured IPE activities, didactic courses in the Pharm D. curriculum address topics that serve to prepare students for Interprofessional education and practice. Examples include: Pharmacy Ethics and Law where students learn the scope of practice of pharmacists as well as those of other healthcare professionals; and Patient Communication course where lectures and activities provide students the opportunity to learn to communicate with other healthcare providers and to provide team based patient care.

Simulation (P3): IPE simulation activities at the ULM College of Pharmacy occur in the laboratory setting and at Ochsner LSU Monroe Medical Center. During each of these simulations, third-year pharmacy students are immersed into participation with prescribers (Physician Assistant students in the laboratory setting; third-year LSU Medical Students in the hospital setting, and fourth-year LSU Medical Students in the laboratory setting) through practice-based activities and case-based exercises.

Experiential (P1-P3): Introductory Pharmacy Practice Experiences (IPPEs) are where students have the opportunity to have real-time interaction with other healthcare practitioners in contemporary U.S. practice settings. Intentional IPE assignments and reflections are required during the introductory community and institutional practice experiences. Students document their IPE interactions through guided reflective writings in the experiential learning software system (CORE ELMS). Advanced Pharmacy Practice Experiences (APPEs) give students opportunities to demonstrate competence in interacting with other healthcare practitioners/providers through seven six-week blocks. Interprofessional Education reflections are required for the community and institutional APPE blocks only. During *all* IPPEs and APPEs, preceptors assess student performance by rating their level of entrustment in the student's ability to collaborate as a member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet patient care needs (EPA).

Special Events (P1-P3): Special events are voluntary opportunities for students to integrate knowledge, skills, values, and attitudes with other students as part of an interprofessional team to deliver quality care. Such events include the Susan B. Komen Race for the Cure (Monroe, LA), and the Spring into Health event at the Louisiana Purchase Gardens and Zoo. At these events, students collaborate to provide point-of-testing and health-care education.

Outcome assessment data summarizing students' overall achievement of expected interprofessional education outcomes in the pre-APPE and APPE curriculum are collected, analyzed and used to direct change.

Summary of IPE Activities, Descriptions, and Pharmacy Student Participation

IPE Activity	Description
Didactic	
IPE 1 – Exposure Workshop (P1 Fall) PHRD 4001 (PGD1)	This course component is designed for students in multiple disciplines from the College of Health Sciences, College of Pharmacy, and Edward Via College of Osteopathic Medicine. Students will have exposure to basic principles of interprofessional collaboration through small interprofessional group case study discussions and activities within an Interprofessional Education Moodle Class and live workshop .
IPE 1 – Bridge Activity Option #1 Movie Night. (P1 Spring) PHRD 4021 (PGD2)	This bridge activity brings students from ULM College of Pharmacy, College of Health Sciences, and the Edward Via College of Osteopathic Medicine face-to-face to watch selected movies (with an Interprofessional focus), and form interprofessional teams to discuss thought-provoking questions related to healthcare and interprofessional practice.
IPE 1 – Bridge Activity Option #2 Escape Room. (P1 Spring) PHRD 4021 (PGD2)	This course component is designed by the University of Minnesota Academic Health Center. This Beginning Escape Room activity will allow students to practice/apply interprofessional concepts and competencies by working together as members of an interprofessional team.
IPE 2 – Immersion Workshop (P2 Fall) PHRD 4101 (PGD3)	This course component is designed for students participating in Interprofessional Education (IPE) through the Colleges of Pharmacy and Health Sciences, and the Edward Via College of Osteopathic Medicine. Students will apply principles of interprofessional collaboration through small interprofessional team interactions and activities within a Moodle Class and live event. This immersion workshop includes a novel conflict resolution component.
IPE 2 – Bridge Activity Option #1 Advanced Escape Room. (P2 Spring) PHRD 4121 (PGD4)	This course component is designed by the University of Minnesota Academic Health Center. This Advanced Escape Room activity will allow students to practice interprofessional concepts and competencies by working together as a team.
IPE 2 – Bridge Activity Option #2 Skills Sharing (P2 Spring) PHRD 4121 (PGD4)	This activity allows students to embrace the diversity of team members and the expertise that each contributes to the healthcare team through the sharing of knowledge and skills among disciplines.
VCOM sponsored activities – level of participation depends upon knowledge and skills needed for each activity.	The Edward Via College of Osteopathic Medicine (VCOM) sponsors IPE activities in which pharmacy students and other disciplines participate. Topics are developed around the IPEC competencies of Values/Ethics, Communication, Teamwork, and Roles/Responsibilities.

Simulation	
Physician Assistant (PA) Laboratory (P3 Spring) PHRD 5021 (PGD 6)	This IPE component is a collaboration between the University of Louisiana Monroe College of Pharmacy third year pharmacy students and Louisiana State University Health Sciences Center Physician Assistant (PA) Program. This activity will allow pharmacy students (in a mock community practice setting) to interact with physician assistant students (in a mock clinic setting) by distance. This activity is developed to simulate true-to-life experiences for both disciplines.
LSU Medicine (MD) Laboratory (P3 Spring) PHRD 5021 (PGD 6)	This laboratory brings together third year pharmacy students and fourth year medical students to collaborate on a transition of care patient case. In addition, students assess each other on discipline-specific Entrustable Professional Activities (EPAs), as well as professionalism.
LSU Medicine (MD) Encounter – Ochsner (P3 Fall or Spring) PHRD 5001/5021 (PGD 5/6)	This course component is a collaboration between the University of Louisiana Monroe College of Pharmacy and Ochsner LSU Health Shreveport. Third year medical students and third year pharmacy students collaborate to formulate a patient care plan, with faculty facilitation and questioning from both disciplines.
Experiential	
IPPE – Community PHRD 4050 Summer between P1 and P2 year	This initial practice experience takes place during the summer between the student’s first and second professional year. Students experience the day-to-day operations of an independent community practice setting, including interprofessional practice. With direct supervision, students are entrusted to collaborate as a member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet patient care needs.
IPPE – Institutional PHRD 5000 Summer between P2 and P3 year	This final introductory practice experience takes place during the summer between the student’s second and third professional year. Students experience the day-to-day operations of an institutional pharmacy practice setting including interprofessional practice. With direct supervision, students are entrusted to collaborate as a member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet patient care needs.
APPEs (P4 students)	Advanced Pharmacy Practice Experiences (APPEs) build on the introductory pharmacy practice experiences in depth and breadth of pharmacy practice through a variety of practice settings during the fourth professional year. At this level, students are entrusted to completely and accurately collaborate as a member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet patient care needs with limited supervision .
Special Events	
<i>Various: (Examples below)</i> (P1-P4) Susan B. Komen Race for the Cure Spring into Health (LA Purchase and Gardens Zoo)	Special events are voluntary opportunities for all students (P1-P4) to practice in a community event as a part of an interprofessional team. Teams provide point-of-care testing and education to the public.



ULM Interprofessional Education Curriculum Participation Framework

(Pharmacy progression through curriculum shown in orange)

<i>Exposure</i>	<i>Exposure Bridge</i>	<i>Immersion</i>	<i>Immersion Bridge</i>	<i>Simulation</i>	<i>Competence</i> (program clinicals; experiential, etc)
<i>(IPE 1 workshop)</i>	<i>(Movie Night, Beginning Escape Room; or VCOM activity)</i>	<i>(IPE 2 workshop)</i>	<i>(Advanced Escape Room, Skills Sharing; or VCOM activity)</i>		
<i>Fall Participation</i>	<i>Fall Participation</i>	<i>Fall Participation</i>	<i>Fall Participation</i>	<i>Fall Participation</i>	<i>Full year</i>
<ul style="list-style-type: none"> • Pharmacy (P1) • Nursing S1 • RADT (future) • DHYG • VCOM (medicine) • SLP 	<ul style="list-style-type: none"> • MOT 2 • Nursing S2 • RADT (current) 	<ul style="list-style-type: none"> • Pharmacy (P2) • Nursing S3 • RADT (current) • RADT (future) • DHYG • VCOM (medicine) 	<ul style="list-style-type: none"> • Nursing S4 	<ul style="list-style-type: none"> • VCOM (didactic) 	<ul style="list-style-type: none"> • Pharmacy (P4) APPE • NursingS5 clinicals
<i>Spring Participation</i>	<i>Spring Participation</i>	<i>Spring Participation</i>	<i>Spring Participation</i>	<i>Spring Participation</i>	<i>Full year</i>
<ul style="list-style-type: none"> • MOT 1 • Nursing S1 • MLS Y1 • RADT (current) 	<ul style="list-style-type: none"> • Pharmacy (P1) • Nursing S2 • MLS Y1 • RADT (future) • DHYG • VCOM (medicine) 	<ul style="list-style-type: none"> • MOT 2 • Nursing S3 • MLS Y2 	<ul style="list-style-type: none"> • Pharmacy (P2) • Nursing S4 • MLS Y2 • RADT (current) • RADT (future)??? • DHYG • VCOM (medicine) 	<ul style="list-style-type: none"> • Pharmacy (P3) & Physician Assistant students simulation lab; • Pharmacy (P3) & LSU Medicine (M4) students simulation laboratory 	<ul style="list-style-type: none"> • MOT2 clinicals • Nursing S5 clinicals

Summary of Pharmacy Student Participation by Cohort

Cohort	IPE 1/Bridge (P1)	IPPE - Community	IPE 2/Bridge (P2)	IPPE - Institutional	Physician Assistant Laboratory (P3)	LSU -M4 Laboratory planning phase Fall 2020. (P3)	IPE 3 – LSU Ochsner (MD) (P3)	APPEs
2021 grads	Spring 2018	Summer 18	Spring 19	Summer 19	Spring 20 ²		2019-20 ¹	2020-21 ^{1,2}
2022 grads	Spring 2019	Summer 19	Spring 20 – CX COVID	Summer 20	Spring 21 ²	Spring 21 ¹	2020-21 ¹	2021-22 ^{1,2}
2023 grads	Spring 2020	Summer 20	Spring 21	Summer 21	Spring 22 ²	Spring 22 ¹	2021-22 ¹	2022-23 ^{1,2}
Cohort	Fall: IPE1 Exposure Workshop Spring: VCOM Death and Dying	IPPE-Community	Fall: IPE2 Immersion Workshop Spring: Bridge Activities	IPPE – Institutional	Fall: VCOM GI Case	Spring: Physician Assistant Laboratory² (P3) and VCOM Med Errors¹	N/A	APPEs
2024 grads	Fall 2020 ¹ /Spring 2021 ¹	Summer 21	Fall 2021/Spring 2022	Summer 22	Fall 22 ¹	Spring 23 ^{1,2}	N/A	2023-24 ^{1,2}
2025 grads	Fall 2021 ¹ /Spring 2022 ¹	Summer 22	Fall 2022/Spring 2023	Summer 23	Fall 22 ¹	Spring 24 ^{1,2}	N/A	2024-25 ^{1,2}

¹Medical Student Involvement

²Other Prescriber Involvement

ULM Pharm.D. IPE Program Structure, Components, and Assessment Plan

Activity	Setting	IPEC & other Competencies	CAPE Outcomes	Learners Present (as of Spring 2021)	Components	Assessment Type
None – PRE-Exposure	Emailed survey link	<ul style="list-style-type: none"> • IP Teamwork and Team-based Practice • Roles/Responsibilities for Collaborative Practice • Patient Outcomes from Collaborative Practice • IP Values • IP Interactions 	<ul style="list-style-type: none"> • 3.4 – Interprofessional collaboration (Collaborator) 	<ul style="list-style-type: none"> • Dental Hygiene • Doctor of Osteopathic Medicine • Health Studies • Nursing • Occupational Therapy • Pharmacy • Speech Language Pathology 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Demographic • Attitudes (SPICE-R2) • IPEC Competency Self-Assessment Tool (V3)
IPE-1 (P1) Exposure Workshop	Didactic	<ul style="list-style-type: none"> • VE3 • VE4 • RR1 • RR2 • RR3 • RR6 • RR10 • CC3 • CC4 • CC6 • CC8 	<ul style="list-style-type: none"> • 3.4 - Interprofessional collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.4 – Professionalism (Professional) 	<ul style="list-style-type: none"> • Dental Hygiene • Doctor of Osteopathic Medicine • Health Studies • Nursing • Occupational Therapy • Pharmacy • Speech Language Pathology 	<ul style="list-style-type: none"> • Pre-reading assignments/quiz. • Healthcare discipline videos (R&R) • IP Team collaboration on “Roles and Responsibilities” IP case • Faculty facilitated group discussion of IP case 	<ul style="list-style-type: none"> • Pre-assessment (baseline – see above) • Post-reading quizzes • Facilitated small group discussion questions • Post-course survey (selected questions from ICCAS) • Programmatic Assessment questions
Exposure Bridge Option – Escape Room (P1)	Didactic	<ul style="list-style-type: none"> • CC2 • CC3 • CC4 • CC6 • CC7 • RR2 • RR7 • TT3 • TT6 • TT7 • TT8 • VE4 	<ul style="list-style-type: none"> • 3.1 – Problem Solving (Problem Solver) • 3.4 – Interprofessional collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.4 – Professionalism (Professional) 	<ul style="list-style-type: none"> • Pharmacy • Nursing • MLS • MOT • Dental Hygiene • Doctor of Osteopathic Medicine 	<ul style="list-style-type: none"> • Teams are given a brief patient case scenario then collaborate to solve puzzles in order to escape a “locked” room in order to help the patient and his family. 	<ul style="list-style-type: none"> • Post-course survey (selected questions from ICCAS) • Debrief questions following the activity

		<ul style="list-style-type: none"> • VE6 				
Exposure Bridge Option - Movie Night Room (P1)	Didactic	<ul style="list-style-type: none"> • VE1 • RR7 • RR8 • CC4 • CC6 • CC7 • TT1 • TT5 	<ul style="list-style-type: none"> • 3.1 – Problem Solving (Problem Solver) • 3.3 – Patient Advocacy (Advocate) • 3.4 – Interprofessional collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.4 – Professionalism (Professional) 	<ul style="list-style-type: none"> • Fall 2020 Learners: • MOT • Nursing • Speech Language Pathology • Dental Hygiene • Rad Tech • Spring 2021 Learners: • Pharmacy • Nursing • MLS 	<ul style="list-style-type: none"> • Students watch a selected movie with IP components. Small IP teams are then formed to respond to guided discussion questions 	<ul style="list-style-type: none"> • Post movie quiz • Facilitated small IP group discussion questions • Post event selected questions from ICCAS (retrospective pre/post format) • Post event programmatic assessment questions
IPE-2 (P2) Immersion Workshop	Didactic	<ul style="list-style-type: none"> • Knowledge base competencies in IPEC, TeamSTEPPS components, and Interdisciplinary Plan of Care (IDPOC) • VE5 • VE7 • VE8 • RR6 • RR9 • CC1 • CC2 • CC3 • CC4 • CC5 • CC6 • CC7 • TT3 • TT6 • TT8 	<ul style="list-style-type: none"> • 2.1 - Patient-Centered Care (Caregiver) • 3.1 - Problem Solving (Problem Solver) • 3.3 – Patient Advocacy (Advocate) • 3.4 – Interprofessional Collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.2 – Leadership (Leader) • 4.4 – Professionalism (Professional) 	<ul style="list-style-type: none"> • Pharmacy • Nursing • Rad Tech • Dental Hygiene • Doctor of Osteopathic Medicine 	<ul style="list-style-type: none"> • Individual pre-assigned readings • Guided IP team forum discussions • Student IP teams attend a live event where they practice SBAR communication and develop an interdisciplinary plan of care for a patient case. Students are also given the opportunity to practice TeamSTEPPS conflict resolution strategies • Guided reflective writing • Peer evaluations of team member performance 	<ul style="list-style-type: none"> • Knowledge based quizzes • Pre/Post Event Assessment with selected questions from IPEC • ICCAS selected questions (retrospective pre/post format) • IDPOC grading rubric • Pre/Post Assessment with selected questions from T-TAQ and T-TPQ • SBAR grading rubric • Formative assessment on CUS, DESC Script • Guided reflective writing • IDPOC grading rubric • Peer evaluations on Teamwork
Immersion Bridge - Advanced Escape Room (P2)	Didactic	<ul style="list-style-type: none"> • CC3 • TT6 • TT7 	<ul style="list-style-type: none"> • 3.1 – Problem Solving (Problem Solver) • 3.4 – Interprofessional collaboration (Collaborator) • 3.6 – Communication (Communicator) 	<ul style="list-style-type: none"> • Pharmacy • Nursing • MLS • Rad Tech • Dental Hygiene 	<ul style="list-style-type: none"> • Simulate escape room designed to be stressful and to address competencies relevant to the situation such as individual accountability and communication, which is 	<ul style="list-style-type: none"> • Post-course survey (selected questions from ICCAS) • Debrief questions following the activity

			<ul style="list-style-type: none"> • 4.1 – Self-awareness (Self-aware) • 4.4 – Professionalism (Professional) 		<p>clear, concise, respectful, and nonjudgmental</p> <ul style="list-style-type: none"> • Follow this experience with a debriefing, feedback, and post-activity assessment 	
IPE-3 (P3) LSU-Ochsner Medicine	Simulation	<ul style="list-style-type: none"> • VE4 • VE10 • RR2 • RR3 • RR9 • CC2 • CC3 • CC4 • TT3 • TT6 • TT7 	<ul style="list-style-type: none"> • 1.1 – Learner (Learner) • 2.1 – Patient-centered care (Caregiver) • 3.1 – Problem Solving (Problem Solver) • 3.4 – Interprofessional collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.2 – Leadership (Leader) • 4.4 – Professionalism (Professional) 	<ul style="list-style-type: none"> • Pharmacy • Medicine (M3) 	<ul style="list-style-type: none"> • Students meet in small groups at the university medical center to collaborate on a patient case. Students collect and assess information from the case to develop a plan complete with monitoring. The case is presented to pharmacy and medicine faculty facilitators in a SOAP note format. Facilitators challenge students with questions regarding their plan and recommendations 	<ul style="list-style-type: none"> • ICCAS – retrospective pre/post format • Formative feedback from faculty facilitators during encounter
IPE-3 (P3) LSU-PA	Simulation lab	<ul style="list-style-type: none"> • Component Objectives specifically written to reflect the four IPEC competencies of Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams/Teamwork. 	<ul style="list-style-type: none"> • 1.1 – Learner (Learner) • 2.1 – Patient-centered care (Caregiver) • 3.1 – Problem Solving (Problem Solver) • 3.4 – Interprofessional collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.2 – Leadership (Leader) • 4.4 – Professionalism (Professional) 	<ul style="list-style-type: none"> • Pharmacy • Physician Assistant (PA) 	<ul style="list-style-type: none"> • Individual pre-assigned readings/videos • Pharmacy and PA student small groups (2:1) are given patient information they would typically have in the practice setting. Each discipline is given the opportunity to identify problems that must be corrected by communicating findings and recommendations with the other discipline • Guided reflective questions 	<ul style="list-style-type: none"> • Post- video quiz (PA R/R) • Post-simulation survey • Peer evaluations • Reflection Assignment
IPE-3 (P3) LSU Medicine	Simulation lab	<ul style="list-style-type: none"> • VE4 • RR2 • RR9 • CC1 • CC3 • CC4 	<ul style="list-style-type: none"> • 1.1 – Learner (Learner) • 2.1 – Patient-centered care (Caregiver) • 3.1 – Problem Solving (Problem Solver) 	<ul style="list-style-type: none"> • Pharmacy • Medicine (M4) 	<ul style="list-style-type: none"> • Required readings prior to lab (IPN Overview; Equianalgesic Dosing) as refresher • Work as a member of the interprofessional team with medical students on a 	<ul style="list-style-type: none"> • Selected questions from ICCAS • Peer Evaluation • Reflection Question

		<ul style="list-style-type: none"> • CC5 • TT3 • TT7 • TT8 	<ul style="list-style-type: none"> • 3.4 – Interprofessional collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.2 – Leadership (Leader) • 4.4 – Professionalism (Professional) 		<p>patient case that requires the knowledge and input from the other discipline, and that includes transition of care.</p>	
IPPE (P2 and P3)	Experiential	<ul style="list-style-type: none"> • Actively participate as a healthcare team member by demonstrating mutual respect, understanding and values to meet patient care needs • VE5 • RR9 • CC2 • TT7 • TT8 	<ul style="list-style-type: none"> • 1.1 - Learner (Learner) • 2.1 – Patient-centered care (Caregiver) • 2.3 – Health and wellness (Promoter) • 2.4 – Population-based care (Provider) • 3.1 – Problem Solving (Problem Solver) • 3.2 – Educator (Educator) • 3.4 - Interprofessional Collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) • 4.4 – Professionalism (Professional) 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Structured supervised program of participation in the practice of pharmacy including interprofessional practice. 	<ul style="list-style-type: none"> • Preceptor evaluation of student on ability to collaborate as a member of the healthcare team (at a given EPA level) • Student self-assessment (same area as above) • Guided reflective writing of teamwork, roles and responsibilities, communication, and values as related to provision of patient care
APPE (P4)	Experiential	<ul style="list-style-type: none"> • Actively participate as a healthcare team member by demonstrating mutual respect, understanding and values to meet patient care needs. • VE5 • RR9 • CC2 • TT7 • TT8 	<ul style="list-style-type: none"> • 1.1 - Learner (Learner) • 2.1 – Patient-centered care (Caregiver) • 2.3 – Health and wellness (Promoter) • 2.4 – Population-based care (Provider) • 3.1 – Problem Solving (Problem Solver) • 3.2 – Educator (Educator) 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Structured supervised program of participation in the practice of pharmacy where the student continues to mature from student to practitioner, including interprofessional practice 	<ul style="list-style-type: none"> • Preceptor evaluation of student on ability to collaborate as a member of the healthcare team (at a given EPA level) • Student self-assessment (same area as above) • Guided reflective writing (community and institutional APPE) of teamwork, roles and responsibilities,

			<ul style="list-style-type: none"> • 3.4 - Interprofessional Collaboration (Collaborator) • 3.6 – Communication (Communicator) • 4.1 – Self-awareness (Self-aware) 4.4 – Professionalism (Professional) 			communication, and values as related to provision of patient care
None (Measure of individual and aggregate changes from baseline – using same assessment as PRE-Exposure)	Emailed survey link	<ul style="list-style-type: none"> • IP Teamwork and Team-based Practice • Roles/Responsibilities for Collaborative Practice • Patient Outcomes from Collaborative Practice 	<ul style="list-style-type: none"> • 3.4 – Interprofessional collaboration (Collaborator) 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Demographic • Attitudes (SPICE-R2) • IPEC Competency Self-Assessment Tool (V3)
Other	Special Events	<ul style="list-style-type: none"> • Competencies for each special event revolve around the four IPEC domains 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • ICCAS • Specific assessment questions for the activity