



COLUMBIA UNIVERSITY  
COLUMBIA COMMONS  
INTERPROFESSIONAL EDUCATION (IPE)

# Columbia Commons IPE: Collaborating Across the Professions

## FY22 Annual Report



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IPE TEAM BUILDING SIMULATION TRAINING

## Columbia Commons IPE: Collaborating Across Professions Executive Summary

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**Columbia Commons IPE: Interprofessional Education** is committed to growing CUIMC's culture of interprofessionalism. During this fiscal year, Columbia Commons IPE has increased its educational programs and community learning opportunities for students of our member health disciplines (dental medicine, genetic counseling, medicine, nursing, nutrition, occupational therapy, pastoral care, physical therapy, public health, and social work). Students today in all schools and programs seek out and demand inter-professional experience. Faculty have found new collaborators and co-teachers across disciplines. Since its initiation as a CUIMC-supported academic unit in 2016, Columbia Commons IPE has been critical to this cultural

change, including an important contribution to recertification through LCME at VP&S and CEPH at Mailman.

FY22 expanded the Commons' efforts toward health care justice and equity. Our campus-wide teaching and practice addressed aspects of COVID-19 inequities, the anti-racism efforts of the Black Lives Matter movement, responses to violence against Asian-Americans, police violence, and carceral injustices. We participated in the Anti-Racism Task Force and its resultant programs, deepening our commitments to community engagement and service learning toward reducing health disparities and responding to our community's social determinants of health. Collaborative relationships with Diversity Deans and Vice-Deans for Education of the four schools, the Center for Teaching and Learning, the CUIMC Office of Faculty Affairs, the Apgar Teaching Academy, the Office for Innovations in Health Professions Education, and the student-run clinics have expanded our impact on CUIMC. The Faculty Steering Committee has grown to take on increasingly complex projects (see Appendix A for Members). The Student Advisory Board, directed by an elected slate of inter-professional officers, autonomously oversees educational and social events, often partnering with campus student organizations and clubs.

On-going projects currently include required and elective curricula in all schools and programs, clinical team-training for students, faculty development and education, and collaborative research projects. Cross-cutting teaching in all the schools has grown. The Center for Student Wellness and the Office of Service Learning have expanded with substantial support from the Commons.

We now have evidence of clinical and curricular consequences of the increasing accomplishments of Columbia Commons. Our growing professional network functions as a referral network for both clinical care and scholarly/research needs. Partnering successes are demonstrated in interprofessional care for home-bound elderly, relationship-centered care, campus-wide attention to spirituality and wellness, trauma-informed care, and the many COVID-related projects during the pandemic.

Columbia Commons IPE is an innovative engine in curriculum development and programmatic initiatives. It is, we propose, a promising seed for a dedicated Center for Interprofessional Education and Practice at Columbia University in our future. The faculty and students who generate the Commons and those who benefit from its presence thank CUIMC Deans for their trust in our work and their vision of a future together.





IPE DAY WORKSHOP IN DEFINING RESILIENCE THROUGH ART-BASED REFLECTION

## FY22 Accomplishments

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### Introduction

This FY22 Columbia Commons IPE Annual Report presents the Commons' activities and accomplishments of FY22 in three broad areas: *university-wide innovations, student education and clinical training, and faculty/school collaborations.*

The Commons operates within a shared-decision-making model led by the Faculty Steering Committee with advisement from the Student Advisory Board. The Faculty Steering Committee is composed of senior members of each school, including administrative heads, department

chairs, and course directors (See Appendix A). Direct lines of contact are guaranteed between individual Steering Committee members and the Deans and Deans of Education of each school. The Student Advisory Board is composed of an elected slate of officers from each school or program with temporally planned replacements. The administrative staff includes the Program Manager Jordana Vanderselt and the Program Assistant Anusha Narayan. The Director position of the Commons is a rotating chair, moving on a periodic basis among the four schools and their programs of CUIMC. The Commons currently sits administratively in the Department of Medical Humanities and Ethics (MHE) of VP&S, since its current director chairs that department. Extensive in-kind support (IT, budget oversight, grant processing) are extended to the Commons by MHE.

## University Collaborations

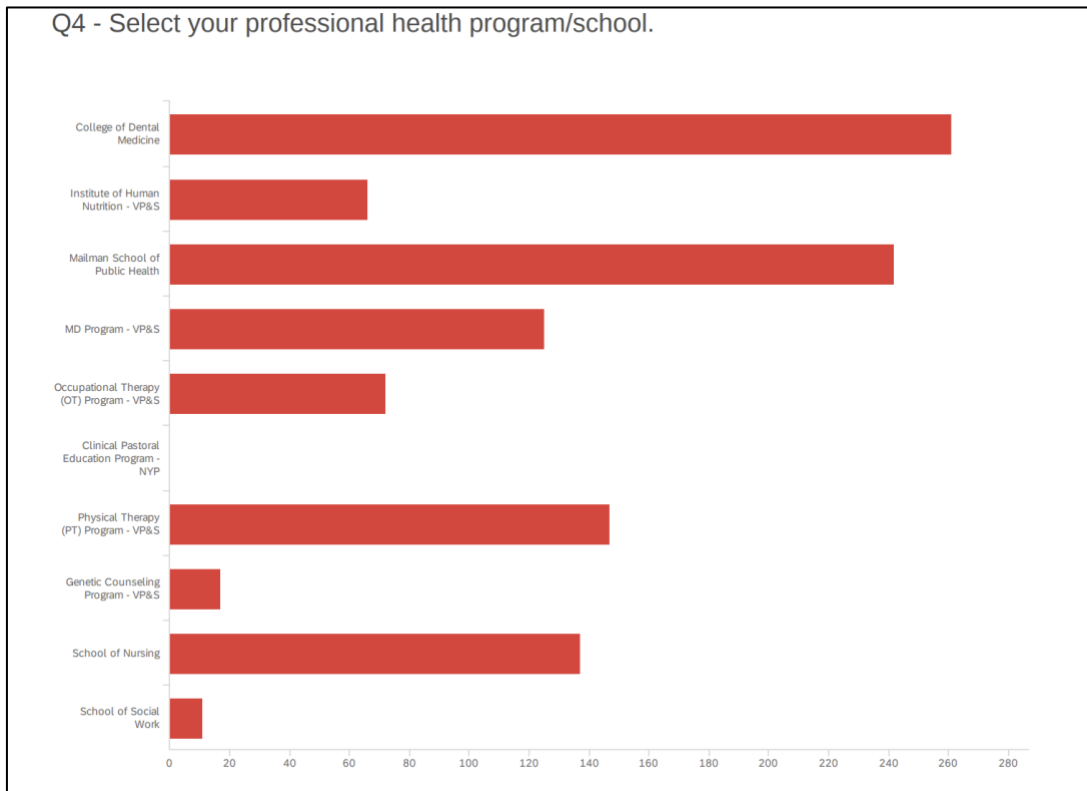
The Commons integrates with multiple CUIMC-wide units: the Center for Education Research and Evaluation, the Center for Teaching and Learning, the CUIMC Office of Faculty Affairs, the Apgar Teaching Academy, and the Office for Innovations in Health Professions Education. The Commons is the only unit among them whose chief responsibility is to design and execute educational programs for students of all health disciplines toward increasing students' knowledge of and respect for disciplines other than their own. FY22 has seen an increase in university-wide partnership with the Arts & Sciences campus at Morningside. By collaborating with University Life, the Provost's Senior Faculty Scholars program, the Heyman Center for Humanities, Jewish Theological Seminary, the Oral History Project, and the Master of Science in Narrative Medicine graduate program, the Commons expands health education beyond biomedical and clinical concerns to embrace the arts, social sciences, humanities, and the other professional schools in the training and practice of our health professionals.

## Student Education

**IPE Day 2022:** *IPE Day* was inaugurated in 2018 as a day when the entire student population of CUIMC convenes to learn together about one another's professions' contributions to health care. With the collaboration of the four deans, classes were cancelled to allow students and faculty to gather for lectures, workshops, and seminars. IPE Day 2019 was even more impressive than the inaugural one, with 94.4% of students surveyed satisfied or very satisfied with IPE Day. 91.3% of students found that their participation in IPE Day increased their understanding of another health profession. One student reflected: "I learned more on IPE day than on any other single day this year and would love to have even more opportunities to engage." IPE Day of 2020 had to be canceled because of COVID-19. But for IPE Day 2021, we were able to resume with an entire day of virtual lectures, workshops, and musical performances.

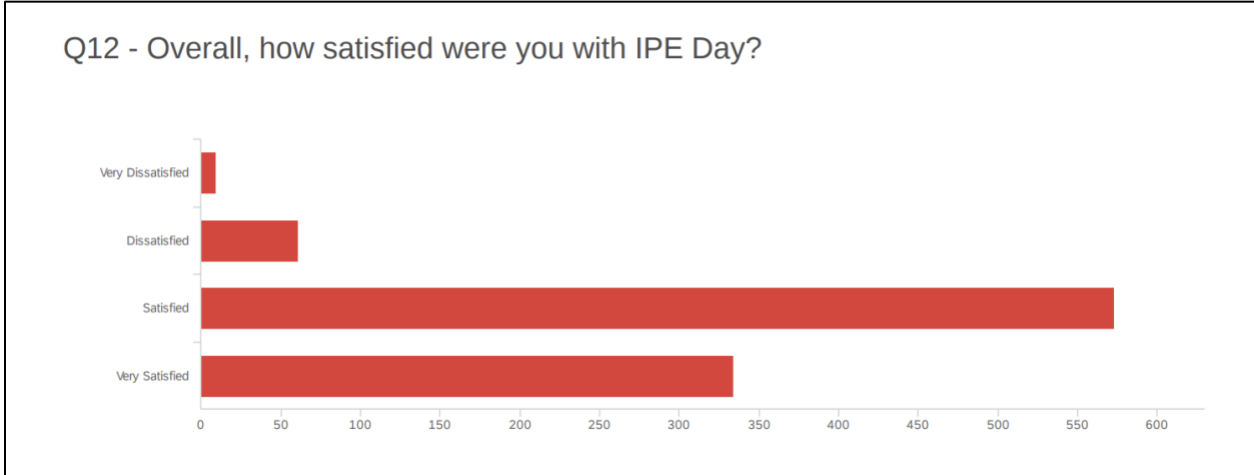
On April 5, 2022, we celebrated IPE Day 2022 with a return to in-person programming. Columbia Commons IPE Steering Committee of students and faculty engaged three outstanding plenary speakers. To join in the campus celebration of the Mailman School of Public Health

Centenary, all plenary lectures focused on public health and preventive issues. Professor Nabila El-Bassel presented her work in the NIH HEAL program on substance abuse prevention. Director of Hartford Foundation and Professor of Nursing Terry Fulmer joined Dean Linda Fried in a conversation on healthy aging. And patient activist Desirée Walker described the importance of patient empowerment in clinical care. Eighty-two high-impact workshops provided students from all health professions with opportunities to learn together in interprofessional panels and interactive break-out discussion groups. Workshop topics included climate change and disaster preparedness, criminal justice and immigration reform, and ethical dilemmas in pediatric care and liver transplantation. The Commons curated creative opportunities for students to reflect and learn together through cartooning, poetry, visual arts projects, and mindfulness practice in Inwood Hill Park. One student reflected: “This experience allowed me to better express myself to be a better provider to my patients.” The 1,600 students who attended IPE Day also socialized during lunch, which was provided in multiple locations across campus, and a social reception at the end of the day.



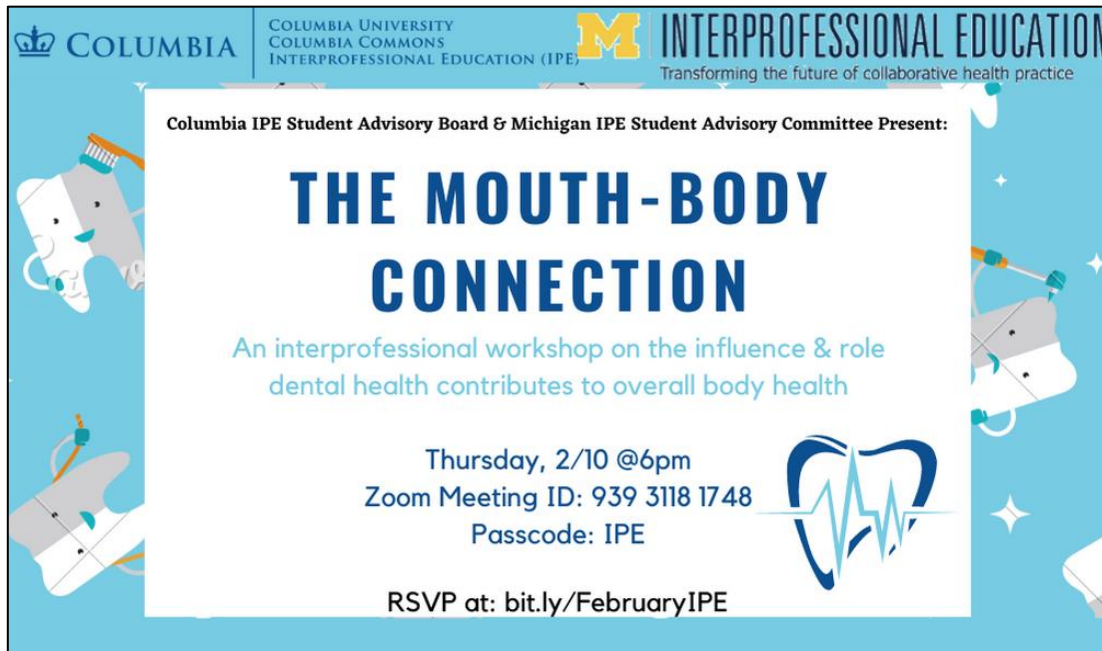
A DISTRIBUTION OF THE PROGRAMS FROM WHICH STUDENTS ATTENDED IPE DAY 2022





A DISTRIBUTION OF STUDENT SATISFACTION WITH IPE DAY 2022

**IPE Nights:** The Commons Student Advisory Board followed up our success on IPE Day 2018 with the commitment to produce monthly IPE Nights. The schools take turns hosting and organizing IPE Nights. Each IPE Night is required to have an assessment with pre- and post-measures of knowledge base and extent of IPE learning. Examples of 2022 IPE Nights include Disability and Health: Barriers to Access (sponsored by Physical Therapy and Occupational Therapy); Real World Ethics in Practice (sponsored by School of Nursing); The Mouth-Body Connection (sponsored by VP&S and College of Dental Medicine); Digital Health: A New Wave of Healthcare (sponsored by Mailman); Virtual Escape Room (sponsored by School of Nursing); and Medical Marijuana in Healthcare (sponsored by all programs/schools). Assessment surveys consistently show students' growth in knowledge of and respect for other health professions and desire for growth in IPE opportunities at CUIMC.



A FLYER FROM AN IPE NIGHT HOSTED BY THE STUDENT ADVISORY BOARD IN FEBRUARY, 2022 FEATURING A COLLABORATION WITH THE UNIVERSITY OF MICHIGAN'S IPE STUDENT ADVISORY COMMITTEE

**IPE Seminars:** IPE Seminars are credit-bearing, semester-long interprofessional courses co-taught by faculty from at least two professions. The currently offered seminars are in Aging and End-of-Life Care, Health Care Justice, Relationships of Care, and Spirituality and Healthcare. In addition to these, the Commons was approached by an interdisciplinary faculty team with a new course on Vaccine Safety, Hesitancy, and Confidence. With the structure to generate new IPE courses and the means to recruit and enroll students from all programs/schools, we launched this course in the 2022 repertoire. We are currently discussing two new IPE Seminars to add for next year: Climate Change for Health Care Students taught by faculty in the Columbia Climate School and Arts in the Time of Crisis with faculty from School of Nursing and VP&S.

Student demand for enrollment in the IPE Seminars increases steadily. We register students in proportion to their numbers on campus. Outcomes from the seminars include collaborative IPE projects among the seminar students and submission of conference abstracts, presentations proposals, or manuscripts for publications. IPE Seminars have resulted in students' independent projects, Scholarly Projects for VP&S Students, and on-going collaborations in Columbia Commons projects. Many IPE Seminar graduates and current students have become section faculty for our mandatory orientation for all incoming students to CUIMC schools (see below). IPE Seminar graduates are hosting and designing IPE Night events. These students become leaders in such credit-bearing projects as the Mailman and VP&S-sponsored Global Health campus-wide seminar series.

*'I definitely want to incorporate more interdisciplinary teamwork into my career in healthcare. I have more of an appreciation for patients' spirituality and religion and how it influences the healthcare process.'*

A REFLECTION FROM A STUDENT WHO PARTICIPATED IN THE SPIRITUALITY AND HEALTHCARE IPE SEMINAR

*I would say that my IPE seminar influenced my clinical social work placement process for next year. I will be working at a hospital and was intentional about asking about interprofessional dynamics within this psychiatric department.  
Thank you, IPE.*

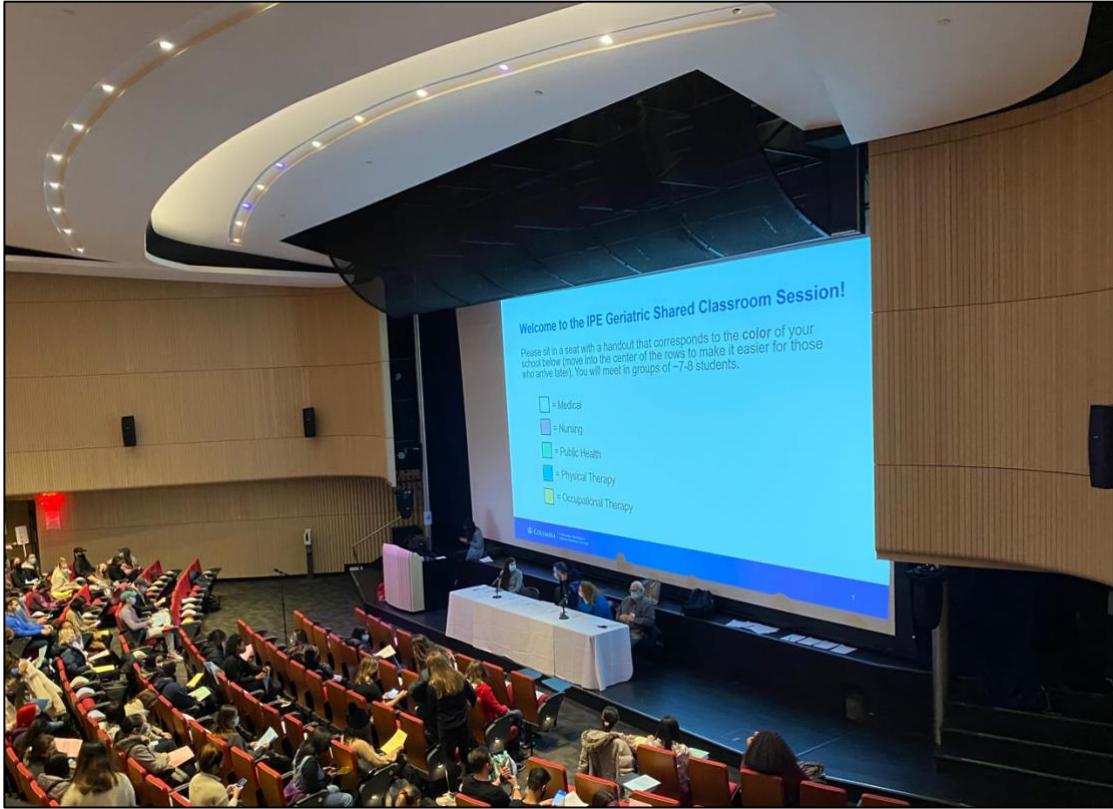
A REFLECTION FROM A STUDENT WHO PARTICIPATED IN THE AGING AND END-OF-LIFE CARE IPE SEMINAR

**eCUIMC:** The Commons initiated an ambitious project in Fall 2019 to provide virtual orientation to the health sciences campus for all incoming students to CUIMC in fulfillment of a licensing requirement for Mailman and VP&S. We developed an asynchronous digital platform for small IPE groups of students, who are facilitated through a week-long set of virtual exercises and learning experiences. A clinical case is presented, and each profession presents its perspective on the care of the patient. Recruitment of volunteer faculty to facilitate these groups was possible because of the fidelity of our teachers to the Commons mission. Commons-engaged students were supported as section TAs for the small group learning. Learning evaluations from Fall 2021 included nearly unanimous satisfaction from 850 incoming students and recommendations to continue eCUIMC in the future.

*'The course did an excellent job of providing a well thought out case study, and I liked that we were encouraged to do research on real organizations in Washington Heights/Harlem. These two things made the course feel very real and grounded, and it also gave me a way to start thinking about future patient care.'*

A STUDENT REFLECTION AFTER COMPLETING THE eCUIMC COURSE

**Shared Classrooms:** Individual schools and programs provide large learning opportunities that can accommodate students from other professions. Although scheduling is difficult with competing curricular schedules, Mailman and VP&S provided large-classroom IPE learning experiences—gun violence for Mailman and geriatrics for VP&S—In which students from other schools registered and participated for credit.



THE GERIATRICS SHARED CLASSROOM SESSION IN THE FALL OF 2021, WHICH WAS THE FIRST IN-PERSON SHARED CLASSROOM EVENT SINCE 2019

**Columbia Student Service Corp (CSSC):** is a campus-wide service-learning unit for all CUIMC students. Initiated at the eruption of COVID, CSSC engaged students in major pandemic-related efforts of securing of PPE, tele-visits to homebound patients, following-up with post-discharge COVID patients by phone, and vaccinating persons in the Armory. In FY22, CSSC added projects on food insecurity, SDOH ANCHOR questionnaires, cancer-screening navigating, and teaching IT skills to seniors. We recruit social workers, physicians, public health professionals, and psychotherapists who are themselves writers, poets, activists, and artists to meet regularly with small groups of the service-learning students. Each month, we bring short texts or visual images to our zoom groups and invite students to engage with these works of art. These sessions provide room for the students' interior self-awareness and reflection along with a recognition of the "big pictures" they are part of. The facilitators have become a *polis*, enacting the intensely trusting and attentive teamwork that we are trying to instill in our students.



A SNAPSHOT OF THE CSSC FACILITATORS' MONTHLY MEETING



CARRIE MAE WEEMS, "Untitled (Woman with friends)," 1990 (gelatin silver print, triptych: 27 1/4 (each print)). © Carrie Mae Weems, Courtesy the artist and Jack Shainman Gallery

Carrie Mae Weems, (Woman With Friends), 1990

**Perhaps the World Ends Here**

BY [JOY HARJO](#)

The world begins at a kitchen table. No matter what, we must eat to live. The gifts of earth are brought and prepared, set on the table. So it has been since creation, and it will go on.

We chase chickens or dogs away from it. Babies teethe at the corners. They scrape their knees under it.

It is here that children are given instructions on what it means to be human. We make men at it, we make women.

At this table we gossip, recall enemies and the ghosts of lovers.

Our dreams drink coffee with us as they put their arms around our children. They laugh with us at our poor falling-down selves and as we put ourselves back together once again at the table.

This table has been a house in the rain, an umbrella in the sun. Wars have begun and ended at this table. It is a place to hide in the shadow of terror. A



place to celebrate the terrible victory.

We have given birth on this table, and have prepared our parents for burial here.

At this table we sing with joy, with sorrow. We pray of suffering and remorse. We give thanks.

Perhaps the world will end at the kitchen table, while we are laughing and crying, eating of the last sweet bite.

"Perhaps the World Ends Here" from *The Woman Who Fell From the Sky* by Joy Harjo. Copyright © 1994 by Joy Harjo.

The writing prompt used with this poem and photo was, "Write about your kitchen table."

AN EXAMPLE OF A TEXT AND VISUAL IMAGE SHARED AT THE CSSC FACILITATOR MEETING



COLUMBIA FACULTY AND OTHER COMMUNITY MEMBERS PRESENTING AN IPE WORKSHOP

## IPE Clinical Training for Students

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The Commons has worked with three CUIMC student-run clinics to strengthen the interprofessional power of student learning, faculty supervision, and patient care:

**Columbia Student Medical Outreach (CoSMO)** exists to provide free, high-quality healthcare to the uninsured and medically underserved population in Washington Heights and Northern Harlem. Students from CUIMC schools of Medicine, Nursing, Public Health, Physical Therapy, Social Work and Human Nutrition work together to provide comprehensive and

multidisciplinary care, promote community outreach, and foster interprofessional student education, service, and innovation.

**CoSMO Behavioral Health Clinic** includes mental health consultations to all of the student-run free clinics providing supportive, interpersonal and cognitive behavioral therapy in CoSMO, CHHMP, and other student-run clinics. Interprofessional education and supervision is emphasized in the diagnostic and referral processes. Drs. Mark Nathanson and Michael Devlin of the Commons Steering Committee supervise all mental health activities.

**The Columbia-Harlem Homeless Medical Partnership (CHHMP)** is a student-run clinic providing free and quality health services to the homeless or uninsured community in West Harlem. Students from CUIMC schools of Medicine, Dental Medicine, Occupational Therapy, Social Work and Human Nutrition see patients under faculty supervision. CHHMP is also focused on deepening the education of student-clinicians in the health and social needs of the community, the challenges of providing healthcare to underserved populations and advocacy for these populations, and the effectiveness of team health care.



STUDENTS SHOWCASING A TEAM BUILDING ACTIVITY DURING IPE DAY

## Faculty Education, Collaboration, Scholarship, and Research

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Multiple faculty education opportunities are offered to Commons members. With the award of a Provost Inter-disciplinary Teaching Award to the English Department and the Medical Humanities and Ethics Department, a pilot Certificate Program in Medical Humanities was created, reducing the barriers between “uptown” and “downtown.” Several of the Commons Steering Committee members and faculty of the IPE Seminars were invited to participate in the seminar’s first iteration. Commons members are leaders and participants in university anti-racism workshops, mentorship programs for women and minoritized faculty, research skills

development programs, and opportunities to join on-going work in global health, medical humanities, ethics of care, and aging.

***National Educational Opportunities:*** Commons members attend national/international conferences of the Interprofessional Education Consortium, the NEXUS Conference of the National Center for Interprofessional Education and Practice, AAMC, NEGEA, and the National Academies of Practice. Several Commons members have achieved leadership positions in these groups.

***Faculty Scholarship and Research:*** Please see Appendix B for listings of Steering Committee members' honors, publications, presentations, and research undertakings on the topics of interprofessional education and practice.

The Weight Bias research project, begun with a CTSA CaMPR grant to the Commons in 2018, has matured into a randomized trial of two methods of teaching health professions students about weight bias and means to reduce implicit bias against persons with obesity. Although on hold during the pandemic, the trial has enrolled nursing students and PT students in a hybrid teaching intervention combining nutrition lecture/presentations from clinicians specializing in weight control with small-group interactive teaching using either narrative medicine or journal club methods.





SNAPSHOT FROM AN IPE SIMULATION WORKSHOP

## Commons IPE Visions for the Future

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### IPE Seminar Expansion

IPE Seminars are perhaps the Commons' most influential interventions toward robust interprofessional goals. Since our mandate is to provide all CUIMC students with experience in interprofessional education and to equip them with needed skills for interprofessional practice, we are considering proposals to significantly increase the numbers of IPE Seminars held annually. Urgent critical topics that affect all students and that require interprofessional

engagement include anti-racism in all its dimensions, climate change, trauma-informed care, substance use treatment and prevention, the arts and story-telling in health care, professionalism issues, burn-out, community engagement, activism, and advocacy. In concert with our partner educational units on campus (CERE, CTL, Faculty Affairs, etc), the Commons is consulting with schools and programs for the best means to move forward on our growing interprofessional potential. Columbia could become a national model for high-stakes, innovative contributions to interprofessional education with required substantial interprofessional training for all students in the course of their Columbia educations.

## From IPE to IPP: Interprofessional Practice at CUIMC

We are making headway in teaching our pre-clinical students the fundamentals of interprofessional concepts and behaviors. But that does not improve patient care. We need to match IPE with IPP in our in-patient and out-patient settings. Beyond our involvement in the student-run clinics described above, neither the Commons nor the other interprofessional groups on campus influence actual practice on our campus. How could we work with NewYork-Presbyterian Hospital and the Ambulatory Care Network to fortify our students' clinical training with inter-professional practice? How could we assist the clinical training sites themselves to teach elements of team-based practice? With full realization of the complexity of CU/NYP relationships, there may indeed be social commitments on the hospital's part that would make such overtures of interest. The Commons and our campus partners are committed to furthering the potential of IPE's growth into IPP.

## Coalescence of CUIMC Teaching Academies

The overlap between the Commons and the Virginia Apgar Academy for Medical Educators enables high-level training in health professional educational research and scholarship, at least for those faculty in VP&S schools and programs (medicine, nutrition, OT, & PT). The Apgar Academy sponsors intensive research training, pilot funding for research projects, mentorship programs, mentor of the year award, and educational salons on emerging topics in professional education for its members. The time may have come to re-integrate the now school-specific teaching academies to strengthen and democratize our shared goals, missions, and potential. The Commons would be poised to begin that conversation, in partnership with the deans and vice-deans for education of the four schools.

We hope you share our optimistic commitment to interprofessional education at CUIMC. We are buoyed by and profoundly grateful for the continued support provided to Columbia Commons by the four schools. We will continue to grow Columbia's urgent mission toward egalitarian, respectful relationships among health disciplines and the improvements in patient care that result from our unity.



STUDENTS ENJOYING LUNCH TOGETHER DURING IPE DAY

## Appendices

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### Appendix A: Members of Faculty Steering Committee

<b>College of Dental Medicine</b> Letty Moss-Salentijn Folarin Odusola Michelle Skelton Angela Ward	<b>Pastoral Care</b> Mychal Springer  <b>Physical Therapy</b> Laurel Abbruzzese
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<p><b>Genetic Counseling</b> Amanda Bergner</p> <p><b>Medicine</b> Rita Charon Jordana Vanderselt Anusha Narayan Joseph Eveld Urmi Desai Lucille Torres-Deas Michael Devlin David Kessler Mark Nathanson</p> <p><b>School of Nursing</b> Jeanne Churchill Jaime Panton Rebekah Ruppe</p> <p><b>Nutrition</b> Sarah Bergren Moneek Madra</p>	<p>Debra Krasinski Jean Timmerberg</p> <p><b>Public Health</b> Jane Bogart Christina Ferrari Carole Hutchinson Heather Butts Troy Hoffman Ana Jimenez-Bautista Cassie Landers</p> <p><b>Social Work</b> Jim Glover Karma Lowe Ellen Lukens Mary Sormanti Stacey Whalen Tiffany Rasmussen</p> <p><b>Occupational Therapy</b> Cindy Smalletz Phyllis Simon</p>
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## Appendix B: Faculty Honors, Publications, Presentations, and Grants

AWARDS AND HONORS

**Laurel Daniels Abbruzzese, PT, EdD, FNAP** was awarded the National Academies of Practice, Emerging Interprofessional National Academies of Practice Member of the Year.

**Laurel Daniels Abbruzzese, PT, EdD, FNAP** was inducted into the Virginia Apgar Academy for Medical Education in April 2022.

**Rita Charon, MD, PhD** was awarded the Birnberg Research Award by the College of Dental Medicine of Columbia University, April 2022

**Rita Charon, MD, PhD** was selected as the inaugural recipient of the Philip Sandblom Prize in patient-centered, humanistic health care, University of Lund, Sweden, 2022.

**Urmi A. Desai, MD, MS** was awarded the 2022 Martha A. Hooven VP&S Award for Excellence in Community Service.

#### PUBLICATIONS

Lee Bishop, K., **Abbruzzese, L. D.**, Adeniran, R. K., Dunleavy, K., Maxwell, B., Oluwole-Sangoseni, O., **Simon, P.**, Smith, S. S., & Thurston, L. A. (2022). Becoming an anti-racist interprofessional healthcare organization: Our journey. *Journal of interprofessional education & practice*, 27, 100509. <https://doi.org/10.1016/j.xjep.2022.100509>

**Charon R.** Writing our lives to live them: The cognitive forms of a narrative medicine. *SubStance*, special issue on Cognition and Life Writing, in press.

**Charon R.** Knowing, seeing, and telling in medicine. *The Lancet* 2021;398:2068-70.

**Charon R.** Stories bodies tell: narrative medicine as witness. In: Nourry, Prune, *Aux Amazones*. Paris: Hachette Books, 2021: 35-39.

**Charon R.** How to listen for the talk of pain. In: Deborah Padfield, Joanna Zakrewska, eds. *Encountering Pain: Hearing, Seeing, Speaking*. London: UCL Press, 2021, chapter 1.

**Charon R.** Experience, narrative, and care: the social and conceptual horizons of narrative medicine. *Médecine et Philosophie*, 2021;5:48-53.

Bustan S, Nacoti M, Botbol-Baum M, Fischkoff K, **Charon R**, Madé L, Simon JR, Kritzinger M. COVID 19: Ethical dilemmas in human lives. *J Eval Clin Pract*. 2021;27:716–732. DOI: 10.1111/jep.13453

**Charon R**, Irvine C, Rivera Colón E, Oforlea AN, Smalletz C, Spiegel M. Racial justice in medicine: narrative practices toward equity. *Narrative* 2021;29(2):160-77.

**Nathanson M**, Rau S, Jiang E, **Phyllis S.** Friendly Calls to Seniors: an Interprofessional Student Volunteer Program. *The American journal of geriatric psychiatry*. 2021;29(4):S130-S132. doi:10.1016/j.jagp.2021.01.126

Spencer-Laitt D, **Nathanson M**, Spence M. Productive Aging During COVID-19 - Lessons from WH SeniorLink. *The American journal of geriatric psychiatry*. 2021;29(4):S85-S86. doi:10.1016/j.jagp.2021.01.077

#### PRESENTATIONS, WORKSHOPS, AND COURSES

**Abbruzzese LD** et al (2022). Disrupting Racial Microaggressions: Microintervention Strategies to Improve Culture and Communication in Interprofessional Collaborative Practice. 2022 National Academies of Practice Forum. Educational Workshop. March. San Diego, California.



**Abbruzzese LD**, Stewart M, Ruderman D, Chiu M, Quinsay L, John C, Mehta N (2021). An Interprofessional Approach to Fall Prevention and Evaluation in Older Adults. CUIMC Physical Therapy and Division of General Internal Medicine Intern/Resident Geriatric Education. Monthly interactive workshops at Allen Hospital and Milstein.

**Churchill J** (2021). IPE: A Model for Collaboration, Respect, and Improved Patient Outcomes. International Council of Nurses Congress 2021: Nursing Around the World.

**Desai U, Vanderselt J, Abbruzzese LD, Simon P**, Kingon A, **Skelton M, Churchill J, Moss-Salentijn L** (2022). e-CUIMC: A Virtual Medical Center to Introduce Interprofessional Education to Incoming Health Professions Students. 2022 National Academies of Practice Forum. Poster Presentation. March. San Diego, California.

Kwong J and **Abbruzzese L** (2022). HIV and Aging: Function and Mobility. AANC Association of Nurses in AIDS Care. Professional Development Webinar Series.

**Madra M** (2021). Lecture: *Nutrition needs during Pregnancy in Course: Complex Antepartum Care (N8451)*. Fall 2021 Columbia School of Nursing, Midwifery DNP Program.

**Madra M** (2022). Redesign Course: *Integrated Nutrition and Pathophysiology (M8207)* with Tirissa Reid, MD. Redesign course to span through nutrition related disease pathophysiology from molecular basis to clinical manifestations and medical nutrition therapy. Interdisciplinary lectures delivered from MDs, PhD, RDs and Behavioral Nutritionists.

**Nathanson M**, Rau S, Jiang E, Hong D, **Simon, P** (2021). Friendly Calls to Seniors During Covid-19, Poster Presentation. American Assn Geriatric Psychiatry Annual meeting 2021.

**Nathanson M** and **Simon P** (2022). Friendly Calls to Seniors: Interprofessional Student Volunteer Telephone Outreach to Vulnerable Minority Seniors with Known Mental Disorders. Presentation at National Academies of Practice Meeting April 2022, San Diego

**Panton J** (2021). Pediatric Respiratory Pharmacology: Updates for the NP. The Nurse Practitioner Association New York State 2021 Annual Conference.

#### INITIATIVES AND GRANTS

Singleton J, Tosto J, **Abbruzzese LD**, Amendola C, Ganzfried E, Haimes J, Raymond-Tolan L, Wint J (2022). Introduction to Healthcare Professions. Pace University Interprofessional Education Onboarding Video Project. College of Health Professions. Pace University.

**Charon, Rita MD, PhD**, Fried, Stephen. Training health professionals in medical journalism. Robert Wood Johnson Foundation, July 2021-June 2023.

**Moneek Madra, PhD** helped establish the student run Culinary Medicine Group, who have helped with cooking workshops for Fellows and community outreach. Interdisciplinary group

including MDs, PhDs, RDs, and MPHs. Working on expanding these initiatives into the community through partnerships with Maimonides Hospital and Harlem Hospital.

**Mark Nathanson, MD** initiated clinical IPE collaboration with CUIMC School of Nursing Doctoral Program in Psychiatry. Nurse Practitioner students are now seeing patients in AIM Geriatric Psychiatry clinic under Dr. Nathanson's supervision.

**Mark Nathanson, MD** initiated IPE Geriatric Consortium Interest Group to network and share all projects, research, and clinical activities at Columbia University related to geriatrics and gerontology.

**Phyllis Simon, OTD, OTR/L, FNAP**, Laura Kelly, PhD, NP, PMHCNS-BC, and Patricia Precin, PhD, OTR/L, FAOTA were awarded a \$1.9 million Behavioral Health Workforce and Education Training (BHWET) Grant from HRSA to provide an interprofessional training program in trauma informed care for children, adolescents, and transitional-aged youth at risk for behavioral health disorders in underserved communities.