



## Jefferson Center for InterProfessional Education (JCIPE) Interprofessional Education and Care e-newsletter

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# InterProfessional Education and Care Newsletter

## From the Editors

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**Winter 2009-2010**

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Welcome to this inaugural edition of the Jefferson InterProfessional Education and Care Newsletter. We are delighted to launch this new vehicle to share the exciting programs advancing interprofessional care and education that are happening here at Jefferson and beyond. The Newsletter will be a biannual on-line peer-reviewed publication, which will showcase a range of innovative courses, experiential, simulation, and clinical instruction, and new models of team-based care, all designed to enhance the ability of the healthcare team to meet the mandates of the Institute of Medicine to provide safe, effective, efficient, equitable, timely, patient-centered care.<sup>1</sup> Interprofessional team-based care has been widely accepted as a key element to a re-designed health-care system; however, evidence for the true effectiveness of interprofessional collaborative care, and the educational interventions that support it, is lacking.<sup>2,3</sup> We hope this Newsletter will serve as one forum for bringing promising new strategies to your attention as they are developed.

We have adopted the Center for the Advancement of Interprofessional Education definition of interprofessional education, which occurs “when two or more professions learn from, with and about each other to improve collaboration and the quality of care.”<sup>4</sup> In this edition, you will learn about bringing physical and occupational therapy faculty to an advanced physical diagnosis course for medical students to improve physicians understanding of the role, scope of practice, and appropriate referral to physical and occupational therapy (Berg, et. al.). Chernett and colleagues describe an exciting interprofessional course in cultural humility and competence, an issue that impacts every health professional’s ability to provide patient-centered care. Finally, a unique team-based approach to creating interprofessional didactic and clinical skills curriculum in geriatric care is described by Hsieh et. al.

We hope you enjoy this first edition of the Jefferson InterProfessional Education and Care Newsletter. We welcome your feedback, contributions and suggestions for future editions.

Christine Arenson, MD  
Molly Rose, RN, PhD  
Co-Editors

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