

Mission and Vision Statement

Mission Statement

To promote excellence in healthcare through interprofessional education and scholarship.

Vision Statement

JCIPE will define the future of interprofessional care by creating a culture of collaborative educational practice, setting the standards for patient-centered care and team-based training, and becoming a national/international leader in developing an evidence-base to support interprofessional education.

Core Competencies

Values/Ethics:

Respect the unique cultures, values, roles/responsibilities and expertise of other health professionals.

Roles/Responsibilities:

Explain the roles and responsibilities of other health/healthcare providers and how the team works together to provide care.

Interprofessional Communication:

Work to ensure common understanding of information, treatment, and health/healthcare decisions by listening actively, communicating effectively, encouraging ideas and opinions of other team members and expressing one's knowledge and opinions with confidence, clarity and respect.

Team and Teamwork:

Reflect on the attributes of highly functioning teams and demonstrate the responsibilities and practices of effective team member(s).

Student Leadership

Jefferson Students for Interprofessional Education (JSIPE) is a recognized student interest group. Student leaders work with JCIPE faculty and staff to plan and organize events, scheduling and introducing practice teams, recruiting student participants and facilitating discussion during the activities. Other leadership opportunities include serving as newsletter editors or editorial board members, small group facilitators for newer students and Health Mentors Program course liaisons.

Types of IPE Activities for Jefferson Students

Classroom Learning

IPE Short Module Series - Students are introduced to real and simulated examples of interprofessional care using case studies and interactive activities.

Interprofessional Education Grand Rounds - Students interact with interprofessional teams from real-world clinical settings.

Clinical Observations & Collaborative Practice Initiatives

Rehab Dispo Dilemma - Students attend a clinical team presentation of a challenging discharge scenario and collaborate with clinical staff to identify and analyze the challenges to optimal patient care and explore the roles and responsibilities of the team members.

Team-Based Clinical Rounding - Students actively participate in real-time interprofessional team rounding with the healthcare team, faculty, and patients.

Simulation

Interprofessional Geriatric Clinical Skills Fair - participants engage in different interactive stations to gain practical, evidence-based skills and knowledge pertaining to the care of older adults.

TeamSTEPS - Participants apply clinical reasoning, team building strategies, and communication tools to enhance patient safety in a simulated setting.

Team Characteristic	IPEC Competency
Members of the team came prepared to discuss the case/situation from their profession specific perspective.	Roles and responsibilities
Members of the team appeared to understand the roles and responsibilities of other members of the team.	
Members added other supporting pieces of information from their profession specific perspective regarding the case/situation.	Teamwork
Team members sought out opportunities to work with others on specific tasks.	
Team members engaged in friendly interaction with one another.	Communication
Members of the team who were involved in the case/situation contributed to the discussion.	
Discussion was distributed among all team members.	
Team members listened and paid attention to each other.	Leadership
Team members listened to and considered the input of others before pressing their own ideas.	
There appeared to be a team leader who coordinated the discussion.	Values and ethics
The team leader facilitated the discussion rather than dominated it.	
The opinions of team members were valued by other team members.	Values and ethics
Team members appeared to have respect, confidence and trust in one another.	
Team members appeared to feel free to disagree openly with each other's ideas.	Values and ethics

Jefferson Health Mentors Program

In its eighth year, our flagship program is required for students from the College of Health Professions, College of Nursing, College of Pharmacy, and Sidney Kimmel Medical College to learn first-hand from a patient about living with chronic health conditions or impairments. Student teams meet with their Health Mentor three times over a two-year period, complete short assignments, and have small group sessions. Students also get to experience a clinically-relevant interprofessional activity.



Jefferson Teamwork Observation Guide (JTOG)

Now moving to a mobile app!

- Streamlines IPE/teamwork evaluation into four versions of the JTOG:
 - Team assessment
 - Individual assessment
 - Patient assessment
 - Caregiver assessment
- Provides real-time and longitudinal *competency-based* feedback to teams and individuals
- Enhances patient safety and satisfaction with 360° feedback
- Offers platform that is easy to use across various settings
- Improves data collection and analysis
- Provides means of tracking students and fulfillment of accreditation requirements
- Allows for multi-institutional study

"I saw that teamwork is clearly the best way to provide comprehensive, holistic care for a patient. Each member of the team had something unique to say about each patient that really added to the picture of that patient's health. Without even one of those disciplines, the picture would be incomplete. They all appeared to take each other's comments seriously and hopefully allowed others' comments to help them know and care for the patient that much better." –Medical Student