Jefferson Medical College
http://jeffline.jefferson.edu/jcipe/hmp
The Jefferson Health Mentors Program is a two-year longitudinal interprofessional learning experience required early in the program of study in which student teams from medicine, nursing, pharmacy, physical therapy, occupational therapy, or couples and family therapy are paired with a health mentor, usually an older adult with one or more chronic illnesses living in the community, as their teacher. The overarching learning objectives are that 1) students will understand the roles of their colleagues and be prepared to function as members of effective health care teams and 2) students will understand the point of view of individuals with chronic conditions and be prepared to provide patient- and family-centered care. From an interprofessional competency perspective, the program is clearly patient-centered with a community orientation, focuses on the understanding of the unique role of each profession in a team-based approach, and incorporates cultural competency, communication, and team-building exercises, with special emphasis given to working as part of a team.

Medical University of South Carolina
http://academicdepartments.musc.edu/c3
The Medical University of South Carolina has implemented a multifaceted interprofessional (IPE) education program for all learners at its academic health center. Creating Collaborative Care (C3) is composed of six colleges: dental medicine, graduate studies, health professions, medicine, nursing, and pharmacy. The program includes numerous IPE learning experiences for students that consist of coursework, health care simulation experiences, activities during clinical rotations, and an IPE fellowship. Several co-curricular programs have been sustained and expanded in the effort, and new faculty development experiences have been established.

Northeast Ohio Medical University College of Pharmacy
www.neoucom.edu/pharmd
The Northeast Ohio Medical University College of Pharmacy is the only doctor of pharmacy program in eastern Ohio. The College of Pharmacy focuses on in-depth collaboration with medical students and faculty. The professional program actively seeks to maximize the opportunities for pharmacy and medical students to join in educational experiences in the classroom, laboratory, and practice settings.

Northeast Ohio offers the doctor of pharmacy degree program in partnership with members of a unique educational network comprised of The University of Akron, Kent State University, Youngstown State University, and Cleveland State University. The goals of the college are to have more than 50% overlap and interprofessional, side-by-side learning for all pharmacy and medical students to meet the increased demand of our health care system for professionals competent to deliver patient-centered, team-based care.

University of Pittsburgh
www.pharmacy.pitt.edu/programs/PharmD/About/program.html
The University of Pittsburgh is committed to the interprofessional education (IPE) of health professions students across its academic health center. Administrative leaders from each of the six health sciences schools and the Office of the Senior Vice Chancellor for Health Sciences guide the development and implementation of IPE through the Working Group on Interprofessional Education at the University of Pittsburgh. The Working Group believes educating those entrusted with the health of individuals, communities, and populations to value and respect each other’s unique expertise and skills and to work together is fundamental to care that is effective, safe, of high quality, and efficient in terms of cost, resources, and time. Initiated from the start during a mandatory Interprofessional Forum and continued throughout their education, health professions students benefit from the University of Pitts-
burgh’s advancement of IPE that translates new knowledge developed by its health professions educators into curricular content that prepares graduates to provide the type of care required by patients across the continuum of care. This includes attention to pressing social and health-related issues such as caring for the elderly.

**University of Washington**
http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/?subid=4062

The University of Washington is developing exportable educational programs to help students learn effective interprofessional communication. One focus of that training is interprofessional error disclosure. The training employs a combination of didactic presentations, role modeling demonstration of a clinical scenario using a standardized patient by an interprofessional group of faculty, and practice learning using simulation methods. Students from medicine, nursing, pharmacy, and dentistry are exposed to evidence-based information concerning the value of openness and honesty with patients and families when an error resulting in harm has occurred in their care and are instructed in the types of communication messages that patients expect to receive, including apologies. Students reflect on the scenario, including attending to the feelings associated with this difficult conversation. Then, interprofessional groups of students practice conducting an error disclosure in a simulation case scenario to immerse them in practical learning. During that scenario they may identify how their professions may be involved in creating safer environments to avoid such an error in the future.

**Western University of Health Sciences**
www.westernu.edu/interprofessional-about

Western University of Health Sciences’ interprofessional education (IPE) program helps students from nine health professions learn how to work as a cohesive health care team. This is a required, comprehensive program for all health professional students from the university’s nine health care disciplines: medicine, optometry, dental medicine, podiatric medicine, veterinary medicine, physical therapy, physician assistant, nursing, and pharmacy. The interprofessional curriculum is threaded and integrated into the respective professional programs and includes such activities as IPE clinical scenarios with the university’s standardized patients (SP) program; IPE team-based patient safety and disaster management activities; patient care experiences at the Interprofessional Diagnostic Suites in the school’s new on-campus Patient Care Center; and documentation of IPE experiences at outside clinical rotations.