

IPE Fellow Report 'AY 2017-2018

IPE Fellow: Mary L. Padden-Denmead

Chair, IPE Committee: Priti Haria

IPE Committee Members: Stacy Cassel, Anthony Dissen, Kelly Dougherty, Kim Furphy, Christine Gayda-Chelda, Priti Haria, Jack Lewis, Mary Padden-Denmead, Patricia Quinn McGinnis, Margaret Slusser, Michelle Previti, Irene Saunders, Sreelekha Prakash, Mary Lou Galantino, Mark Adelung, Luis Garcia

2020 Proposal members: Patricia McGinnis, Priti Haria, Theresa Bartolotta, Kim Furphy, MaryLou Galantino, Margaret Slusser, Mary Padden, Jack Lewis

EXECUTIVE SUMMARY OF ACTIVITIES AND ACCOMPLISHMENTS

Peer Reviewed Faculty IPE Publications and Presentations – Appendix A

September 2017 – 1st year Occupational Therapy Students and 2nd year Physical Therapy students (64) held a joint class meeting for an Overview of Similarities and Differences between the Professions.

October 10, 2017- 4:30pm-6:00pm-Campus Center Theater Nutrition, Dietary Supplements, and Health Claims: IPE Panel Discussion. This event was open to the public. See Appendix B.

Fall 2017-OCTH 6100-Joint Class with DPT students for discharge planning and home modification recommendations for a young adult with SCI. This was a curricular event for Physical Therapy and Occupational Therapy students.

October 2 and October 23, 2017- Occupational Therapy and Physical Therapy students attend Rothman lectures.

January 9, 2018- 9:30am - 12:30pm-Kramer Hall, Hammonton
IPE Think Tank Brainstorming Session – Stockton Faculty

February 22, 2018- 4:30pm - 6:00pm- Nutrition and Disability Event – This was an open event

March 8, 2018 – 2nd year Occupational Therapy and 3rd year Physical Therapy students (60) held a joint class meeting to Review a bariatric case study

March 28, 2018- 4:30pm-6:00pm- Campus Center Theater Panel Discussion: Common Reading - *Brain on Fire*. This was an open event. See Appendix C. Note that faculty with participating classes incorporated the common reading and additional class discussions and assignments.

March 2018 – Spring break trip to Colombia (Occupational Therapy, Physical Therapy, Communication Disorders, Nursing, Public Health, Health Science, Spanish – 36 students and 4 faculty).

April 2018- Five Communication Disorders students visited Occupational Therapy students for mentoring and collaborating in skills for success while completing their own case study assignment.

April 2, 2018- Baby Lab – This was a curricular event that involved students and faculty from Physical Therapy, Occupational Therapy, Communication Disorders, and Nursing. Note that faculty with participating classes incorporated the common reading and additional class discussions and assignments.

April 5 and April 12, 2018. Occupational Therapy students participated in classes with Communication Disorder students:
60 students (for each class) - 4/5: Swallowing assessment and intervention (Stacy Cassel) and 4/12: Older Adult nutrition considerations (Anthony Dissen)

April 7, 2018- 11:00am- 3:00pm- Campus Center-Intergenerational Event – This event was a partnership with SCOSA and involved students from Social Work, Occupational Therapy, Communication Disorders, Nursing, and geriatric and disabilities minor. Community participants were invited to participate. Note that faculty with participating classes incorporated the common reading and additional class discussions and assignments.

April 2018 – Worked with media services to create a video of interviews with students and community participants regarding their perception of the importance of interprofessional collaboration. Video editing is scheduled for June 28, 2018 for release in September 2018.

May 15, 2018- 9:00am -2:30pm- Regional Conference - This event is planned but rescheduled for September 29, 2018 due to low registration. The Stockton University Provost's Office has provided financial support for this event.

June 11, 2018 IPE Retreat – Stockton University Campus - J 228 – 9am to 2:00 pm - The Stockton University Provost's Office provided financial support for this event:

- **Reviewed and affirmed the mission and goals of the IPE committee**
- **Developed guidelines for IPE activities and events** – Faculty will use these guidelines if they want IPE related activities to be sanctioned by the IPE committee
- **Developed by-laws and standing subcommittees for the IPE committee** - by-laws will be sent out for comment this summer and then voted on by members in the fall of 2018. This document also supports the differentiation between the IPE Committee Chair and the IPE Fellow and incorporates student participation on the IPE committee.

Initiated a **funding source** for donations for the IPE committee and events through the Foundation

OUTCOMES RELATED TO PHASE II (2017-18) OF THE IPE PILOT PROJECT

1. Based on pilot data and findings, design and implement variety of campus-wide IPE events to promote IPE core competencies. Outcome: IPE activities and events (e.g., interdisciplinary workshops; panel discussions, guest speakers; etc.) - **This outcome was met.** See the list of events and activities under the title *Executive Summary of Activities and Accomplishments*
2. Prepare for manuscripts and dissemination of findings (e.g., identifying journal outlets, literature, review, etc.). Outcome: Publications and Conference Presentations. **This outcome was met.** See Appendix A and come to the Regional conference in September where numerous posters and Stockton University IPE teaching and learning activities will be shared.
3. Identify relevant foundations and grant avenues to continue and sustain IPE efforts (e.g., <http://www.rwjf.org/> - Robert Wood Johnson Foundation is a New Jersey based and interested in funding comprehensive projects such as IPE center). Outcome: Identify relevant source of funding to initiate and sustain IPE center. – **This outcome was not met.** This is a goal that will need to be carried into the next year.
4. Support faculty development and training in IPE. Outcome: Planning an “IPE Bootcamp” half day workshop for January 2018. **This outcome was met.** The “Boot Camp” was changed to “Think Tank” and five faculty new to the IPE committee participated in this event. We follow up this activity with a June 11, 2018 retreat where two more new faculty joined the committee. These two activities resulted in a document providing guidelines for faculty seeking to promote IPE teaching and learning activities.
5. Analyze learning outcome data collected during 2017-2018. Outcome: Submit abstract to disseminate findings at IPE conference – Curricular data is not shared with the IPE committee so it is difficult to measure the full scope and success of IPE activities as Stockton however, some data will be shared at the IPE Regional Conference in September 2018 and Appendices B & C to provide supporting evidence that **this outcome was met.**

IPE PILOT PROJECT 2020 BUDGET

There are \$1,045.00 remaining in the budget from unused staffing funds and \$250.00 remaining from unused statistical support funds. See full budget report in Appendix D: **Phase I: Pilot Project – Budget Request for Startup funds for January, 2017 & Continuation of Pilot Project Funds into AY 2017-2018.**

IPE COMMITTEE PLANNING FOR 'AY 2018-2019

- Apply for another 2020 grant. We require funds for staff support, the regional conference, the common reading, panel discussions, guest speakers, Baby Lab, and Intergenerational Event.
- Complete the process for a Foundation Fund for IPE activities.
- Once the Foundation Fund is established will seek support through Osprey Gives and provide a link on the IPE web page.
 - Investigate the Use of Osprey Hub and other social media to promote IPE
 - Create official thank you notes and letters for participating guest speakers, faculty/staff, and student volunteers
- Invite faculty members from different schools for Fall 2018 to 2020 term --
- Link the IPEC competencies to Stockton ELOs
- Create Databases and Resource Library (Students will maintain the database):
 - List of Guest Speakers and Contact Information.
 - List of Common Readings -
 - List of key personnel for setting up events and other related materials
- Plan for Health Science Field Day along with Blood Drive (April/May, 2019— Atlantic City Campus)
- Other related topics – Support proposal and development of the IPE clinic.
- Strategic Plan for IPE events for Fall 2018- Spring 2019
 - Regional Conference on September 29, 2018, 9 to 3 in CC –Kent to find out how much per person for the cost of lunch.
 - October 16, 2018 Nutrition and the Older Adult 4:30 to 6:00 Campus Center Theater
 - Common Reading – Will be used for the academic year and related panel discussions will be scheduled in the spring

APPENDIX A

PEER REVIEWED PUBLICATIONS:

DelRossi, Kientz, Padden-Denmead, McGinnis, & Pawloska, (2017). A Novel Approach to pediatric education using interprofessional collaboration. *Journal of Physical Therapy Education*, 31(2).

Mastrangelo, M.A., Kientz, M., Perks, J., Gavigan, R., Clayton, C., Chaloupka, E. (2018). Getfit: An interdisciplinary approach to exercise and nutrition for individuals with autism spectrum disorder. *Medicine & Science in Sports & Exercise*. 50:450. DOI:10.1249/01.mss.00

00536561.00386.0c

Slusser, M. Padden-Denmead, M. L., McGinnis, P., & Galantino, M. L. (2017). Using a Common Reading as an IPE Strategy, *JIEP* (In Review). *Was just accepted!!!*

PEER REVIEWED PROFESSIONAL PRESENTATIONS:

Adelung, Mark R., Copes, A., Guenther, L., Welliver, J., Telesca, L., Calabrese, J., & Prol, L. (2017). *Clinical Educator IPE Workshops: Effectively Enhancing Interprofessional Collaborative Practice for Clinicians and Students in Clinical Health Science Programs*. Association of Schools of Allied Health Professionals Annual Conference. San Antonio, Texas.

Foti, M. & Cassel, S. (2018, March 2). Poster: An Intergenerational IPE Initiative: A Pilot Project Joining University Students and Older Adults. *Association for Gerontology in Higher Education's 44th Annual Meeting and Educational Leadership Conference*. Atlanta, Georgia. Megan Foti is also scheduled to present this that at the *Nexus IPE Summit* in July 2018 in Minneapolis, Minnesota.

Kientz, M., Perks, J., & Mastrangelo, M.A. (2017). Get FIT: An Immersion Interprofessional Education Activity. *Association of Schools of Allied Health Professions (ASAHP) Annual Conference*, October 2017, San Antonio, TX.

Mastrangelo, M.A., Kientz, M., Perks, J., Gavigan, R., Clayton, C. (2018) GetFIT: An Interdisciplinary Approach to Exercise and Nutrition for Individuals with Autism Spectrum Disorder. *American College of Sports Medicine's 65th Annual Meeting*, May 2018, Minneapolis, MN.

APPENDIX B

Nutrition and Behavior Lecture Series – Summary of Participant Evaluations

Dietary Supplements, Super Nutrients, and Health Claims: An Interprofessional Panel

October 10th, 2017

Questions	Excellent	Good	Fair	Poor
Identify collaboration amongst professionals from different fields in relation to their background, expertise, and insight into how health claims are made regarding dietary supplements and how they are marketed to different populations	24	4	0	0
Recognize the importance of clear and accurate communication amongst professionals	25	3	0	0
Observe respectful behavior related to culture, values, roles and responsibilities, and experiences of all members of the panel	24	3	1	0
Differentiate the roles and responsibilities of each panel member	25	2	1	0
I rate this experience as	24	4	0	0

Things I learned from this Panel Discussion:

Lack of evidence to support dietary supplementation in nourished adults. Difficulty of regulation of supplement coupons.

FDA, Supplements

Don't trust Dr. Oz. Supplements vitamins/ protein companies don't have to go through FDA.

Supplements may do more harm than good. Supplements don't always have what their supposed to have in them.
Doctor Oz not presenting ethical points. That a study done on amino acids in supplements presented different amount than stated on product. Easier for industry to regulate than government.
I learned about how nutrition supplements are regulated and that nutrition is only studied in 27% of medical schools and that it's not in their practice.
Physicians don't have much nutritional backgrounds. Research supplements on NCCIH website or other educational resources
Claims are just claims they are more often not legitimate. Engage in further research instead of simply relying on info first provided. (Parent, Dr. Oz, friends)
Wrongful labeling on supplements, false information. Beta creatine is harmful.
Protein supplements often make untrue claims regarding protein content. The American public in the 1990's decided against FDA regulation of supplements.
What www.myplate.gov is, The FDA is not required to review dietary supplements before they are put on the market
FDA somewhat protects us but we still need to be careful, "clinically proven" not always helpful
Every supplement that says it provides protein always does not, Many promotions of dietary supplements come from tv actors and public figures rather than nutritionists
Research needs to be done to ensure you are taking healthy steps with dietary supplements, Don't trust media on supplements
What BCAA stands for, Many supplements advertise false amounts of actual ingredients/benefits
Take self-ownership of health info (consume, self-education) when possible; how powerful harmful notions of nutrition can be
Supplements are not as regulated as they should be; Dr. Oz is a fraud
Dr. Oz effect; Garcinia closely related to poison
It is harmful to take supplements that aren't confirmed by FDA; Dr. Oz shouldn't be listened because he just tells about supplements to gain wealth

How unreliable Dr. Oz is with nutrient information, the dangers of listening to nutrient information that is untrue/unreliable

Not to trust everything you see online, know your information before you start taking a supplement.

How different healthcare professionals all work together in Nutrition, professionals I did not expect. People trust their doctors and immediately try a new supplement or drug just because it came from the doctors mouth.

I learned that the ways in which supplements are sold are unethical. The ways we receive our information is not reliable and we must research before purchasing

Supplements do not guarantee of longer mortality or prevention of morbidity and work to improve dietary choices and stay active- get good night's sleep.

Dr. Oz! I never would have guessed tat he was a scam artist being so professional. We often lack what helps us absorb a nutrient rather than the nutrient itself.

From this panel I learned that in order to select supplements to take, if any, I should get recommendations from my primary care doctor. Also, that a lot of companies are not honest with the percentage of compounds that lie in their products.

I learned that although someone is a doctor (Dr. Oz) they can be unethical. I also learned that some nutrients/supplements are beneficial as they are marketed.

(1) Supplements do not always provide what they say they do. (2) Always have reliable information before you make a decision on whether to use a certain supplement.

(1) Make sure I am getting my information from a reliable source. (2) Dietary supplements do not have to be approved by FDA.

Things I still have a question about from this Panel Discussion:

Is supplementation effective for adults who do not have a balanced nourished diet?

None that I can think of.

They talked a lot about issues in certain supplements but they could go over more about how to tell when something isn't what they say or ways to determine bad supplements?

Why won't the FDA limit these false accusations?

Why can't the FDA have a say about supplements and it providing what it states? What can they begin to sell before regulation? Why don't companies just sell item without high fructose corn syrup?
What type of nutritional supplements are beneficial for individuals?
None
How can dietary supplements be enhanced and made beneficial? & What power does the FDA even have if there is really little regulation?
None
Any known genetic components to supplement effectiveness?
Why does the FDA not have the authority to review supplements?
What can people do when they cannot afford?
How are they marketed to different populations?
Should someone still be allowed to take supplements not just dietary supplements?
What are some supplements beneficial towards? Would've liked positive suggestions of honest companies/supplement.
N/A
Why aren't supplements regulated better
N/A
What are steps the public can take against the increase in use and advocacy of supplements?
How can we stop people from taking supplements said to work from social media
none
nothing!
I learned a lot and have no questions that I can think of.
What are some herbal ways to improve overall healthcare w/o taking a pill/supplement?

Should there be more effort put into dietary decisions regarding health instead of seeking supplements? Or do both meals and type of supplements taken influence overall health condition?
Are there any benefits at all to taking supplements?
N/A
How can we eliminate products that are on the shelves that only focus on market justice?
No question.
Why can't we do something about the supplements having to be approved?

Suggestions for future NBLS Topics for panel Discussion:

Further discussion of research or supplements and their efficacy.
Not at this time.
N/A
N/A
I enjoyed this panel discussion, hopefully it will happen again and a new topic in nutrition and behavior will be discussed.
Nutrition's Impact on Mental Health
No, it was very informal
How supplements are identified as beneficial/positives of dietary supplements should be mentioned?
None
Health benefits of vegan lifestyle? (versus meat eating, vegetarian and all subcategories)
N/A
N/A
Relation of supplements and the desire for it by different population/community.

Kombucha drinks, diabetes, stress and anxiety inside and outside school settings
More structure questions/discussion points to cover more info at one time.
More specific examples/current events
No, it was great.
x
N/A
N/A
Continue showing more issues that students can relate to such as Dr. Oz videos and protein supplement myths
N/A
I would love to sit in on a panel that focuses on healthy eating & exercises
Talk more about food, calories or exercise to improve nutrition and health in society.
No suggestions for future Nutrition panels. It was very professional and each professor's perspective encouraged diversity in thinking of health and how to approach it.
To let questions be submitted anonymously
I believe that the faculty that was on the panel was fantastic and extremely diverse in their knowledge and perspectives. I would attend another panel just for them.
I think you guy did a great job.
Not at this time.
Maybe pick a very common specific supplement and describe how they can be potentially harmful or not harmful. Just to give a real example.

APPENDIX C

Brain on Fire Evaluation – Summary of Participant Evaluations March 2018

Outcome	Excellent	Good	Fair	Poor	N/A
1. Recognize the importance of placing the interests of patients and populations at center of interprofessional health care delivery and population health programs and policies, with the goal of promoting health and health equity across the life span?	41	7			
2. Appreciate the use of the full scope of knowledge, skills, and abilities of professionals from health and other fields to provide care that is safe, timely, efficient, effective, and equitable?	41	7			
3. Recognize the importance of knowing one's limitations in skills, knowledge, and abilities.	42	6			
4. Appreciate the implications of maintaining competence in one's own profession appropriate to scope of practice.	35	13			
5. Identify the need to listen actively, and encourage ideas and opinions of other team members, especially patients and family members?	42	6			
6. Overall, I found the learning experience:	41	6	1		

The thing that I liked most about this experience was:

- Open discussions
- This was good
- This was good
- This was good
- Relatable and valuable to the healthcare profession
- Different professional perspectives on the topic
- Videos since I am a visual learner
- How they talked about the importance of taking your time with patients to get the right diagnosis
- The input and perspectives from various health care professionals in different fields
- Learning from different points of view of different health professions
- The relations of book to real life problems or situations shared by the panel. It was a wonderful experience
- The different points of view that go into caring for a patient
- The story about the woman (Cahalan)

The thing that I liked most about this experience was: continued.....

- Learning about how humility allows healthcare professionals to better treat and understand patients
- Hearing perspectives of different disciplines
- The input and contribution of the panel members from all different backgrounds and professions that gave a well-rounded understanding and discussion over the subject matters
- The idea of self-care before being able to help others and to not judge quickly
- Sharing from personal interaction with patients/clients
- The professors telling us compassion is more important than book smart
- The team approach
- The diverse panel
- The panel
- The reminder to set our ego aside. We don't know everything
- Listening to the panels personal experiences and their approach
- It was good to see different perspectives of health care in one panel
- Enlightenment on a rare disease
- The use of open communication between the panel. They seemed to branch off of one another which further communicated the different ideas
- I felt it was very relevant to any healthcare program in this and any other university
- That the panelists have come from such different backgrounds
- I liked watching the videos of Susannah to put a face and voice to the stories. I also enjoyed hearing the personal experiences from the panel members
- That everyone in the panel works in the field
- Getting the different perspectives from the experts in the various fields
- An inside look from professionals
- The different professionals on the panel
- The different professional perspectives and it was great to have feedback based on different fields/professionals
- Critical thinking and talking about malpractice that we face today
- It was quick, informative, I liked hearing about different professionals experiences and roles
- The various responses from different specialities and how it all comes together
- Listening to the perspective of professionals in different fields
- Most of the faculty genuinely know their stuff and it really was a nice moment of solidarity with other HS students
- I liked that all of the panel came from a different background
- The video b/c it talked about the importance of being sensitive to people's diseases
- How relatable they made the topics and how open everyone was
- The thing enjoyed hearing from people from different educational backgrounds

The thing I liked least about this experience was:

- Nothing
- The microphones were loud
- N/A
- Not knowing enough about Cahalan's diagnosis and background
- Enjoyed it all
- I liked everything. I learned a lot that I can use for when I become a health care provider
- Nothing
- Microphone feedback made it hard to focus
- N/A
- Having the presentation based on a book that I was unaware of
- Felt rushed
- Nothing
- Not hearing directly from Susannah Cahalan (guest appearance)
- N/A
- Some language used was confusing
- Not enough time to read the book and grasp the focal points. Perhaps if there was an outline that correlated with the panel discussion, that may had been helpful.
- Lack of time
- N/A
- N/A
- Longer staff/faculty discussion time
- Less conversation on patient advocacy. The author in the book mentioned individuals that may not have or misdiagnosed with a disease. It would have been nice if there was a conversation on the process on how to advocate for the patients.
- I wish we got to talk more about specific instances in the book b/c it was an amazing read, however I understand the time crunch
- N/A
- I wish the microphones were louder
- There is nothing about this presentation that I think I would have changed
- That there was not enough time to discuss the book
- Some of the power point slides were hard to read
- More student interaction
- Nothing
- None! It was great
- Nothing
- It wasn't a natural discussion between panelists
- Nothing
- I noticed that there are no occupational therapy faculty up there speaking

The thing I liked least about this experience was: continued...

- I wish we saw more video clips of her experience since I didn't read the book
- Nothing
- I thought it was very good so I didn't dislike anything
- The thing I didn't like was my own background of the book but I still felt like I got a lot out of this

APPENDIX D

**Phase I: Pilot Project – Budget Request for Startup funds for January, 2017
& Continuation of Pilot Project Funds into AY 2017-2018**

Item	Description	Time Frame	Amount	June 2017 Report	Status As of 6/15/17	Status as of 6/4/18
Administrative Staff	Data entry, administrative support 10 hours/week at \$15 per hour (plus 7.65% fringe benefits)	Year 1	\$5,000	Able to hire staff for 1 day / week dedicated to support for IPE activities	\$1837.50 spent Remaining balance: \$3162.50	\$1935 spent \$210 additional planned (for IPE Retreat) by 6/30/18 Remaining balance: \$835 – Staff support was not available for the retreat leaving a remaining balance of \$1,045.00
Statistical Consultant	Statistical support for data analysis	Year 1	\$2,000	2 faculty identified; *Beginning to utilize & will submit ~ 5-10 hours consultation prior to 6/30/17 Addendum:	Remaining balance: \$2000* Addendum: \$1000 disbursed	Remaining balance for AY 17-18 activities: \$1000 7.5 hours statistical support from 12/17 – 6/18=

				10 hours completed summer 2017		\$750 planned disbursement Remaining balance \$250 as of 6/30/18
Laptop with software	Laptop with case & 4 year warranty NVIVO – software for qualitative data Endnote MS Office and SPSS – site license 6 flash drives--32GB Video adapters	Year 1	1470 550 150 0 80 <u>50</u> \$2300 total	Purchased all equipment	\$2287.34 Spent Remaining balance: \$12.66	

The June 2017 Report is provided for reference:

Narrative Summary of Phase 1 Pilot Project Spring 2017 & Request for Continuation of Remaining Funds into AY 2017-2018

The majority of Phase 1 proposed activities and outcomes were achieved during Spring 2017 (see Proposed Timeline). One proposed activity was not achieved: analyze outcome data from the Fall 2016 IPE event. This event was unexpectedly canceled due to author illness and subsequent death. Additional IPE activities during Spring 2017 were identified for data collection. Faculty are beginning to utilize statistical consultation this month. We are requesting remaining funds continue into FY 2018 for our pilot project to continue. Budget expenses and remaining funds are detailed in the table below. Administrative staff support utilized thus far has been instrumental in several activities this spring (including Bootcamp, Intergenerational IPE Event, and Baby Day).

Proposed Timeline

Phases	Time-Frame	Plan/Focus	OUTCOMES
Phase 1: The Interprofessional Pilot Project	Spring 2017	<p>The following Phase 1 activities will be accomplished through IPE Fellow and requested pilot project support:</p> <ol style="list-style-type: none"> 1. Archive all IPE related outcomes and activities to date. Proposed Outcome: Creation of centralized repository to house past, present, and future artifacts including videos, data, press release, presentations, posters, etc. 2. Increase visibility of IPE on campus and in the community. Proposed Outcome: Develop website to inform and provide resources for students, faculty, staff and community 3. Support faculty development and training in IPE. Proposed Outcome: Planning an “IPE Bootcamp” half day workshop for January 2017 4. Analyze learning outcome data collected during the Fall 2016. Proposed Outcome: Submit abstract to disseminate findings at IPE conference <p>The impact of above planned activities were assessed and summarized in an Annual Report in June, 2017.</p>	<ol style="list-style-type: none"> 1. Achieved - Designated file cabinet in SHS office to archive assessment data from past and current IPE activities. 2. Achieved - Established IPE website to increase communication about and visibility of Stockton faculty and student involvement in IPE activities. New campus wide activities: IPE Bootcamp; Intergenerational IPE Event. See description in item #3. 3. Achieved: <ol style="list-style-type: none"> a. IPE Bootcamp on January 11, 2017: 28 faculty from MSOT, DPT, MSCD, BSHS, EXSC, NURS, SOWK, PSYC (25 SHS, 3 SOBL). Bootcamp provided an opportunity for networking with colleagues to create & develop new curricular, extra-curricular, and community / professional development opportunities through small group discussion and planning. Resulted in new events during Spring 2017 semester including item 3.b b. Intergenerational IPE Event – co-sponsored with SCOSA on April 8, 2017 “Listening, Lunching, and Learning” with older adults from the community; collaborated with partners in SHS, SCOSA, SOBL, EDUC. Attended by students from following majors: BSHS, PSYC, SOWK, LIBA, BSNS, CRIM, PUBH, & NAMS (86 completed Student Evaluation Forms) 4. Not achieved: Outcome data from Fall 2016 event: Common Reading author discussion. Campus wide event to hear Captain Luis Montalvan, author of <u>Until Tuesday</u>.

Phases	Time-Frame	Plan/Focus	OUTCOMES
			<p>Explanation: Author arrived at Seaview for activities planned for November 2017; speaking engagements to Stockton community canceled the day of the event due to medical reasons; unable to reschedule due to author's tragic death a short time afterwards</p>