

2020 Initiatives Proposal – November 18, 2016

Interprofessional Education Pilot Project

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Project Partner(s):

- School of Health Sciences (SHS)
- School of Social and Behavioral Sciences (SOBL)
- School of Education (SOE)

Proposal Category: More than \$5,000 for Ongoing Event or Activity

Project Duration: Phase I: The Pilot Project-Spring 2017

Results of the pilot will guide whether we include in the annual 2020 report a plan for Phase II: Preparation- 2017-2018; Phase III: Implementation- 2018-2019; Phase IV: Continuity Plan: June 2019- On-going. We acknowledge that these later phases necessarily involve university processes well outside the scope of the 2020 teams and processes.

Strategic theme: Learning and Engagement

Strategic Objectives:

- Learning: Primary S1; secondary ER1-L
- Engagement: Primary IP1-E; Primary ER3
- Sustainability: secondary S8, IP1-S

Narrative Summary of Project

In response to changes in healthcare, and the emergence of national Core Competencies for Interprofessional Collaborative Practice (IPEC 2011), there is a clear need to integrate Interprofessional Education (IPE) at Stockton University. The World Health Organization (WHO)¹ defined Interprofessional Education (IPE) as follows:

*When students from **two or more professions** learn **about, from and with each other** to enable effective **collaboration** and improve **health outcomes**. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team.*

The Interprofessional Education Collaborative (IPEC), a partnership of six professional associations, published the Core Competencies for Interprofessional Collaborative Practice (IPEC, 2011). Four competency domains were identified: 1) values and ethics, 2) roles and responsibilities, 3) interprofessional communication, and 4) teams and teamwork.

With national accreditation standards for IPE in most health professions (AACN, 2013; ACOTE, 2011; CAPTE, 2011), academic programs have been required to integrate the Core Competencies into curricula and provide interprofessional learning opportunities for their students. Additionally, the expectation that graduates will be able to practice collaboratively in complex health care systems upon entering the field, extends the need for IPE beyond the SHS to include educational interactions with other disciplines throughout the University (e.g., Psychology, Social Work, Education, etc.).

In response to the emerging accreditation requirements facing professional programs, the SHS formed an IPE Committee in fall 2011 comprised of faculty from Communication Disorders, Health Sciences, Nursing, Occupational Therapy, Physical Therapy, and Public Health. The committee initiated interprofessional learning experiences for Stockton students, staff, and faculty. Since 2012, this initiative has expanded to include members from the following programs: Social Work, Psychology, Education, and Holistic Health. The IPE committee developed a proposed framework for interprofessional education (see Appendix A). We fully recognize there is a great potential for additional partnerships throughout the University as our initiatives expand.

Since then, the IPE Committee has continued to provide a number of activities including interprofessional classroom and student club experiences, and a SHS-wide Common Reading which resulted in positive outcomes as measured by quantitative and qualitative feedback. Additional examples of activities offered through the committee included: the SOE-led interdisciplinary panel of parents and professionals related to Autism Spectrum Disorder for all students and faculty campus-wide, an annual conference for clinical educators in multiple disciplines, a SHS-wide IPE retreat with a national speaker provided through an IPE Teaching Circle grant, and an additional presentation by a national speaker for faculty, staff and students related to avoiding medical errors. In addition, the Baby Lab project was initiated by Nursing, Occupational Therapy, and Physical Therapy programs in 2014 and since then it has become an annual IPE experience for students.

The above-mentioned activities have led to many scholarship activities, such as: the SHS-wide *Common Reading* panel discussion outcomes resulted in two peer-reviewed presentations in October 2015: one at an international conference Collaborative Across Borders-V (CAB V) as well as a national conference the Association of School of Allied Health Professionals (ASAHP); similarly, SOE-led Autism Spectrum Disorder (ASD) panel discussion also resulted in two peer-reviewed international presentations: one at Division of International Special Education Services (DISES, 2016) in Nicaragua and the other at Oxford University at *All Together Better Health (ATBH, 2016)*, a highly regarded, biannual, international interprofessional conference; additionally, Baby Lab was also presented at ATBH). Overall, the research data demonstrated positive results and student survey data from ASD panel discussion demanded more integration of IPE activities.

In addition, the Stockton University Simulation Initiative (SUSI), funded by 20/20 through December 2016, is also a product of IPE efforts and collaboration among General Studies, SOBL, ARHU, and the SHS. Simulations, also known as standardized patients are a method of teaching and learning that allows students to practice skills in a real world environment. Student actors

from ARHU are employed to act in carefully designed life-like scenarios that students in professional studies may encounter in the work world. Programs that have successfully employed SUSI actors to date include Social Work, Nursing, Occupational Therapy, Physical Therapy, and Speech Therapy. Assessment data from SUSI activities is overwhelmingly positive with student appreciation for the ability to practice skills in a safe environment. Simulation activities have also afforded faculty the opportunity to observe and assess cognitive, psychomotor, and affective skills and provide valuable feedback to students to strengthen confidence and abilities in their respective crafts. There are many opportunities for research in this area. The Simulation Center would be one of many activities coordinated within the larger umbrella of a future Center for IPE at Stockton.

Another IPE Initiative is planned. On November 17, 2016, as a result of our second Common Reading, we are hosting a discussion with the author of the book, *Until Tuesday*. The author, Captain Luis Montalvan will discuss his post-traumatic stress disorder and his challenges related to community access with his service dog (Tuesday). This exciting opportunity has been made possible through the collaboration and financial support of the SHS, SOE, and SOBL, as well as the Office of Student Veterans and the Office on Institutional Diversity and Equity.

Finally, the SHS successful international IPE engagement in Bogota, Colombia now adds a number of ARHU faculty including our Language Program to strengthen our global interprofessional partnerships. During spring break, our students and faculty interact with Universidad de Rosario and associated clinical sites. We are expanding the next engagement to include over 40 Stockton member for the 2017 international IPE experience.

While the events and activities thus far have been very successful, the IPE Committee recognizes that the current method for implementing these activities is not sustainable. When able, faculty have volunteered time for a project, however they are not always available, nor aware of the many opportunities across campus to optimize IPE. It has been apparent that this small committee is not sufficient to sustain the efforts nor evaluate the overall outcomes. A more coordinated and planned effort is essential for future success.

The literature reveals the following factors that are pivotal to the success of interprofessional efforts (Bridges, et al 2011). First, it is pertinent to have administrative support to coordinate interprofessional experiences. For instance, Deans, curriculum committees, and educational administrators must be supportive and encouraging faculty to create interdisciplinary courses and other interprofessional efforts that support IPE core competencies. Second, these types of interprofessional programs require a strong leadership to recruit teaching faculty and to coordinate activities amongst various schools and community partners. Third, it is essential to have administrative assistance to coordinate, sustain and to carry out logistics.

As a dedicated committee, we are interested in building toward establishing a sustainable Interprofessional Education Center, with staff dedicated to overseeing, coordinating and growing the implementation of Interprofessional Education and training at Stockton University. The creation of Stockton Center for IPE (SCIPE) will address an emerging need for education and

research efforts to serve our University and surrounding community. The mission, vision and goals of the proposed Stockton Center for IPE (SCIFE) are as follows:

Mission: To provide sustainable opportunities for Interprofessional Education and collaboration for students, faculty, and community partners.

Vision: The Stockton Center for IPE strives to become a national resource for interprofessional education.

Goals:

- 1) Serve as a resource for curriculum and course design for IPE activities.
- 2) Develop tools to assist faculty to incorporate IPE in the curricula.
- 3) Increase faculty training and participation in IPE activities.
- 4) Implement strategies to engage students in IPE.
- 5) Quantify outcomes and demonstrate ongoing assessments of student and faculty IPE activity participation, and community and global engagement.
- 6) Integrate the IPEC Core Competencies in university-wide learning experiences, as appropriate
- 7) Collaborate in the education of community and global partners and other constituents related to interprofessional collaborative practice.
- 8) Contribute to the evidence based body of knowledge related to IPE.
- 9) Create a centralized repository for baseline and post IPE assessments
- 10) Make IPE more visible on campus and in the community

We envision SCIFE as a strategic partnership between various Schools at Stockton University that provides IPE opportunities to undergraduate and graduate students alongside practice-based health, education, psychology, business, social work, and arts and humanity professionals. SCIFE aims to advance IPE and Interprofessional Collaborative Practice through education, practice and research initiatives (see Appendix B).

This proposal seeks funding for Interprofessional Pilot Project that will allow us to analyze data gathered through various IPE events and to build evidence and support to initiate the process for establishing the Stockton Center for Interprofessional Education with a Director and staff to support the Center's efforts. We envision the establishment of the center will be accomplished in the following phases:

Proposed Timeline

Phases	Time-Frame	Plan/Focus/Outcomes
Phase 1: The Interprofessional Pilot Project	Spring 2017	The following Phase 1 activities will be accomplished through IPE Fellow, committee, and requested pilot project support: 1. Archive all IPE related outcomes and activities to date. Outcome: Creation of centralized repository to house past, present, and future artifacts including videos, data, press release, presentations, posters, etc.

Phases	Time-Frame	Plan/Focus/Outcomes
		<p>2. Increase visibility of IPE on campus and in the community. Outcome: Develop website to inform and provide resources for students, faculty, staff and community</p> <p>3. Support faculty development and training in IPE. Outcome: Planning an “IPE Bootcamp” half day workshop for January 2017</p> <p>4. Analyze learning outcome data collected during the Fall 2016. Outcome: Submit abstract to disseminate findings at IPE conference</p> <p>The impact of above planned activities will be assessed and summarized in an Annual Report in June, 2017. Results of the pilot will guide whether we include in the annual 2020 report a plan for Phase II: Preparation- 2017-2018; Phase III: Implementation- 2018-2019;</p> <p>Phase IV: Continuity Plan: June 2019- On-going. The proposers acknowledge that these later phases necessarily involve university processes well outside the scope of the 2020 teams and processes.</p>
Phase 2: Preparation	2017-2018	<p>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.)</p> <p>2. Prepare for manuscripts and dissemination of findings (e.g., identifying journal outlets, literature, review, etc.). Outcome: Publications and Conference Presentations</p> <p>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.</p> <p>4. Support faculty development and training in IPE. Outcome: Planning an “IPE Bootcamp” half day workshop for January 2018</p>

Phases	Time-Frame	Plan/Focus/Outcomes
		<p>5. Analyze learning outcome data collected during 2017-2018. Outcome: Submit abstract to disseminate findings at IPE conference</p> <p>The impact of above planned activities will be assessed and summarized in an Annual Report in June, 2018.</p>
Phase 3: Implementation	2018-2019	<p>1. Continue to design and implement campus-wide IPE events to promote IPE core competencies. Outcome: IPE activities and events (e.g., interdisciplinary workshops; panel discussions, guest speakers; etc.)</p> <p>2. Design interdisciplinary courses to teach IPE core competencies and to teach students how to collaboratively evaluate and provide comprehensive education, support and care to clients. Outcome: syllabus, courses</p> <p>3. Write grant applications to receive funds for IPE center. Outcome: submission of grant application to respective foundations or agencies</p> <p>4. Continue to provide support for faculty development and training in IPE. Outcome: Planning an “IPE Bootcamp” half day workshop for January 2019</p> <p>5. Analyze learning outcome data collected during 2018-2019. Outcome: Submit abstract to disseminate findings at IPE conference</p> <p>The impact of above planned activities will be assessed and summarized in an Annual Report in June, 2018.</p>
Phase 4: Continuity Plan	June-2019- On-Going	<p>1. Continue to design and implement campus-wide IPE events to promote IPE core competencies. Outcome: IPE activities and events (e.g., interdisciplinary workshops; panel discussions, guest speakers; etc.)</p> <p>2. Design interdisciplinary courses to teach IPE core competencies and to teach students how to collaboratively evaluate and provide comprehensive education, support and care to clients. Outcome: syllabus, courses</p>

Phases	Time-Frame	Plan/Focus/Outcomes
		<p>3. If funding available, continue to implement all the above mentioned activities and also develop a curriculum lab site for students and faculty to practice collaborative interdisciplinary courses and other related learning projects.</p> <p>4. For detail vision of the center, see Appendix B.</p>

Outcomes and Assessment Activities and Plan:

The outcomes and assessment plan for IPE learning experiences is as follows:

Outcomes	Assessments
1. Increased use of IPE activities by faculty	Frequency and types of IPE activities implemented by faculty
2. Integrate IPEC core competencies in University-wide learning experiences.	Quantitative and Qualitative analysis of description, assignment guidelines, rubrics, student learning outcomes
3. Students demonstrate increased knowledge of core competencies of collaborative practices	Data related to student participation (reflection log, survey, research paper, etc.); Student collaborative projects (e.g., Baby Lab); Pre- & Post- survey
4. Collaborate in the education of community and global partners and other constituents related to interprofessional collaborative practice.	Post- Program Evaluation (e.g., Columbia Experience, Educating Clinical Partner Program)
5. Contribute to the evidence based body of knowledge related to IPE.	Dissemination of evidence-related to IPE activities at local, regional, national and global level

Summary of Director Responsibilities:

While we have done well with grass roots efforts, future initiatives and sustainability require more formal infrastructure and administrative support (Bridges et al, 2011). This proposal seeks funds to jump start our efforts to establish a Center for IPE programs to include dedicated space, a director, and staff to coordinate the Center's efforts. The director position would be require 8 TCH release (4 TCH release each for fall and spring semesters) and with potential of 4 TCH for specific summer assignments. The Director will focus on the following efforts:

- 1) Build assessment and evaluation components of IPE at Stockton. While there has been some assessment data for select campus wide events, the efforts are individualized. Create a "toolbox" of recommended tools for baseline and post IPE outcomes assessment; maintain a repository of IPE outcome data collected from various curricular, co-curricular

and continuing education activities. [Note: The IPE Fellow in concert with requested pilot project resources can begin work on this effort.]

- 2) The Director will oversee and build research efforts, leading to further scholarly presentations and publications.
- 3) Coordinate and streamline IPE activities as Stockton, ensuring the overall goals of the Center are reached.
- 4) Offer Interdisciplinary training/conferences to Stockton and the local community in collaboration with Stockton University Simulation Initiative or the Stockton Center on Successful Aging (SCOSA).
- 5) Continue to expand on current global IPE learning opportunities like the annual trip to Columbia. One faculty member is currently exploring an international IPE learning activity that will focus on alternative healthcare delivery systems. This is an activity that could involve students across the university including students from business studies, social work, education, psychology, as well as NAMS.
- 6) Explore grant funding to support and sustain Center initiatives.
- 7) Explore the curriculum structure through course mapping, meetings with Deans and curriculum committees to develop interdisciplinary course offerings.
- 8) Foster faculty and student engagement in IPE through leadership training and collaborative scheduling across campus. Develop strategies to recognize faculty and student efforts.
- 9) Schedule annual Operation Stand Downs. Operation Stand Down is an opportunity to serve homeless Veterans while providing our students with a valuable learning experience. We will invite homeless and impoverished Veterans to campus and offer a clothing drive for them, counseling in finance and community resources, health screenings, nutritional counseling, stress management strategies, etc. An activity such as this requires a lot of resources and could surely incorporate all of the schools and programs that encompass Stockton but would need a consistent individual to coordinate this service.
- 10) Explore and expand university wide partnerships to include additional Programs and Schools in developing IPE opportunities.
- 11) Develop and submit annual and five-year reports that demonstrate outcomes and impact of SCIPE initiatives.

Resources

Anticipated resources to support and initiate creation of SCIPE are included in the proposed budget below. The budget information is divided into the resources already allocated for IPE activities and budget required for phases I to IV.

Resources and Support Already Allocated from 2015- 2016:

Items	Description	Time Frame	Funding Sources
Administrative Staff	Meeting Minutes, Coordination & support for University wide IPE events; ~5-10 hours / week during fall & spring semesters	2015-2016 2016-2017	SHS
Conference Presentations (n=2)	Collaborating Across Borders V Roanoke, VA – 3 faculty	Fall 2015	SHS (2 faculty) CDC funds (1 faculty)

Items	Description	Time Frame	Funding Sources
Conference Presentation (n= 4)	The Division of International Special Education Services (DISES), Nicaragua 1 faculty	Summer 2016	SOE
Conference Presentations (n=6)	All Together Better Health VII Oxford, UK – 5 faculty	Fall 2016	SHS
Conference Presentations (n=5)	Association of Schools of Allied Health Annual Conference New Orleans, LA – 5 faculty	Fall 2016	SHS
Author Visit	Common book reading (Until Tuesday) and invited author for discussions with: Daycare center in Atlantic City Free to Be Daycare Campus Center Theater (larger community engagement through IPE activity)	Fall 2016	SHS SOE SOBL Offices of: Student Veterans Institutional Diversity and Equity
IPE Fellow	Designated Fellow to facilitate University wide IPE Initiatives and build toward establishing Stockton Center for IPE	2016-2017 2017-2018	SHS

Phase I: Pilot Project – Proposed Budget Request for Startup funds for January, 2017:

Item	Description	Time Frame	Amount
Administrative Staff	Data entry, administrative support 10 hours/week at \$15 per hour (plus 7.65% fringe benefits)	Year 1	5,000
Statistical Consultant	Statistician for data analysis	Year 1	2,000
Laptop with software	Laptop with case & 4 year warranty (\$ 1,470/-); NVIVO – software for qualitative data (\$ 550/-); Endnote (\$ 150/-); MS Office and SPSS – site license (Cost = 0.00); 6 flash drives--32GB (\$ 80/-); Video adapters (50/-)	Year 1	\$2300

Phase II: Preparation - Proposed Budget Request for Year 1 (FY2017-2018):

Item	Description	Time Frame	Amount
Administrative Staff	Data entry, administrative support 10 hours/week at \$15 per hour (plus 7.65% fringe benefits)		5000

Statistical Consultant	Statistician for data analysis	Year 1 needs TBD from pilot project & annual report	TBD
IPE Fellow	4 TCH release already budgeted <ul style="list-style-type: none"> Meetings with administrative units & union to identify appropriate supports to establish a Center for IPE Exploration and preparation of potential grant funding to support select IPE activities 	Year 1	

Phase III: Implementation - Proposed Budget Request for Academic Year 2 (FY2018-2019):

Item	Description	Time Frame	Amount
Administrative Staff	Data entry, administrative support; anticipated; 10-20 hours/week at \$15 per hour (plus 7.65% fringe benefits)		TBD
Statistical Consultant		Year 2 needs TBD from pilot project & annual report	TBD
Director	To be negotiated releases for fall/spring and summer	Year 2	TBD
Office Supplies	Paper, pens, folder, copies, and other office supplies	Year 2	TBD
Office Furniture in designated Space	Desk, chair, file cabinets	Year 2	TBD

Phase IV: Continuity Plan:

Item	Description	Time Frame	Amount
Administrative Staff	Data entry, administrative support; anticipated; 10 hours-20 /week at \$15 per hour (plus 7.65% fringe benefits)		TBD
Statistical Consultant	Statistician for data analysis	Year 2 needs TBD from pilot project & annual report	TBD
Director	To be negotiated releases for fall/spring and summer	Year 2	TBD
Office Safe		TBD	TBD

Future Goals:

We envision that this center will provide many opportunities to create interdisciplinary and global courses to prepare our graduates in collaborative practice. Additionally, our goal is to create an interprofessional clinic, in alignment with the SHS Strategic Plan. The interprofessional clinic will serve as a practicum site for Stockton students while providing comprehensive services to individuals in health care and educational settings (see Appendix B). Providing subsidized services to the community at large would also provide a source of revenue to sustain SCIPE. Creating a stable infrastructure for SCIPE would also facilitate exploration of opportunities to establish community partnerships through Stockton's Atlantic City campus as well as other satellite campuses.

Additionally, IPE committee is exploring the possibility of establishing a pilot summer internship program to examine the feasibility of establishing a Bridging The Gaps Community Health Internship program (BTGCHIP) at Stockton in affiliation with the Bridging The Gaps (BTG) Network. The program BTGCHIP program at Stockton is in alignment with IPE's mission to provide sustainable opportunities for Interprofessional Education and collaboration for students, faculty and community partners. Three or four graduate students from the School of Health Sciences and the School of Behavioral Sciences would be selected to participate in a pilot internship at a community agency for 6 weeks from July to August in summer 2017. The participants would also attend the BTG scheduled programming at the various academic health centers in Philadelphia each Wednesday from July to August, 2017 and return with rich contributions to Stockton.

We are also exploring the possibility of expanding The Baby Lab concept to replicate with the elderly population (Geri Lab or Granny Day) and include students from the Gerontology minor, neuroscience, as well as SCOSA participants. The lack of a full time individual to coordinate an IPE activity involving the elderly is the only reason why this event has not happened to date. Thus, it is important to create a SCIPE center to effectively coordinate all the campus-wide IPE efforts under the center.

Future Sustainability Plan

Upon receiving the funds, we will explore and apply for outside grants for select IPE initiatives; this will be determined throughout Phase III of implementation. During the first year, the IPE Fellow will explore various grant opportunities and begin the process of grant writing with a goal of grant submission in year two. At present, we have identified few foundations that are committed to provide funding for IPE projects. For instance, the Josiah Macy Foundation through its programs, strives to foster innovation in health professional education and to align the education of health professionals with contemporary health needs and a changing health care system.

Similarly, Robert Wood Johnson Foundation fosters IPE in practice and national HRSA funds may be another opportunity for grant acquisition for sustainability of the SCIPE. In consultation with the SHS, SCOSA, and the Center for Community Engagement, SCIPE will provide further revenue generating opportunities through interprofessional continuing education courses for educators, clinicians, and community partners. Furthermore, we trust that continued

administrative support through all schools may be a collective effort as we envision long-range budgetary planning.

Note: IPE Committee Members 2016-2017:

Theresa Bartolotta, Lisa Calamidas, Stacy Cassel, Anthony Dissen, Kim Furphy, Mary Lou Galantino, Christine Gayda-Chelder, Priti Haria, Jack Lewis, Mary Padden, Patricia Quinn McGinnis, and Margaret Slusser

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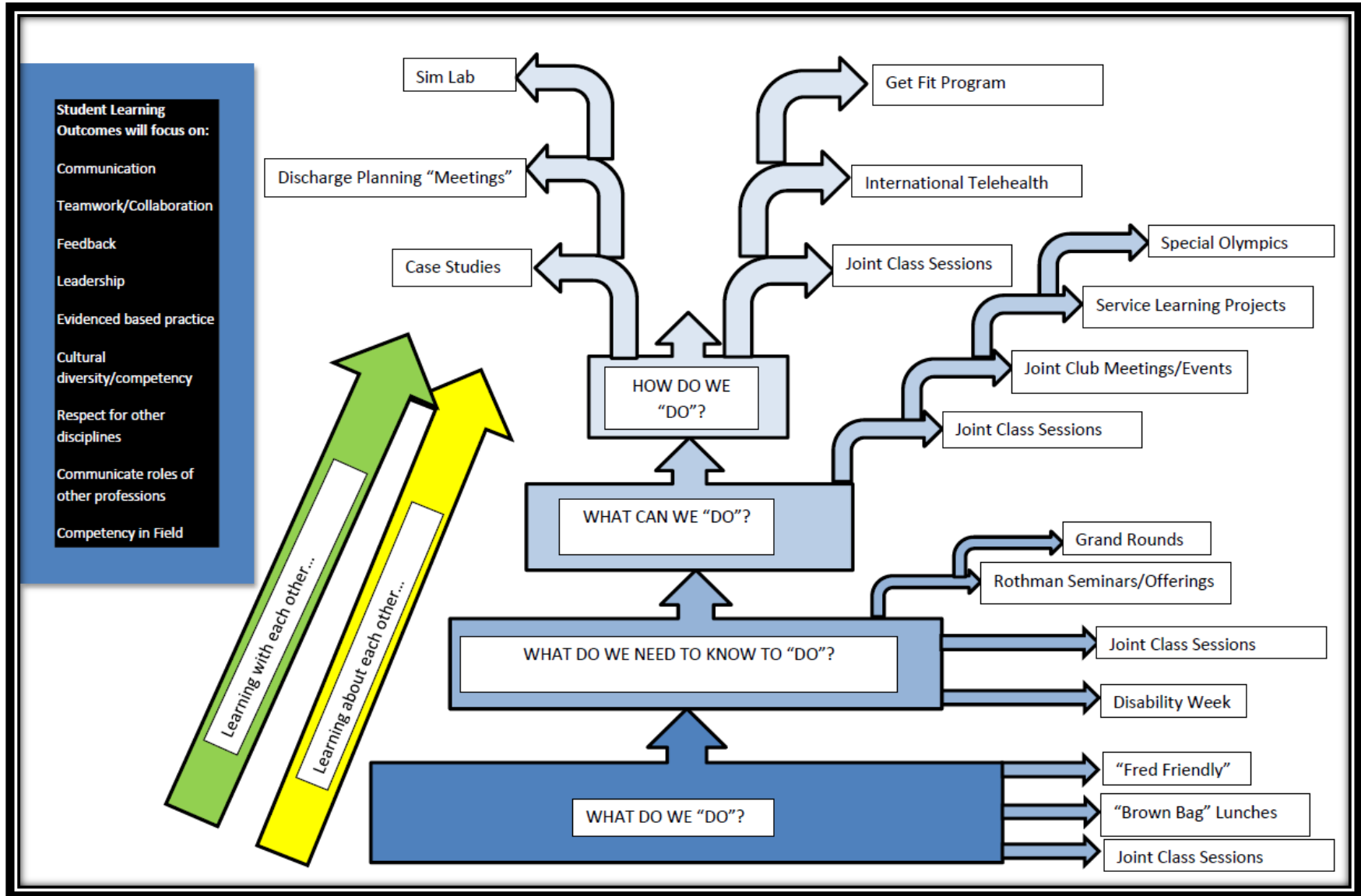
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Standards for Accreditation of Baccalaureate and Graduate Nursing Programs. Available at <http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf>

2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretive Guide. Available at <http://www.aota.org//media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf>

Commission on Accreditation in Physical Therapy Education Evaluative Criteria PT Programs (CAPTE). Available at: http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/EvaluativeCriteria_PT.pdf

Appendix A: Proposed Interprofessional Education Framework



Appendix B: Establishing Stockton’s Center for Interprofessional Education (SCIFE): Logic Model

The purpose of this project is four-fold: 1) to coordinate an interdisciplinary faculty team to conceptualize and actualize Interprofessional Education (IPE) opportunities for students throughout the University; 2) to foster interprofessional collaboration among undergraduate and graduate students in preparing them to effectively plan, and implement interventions or programs in health care, community, and educational settings; 3) to develop a practicum site and/or clinic for health sciences, education, social work, psychology students, to practice team-based, collaborative approaches in planning and delivering comprehensive interventions; and 4) to eventually provide services to the community at subsidized fee.

Inputs	Outputs		Outcomes -- Impact	
	Activities	Participation	Short	Long
<ol style="list-style-type: none"> 1. School of Health Sciences Faculty 2. School of Education Faculty 3. School of Social Sciences and Behavior Faculty 4. Schools of Arts and Humanities (Simulation Actors) 5. SCOSA Faculty 6. Simulation 7. Holistic Health Minor Faculty 8. Intensive Professional Development for Faculty on Collaborative Process 	<ol style="list-style-type: none"> 1. Pre- and Post-survey 2. Pre and Post knowledge and skills survey 3. IPE competency survey 4. Participant Survey 5. Observations 6. Develop comprehensive assessment and instructional models for individuals in health care and educational settings 7. Reflective Journals 8. Program and IPE assessment report 	<ol style="list-style-type: none"> 1. Stockton University Faculty from Health Sciences, Education, Social Work, Holistic Health, & Psychology Programs 2. Undergraduate Students 3. Graduate Students 4. School Teachers 5. School Administrators 6. Community Partners (Health Care Partners, Educational agencies; and other relevant organizations) 7. Larger Community (i.e., individuals who require comprehensive evaluation and intervention plan) 	<ol style="list-style-type: none"> 1. Faculty: Facilitate activities to engage targeted faculty, undergraduate and graduate students across campus to introduce and promote IPE goals. 2. Faculty: Brainstorm and develop concrete plans for IPE activities. 3. Faculty: Brainstorm and develop concrete plans for interdisciplinary Clinic or evaluation/instructional site 4. Undergraduate and Graduate Students: Improving pedagogical knowledge and skills in co-teaching and collaborative practices 5. Community and Global Partners: provide continuing professional developments for community partners & clinic services 6. Participants: individuals with learning differences will receive comprehensive assessment and intervention 	<ol style="list-style-type: none"> 1. Faculty will collaborate to create variety of interdisciplinary courses to prepare our graduates in collaborative practices and to develop assessment and intervention plans 2. Create a clinic for practicum site and to provide comprehensive services to individuals in health care and educational settings 3. Sustain clinic by providing a subsidized services to the community. 4. Launch a program of research related to Center Outcomes and Objectives 5. Clinic will provide a space to store and check out resources, equipment and other materials for assessment and intervention purposes.