TRANSFORMING THE FUTURE OF Collaborative Health Practice

2016/17: YEAR TWO REPORT
Welcome to the year two report of the Michigan Center for Interprofessional Education at the University of Michigan.

Our second year has been a time of growth in many areas. Increased ownership of interprofessional education (IPE) in the health science schools was demonstrated by engaged students, resourceful faculty, and collaborative deans with a vision of U-M’s evidence-based leadership. Partnerships grew into new and far-reaching projects with Academic Innovation, Patient and Family Centered Care, the Center for Research on Learning and Teaching (CRLT), Trotter Multicultural Center, Michigan Institute for Clinical & Health Research (MICHR), and more partners. You will learn about more developments in the following pages.

We continue to embrace and expand work on our mission of enabling all eligible students enrolled in health science schools across U-M’s three campuses to gain the knowledge and skills they need to become effective members, and leaders, of the health teams of the future.

Frank J. Ascione, PharmD, MPH, PhD
Director, Michigan Center for Interprofessional Education

ABOUT US

The Michigan Center for Interprofessional Education is the coordinating body for the initiative launched in 2015 to transform the way University of Michigan faculty teach 4,000 health professions students—and more as IPE expands at Flint and Dearborn campuses. The overall goal is to improve patient experience, population health and the cost of health care.

By invigorating health professions education, care, policy, and research, the center motivates and supports work to better prepare students for the future of collaborative health practice. We work to achieve our goals through curriculum development, clinical innovation and evaluative research.

EXPLORING PROGRESS ON GOALS

Read about the progress we have made in the 2016–17 academic year toward our five integrated goals:

- **Goal 1** Create a collaborative culture ....................... page 2
- **Goal 2** Cultivate a core interprofessional curriculum .... page 6
- **Goal 3** Develop faculty to teach in innovative learning environments ......................................................... page 10
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COLLABORATING U-M SCHOOLS AND COLLEGES

School of Dentistry
School of Kinesiology
Medical School
School of Nursing
College of Pharmacy

School of Public Health
School of Social Work
College of Education, Health, and Human Services (UM-Dearborn)
School of Health Professions and Studies (UM-Flint)
School of Nursing (UM-Flint)

WHAT IS INTERPROFESSIONAL EDUCATION?

*Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes... This is a key step in moving health systems from fragmentation to a position of strength.*

Source: *World Health Organization*, 2010
GOAL ONE

CREATE A COLLABORATIVE CULTURE

EVOLVING AND GROWING FROM THE GROUND UP

Support for interprofessional education (IPE) at U-M was formalized in 2015 when the provost and the health science deans in Ann Arbor committed $6 million over five years, with the Michigan Center for Interprofessional Education as the coordinating body. The center was created at an opportunistic time when several key factors aligned:

• There was a new national emphasis on interprofessional education and collaborative care as a means to promote better health outcomes.
• Innovative U-M faculty members had launched multiple grassroots IPE pilots.
• Visionary administrative leaders from the U-M health schools had formed the Steering Committee for IPE, establishing an initial structure for shared decision-making.
• Students independently organized to increase interprofessional engagement.

From this fertile ground our work has steadily grown. In the 2016-17 school year, we began addressing key barriers and continued to expand collaborations with the health science school deans, faculty, students, patients, and providers. Faculty leaders delved into issues around faculty incentives and reward, curricular mandates, and finding the appropriate times to list IPE courses to open up collaborative opportunities. Involvement at the national level increased, with visits to other universities, collaboration with the Big Ten Academic Alliance, and more energetic involvement on social media.

Our successes with IPE increasingly position us as a leader. Faculty continue to come on board and collaboratively advance IPE through courses, workshops, online platforms, and more. The IPE Executive Committee welcomed a faculty representative from U-M Dearborn and a member from the Health System’s Patient and Family Centered Care group. And students continued to lead the way through activity on IPE committees and student organizations—opening avenues for future engagement.
If we get to a place where interprofessional education and interprofessional work are commonplace, the hope is that with more minds working on the same problem we will figure it out quicker.”

Maya Faison, medical student
GOAL ONE

STUDENTS ENGAGE, AND LEAD

Building upon progress from U-M’s first annual Interprofessional Student Town Hall in 2015, more than a dozen U-M health science students helped plan the second iteration of the event. The planning group met three times with center staff and made recommendations that resulted in “flipping” the Town Hall’s structure so students, rather than faculty, led the event. Two trained students from Trotter Multicultural Center facilitated the Town Hall on October 20, 2016; they introduced exercises that challenged students to break through stereotypes of their various professions and focus on culture change.

“I heard the word ‘team’ a lot,” said facilitator Matoaka Kipp (also a social work student). Kipp and co-facilitator Leah Hill wandered from table to table during the event. “They are really getting to the nitty-gritty,” Kipp noted at one point.

Exercises included a “speed meeting” warmup, in which students found someone from a different health field to talk with. Brainstorming discussions followed, resulting in suggestions for U-M to offer IPE in “briefer formats (all weekend vs. all semester)” and at both macro and clinical levels. Representatives from U-M’s three interprofessional student organizations addressed the participants and set up outreach tables during the networking part of the event, where IPE faculty also engaged with students.

THE RIPPLE EFFECT

The main concentration of interprofessional student activities emanate from three U-M student organizations. They all have mutually beneficial ongoing relationships with the Michigan Center for Interprofessional Education. They are:

- **Interprofessional Health Student Organization (IHSO):** committed to professional development, advocacy, and community to improve interdisciplinary collaboration.
- **IHI Open School (IHI-OS):** focused on case-based activities to give students the skills to become change agents in healthcare improvement.
- **Student Run Free Clinic:** providing quality healthcare free of charge to uninsured community members, while creating opportunities for U-M students and clinicians to confront health disparities through direct action (see p. 8 for info on newly expanded interprofessional work at the clinic).

Additionally when the U-M College of Pharmacy student organizations sponsored a 2016 Election Forum to discuss candidate positions on health care, they made it intentionally interprofessional. Other U-M health science school student organizations reached out across campus for events around global health, professionalism, prescription drug abuse, child welfare, and diversity, equity and inclusion (to name a few).
The group of members we have with IHSO are students from all the different health schools. We try to have different events to bring in different perspectives that they wouldn’t necessarily get in the classroom, and also to have conversations with students outside of their normal cohort.”

Suzie Genyk, public health student and president of the Interprofessional Health Student Organization
Simply starting with the beginning should be a cinch. But what if the subject that needs to be introduced is the work of schools on three U-M campuses, spanning dozens of academic programs across the health professions? And an interactive, inspirational, and measurable learning experience is the agreed-upon goal?

For these reasons and more, creating the Introduction to IPE Module in barely a year was a challenge. But collective will persisted. A vision of IPE 101 emerged.

The Intro to IPE was piloted in the early months of 2017, thanks to contributions from partners at Academic Innovation, the Center for Research on Learning and Teaching, faculty champions, and engaged students from across U-M’s health science schools. Lead faculty are assessing feedback on this gateway to collaboration for new U-M students in the health professions.

Number of students in Winter 2017 pilot: 564
Module delivery: Instructor intro, video and assignments housed in the edX interactive online platform.
Exercises: Students complete written reflections on their chosen fields and respond to reflections of their peers in other health programs.
Value-added elements: Links to help plan students’ IPE curricular touchpoints across their U-M careers.
Hours of raw video: More than four hours of purpose-filmed interviews with five students and three faculty members, plus video b-roll from schools and hospitals.
What it introduces: Understanding across the health professions.
Next up: Embedding the intro for first-year students at each health science school.
Working interprofessionally, through education and practice, provides more broad opportunities for our students, our faculty, and those we serve.”

Janine Janosky, Dean of UM-Dearborn College of Education, Health, and Human Services
Activity invigorated the IPE curricular map in 2016-17. Schools began to individually address unit-level structures to better align with other schools (revised course crediting at one school, for example, or creation of new elective credits at another). It is now easier for students to engage across the health professions, thanks to progress on the “IPE window,” which represents consensus across the seven health science schools on the Ann Arbor campus to designate common times for interprofessional offerings.

And students have more options to consider. Faculty piloted eight new IPE offerings, in a range of formats, to complement the five existing offerings from 2015-16.

Inspiring success stories included:

**Student-Run Free Clinic:**
This established Medical School project made significant interprofessional expansions in 2016-17. New collaborations with the schools of nursing, dentistry, pharmacy, and public health brought more students (and new sources of funding) into the clinic where students provide quality health care free of charge to uninsured community members.

**“Zombie Apocalypse” BioPreparedness Exercise:**
In March 2017, this annual emergency-preparedness exercise hosted by the U-M School of Public Health welcomed participation and sponsorship from other health sciences schools and the Michigan Center for Interprofessional Education.

**Motivational Interviewing:**
Nine faculty members from different disciplines collaborated for nearly a year to launch two training and practice sessions using this highly regarded form of behavioral change counseling.

*Motivational interviewing is a skill that many disciplines use, and it was very exciting to see the energy in the room—to see students and faculty alike engaged and passionate about the possibility of working together and learning from one another!*

Beth Kuzma, clinical assistant professor of nursing
MORE OFFERINGS

**Service-Learning for Health Professionals:**
Open to students of all health professions, this service-based course addresses health disparities, poverty, and the medically underserved. For the related Interprofessional Leadership Fellows team project, see page 12.

**Team-Based Clinical Decision Making:**
This large-scale course boosts understanding of how each discipline contributes to health care teams, the importance of effective communication, and the role of collaboration in clinical decision making. It’s taught on-site at five schools by interprofessional pairs of faculty. For the related Interprofessional Leadership Fellows team project, see pages 12-13.

**Interprofessional Clinical Experience (ICE):**
This clinical shadowing experience introduces students to the patient, team, and health care system.

**Introduction to Clinical Trials:**
This course became a pilot IPE offering in Winter 2017 for students to engage in the process of designing clinical trials and communicating findings.

**Hamilton Clinical Experience:**
Through community-based clinical rotations, dentistry and nursing students apply team approaches to serving the underserved.

**Social Justice Grand Rounds IPE:**
Students in social work and pharmacy unite in a collaborative effort to consider social injustice and ethical practice issues.

**Breaking Bad News:**
Medical and social work students practice “breaking bad news” in Standardized Patient Interactions with trained actors.

**Hospital Dentistry:**
This clinical experience gives dentistry and pharmacy students the opportunity to work with medical residents in a hospital setting.

**Understanding and Improving the U.S. Healthcare System:**
This Massive Online Open Course (MOOC) for U-M students aims to increase confidence in understanding of the health care system.

*We often hear on football Saturdays the speech ‘the team, the team, the team,’ and I think that has really found its way into health care and health education as well.”*

Debra Mattison, clinical assistant professor of social work
DEVELOP FACULTY TO TEACH IN INNOVATIVE LEARNING ENVIROMENTS

WELCOMING A NEW COHORT OF INTERPROFESSIONAL LEADERSHIP FELLOWS

Website traffic to the Michigan Center for Interprofessional Education (interprofessional.umich.edu) had been steadily increasing throughout 2016, but in January 2017 it suddenly spiked to a record high. It wasn’t hard to figure out why. Announcement of the second cohort of Interprofessional Leadership Fellows had created a social media storm of congratulations from the home units, colleagues, and even spouses of the seventeen newly named fellows.

This was in part recognition of the important work done for and by the inaugural cohort of sixteen fellows in the first year of the faculty development program (see next page for info on their activities and projects). It also spoke to the recognition of the growing IPE movement on campus, and the importance of faculty members willing to work together for its vitality and expansion.

Although faculty development goes on all year long, in multifaceted ways, the Interprofessional Leadership Fellows has emerged as U-M’s flagship IPE program for faculty.

The second cohort of fellows represent the U-M Ann Arbor schools of dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work, as well as Taubman Health Sciences Library and U-M Flint (physical therapy and nursing). The program has a six-month overlap with the first cohort of fellows, as they finalize their team projects and graduate to IPE champion roles.

The Center for Research on Learning and Teaching (CRLT) facilitates the program’s faculty learning community. “CRLT is pleased to be working with a second cohort of Interprofessional Leadership Fellows,” says CRLT executive director Matt Kaplan. “The program builds on the success of last year’s pilot, and is based on research that indicates the power of sustained communities of practice to create effective and long-lasting organizational change.”
NEW COHORT OF INTERPROFESSIONAL LEADERSHIP FELLOWS

SCHOOL OF DENTISTRY
Diane Chang, DDS, Adjunct Clinical Lecturer
Harneet Grewal, DDS, Clinical Associate Professor

SCHOOL OF KINESIOLOGY
Natalie Colabianchi, PhD, MA, Associate Professor
Josh Mergos, MS, Clinical Assistant Professor

MEDICAL SCHOOL
Jill Cherry-Bukowiec, MD, MS, Clinical Assistant Professor
Michael Clay, MD, Clinical Assistant Professor

SCHOOL OF NURSING
Beth Ammerman, DNP, FNP-BC, Clinical Instructor
Peggy Ann Ursuy, PhD, MSN, MA, Clinical Assistant Professor

COLLEGE OF PHARMACY
Sarah Kelling, PharmD, MPH, Clinical Assistant Professor
Paul Walker, PharmD, Clinical Professor

SCHOOL OF PUBLIC HEALTH
Olivia Anderson, PhD, RD, Clinical Assistant Professor
Ebbin Dotson, PhD, MHSA, Assistant Professor

SCHOOL OF SOCIAL WORK
Leslie Dubin, LMSW, LEO Adjunct Lecturer
Erin Khang, LMSW, Director of Graduate Social Work Education

TAUBMAN HEALTH SCIENCES LIBRARY
Nancy Allee, MLS, MPH, Deputy Director

UM-FLINT
Carman Turkelson, DNP, RN, Assistant Professor
Amy Yorke, PhD, PT, Assistant Professor

interprofessional.umich.edu
GOAL THREE

THE FIRST FELLOWS GO FORTH AS CHAMPIONS

The journey for these motivated faculty leaders began in January 2016, when they were named Interprofessional Leadership Fellows. And what did the inaugural cohort do for the next eighteen months? A lot! For example, they...

• Took on the challenge of piloting the new program.
• Met monthly with CRLT’s consultants to discuss readings, network with guest presenters from Academic Innovation and other campus partners, and garner support as needed.
• Organized into interdisciplinary teams to plan projects.
• Completed the three-day national Train-the-Trainer program supported by the Macy Foundation, centered on effective change management and team functioning.
• Participated in follow-up coaching, check-in calls, and coaching webinars.
• Received guidance on IPE scholarship from U-M Taubman Health Sciences Library.
• Applied for new seed grants (of up to $5000 for projects that lead to scholarly dissemination) and travel grant opportunities from the Michigan Center for IPE.
• Welcomed the second cohort of fellows with informal mentoring.
• Began launching and testing their IPE change team projects.

THEIR PROJECTS

A crowning moment in the fellows program came in April 2017, when the first cohort projects were presented to more than 200 attendees at the annual U-M Health Professions Education Day. The four projects presented were:

**The Impact of Interprofessional Education in a Community Setting on Student Learning and Attitudes: A Pilot Study** with fellows Amber Dallwig, Leslie Smith, Joseph House, and Karen Farris. Students across the health professions work together around Service Learning for Health Professionals projects, such as nutritional and home safety assessments of older and disabled adults in their homes; along the way, they track increases in the appreciation for and the proficiency in teamwork and communication.

**Developing an IPE Course Adapter Toolbox Webpage** with fellows Debra Mattison, Minal Patel, and Melissa Gross. They have created a toolbox to assist U-M instructors in converting existing courses to IPE; the toolbox is designed to mirror the IPE process of exposure, immersion, and mastery by providing relevant resources and information in a stepwise structure to instructors in the course conversion process.

**IPE Seminar and the Student Run Free Clinic** with fellows Thomas Templin, Jolene Bostwick, Marilyn Filter, Mark Fitzgerald, and Diana Ellis. This team has established groundwork for a new course in which students can gain effectiveness working on interprofessional teams. The potential benefits include supporting and improving patient care, addressing a gap within health science curricula, connecting clinic experiences with a semester-long seminar course, and identifying a survey assessment tool for students involved in the course.

**Team Simulation to Facilitate Learning of IPE Competencies** with fellows Stephanie Munz, Anita Hart, Daniel Fischer, Michelle Aebersold, and Dina Kurz. They are developing, implementing, and measuring an acute-care immersion simulation experience for the Team-Based Clinical Decision Making course. Planned benefits include enhancing the experience of IPE learning teams and adding to the body of knowledge for IPE cases and assessments for clinical simulation.

Are you interested in being part of the third cohort of Interprofessional Leadership Fellows? Applications for U-M faculty are slated to open in October 2017.
I wouldn’t have known any of my co-fellows without the Interprofessional Leadership program, but now I know we share values about education and health.”

Stephanie Munz, clinical assistant professor of dentistry
We all believe that working interprofessionally has benefits. The IP-X Research Stimulus is designed to test this belief.”

Jim Dalton, Dean of the College of Pharmacy and chair of the Health Sciences Council
In February 2017 after months of planning with faculty and staff, the U-M Health Sciences Council (consisting of the deans of the seven health science schools in Ann Arbor) announced the new Interprofessional Exchange (IP-X) Research Stimulus.

The program will provide grant funding to support research targeted at determining the ability of interprofessional education (IPE), interprofessional policy (IPP), interprofessional research (IPR), and interprofessional care & service (IPCS) to improve health outcomes and value.

Creation of the IP-X Research Stimulus aligns with our original strategic plans for strengthening interprofessional education and practice at the University of Michigan. The plans recognized the value of IPE on health outcomes and patient satisfaction. They also sought to create a body of evidence that leads to the establishment of best practices for both interprofessional education and collaborative care.

At the request of the deans, the IP-X Research Stimulus is administered by the Michigan Center for IPE, in close consultation with Michigan Institute for Clinical & Health Research (MICHR) and other campus partners. All teams applying for IP-X grants must include faculty participation from at least three U-M health science schools (with at least one member from a health science school on the Ann Arbor campus):

**Ann Arbor:** School of Dentistry, School of Kinesiology, Medical School, School of Nursing, College of Pharmacy, School of Public Health, School of Social Work

**UM-Dearborn:** College of Education, Health and Human Services

**UM-Flint:** School of Health Professions and Studies, School of Nursing

Several faculty workshops and web resources were created to launch the IP-X program. Grant applications were due on June 14, 2017, with notification of awards planned for the fall.
The third annual Health Professions Education (HPE) Day held on April 13, 2017, represented substantial growth by a variety of measures. Attendance grew from 200 last year to more than 220 this year with representation from across the health professions. And 80 poster presentations were presented (up from 65 last year), with 23 of the posters submitted in the Interprofessional Education category (up from 15 last year).

Attendees were challenged to reexamine the structures and patient care domains of how they work during a keynote address by Jeanette Mladenovic, MD, MBA, MACP, Former Executive Vice President and Provost, at Oregon Health & Science University. She described why the silos of health professions education may no longer best serve the public, which cares about competence above all. “It will be up to current students to carry the collaborative approach into their professional practice,” she noted.

U-M medical student Jesse Burk Rafel reflected after the talk that medical education needs to shift training and incentives toward high-impact areas, and the key to “teaching old dogs new tricks” could come about through building an interprofessional pipeline early in careers across health professions.

Dozens of messages were tweeted on the #UMHPEDay hashtag, many from the event sponsors: the Medical School’s Department of Learning Health Sciences Division of Professional Education, the Michigan Center for Interprofessional Education, the Center for Research on Learning and Teaching, and Academic Innovation.

*It’s unbelievable the kind of work you are doing [at U-M] — that is really kind of a groundswell.*

Dr. Jeanette Mladenovic, HPE Day keynote
BUILDING THE EVIDENCE FOR IPE

Some examples of the IPE journal publications by U-M faculty in 2016-17 included:


McComas M, Inglehart M, Habil P. Dental, Dental Hygiene, and Graduate Students’ and Faculty Perspectives on Dental Hygienists’ Professional Role and the Potential Contribution of a Peer Teaching Program. *Journal of Dental Education* 80: 1049-1061, 2016.

Complete list of publications and presentations are available at: interprofessional.umich.edu
PROMOTING OUR SUCCESSES

The Michigan Center for Interprofessional Education enters its third year with momentum at home and beyond. As we expand, we are always interested in developing innovative approaches that can be followed by others engaged in similar activities.

In previous pages, we detailed progress related to our goals and accomplishments at the University of Michigan. Simultaneously, influence beyond the U-M campus is increasing as we share our IPE vision and commitment to removing barriers and moving toward sustainability. Our outreach focuses on promoting successes, establishing key relationships, and leading in the IPE effort nationally.

U-M faculty, staff, and students involved in IPE presented this year at conferences of professional groups and other associations. For example, Joseph House of the Medical School and colleagues working on U-M’s Initial Clinical Experience (ICE) had podium, oral, and poster presentations at the American Association of Medical Colleges (AAMC) 2016 annual meeting in Seattle, related to assessment of their novel approach to IPE with early exposure to clinical care and immersion in health care teams. They also presented on ICE at an international conference in Barcelona, Spain, and closer to home in western Michigan.

BUILDING RELATIONSHIPS

At the National Center Summit on the Future of IPE in Minneapolis in late August, a cohort of U-M faculty and staff joined two days of collaborating and reflecting. Discussions at the summit around how to shift grassroots projects to organizational initiatives caught the attention of attendee Leslie Smith of U-M-Flint, an inaugural U-M Interprofessional Leadership Fellow. “Professions such as PT and OT are trying to catch up with IPE initiatives,” she said. “We are ready and wanting to collaborate.”

At the National Summit, the Michigan Center for Interprofessional Education hosted the first annual meeting of the Big Ten IPE Academic Alliance, one of the collaborative groups that grew out of the former Committee on Institutional Cooperation, or CIC. The Big Ten IPE group has embarked on conversations with health science school accreditors to advance plans to align IPE accreditation criteria across professions. We are acting as a sounding board for a national conversation on this complex but important issue.
We have also begun to create strong relationships with the Global Forum on Innovation in Health Professional Education and the National Academies of Practice.

The Global Forum is an ongoing activity of the National Academies of Sciences, Engineering, and Medicine, which brings together national and international stakeholders to address key issues related to health professions education. Michigan Center for IPE personnel are among the few participants who represent an interprofessional academic setting. Our role is to share our specialized perspectives and engage with forum staff to ensure their findings are utilized.

The National Academies of Practice is a collection of members from many of the health disciplines whose purpose is to advise government bodies about health and health care. They have focused on the value of interprofessional education and recently began promoting the April campaign for “National Interprofessional Health Care Month.” The Michigan Center for IPE, through its director, is providing guidance due to our significant number of disciplines represented in the Academy.

Closer to home, we continue to work with the Midwest Interprofessional Practice, Education, and Research Center (MIPERC), housed at Grand Valley State University in western Michigan. We co-sponsor IPE events, share news on communications channels, and more.
A new IPE Opportunity Proposal page has been added to the Michigan Center for Interprofessional Education website. It provides structure to the faculty process of proposing completely new IPE offerings, or converting current courses to IPE. Proposals must meet required competencies.

Having this new system in place is already fortifying a stream of new IPE offerings for 2017-18, such as:

- Ethical Dilemmas in Health for Social Work and Other Health Professions
- Death, Loss and Grief
- Identifying Victims of Human Trafficking within Healthcare Settings
LOOKING FORWARD

Throughout this annual report, we have celebrated shared accomplishments made possible through valued partnerships at U-M, in Michigan, in the Big Ten and beyond. Our upcoming years will focus on further pursuing our five strategic goals. We expect to refine current curricular offerings and create new practice models; develop a larger group of faculty who are interested in and capable of succeeding in interprofessional education; generate and disseminate new knowledge about interprofessional education and practice, and ultimately lead the educational change needed to prepare learners to provide improved health care and promote healthier behaviors.

Follow our progress and learn more about getting involved at: interprofessional.umich.edu

While researching childhood obesity, it became clear that the complexity of this health issue would require an intervention formed from multiple perspectives, which could only be accomplished through interprofessional collaboration.”
Matthew Nagy, kinesiology student

Interprofessional practice and collaboration can help drive policy changes. Wouldn’t it be neat if our various professional organizations actually worked together and lobbied for what needs to happen?”
Amy Yorke, UM-Flint assistant professor of physical therapy
The Michigan Center for Interprofessional Education is supported by a five-year, $3-million grant from the Provost’s Transforming Learning for the Third Century Initiative, which is matched with an additional $3 million from the deans of the seven health science schools: School of Dentistry, School of Kinesiology, Medical School, School of Nursing, College of Pharmacy, School of Public Health, and School of Social Work.

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