TRANSFORMING THE FUTURE OF Collaborative Health Practice

2017/18: YEAR THREE REPORT
To report on the third year of interprofessional education (IPE) activity at the University of Michigan is to celebrate progress. The web of connections across our ten U-M health science schools on three campuses expands steadily, with both diversity of engagement and momentum toward deeper linkages between education and practice.

Students have become increasingly involved, calling for more opportunities to connect with other professionals-in-training to build the foundation for future teamwork. As you will learn while perusing the following pages, expanding cohorts of faculty change agents create new, innovative opportunities for students to participate in IPE. You’ll also read about the numerous projects and grants we supported, mainly to expand the evidence around collaborative care.

Challenges remain, but progress reinvigorates work toward our mission: to ensure all eligible students enrolled in health science schools at U-M gain the knowledge and skills they need to excel in health teams of the future.

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

ABOUT US

In 2015, the U-M provost and Ann Arbor health science deans came together to fund the Michigan Center for Interprofessional Education, the coordinating body for the initiative to transform the way University of Michigan faculty teach thousands of health professions students—and more as IPE expands at Flint and Dearborn campuses. The overall goal is to enhance patient experience, improve population health, and reduce health care costs.

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 2017–18 academic year toward our five integrated goals:

GOAL 1 Create a collaborative culture. page 2
GOAL 2 Cultivate a core interprofessional curriculum. page 4
GOAL 3 Develop faculty to teach in innovative learning environments. page 6
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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)
College of Health Sciences (UM-Flint); formerly School of Health Professions and Studies
School of Nursing (UM-Flint)

CENTER FOR IPE ORGANIZATIONAL STRUCTURE

Provost

Director

Health Science Deans

Executive Committee

Curriculum Committee

Faculty Development Committee

Student Advisory Committee
GOAL 1: CREATE A COLLABORATIVE CULTURE

STUDENTS SPEAK UP

In 2017-18, students from across the health sciences took unprecedented initiative to enrich interprofessional offerings—creating new and tailored experiences and events along the way. For example:

“Case-Basing” the 3rd Annual Interprofessional Town Hall: Michigan Center for IPE brought together student leaders to help plan the 2017 Student Town Hall (the kickoff for the academic year of interprofessional activities). Their input was loud and clear: the students wanted to “do IPE.” So, an interprofessional faculty team prepared the case of a 64-year-old patient referred to a multidisciplinary kidney disease clinic. Town Hall attendees broke into interprofessional groups and discussed how each of their professions would potentially address the patient’s needs.

Spurring a Place for Students in Team-Based Complex Care: After learning of the hotspotting concept, U-M public health and policy student Stuart Hammond helped bring student hotspotting to campus in 2017. Now, interprofessional student teams help patients with unstable housing, isolation, and other social challenges that must be first addressed in order for medical interventions to succeed.

Dentistry Builds Bridges, and the DDS/MBA Degree: The School of Dentistry student organization Bridge of Disciplines has had remarkable success bringing dental perspectives and care to the Comprehensive Speech and Therapy Center, the U-M Student-Run Free Clinic, and a community immigration clinic. A Bridge of Disciplines founder, Jae Young Han, was also a driving force to create U-M’s joint dental master’s with Ross School of Business—and is its first enrollee.

Pharmacy at the Student-Run Free Clinic: U-M College of Pharmacy fourth-year doctoral students have joined medical, nursing, dentistry, and other students caring for the underserved at the Pinckney clinic. The PharmD students obtain medication histories, make recommendations to the health care team, answer drug information questions, and dispense medications.

Students Make the Case for IPE: Three U-M med students published an impassioned commentary calling for more IPE in medical school curricula. Published in Medical Science Educator in September 2017, their commentary is entitled “Interprofessional Education: in silo, ineffective.”

Continuing Support: The Michigan Center for IPE continued to support the events and activities of IPE-focused student organizations like the Interprofessional Health Student Organization (IHSO) and Institute for Healthcare Improvement-Open School (IHI-OS) U-M chapter. These IPE student organizations grow in reach and activities year after year as student interest in IPE spreads across campus.

Enhancing Efforts: The Michigan Center for IPE has supported multiple other student initiatives, including:

• Bringing the U-M Health Policy Student Association’s vision of an interprofessional health advocacy workshop to fruition.

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— 2017 Town Hall Student Participant
2017–2018 SUCCESSES

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— 2017 Town Hall Student Participant
GOAL 2: CULTIVATE A CORE INTERPROFESSIONAL CURRICULUM

- 6 COURSES
- 4 ONE-TIME EVENTS
- 4 CLINICAL EXPERIENCES
- 3 MODULES
- 10 SIMULATIONS
SHINING EXAMPLES OF INTENTIONAL IPE OFFERINGS

Interprofessional Leadership (IPL) Fellows are well represented among innovative faculty developing IPE opportunities. That’s because they have been specifically trained as “change agents” to grow IPE across the health professions.

Michigan Center for IPE Director Frank Ascione envisioned the IPL Fellows to work in exactly this way. Center for IPE staff continue to collaborate with the U-M Center for Research on Learning and Teaching (CRLT) to coach these 52 motivated U-M faculty members on leveraging successes of their team-based IPL projects into new clinical experiences, resources, pilot offerings, and courses. Some 2017-18 examples from across the spectrum of U-M interprofessional offerings include:

Teams and Teamwork Module: Thousands of students have taken U-M’s Intro to IPE online module since its creation in 2016. This year, a team of IPL Fellows from cohort two took on the challenge of creating the second module of the IPE foundational series. Their interprofessional experience on teamwork requires students to work together in two different teams around short vignette-based discussions. After students explore strategies for resolving conflict, reflection and assessment regarding teamwork follow.

Death, Loss, and Grief: Clinical Assistant Professor of Social Work Debra Mattison, an IPL Fellow from the inaugural 2016-17 cohort, used IPE competencies to make her popular course interprofessional with the addition of pharmacy students. It’s a good fit, in that it addresses the theoretical framework of human loss and grief from a culturally and philosophically diverse perspective, taking into account the various ways different health professionals are faced with and address grief.

Interprofessional Collaborative Care for the Underserved: A team of four IPL Fellows from the first cohort co-led a two-credit Fall 2017 IPE seminar course for students from pharmacy, dentistry, and kinesiology. Guided and assessed via IPE competencies, the students benefited from structured interprofessional experiences in the classroom, and in settings of U-M’s Student-Run Free Clinic in Pinckney and at the Hope Clinic in Ypsilanti.

Simulations Galore! Among the ten current simulation offerings in U-M’s IPE portfolio were two impressive team projects from IPL Fellows’ second cohort. In one, virtual reality gave nursing and dental students an “In My Shoes” simulation experience designed to improve empathy and interprofessional care for patients with autism and their families. In the other, two teams of students from medicine, public health, social work, physical therapy, and pharmacy were assessed before and after they conducted a 40-minute chronic disease (diabetes mellitus) simulation with a standardized patient and reflected on their treatment plans. At UM-Flint, a team consisting of three former IPL fellows has developed a menu of IPE simulations for students across their health professions, as well as with other universities.
GOAL THREE: DEVELOP FACULTY TO TEACH IN INNOVATIVE LEARNING ENVIRONMENTS

Faculty development at U-M happens in multifaceted ways, but the Interprofessional Leadership Fellows program has gained recognition and prestige as the flagship program advancing team-based education across the health sciences.

A record 20 educators in the third cohort of IPL Fellows highlights the growing interest in and commitment to IPE at U-M. The new fellows will add to the accomplishments of the preceding 32 IPL Fellows from the first two cohorts, who have launched multidisciplinary team projects that have expanded the landscape of interprofessional health education and practice in Michigan and beyond.

This year, in a first for the program, a pre-existing team of four scholar-educators were selected together as IPL Fellows. As members of the U-M Center for Occupational Health and Safety Engineering (COHSE), these new IPL Fellows from nursing, public health, and engineering will develop IPE within the COHSE academic programs. With an existing curriculum that already brings together students of multiple professions, they hope to use the fellows program as a launching pad to make the COHSE programs truly and intentionally interprofessional.

In another first, we welcomed the academic director of the Health Sciences Scholars Program (HSSP) in the U-M College of Literature, Science, & the Arts as the first IPL Fellow from LSA, U-M’s largest academic unit.

FELLOWS FROM FIRST TWO COHORTS THRIVE

The 17 IPL Fellows from the second cohort (2017-18) have advanced into final stages of their team projects, which will continue to be refined and implemented after their “graduation” in mid-2018. The projects in brief:

- **Systematic review of qualitative tools** for evaluating interprofessional competencies.
- **Chronic disease management** patient-care simulation including public health, medicine, social work, physical therapy, and pharmacy students.

After their graduation in mid-2017, the 15 IPL Fellows from the first cohort (2016-17) have gone forth with amazing achievements regionally and beyond. A sampling of successes:

- **Melissa Gross** (Kinesiology), **Debra Mattison** (Social Work), and **Minal Patel** (Public Health) won the 2017 Demonstration Model Award from Midwest Interprofessional Practice, Education & Research Center (MIPERC) for their IPE Course Adapter Toolkit, which they created as their IPL Fellows team project. It’s a web-based resource for instructors worldwide interested in creating interprofessional offerings.
- **Michelle Aebersold** (Nursing) has leveraged her IPL experiences in health care teamwork and communication into a virtual-reality simulation with nearly $100,000 in funding from Oculus, a Seattle-based VR industry leader. The simulation will allow students of nursing, medicine, and pharmacy to virtually collaborate on a pediatric emergency.
- **Jolene Bostwick** (Pharmacy), working with a physician and nurse practitioner from U-M, received $50,000 in private foundation funding to develop an online course for nurse practitioners on the use of medications to treat mental health disorders (psychopharmacology).
- **A record number of presentations** at the the fourth-annual U-M Health Professions Education Day represented the work of the IPL Fellows—and their colleagues and students.

In brief:

- **Foundational interprofessional module on Teams and Teamwork**, piloted with 339 students.
- **A “day in the life” simulation-based experience** of a family with a child with autism for nursing and dental students.
IP-X RESEARCH STIMULUS GETS TO WORK

The Interprofessional Exchange (IP-X) Research Stimulus, funded by the U-M Ann Arbor health science deans and provost, supported research focused on the value of interprofessional exchange on care and health outcomes.

The IP-X Early Implementation Grant (for up to $250,000) funded:

“Stemming a Public Health Crisis: Using an Interprofessional Approach to Compare the Effectiveness of Two Different Diet and Lifestyle Interventions for Adults with Overweight or Obesity, Hypertension, and Prediabetes or Type 2 Diabetes.” The project’s principal investigator is Laura Saslow of the School of Nursing. Her team of U-M co-investigators includes Lenette Jones (Nursing), Heidi Diez (Pharmacy), Julia Wolfson (Public Health), and Caroline Richardson (Medicine).

IP-X Pilot Grants (for up to $50,000) funded:

Caring for Complex, Underserved Patients: Interprofessional Education and Care Where It Matters Most, PI: Brent Williams, General Medicine. Co-Investigators: Amy Thompson (Pharmacy), Daniel Fischer and Debra Mattison (Social Work), and Elizabeth Kuzma (Nursing).


Improving Contraceptive Care for Women with Breast Cancer: An Interprofessional Collaborative Practice Approach, PI: Justine Wu, Family Medicine. Co-Investigators: Monika Burness (Medicine), Debra Barton (Nursing), and Debra Mattison (Social Work).

IPE JOINS THE COMMUNITY

In spring 2018, U-M's Edward Ginsberg Center and Michigan Center for Interprofessional Education awarded teams up to $5,000 for the first-ever U-M Community Engagement Grants for Interprofessional Education. The inaugural funded projects are:

**Partnering with the Ann Arbor Housing Commission to Improve Community Health and Sustain Community Health Education for Interprofessional Student Health Teams.** With IPL Fellows Sarah Kelling and Karen B. Farris (Pharmacy) and Amber Dallwig (Nursing). Additional team members: Antoinette Coe (Pharmacy), Kelly Martin (Washtenaw County Community Mental Health/Ann Arbor Housing Commission/Baker Commons), and Reginald A Dalton (Ann Arbor Housing Commission).

**Community Partners in a Diabetes Education Program.** With IPL Fellows Leslie Smith and Carman Turkelson (UM-Flint Physical Therapy and Nursing, respectively). Additional team members: Suzanne Trojanowski (UM-Flint Physical Therapy), Michelle Wasserman Sahli (UM-Flint Public Health and Health Sciences), Nancy Vandewiele Milligan (UM-Flint Occupational Therapy), Carol M. Vos (UM-Flint Nursing), and Erica Thrash-Sall (McFarlan Villages).

PRESENTATIONS ABOUND AT FOURTH ANNUAL HEALTH PROFESSIONS EDUCATION DAY

“I think this was our best HPE Day to date—what was so exciting was the level of interaction among participants. I also appreciated the quality and sophistication of the projects being presented. IPE and IPC is evolving at Michigan, and we are transforming our culture for collaboration in health professions education!”

— Carol Anne Murdoch-Kinch, U-M School of Dentistry Clinical Professor and Associate Dean for Academic Affairs

NOTABLE PUBLICATIONS ON IPE:


**Turkelson C, Keiser M, Yorke A, Smith L.** Piloting a multifaceted interprofessional education program to improve physical therapy and nursing students’ teamwork skills. *Journal of Acute Care Physical Therapy.* In Press.

ACTIVE WITH EVERY CONVERGENCE

We celebrate all the ways that U-M IPE faculty champions are winning awards, presenting at top vertical meetings of their field, and otherwise engaging in national and international conversations! A few examples from 2017-18:

• The 2017 Midwest Interprofessional Practice, Education & Research Center (MIPERC) Faculty Award for “outstanding commitment and contribution of a faculty member” went to Laura Smith of UM-Flint School of Health Professions & Studies. She is the lead faculty for the “IPE 101” intro module available to students on all three U-M campuses. (Also see page 6 for MIPERC Demonstration Model Awardees.)

• After convening Big Ten IPE Academic Alliance, we’ve passed the torch of inaugural leadership to the next in line (co-chairs Andrea Pfeifle, Indiana University, and Brian Sick, University of Minnesota). But, we still actively engage in the exchange of ideas, strategies, and opportunities with these IPE academic leaders.

• Center for IPE Director Frank Ascione Frank explored U-M’s diversity of input in a national Interprofessional Education Collaborative (IPEC) webinar in early 2018. At the IPEC 2018 Spring Meeting, U-M IPE Executive Committee member and School of Dentistry Associate Dean Carol Anne Murdoch-Kinch presented on U-M’s approach to IPE.

• Several U-M IPE faculty presented at MIPERC, Collaborating Across Borders (CAB) IV, the International Nursing Association for Clinical Simulation and Learning (INACSL) Annual Conference, the 17th Annual International Meeting on Simulation in Healthcare (IMSH), the National Academies of Practice Annual Meeting, and the International Social Pharmacy Workshop—too many to mention them all!

GOAL FIVE: BECOME A LEADER IN IPE

THE MICHIGAN DIFFERENCE

As we mark three years of expanding collaboration, capacity, and influence, a few areas set the University of Michigan apart in the effort to grow and embed IPE:

Diversity of Input
Linkages Between Education and Practice
Innovation with Research
Taking Practice Beyond Four Walls, Into the Community
None of this happens without collaboration. In closing, we acknowledge important contributions of our partners, on campus, in Michigan, nationally, and internationally. Their names have appeared throughout this report, and they include:

**Internal**
- Academic Innovation
- Center for Research on Learning and Teaching
- Center for Value-Based Insurance Design
- Ginsberg Center
- Innovation in Action
- Institute for Healthcare Policy & Innovation
- Mcubed
- Michigan Institute for Clinical & Health Research
- Michigan Medicine Department of Learning Health Sciences
- Munger Graduate Residences
- Office of Diversity, Equity, and Inclusion
- Patient & Family Centered Care
- School of Social Work Program Evaluation Group
- Trotter Multicultural Center

**External**
- All Together Better Health
- Big Ten IPE Academic Alliance
- Collaborating Across Borders (CAB)
- Interprofessional Education Collaborative (IPEC)
- Midwest Interprofessional Practice, Education & Research Center (MIPERC)
- National Academy of Medicine Global Forum on the Innovations of the Health Sciences
- National Academy of Practice (NAP)
- National Center for Interprofessional Practice and Education
- National Collaborative for Improving the Clinical Learning Environment
INTERPROFESSIONAL EDUCATION
FOR FACULTY AT U-M

Create an IPE course or adapt an existing course to be IPE

Join a committee or workgroup

Practice collaboratively in your care setting

Apply for the IPL Fellows Program

Stay up-to-date with IPE funding opportunities

Take advantage of the IPE Travel Grant

Stay up-to-date with IPE funding opportunities

VISIT INTERPROFESSIONAL.UMICH.EDU/FACULTY/ FOR DETAILS!
AMONG THE MANY WAYS TO GET INVOLVED WITH IPE AT U-M:

Join an IPE Student Organization
- Interprofessional Health Student Organization
- Institute for Healthcare Improvement - Open School
- Health Policy Student Association
- Bridge of Disciplines

Take IPE Electives
- Service Learning for Health Professionals
- Health Systems MOOC

Participate in IPE Experiential Opportunities
- U-M Student-Run Free Clinic
- Innovation In Action

Participate in IPE Events
- IPE in Action: Student Town Hall
- Ethics & Social Justice Grand Rounds
- Motivational Interviewing Workshop

Create Your Own Student-Led IPE Experiences!

VISIT INTERPROFESSIONAL.UMICH.EDU/STUDENTS/ FOR DETAILS!
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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