Transforming the Future of Collaborative Health Practice

2015/16: Year One Report
Welcome to the year one report of the Michigan Center for Interprofessional Education at the University of Michigan. While our university has long engaged in interdisciplinary research and practice, significant resources have recently been committed to make sure that the same collaboration exists in the education of our students.

Our mission is to ensure that every eligible student enrolled in one of the nine health science schools located at the University of Michigan and its satellite campuses, UM-Dearborn and UM-Flint, will gain the necessary knowledge and skills to become effective members and leaders of the collaborative health teams of the future.

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

About Us

In 2015, we launched an ambitious initiative to transform the way University of Michigan faculty teach more than 4,000 health professions students, with an ultimate goal to impact the patient experience, population health and the cost of health care.

The Michigan Center for Interprofessional Education is the coordinating body for this initiative. By carefully aligning and integrating the needs and interests of health professions education with collaborative care, the center is working to transform the way that we prepare our students for the future of health practice. We plan to achieve our goals through curriculum development, clinical innovation and evaluative research.

Our Goals

Our work is focused on fulfilling five integrated goals throughout the next five years:

1. Create a collaborative culture
2. Cultivate a core interprofessional curriculum
3. Develop faculty to teach in innovative learning environments
4. Create a unique body of knowledge
5. Become a national and international leader

This report details our progress in these five areas during the 2015–16 academic year.
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

BEGINNING WITH INSTITUTIONAL SUPPORT

Our efforts to create a collaborative culture are rooted in a strong commitment from University of Michigan leadership. In 2015, the provost and the health science deans committed $6 million over five years to develop an interprofessional health education initiative, with the Michigan Center for Interprofessional Education as the coordinating body. Half of that commitment was awarded through a grant from the Third Century Initiative. Through this initiative, the university president and provost invested in creating innovative student learning experiences and developing creative approaches to the world’s greatest challenges and opportunities. The second half of the commitment was provided in matching funds from the health science deans.

The organizational structure for the center (at right) is designed to foster interprofessional collaboration. The center director reports directly to the health science deans and the provost, which facilitates cooperation at that level. Our work is guided by an Executive Committee with representation from each of the health science schools, as well as two student representatives. Three workgroups address key areas of curriculum, faculty development and scholarship.

This organizational structure has allowed for significant interaction of faculty and administrators across the schools, resulting in a strong collaborative effort to develop transformational interprofessional experiences at Michigan.
Early efforts to bring together students from across the health professions repeatedly hit the same key barrier. Student schedules just weren’t compatible. With the creation of the Michigan Center for Interprofessional Education, we came to a consensus across the seven health sciences schools on the Ann Arbor campus and agreed to designate common times for interprofessional offerings. We call this the “IPE Window.”

The creation of a common time in students’ schedules will be instrumental in creating effective, integrated educational opportunities.”

Mark Fitzgerald, associate professor of dentistry
ENGAGING STUDENTS

In October 2015, students from across the health science schools met with faculty leaders to discuss future directions for interprofessional education at the University of Michigan.

More than 100 students, faculty and staff participated in the first-of-its-kind Interprofessional Student Town Hall organized by the Michigan Center for Interprofessional Education in collaboration with the Interprofessional Health Student Organization (IHSO), the Institute for Healthcare Improvement – Open School, the School of Social Work Curtis Center Program Evaluation Group and the Munger Graduate Residences.

Attendees were welcomed by student group leaders Michelle Kappy and Pauline Do. “Two years ago, a group of students identified the need for an organization that would allow them to incorporate more interprofessional interactions into their health-driven lives,” said Kappy, board member of the IHSO. “We are so pleased to see that the schools have now come together to make interprofessional education an official part of the curricula.”

Provost Martha Pollack praised the students for engaging in conversations that could help shape not only the future of health professions education, but the future of our complex healthcare system.

EXPANDING THE STUDENT-RUN FREE CLINIC

The University of Michigan Student-Run Free Clinic (UMSRFC) is dedicated to providing quality health care free of charge to uninsured community members. The clinic also creates opportunities for U-M students and physicians to confront health disparities through direct action.

Located in Pinckney, Michigan, the clinic provides primary care services to around 500 uninsured and underinsured adults in Livingston County each year. In the five years since its opening, the UMSRFC has been led and operated by medical students. In collaboration with the Michigan Center for Interprofessional Education, the clinic is currently working to expand patient services and community programs by incorporating students from dentistry, nursing, pharmacy and public health.

Forming partnerships with students and faculty from other programs will allow us to provide new and much-needed health services to the uninsured of Livingston County in a financially and organizationally sustainable manner.”

Jacob Cedarbaum, co-director of the UMSRFC, medical student
It is imperative that students are involved with the IPE movement as we are the ones who will be affected by the decisions being made."

Pauline Do, president of the U-M chapter of the Institute for Healthcare Improvement – Open School, public health student
INTRODUCING TEAM-BASED CLINICAL DECISION MAKING

Health professions schools at U-M began taking a unique approach to educating future clinicians in 2015. The schools of dentistry, medicine, nursing, pharmacy and social work launched an innovative course titled Team-Based Clinical Decision Making.

The course is “the first of its kind at the university and may be one of the largest semester-long interprofessional education offerings in the country,” explains its director Gundy Sweet, clinical professor of pharmacy.

Students work in interprofessional teams of 6–8, rotating through modules at all five schools and solving difficult patient cases. This allows them to gain an understanding of how each discipline contributes to the health care team, the importance of effective communication and the role of team collaboration in clinical decision making.

- 90% of students reported learning about:
  - professional roles/what each discipline contributes to the team
  - how to consider multiple viewpoints when making clinical decisions

- 80% reported increased confidence in representing their profession to the team

- 75% reported improved clinical decision making

- 70% reported improved team communication skills

Familiarity with EDUCATION/TRAINING of other disciplines (% reporting familiar/very familiar)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Pre</th>
<th>Post</th>
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<tbody>
<tr>
<td>Dentistry</td>
<td>7%</td>
<td>74%</td>
</tr>
<tr>
<td>Medicine</td>
<td>35%</td>
<td>83%</td>
</tr>
<tr>
<td>Nursing</td>
<td>12%</td>
<td>67%</td>
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<tr>
<td>Pharmacy</td>
<td>9%</td>
<td>73%</td>
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<tr>
<td>Social Work</td>
<td>3%</td>
<td>70%</td>
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*Eye opening. Those are the two words I would use to describe the IPE course.*

Harris Imam, medical student

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2015 WINNER

PROVOST’S TEACHING INNOVATION PRIZE
In our educational system, students in the health sciences are still educated in silos. When they enter into practice, they work in interdisciplinary teams. This course helps us to break down barriers and see the world from a different perspective.”

Gundy Sweet, course director, clinical professor of pharmacy

283 STUDENTS
10 FACULTY
5 SCHOOLS
GOAL TWO

MAPPING OUR IPE CURRICULUM

Seventeen faculty, staff and students from across the health science schools were appointed to a newly-formed Interprofessional Curriculum Workgroup in October 2015. The workgroup was charged with examining the curricula and accreditation standards for each of the professions and developing a curricular map for interprofessional education (IPE) across the health science schools.

One of the key challenges facing the workgroup was the lack of common time in students’ schedules across programs. Their first item of business was to engage the IPE Executive Committee in finding a window of time when students’ schedules could be aligned so they would be available to take courses with colleagues from across the health disciplines (see page 3). The group has also identified five core competencies aligned with the national Interprofessional Education Collaborative (IPEC) competencies:

VALUES AND ETHICS: Maintain a climate of mutual respect and shared values.

ROLES AND RESPONSIBILITIES: Use knowledge of one’s own role and those of other professions to appropriately address the health care needs of patients.

INTERPROFESSIONAL COMMUNICATION: Communicate with patients, families, communities and other health professionals in a responsive and responsible manner.

TEAMS AND TEAMWORK: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles.

INTERCULTURAL INTELLIGENCE: Understand the role of values and culture in driving decisions.

"Integrating the education of all health professionals, especially around core interprofessional competencies, is critical."

Mary Ruffolo, co-chair of the workgroup and professor of social work
CREATING A MENU OF LEARNING OPPORTUNITIES

Understanding and Improving U.S. Healthcare
This course is offered as a “residential” massive online open course (MOOC) with enrollment limited to University of Michigan students. Throughout this innovative digital course, students hear from U-M experts about the complexity of the U.S. health-care system. Interprofessional interactions include online dialogues as well as a series of in-person discussion groups held on campus.

Service-Learning for Health Professionals
This service-based course explores issues of health disparities, poverty and the medically-underserved. It allows for students to use their knowledge of professional roles to address health care needs and perform effectively in team roles to plan and deliver patient/population-centered care.

Hamilton Clinical Experience
The University of Michigan School of Dentistry partners with the School of Nursing to send students to the Hamilton Community Health Network facility in Flint, Michigan to provide dental and medical care to area residents. Providing oral health and medical care together helps students break down the traditional barriers that have separated health professions.

Breaking Bad News
This Standardized Patient Interaction provides a simulation scenario that allows medical and social work students to practice the art of “breaking bad news” to patients. The “patients” are actors who are trained to play out specific roles while students practice their clinical skills.

CURRICULUM OVERVIEW

We are working to build a robust menu of interprofessional offerings that range from workshops to courses, from service-learning to clinical experiences.

Offered in 2015-16:
• Team-Based Clinical Decision Making
• Service-Learning for Health Professionals
• Understanding and Improving U.S. Healthcare
• Breaking Bad News
• Hamilton Clinical Experience

Planned for 2016-17:
• Introduction to Interprofessional Education and Practice
• Motivational Interviewing
• Ethics and Professionalism
• Initial Clinical Experience
• Bio Preparedness
• Hospital Dentistry
• Student-Run Free Clinic Experience
GOAL THREE

DEVELOP FACULTY TO TEACH IN INNOVATIVE LEARNING ENVIRONMENTS

LAUNCHING THE INTERPROFESSIONAL LEADERSHIP FELLOWS PROGRAM

In January 2016, the Michigan Center for Interprofessional Education named 15 faculty and one staff member for the inaugural cohort of the Interprofessional Leadership Fellows program. The program will provide motivated fellows with opportunities to learn from and work with academic and practice leaders at the university and national level. It is designed to build their capacity as interprofessional educator scholars, as well as effective leaders and change agents.

During the 18-month program, participants will attend one of several national Interprofessional Faculty Development Program workshops, which were developed with support from the Josiah Macy Jr. Foundation. Fellows will also participate in a campus-based interprofessional learning community facilitated by the Center for Research on Learning and Teaching.

Throughout the program, multidisciplinary teams of fellows will develop and implement interprofessional education or collaborative practice projects to be implemented in the 2016–17 school year. The center anticipates naming a second cohort of fellows in early 2017.

The scope of our engagement, and our commitment to developing faculty change agents, will help position the university as an emerging leader in interprofessional education.”

Frank Ascione, director of the Michigan Center for Interprofessional Education
GOAL THREE

USING INNOVATIVE TECHNOLOGY TO BRIDGE CAMPUSSES

A new “Intro to IPE Module” project taking place during the summer of 2016 aims to introduce interprofessional education to new health science students across all three U-M campuses. In a partnership with the Office of Digital Education & Innovation and the Center for Research on Learning and Teaching, faculty, staff and students from across the seven schools and UM-Flint are designing sets of activities and online video content that can be combined for use in different instructional contexts to meet the needs of the varied curricula across U-M’s health sciences schools and colleges. “The module will inspire students and faculty of various backgrounds to overcome the hidden barriers and perceived hierarchy within the health professions and work together through education, research and service,” says Project Co-coordinator Laura Smith, assistant professor of physical therapy.

TEAM-BASED CLINICAL DECISION MAKING FACULTY WORKSHOP

While U-M faculty are well-prepared and experienced in teaching their own professions’ students, teaching a diversity of professions at once can create new challenges. Trainers from the Center for Research on Learning and Teaching helped 10 Team-Based Clinical Decision Making faculty sharpen their skills for leading large group discussions and managing conflict in the classroom by facilitating a workshop in November 2015. Its main objectives were to prepare faculty to lead effective and appropriate discussions for a range of interprofessional topics and modules and to cultivate and guide student engagement to address varying levels of knowledge and interest.
“The team of faculty and students working on this project has enthusiastically committed to creating an innovative, authentic digital educational module that can be used in all of the health professions programs on all three campuses.”

- Laura Smith, assistant professor of physical therapy, UM-Flint
100% of survey respondents who attended in 2015 said they would recommend the event to their peers.

200+ FACULTY, STAFF, STUDENTS & ALUMNI participated in Health Professions Education Day 2015.

What you have here is magical. Make sure you share it!”

Dr. Catherine DeAngelis, former editor of the Journal of the American Medical Association
SHARE SCHOLARSHIP AND BEST PRACTICES

September 16, 2015 marked the first ever Health Professions Education Day at the University of Michigan. Formerly known as Medical Education Day, the event was updated to better reflect the university’s focus on interprofessional education. Educators from across the health science schools shared educational innovations and best practices during a poster session, followed by a keynote address from Dr. Catherine DeAngelis, former editor of the Journal of the American Medical Association. A local panel responded to Dr. DeAngelis’ talk and discussed the current movement towards interprofessional education.

The event was sponsored by the Division of Professional Education in the Medical School Department of Learning Health Sciences, the Michigan Center for Interprofessional Education, the Center for Research on Learning and Teaching and the Office of Digital Education & Innovation.
Faculty from the University of Michigan School of Kinesiology and Medical School are collaborating to launch a new project called Using Learning Analytics to Assess Interprofessional Competencies. The project was proposed by Melissa Gross and Thomas Templin from the School of Kinesiology in collaboration with Caren Stalburg from the Medical School. The faculty team was awarded $60,000 for their project by MCubed, a research funding program that is housed in the University of Michigan Office of Research and is part of the Third Century Initiative.

The goals of this project are to create a conceptual framework that maps interprofessional competencies, to embed the map in a digital infrastructure, to collect learning analytics data from formal and informal interprofessional learning experiences from both instructors and students, and to test hypotheses about the effectiveness of different learning experiences for achievement of interprofessional competencies by students.

The MCubed project is exciting because it will allow students to capture and visualize their IPE experiences and growing competencies as they participate in the wide range of new IPE opportunities.”

Melissa Gross, associate professor of movement science and art and design
IPE PRESENTATIONS BY U-M FACULTY


Complete list available at: interprofessional.umich.edu
GAINING NATIONAL ATTENTION

In February 2016, an article by University of Michigan School of Nursing Dean Kathleen Potempa titled “Why Collaborative Care Must Begin with Collaborative Education” was featured in the Wall Street Journal:

“Students who learn in communities of practice are a step ahead for work in collaborative, accountable care,” writes Potempa. “Schools must deal with logistical challenges to interweave curricula, but obstacles can be overcome with, for example, web-based clinical team simulations—and the will to do so. Facilitating the sharing of processes and views among health science students creates trust, and the understanding that each profession’s contribution is equally important...”

**Health care has become more complex and more expensive. To be efficient and effective, every care provider must be able to work to their fullest skills and abilities.”**

Kathleen Potempa, dean and professor of nursing

BUILDING A REGIONAL NETWORK

Center Director Frank Ascione formerly served as the dean of the U-M College of Pharmacy. During his time as dean, he experienced valuable collaborations through the Committee on Institutional Cooperation (CIC). The CIC represents the academic institution within the Big Ten and acts as an exchange for best practices, student access to educational offerings, collaborative research, faculty development and the creation of common support structures.

Under Dr. Ascione’s leadership, the Michigan Center for Interprofessional Education led the creation of a regional IPE network by forming a subgroup of the CIC. This new IPE workgroup includes 12 CIC schools. It is expected that this group will eventually have a major impact on developing innovative approaches to IPE and collaborative care, primarily because of the size and resources at each institution. Specifically, the group expects to address the following questions:

1. What are the best practices for successfully implementing IPE and collaborative care in complex academic institutions?

2. What are best approaches to developing faculty in research-intensive universities to become leaders and change agents in IPE?

3. How can CIC institutions pool their resources to effectively address complex policies related to IPE and collaborative care?
GOAL FIVE

CREATING THE STATE’S FIRST INTERPROFESSIONAL SPECIAL NEEDS DENTAL CLINIC

The University of Michigan School of Dentistry is creating a unique clinic where patients with special needs will receive dental and health care services in the same facility from providers representing multiple disciplines, thanks to a $2-million gift from the Delta Dental Foundation.

The Delta Dental of Michigan Integrated Special Care Clinic will allow patients with special needs to access dental and other treatment services from multiple healthcare disciplines in the same location. This special clinic will improve healthcare access and convenience for patients with developmental disabilities, cognitive impairments, complex medical problems, significant medical limitations, veterans with PTSD and the vulnerable elderly.

The clinic’s unique delivery model is designed so dental students and faculty, as well as colleagues from other U-M health science schools and colleges, will provide care together. This interdisciplinary clinic led by dentistry—believed to be the only one of its kind in Michigan—will allow clinicians to more effectively serve this special patient population with the goals of enhancing access to, and improving the quality of care.

“Interprofessional team-based care has been shown to improve patient care outcomes, especially for patients with complex needs. Increasingly, oral health care will become integrated into the overall care of patients, provided by teams of health professionals including the dental team, nurses, physicians, pharmacists and social workers, with the common goals of providing patient-centered, holistic health care.”

Carol Anne Murdoch-Kinch, associate dean and clinical professor of dentistry

LEADING COLLABORATIVE PRACTICE FOR UNDERSERVED POPULATIONS

Nurses are taking the lead in a new program designed to improve chronic care coordination for underrepresented and underserved populations. The University of Michigan School of Nursing (UMSN) is expanding its partnership with Community Health and Social Services (CHASS) Center in Southwest Detroit by implementing a new program for registered nurse chronic care coordinators to lead interdisciplinary teams, of MDs, pharmacists, support staff and social workers.

With a $1.5-million dollar grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), UMSN and CHASS will implement the new program using a Patient Centered Care Medical Home model. The multi-faceted project will target improving communication and documentation among the interdisciplinary healthcare team by maximizing electronic health records to alert the team about relevant and timely standards of care.

$1.5-million HRSA GRANT
LOOKING TO THE FUTURE

As we complete our first year, we can proudly point to a number of successes in our efforts to create a comprehensive interprofessional education environment at the University of Michigan. These successes were due to the enthusiastic involvement of faculty, staff and students from the health science schools across our three campuses as well as the tremendous support of the deans and the provost.

Despite the challenges that continue to face us in transforming our educational approach, our momentum is strong. Based on our first-year achievements, the future of our effort looks very promising.

Follow our progress and learn more about getting involved at:

interprofessional.umich.edu

This is the future of health care. If we really want to make a better system, then this is where we need to start.”

Jacqueline Dufek, nursing and public health alumna
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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