“It always comes down to the patient. Us knowing each other better, working together better—it is going to benefit the patient.”

— 2019 Public Health Student
Transforming the Future of Collaborative Health Practice

In 2018-2019, the Center for Interprofessional Education continued to elevate the University of Michigan as a leader in the field of interprofessional education and collaborative/integrated practice (all of which are encapsulated in the acronym “IPE”). Based on the foundation established in our first three years, we work to educate health science learners for collaborative and innovative team-based care practice models. In the following pages, we report on recent progress.

Our overall strategy is consistent with the national movement toward IPE. In February 2019, the National Center for Interprofessional Practice and Education and the Health Professions Accreditors Collaborative released an important document entitled, “Guidance on Developing Quality IPE for Health Professionals.” It serves as a roadmap for the future for initiatives like ours by recognizing the dual goals of professional and interprofessional education that all health science schools must undertake (see “longitudinal integration of professional and interprofessional competencies” model below). Our role will continue to operate in the interprofessional space in order to facilitate the IPE efforts of the U-M health science schools. We will accomplish this by creating and expanding the forum for interprofessional exchange, increasing shared experiences with various health practice settings, and leveraging the expertise of other U-M non-health-science professional schools and institutes/centers on campus.

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

Longitudinal integration of professional and interprofessional competencies

 Exploration Progress on Goals
Read about the progress we have made in the 2018–19 academic year toward our five integrated goals:

**GOAL 1** Create a collaborative culture ........ p. 2

**GOAL 2** Cultivate a core interprofessional curriculum................................ p. 4

**GOAL 3** Develop faculty to teach in innovative learning environments ............ p. 6

**GOAL 4** Create a unique body of knowledge ... p. 8

**GOAL 5** Become a national/international leader in IPE ............................. p. 10

IPE for Faculty at U-M ..................... p. 12

IPE for Students at U-M.................... p. 13

STUDENTS INVOLVED IN IPE

300+

STUDENT ORGANIZATIONS
UPDATE ON SUCCESSES, 2018-2019

IPE OFFERINGS INCREASE

100% IPE EXPOSURE FOR TARGETED LEARNERS IN DENTISTRY, KINESIOLOGY, MEDICINE, NURSING (ANN ARBOR AND FLINT), PHARMACY, PHYSICAL THERAPY (FLINT), PUBLIC HEALTH, RESPIRATORY THERAPY (FLINT), AND SOCIAL WORK INTEGRATED HEALTH SCHOLARS

124 Publications SINCE 2015

2874 LEARNERS ENGAGED IN IPE ACTIVITIES

859 LEARNERS ENGAGED IN IPE ACTIVITIES

YEAR 4

YEAR 3

YEAR 2

YEAR 1

215 FACULTY ENGAGED IN CENTER EFFORTS

124 PUBLICATIONS SINCE 2015

27 FACULTY ENGAGED IN CENTER EFFORTS

13 FACULTY ENGAGED IN CENTER EFFORTS

5 FACULTY ENGAGED IN CENTER EFFORTS

Awarded to U-M Faculty $655K FOR IPE/IPC RESEARCH SINCE 2015

YEARS 1-4 ENGAGED LEARNERS

YEAR 4

YEAR 3

YEAR 2

YEAR 1

Faculty Champions!
This year, efforts to create an interprofessional culture at U-M accelerated in important ways. We saw development of more IPE offerings, as well as growing numbers of students, faculty, and schools participating in IPE activities. Our 10 collaborating schools and colleges across three U-M campuses joined together for unprecedented large-scale events. They also “brought IPE home,” as each health science school wrote its own IPE strategic plan and several published articles about their IPE progress and vision for school magazines and websites. Also in 2018-19:

A “volunteer army” of 215 faculty worked as “champions” of the IPE movement and representatives of their disciplines.

The patient perspective was expanded through a partnership with Michigan Medicine’s Office of Patient Experience, now with official representation on the Center for IPE Executive Committee.

Student voice was incorporated throughout the IPE decision-making spaces with the creation of the IPE Student Advisory Committee (SAC). This committee brings together leaders from IPE student organizations to work collaboratively and cross-promote activities, as well as to regularly contribute student reflections on IPE via representation on the IPE Executive Committee and Curriculum Committee.

“We are truly stronger together,” said U-M Deputy Chief Diversity Officer Katrina Wade-Golden to more than 100 faculty-led groups of health professional students at the first-ever IPE in Action event at Crisler Center in October 2018. “We get to see the advantages of working together, overcoming differences, and focusing on common values, goals, and outcomes,” she added, noting that what unites the Diversity, Equity & Inclusion (DEI) and IPE initiatives at U-M is valuing “diversity of thought and background.”

GOAL ONE: CREATE A COLLABORATIVE CULTURE

“ ‘We get to see the advantages of working together, overcoming differences, and focusing on common values, goals, and outcomes.’

— Katrina Wade-Golden
The Center for IPE’s first-ever inaugural Awards for Innovation and Excellence in IPE were presented to founding SAC co-chairs Stuart Hammond (Public Health and Policy) and Sally Salari (Medicine). Faculty awards went to Gundy Sweet (Pharmacy) and Carol Anne Murdoch-Kinch (Dentistry). These awards were created to recognize and promote demonstrated excellence in teaching, scholarship, and/or leadership with regard to implementing and/or developing innovative, effective, and sustainable interprofessional education and practice across the U-M health science schools.

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)
School of Nursing (UM-Flint)
What happens when a group of faculty members from varied academic programs meet regularly and work tirelessly to fortify foundational programs for health education and practice? U-M found out with the latest iteration of the IPE 101 Task Force. The payoff was impressive:

In its third year, the revised online Introduction to IPE module expanded to include greater student participation, spanning the 10 health science schools, plus LSA. Additional video and content were added to ground students in the current health care landscape via perspectives of real patients, families, and health professionals.

As a follow up to the module, the first-ever IPE in Action took over Crisler Center in October 2018. “IPE is important to U-M because we’re an institution focused on impact, and we know the delivery of health care is focused on teamwork,” said James Holloway, vice provost for engaged education. Tables of students worked together on a patient scenario presented by the U-M Complex Care Management Program. Multiple physical and psychosocial barriers to care encountered by 63-year-old “Mary” gave students from each discipline chances to examine the different perspectives offered by each discipline and how each contributes to the best possible outcome.

The IPE foundational experience (consisting of both the module and IPE in Action) improved student knowledge of and attitudes toward collaborative practice. With this foundation, subsequent IPE curricular activities can focus on skills and behaviors, with the goal of transforming the future of collaborative care and ultimately improving patient outcomes and population health.

Faculty creativity led to large-scale innovation for Winter 2019 in U-M’s “original” IPE course: Team-Based Clinical Decision Making (TBCDM). The enrollment in this popular course has nearly doubled over five years as it is now required for all third-year dental and pharmacy students, advanced-practice nursing students, first-year medical students, and first-year social work integrated health scholars students. Nearly all 530 students and 10 faculty from across the course’s five team-taught sections convened in mid-January at the North Campus Research Center for the first-ever “Team Up” event. It included ice breakers, patient testimonials, exploration of roles, and a crowning “marshmallow challenge” designed for team-building.

“We very intentionally chose a team activity where no individual on the team is likely to be a content expert,” said Gundy Sweet, professor of pharmacy and lead faculty for TBCDM. “Students worked together to complete the task on a level playing field without the hierarchies that sometimes exist in health care.” While such a challenge is not new to the TBCDM course, having all the students together in one location allowed them to feel the energy across health disciplines — and know that IPE is providing them with the knowledge and skills needed to develop interprofessional practice models of the future.

The focus of IPE at U-M is on creating a menu of interprofessional opportunities to optimize student learning, in a way that is customizable for each of the health science schools. There is also recognition that health sciences education has been changing from a classroom, process-based system to a competency-based, non-classroom (e.g., simulations, actual practice setting) experience, an evolution that the IPE curriculum is mirroring.

We were excited to welcome new campus partners to the movement, with new IPE-approved offerings in 2018-2019 coming from the Law School Problem-Solving Initiative and the School of Education. We also are formally connecting with the College of Engineering and Ross School of Business moving forward.

---

U-M’S IPE CURRICULUM EXPANDED IN THE NUMBER OF OPTIONS AND LEARNERS REACHED IN 2018-19, WITH IMPROVEMENT IN EDUCATIONAL VALUE ALWAYS IN FOCUS

GOAL TWO: CULTIVATE A CORE INTERPROFESSIONAL CURRICULUM

<table>
<thead>
<tr>
<th>10 COURSES</th>
<th>7 ONE-TIME EVENTS</th>
<th>4 CLINICAL EXPERIENCES</th>
<th>3 MODULES</th>
<th>9 SIMULATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE OFFERINGS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
INTRO TO IPE

1600+ Students
11 U-M Schools
PARTICIPATED IN THE MODULE

IPE IN ACTION

1100+ Students
119 Faculty
ONE OF THE LARGEST EDUCATIONAL EVENTS EVER AT U-M

interprofessional.umich.edu
GOAL THREE: DEVELOP FACULTY TO TEACH IN INNOVATIVE LEARNING ENVIRONMENTS

THE IPE MOVEMENT WOULD NOT SUCCEED WITHOUT FACULTY ENDORSEMENT AND ENTHUSIASM

The Michigan Center for Interprofessional Education works to grow a critical mass of faculty, champions and volunteers who act as both advocates and change agents to lead the effort. As interprofessional education and practice continue to expand, more and more of our faculty get involved.

Learning communities have been a key approach to developing interprofessional faculty capacity. The Interprofessional Leadership (IPL) Fellows program welcomed its fourth cohort for 2019-2020 (pictured at far right), expanding the total of these skilled champions to 65 (in all cohorts combined) across U-M’s campuses and health disciplines. IPL fellows work in teams to advance curricular and research goals, gaining the skills and resources to address issues common to IPE. The current fellows are beginning work on interprofessional team projects related to addiction, patient safety, chronic illness, and provider wellness.

The third cohort of 20 IPL fellows (the largest ever) graduated in May 2019. The projects they worked on during their 18-month fellowship and presented at the 2019 Health Professions Education Day included:

- Interprofessional Education: Developing the Communication Competency Module
- Integrating Interprofessional Education into a First-Year Undergraduate Pre-Health Learning Community
- Developing an Online Education Module to Enhance Interprofessional Teamwork Focused on the Interplay of Movement and Chronic Disease
- Integrating Interprofessional Collaborative Practice into Occupational and Environmental Health and Safety Education
- Reducing Central Line-Associated Bloodstream Infection in Pediatric Oncology Patients: A Pilot Interprofessional Experience

Many IPL fellows continue their involvement after graduation by teaching, coaching on interprofessional practice in the community, and participating in interprofessional events (including HPE Day, workshops, and IPE in Action). In addition, fellows are engaged in committees and workgroups that advance interprofessional education and practice at U-M.

It was particularly gratifying to see the large turnout of faculty and clinicians who prioritized three days of their time in May 2019 to attend ehpic™, a workshop on “Educating Health Professionals in Interprofessional Care.” It was facilitated by four highly regarded faculty from the University of Toronto’s Centre for IPE who have published extensively in the IPE literature and consulted internationally. The program works as a catalyst by equipping leaders with the knowledge, skills, and attitudes to teach learners and fellow colleagues the art and science of working collaboratively for patient-centered care.

2018–2019 Teaching Effort (n=159)

270 FACULTY ENGAGED IN IPE ACROSS EDUCATION, RESEARCH, AND/OR SERVICE
FOURTH COHORT OF IPL FELLOWS, 2019-20

Diane Hoelscher
School of Dentistry

Emily Foxen-Craft
Medical School

Erika Manu
Medical School

Chuanwu Xi
School of Public Health

Joshua Brewster
School of Social Work

Daicia Price
School of Social Work

Anao Zhang
School of Social Work

Nicholas Prush
UM-Flint, Health Sciences

Michelle Sahli
UM-Flint, Health Sciences

Suzanne Trojanowski
UM-Flint, Health Sciences

Denise Campbell
UM-Flint, Nursing

Carmen Stokes
UM-Flint, Nursing

270 FACULTY ENGAGED IN IPE ACROSS EDUCATION, RESEARCH, AND/OR SERVICE

IPL Fellow Cohorts 1–4 (n=65)

IPE Funding Recipient (n=91)

Administrative Effort (n=63)

Scholarship Effort (n=84)
CONTINUING TO DEVELOP FACULTY RESEARCHERS FOCUSED ON THE LINKAGE BETWEEN INTERPROFESSIONAL EDUCATION, COLLABORATIVE PRACTICE, AND HEALTH OUTCOMES

Since the 2015 inception of the U-M Center for IPE, 84 faculty members have produced scholarship in this area and 91 faculty members have received internal funding specifically related to IPE/IPC. The annual Health Professions Education (HPE) Day celebrated its fifth year in 2019, serving as the premier opportunity for faculty and students to present their research and success across interprofessional arenas.

The IP-X Research Stimulus is a unique funding program developed by the Health Sciences Council (HSC) of U-M deans to create evidence for collaborative practice models. For the second-annual round of funding, the successful Mcubed Diamond program was used as the platform for IP-X. In early 2019, five teams of grantees were chosen by the HSC and the Center for IPE to continue U-M’s momentum for scholarship in interprofessional education and care.

Four $15,000 IP-X grants focused on the impact of interprofessional education on student knowledge, attitudes, skills, and behaviors were funded by the Center for IPE:

**Effects of Community-Engaged Education on Interprofessional and Cross Cultural Attitudes Among Health Professions Students from the U.S. and Uganda:** Brent Williams, Medicine; Megan Eagle and Leslie Nestro, Nursing; Mary Ruffolo and Katie Lopez, Social Work.

**Inclusivity and Diversity Principles in Healthcare – Disability and Health:** Steven Erickson, Pharmacy; Laura Smith, Physical Therapy; Nancy Vandewiele and Susanne Terry, Occupational Therapy; Michael McKee and Susan Ernst, Medicine; Elizabeth Kuzma, Nursing; Dominica Sweier, Dentistry; Rei Suzuki, Public Health; Michelle Meade, Physical Medicine Rehab; Patricia Anderson, Health Sciences Library; Chris Chapman, HITS Education and Training; Alex Gossage, Ann Arbor Center for Independent Living.

**Advancing IPE Efforts Using Data Visualization:** Gundy Sweet, Pharmacy; Melissa Gross, Kinesiology; Dan Fischer, Social Work.

One $60,000 IP-X grant focused on the effectiveness and efficiency of interprofessional health care on diseases, populations, costs, and/or current practices was funded by the HSC:

**Post Intensive Care Unit (ICU) Longitudinal Survivor Experience (PULSE) Clinic: Evaluation of an Interprofessional Approach to Providing Care to Intensive Care Unit Survivors and Caregivers:** Rima Mohammad, Pharmacy; Deena Costa, Nursing; Jakob McSparron, Jack Iwashyna and Hallie Prescott, Medicine; Mari Pitcher, Social Work; Antoinette Coe and Amy Thompson, Pharmacy.

Additionally, smaller grants allow the Center for IPE to partner with units such as Center for Research on Learning and Teaching and the Ginsberg Center. In a second annual round of funding, for example, two teams of grantees were chosen in 2019 by the Ginsberg Center and the Center for IPE to continue U-M’s momentum for interprofessional community engagement:

**Expansion of an Academic-Community Partnership with the Ann Arbor Housing Commission and the University of Michigan:** Sarah Vordenberg, Antoinette Coe and Karen Farris, Pharmacy; Erin Khang, Social Work; Amber Dallwig, Nursing; and community partners at Ann Arbor Housing Commission.

**Developing Community IPE Care Models via Pharmacy, Dental, and Dietetic Students at Cranbrook Tower:** Olivia Anderson, Public Health; Stephanie Munz and Diane Chang, Dentistry; Paul Walker and Caitlin Ferguson, Pharmacy; and community partners.
"HPE Day was tremendous," said Donna Fry, PhD, dean of UM-Flint College of Health Sciences. She praised the “excellent speaker and excellent faculty presentations, as well as opportunities for networking.”

RECENT ARTICLES:
IPE/IPC research continues to grow, and faculty are presenting and publishing on IPE and collaborative/integrated care—some independent of the Center for IPE’s direct efforts. A sampling of recent articles includes:


GOAL FIVE: BECOME A NATIONAL/INTERNATIONAL LEADER IN IPE

IPE IS KEY TO ATTRACTING OUTSTANDING FUTURE HEALTH PROFESSIONALS TO CAMPUS

U-M is emerging as a national and international leader in interprofessional education and practice, just as the University of Michigan health science deans and provost envisioned four years ago at the inception of the Center for IPE. Distinction in interprofessional education and practice adds to the Michigan brand of a large, diverse institution that promotes innovation, leadership, and excellence in order to serve its constituents and the public.

Examples of 2018-19 leadership and progress include:

• After helping create and grow the Big Ten IPE Academic Alliance, the U-M Center for IPE leadership facilitated and published scholarship on the challenges and best practices in successfully establishing an inter-institutional alliance.

• U-M faculty members and students took the lion’s share of awards at the 2018 annual conference of the Midwest Interprofessional Practice, Education, and Research Center (MIPERC). The MIPERC Demonstration Model Award went to Mark Fitzgerald of the U-M School of Dentistry, Joseph House of the U-M Medical School, and the rest of the Michigan Medicine team who staff the Interprofessional Clinical Experience (ICE). A MIPERC Student Award went to public health/public policy student Stuart Hammond who brought “student hotspotting” to the University of Michigan, to help the most complex patients navigate care.

• Numerous faculty presented at MIPERC and at larger interprofessional conferences at national and international levels (including All Together Better Health in New Zealand.)

• Center for IPE leadership presented webinars for the premier national organizations for interprofessional education and practice.

• Expansion of the active Center for IPE website and enhanced use of social media has been effective at promoting U-M’s innovation and successes regionally, nationally, and internationally. This directly led to several visits from deans/directors from schools still charting their IPE efforts this year.

Looking ahead, IPE will expand into more practice-based settings. The IPE curriculum committee is moving forward with experiential learning focused on equipping students to be effective members of a collaborative team, and expanding out of the classroom and into the world.
THE MANY PARTS OF LEADERSHIP IN IPE

We acknowledge important contributions of our partners on campus, in Michigan, nationally, and internationally. Their names appeared throughout this report:

**Internal**
- Academic Innovation
- Adolescent Health Initiative
- Center for Research on Learning and Teaching
- Complex Care Management Program
- Department of Learning Health Sciences
- Gifts of Art
- Ginsberg Center
- Innovation in Action
- Institute for Healthcare Policy & Innovation
- Mcubed
- Michigan Institute for Clinical & Health Research
- Office of Continuing Medical Education & Lifelong Learning
- Office of Diversity, Equity & Inclusion
- Office of Patient Experience
- Regional Alliance for Healthy Schools
- Wolverines for Life

**External**
- All Together Better Health
- Big Ten IPE Academic Alliance
- Collaborating Across Borders
- Families Against Narcotics
- Interprofessional Education Collaborative
- Health Professions Accreditors Collaborative
- Midwest Interprofessional Practice, Education & Research Center
- National Academy of Medicine Global Forum on the Innovations of the Health Sciences
- National Academy of Practice
- National Center for Interprofessional Practice and Education
- National Collaborative for Improving the Clinical Learning Environment
- Rainbow Rehabilitation Center
- University of Toronto Centre for Interprofessional Education
INTERPROFESSIONAL EDUCATION FOR FACULTY AT U-M

Engage in IPE faculty development

Stay up-to-date on IPE funding opportunities

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

Take advantage of the IPE Travel Grant

Join a committee or workgroup

Work collaboratively in practice settings

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

Join an IPE Student Organization or Committee
- Interprofessional Health Student Organization
- Institute for Healthcare Improvement - Open School
- Health Policy Student Association
- Blueprints for Pangaea
- IPE Student Advisory Committee

Take IPE Electives
- Service Learning for Health Professionals
- Trauma-Informed Practice
- Problem-Solving Initiative Courses
- Understanding & Improving the U.S. Health Care System

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

Participate in IPE Events
- 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.