TRANSFORMING THE FUTURE OF Collaborative Health Practice

2019/20: YEAR FIVE REPORT

INTERPROFESSIONAL EDUCATION
UNIVERSITY OF MICHIGAN
**EXPLORING PROGRESS ON GOALS**

Read about the progress we have made in the 2019–20 academic year toward our original 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

**THE COVID-19 PANDEMIC REQUIRED AN INTERPROFESSIONAL RESPONSE**

Our key collaborative partners were very active in responding to this global crisis.

- Amid supply chain disruption, Michigan Medicine’s centralized donation drive for personal protective equipment (PPE) and cleaning supplies was launched on March 21. Within three weeks, 300,000 items had come in from homes, offices, clinics, laboratories, and community sources.
- After their clinical rotations were canceled, College of Pharmacy students stepped up to compound 500+ bottles of hand sanitizer.
- Angela Beck, Center for IPE Executive Committee member, Interprofessional Leadership Fellow, and School of Public Health Assistant Dean, co-authored a perspective in the New England Journal of Medicine titled “Ensuring and Sustaining a Pandemic Workforce.” This is one of many examples of researchers across schools contributing to the limited understanding of the response to COVID-19 by offering epidemiologic models, public health explanations, or historical context from the 1918 flu pandemic, and more.

“"We have physicians, residents and fellows, nurses, advanced practice providers (physician assistants and nurse practitioners), respiratory, physical, speech, and occupational therapists, medical and nursing assistants, pharmacists, social workers and many other health care professionals providing compassionate care to our patients and families. They are on the front line, working countless hours to do their part to stem this pandemic. Our students have had their learning environment affected, but are volunteering within Michigan Medicine and in their communities.”

Carol R. Bradford
Michigan Medicine Chief Academic Officer and U-M Medical School Executive Vice Dean for Academic Affairs

“"I think the response to coronavirus is teaching us that we are connected in ways that we have not conceived of in a while.”

Patricia Wren
Chair of UM-Flint's Department of Health and Human Services

**MICHIGAN CENTER FOR INTERPROFESSIONAL EDUCATION**

For 2019–20, the Michigan Center for Interprofessional Education (IPE) continued on the path of achieving the ambitious goals outlined in its initial proposal—and more. During this academic year, more than 300 faculty from the 10 health science schools located on the three U-M campuses were involved in Center for IPE activities. More than 3,000 health science students participated across 35 IPE opportunities—and we welcomed the U-M schools of Law, Education, Business, and Engineering into the IPE movement. Over the past five years, IPE faculty scholarly productivity has been impressive, ranging from 25–30 publications annually, and we have won multiple internal, regional, and international awards for excellence. These accomplishments could not have been achieved without commitment and allocation of resources by the U-M health science deans and Office of the Provost.

The pandemic of the COVID-19 novel coronavirus turned the world upside down in winter 2020. There was disruption and derailment of most activities. But there was also determination and resourcefulness demonstrated by students, faculty, clinicians, and staff. As we illustrate throughout this report, five years of building a skilled network for interprofessional practice and education (IPE) created a foundation for collaboration in the crisis. We saw collaboration play out in the crowded halls of hospitals and online in the rapid shift to a new learning paradigm. Through the chaos, we remained the steady and trusted partners to coordinate interprofessional efforts and communication.

It remains to be seen how much of health education and practice will be forever changed. But as the IPE community builds upon five years of experience at the University of Michigan—and 10 years since the WHO gave us an international framework— I remain optimistic about productivity and even greater acceptance for the IPE movement in the years ahead.

Frank J. Ascione, PharmD, MPH, PhD
Director, Michigan Center for Interprofessional Education
FIVE YEARS OF INTERPROFESSIONAL EDUCATION

There is 100% exposure for targeted learners in Dentistry, Dental Hygiene, Movement Science, Medicine, Nursing BSN/MSN (Ann Arbor and Flint), Pharmacy, Physical Therapy, Respiratory Therapy, Occupational Therapy, Public Health (Flint) and Social Work integrated health scholars.

SUBSTANTIAL INCREASE IN STUDENTS ENGAGED IN IPE CURRICULUM

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Students Participating</td>
<td>859</td>
<td>1,500</td>
<td>1,700</td>
<td>2,874</td>
<td>3,008</td>
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GROWTH IN IPE CURRICULAR OPPORTUNITIES

<table>
<thead>
<tr>
<th>Year</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses Taught</td>
<td>5</td>
<td>13</td>
<td>27</td>
<td>33</td>
<td>35</td>
</tr>
</tbody>
</table>

2019-20 IPE OFFERINGS

EVENTS
1. Social Justice Grand Rounds
2. IPE for Transgender Patients
3. Asthma Interaction*
4. IPE in Action
5. Structured Problem Solving Workshop*
6. Caring for Geriatric Patients in the Community*
7. Peptic Ulcer Disease Case Discussion*
8. Student-Run Free Clinic Symposium*
9. Intro to FTE OT/PT
10. IPE for Orthotics & Prosthetics

SIMULATIONS
1. Breaking Bad News
2. Autism Simulation
3. RN/RT Escalation of Care Sim
4. IPE Simulation: Cardiac Scenario
5. Community Health & Discharge Planning IPE Simulation
6. Neuro Simulation
7. Early Mobility of a Ventilated Patient Simulation

CLINICAL EXPERIENCES
1. Interprofessional Clinical Experience
2. Hospital Dentistry
3. Student-Run Free Clinic

MODULES
1. US Healthcare System MOOC
2. Intro to IPE
3. Teams & Teamwork

2015-16: Year Five Report
interprofessional.umich.edu
GOAL ONE: CREATE A COLLABORATIVE CULTURE

The Center for Interprofessional Education’s fifth year got off to a great start. We experienced unprecedented success with our many presentations at the major interprofessional conferences, lively involvement by faculty and students on campus, and exciting expansion of curricular partnerships.

Nothing was more inspiring than the energy and advocacy of U-M’s interprofessional students—especially in the growing IPE-sponsoring organizations. Nearly every Center for IPE committee meeting in 2019-20 included thoughtful students at the table, providing important perspective. Students serving on IPE committees do so under the auspices of the IPE Student Advisory Committee (SAC). In its second year, SAC gained momentum as not just a networking vehicle for students in the health disciplines, but also as a cohesive group working to further their vision of a collaborative future.

Year-end reflections of IPE student organizations active in SAC:

• Health Policy Student Association (HPSA) had more than 100 members this past year, predominantly from Public Health, Public Policy, and Nursing. “Funding from the Center for IPE made the Health Reform Panel possible… a timely event given that 2020 is a presidential election year, and it provided an opportunity to have interdisciplinary discussion regarding this year’s candidates and the future of American health care.”

• Interprofessional Health Student Organization (IHSO) hosted events on current topics, such as interface of mental health and interdisciplinarity teams and another on the importance of nutrition. “We also had an event to discuss how to own up to mistakes and apologize to patients. These were great discussions for future health care professionals moving forward.”

• Institute for Healthcare Improvement-Open School (IHI-OS) had 50 students from most of the health science schools complete quality-improvement projects for Michigan Medicine and present them at a virtual fair in spring. A Logo Emergency Department Simulation earlier in the semester showed “how hectic and inefficient systems could be.”

• Student-Run Free Clinic is bridging the Medical School and schools of Social Work, Nursing, and Pharmacy to develop an innovative Complex Care Management program to take the clinic’s care to a new level. “The ability and seamlessness by which students from various educational backgrounds and pursuits came together to be a part of a health care team working to offer health care to patients at the Student-Run Free Clinic was a weekly highlight that illustrated the cohesiveness of the U-M community.”

In fall, Michigan Medicine Senior Vice-President and CIO Tony Denton explained to students at October’s IPE in Action why teamwork in health care is essential to the well-being of people in communities as well as for patients in hospitals: “I believe interprofessional collaboration means respecting each other’s talents and competencies, to synthesize and strengthen the knowledge, power, and service capability of the team,” he said.

GOAL ONE: STEADY ACTIVITY EARLY IN THE SCHOOL YEAR ADAPTED TO A SUDDEN PIVOT

An unprecedented challenge arrived quickly. When the novel coronavirus struck in winter, the existing interprofessional perspective and community helped in the pivot to online courses, meetings, and even patient data. The IPE faculty champions worked on solutions to close out the semester virtually—and safely. Health professionals and front-line clinicians were buoyed by epidemiologists, researchers, administrators, engineers, students, and supporters. The IPE structure and spaces were used to share their experiences coping with the sudden shift to online learning and gaps created by the loss of clinical placements—and attempts to step in with simulation modules and other solutions. People also knew where to turn to online learning and gaps created by the loss of clinical placements—and attempts to step in with simulation modules and other solutions. People also knew where to turn.

2020 IPE AWARDS

The second-annual Awards for IPE Innovation and Excellence were presented as planned on April 14—but via a virtual awards ceremony on Twitter and later shared through the Center for IPE’s website instead of at Health Professions Education Day.

Please join in congratulating the 2020 awardees:

STUDENTS

• Christina Tang of the College of Pharmacy, a leader of the IPE Student Advisory Committee active in other IPE student efforts.

• Blueprints for Pangaea, an interprofessional student organization that reallocates excess, unused medical supplies from areas of excess to areas of need.

FACULTY

• Mark Fitzgerald of the Department of Physical Therapy, an early and continuing leader in IPE curricular areas.

• IPE 105 Taskforce, which implements large introductory IPE experiences across campuses. This group consists of faculty from eight of the health science schools and is chaired by Laura Smith of UM-Flint’s Department of Physical Therapy.

2019/20: Year Five Report

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GOAL TWO: CULTIVATE A CORE INTERPROFESSIONAL CURRICULUM

MUCH ACCOMPLISHED, MUCH ONGOING

The Center for IPE has been very successful in managing the development of an expansive and diverse set of IPE opportunities for the health science students. The number of opportunities increased from five in 2015 to 35 in 2019. The approach has centered on the creation of a broad-based IPE Curriculum Committee to produce a flexible educational plan that accommodates the common needs of all health science students but includes the special needs for each of the health science schools. The result is a robust menu of opportunities, pieces of which have been integrated into all U-M health science schools. This curricular approach has proven useful for schools undergoing accreditation review.

The IPE foundational experience is the cornerstone of the curriculum, reaching across barriers of time, space, and distance to introduce health science students to IPE. It begins with the Introduction to IPE module that includes videos, reflections, and interprofessional discussion boards for students from all three U-M campuses to interact.

Together, the multipart foundational program sets the groundwork for more intense interprofessional experiences, which allow students to dive deeply into the IPE competencies. At IPE in Action in fall, a hundred faculty-facilitated groups collaborated on an actual case of a young person with multiple challenges, which was presented by Michigan Medicine’s Regional Alliance for Healthy Schools (RAHS). Students discussed interrelated approaches for treatments. Then RAHS providers explained how their “wraparound care” helped the client manage his chronic conditions, medications (and interactions), diet, oral health, exercise, self-confidence, and life goals.

Team-Based Clinical Decision Making, another core component of our IPE curriculum, marked its sixth year with impressive growth and milestones. It has doubled in size since 2015 and immerses students across the five clinically focused schools where it is now required in navigating the team process. This one-time U-M Teaching Innovation Prize-winning course has continued to evolve and expand, furthering its goal to prepare future professionals for work in collaborative teams.

Popular new and returning IPE offerings (including simulations, seminars, experiential opportunities, and more) engaged faculty and students from across U-M’s three campuses. The Problem-Solving Initiative courses led by the Law School again welcomed graduate students from across health sciences to join collaborative work toward constructive approaches to contemporary issues, including “Challenges to Delivering Social Services in Michigan” and “Preventing Child Abuse and Neglect.” (See pages 2-3 of this report for a full listing of IPE offerings for 2019-20.)

“It was eye-opening to look at the case from different perspectives—and it was beneficial to see how physical therapy (from UM-Flint) would focus on the patient’s goals for getting better.”

Rachel Teitelbaum
School of Dentistry IPE in Action attendee

GROWTH IN YEARLY ENROLLMENT IN TEAM-BASED CLINICAL DECISION MAKING

INTRO TO IPE
1,378 Students
11 U-M Schools
PARTICIPATED IN THE MODULE

IPE IN ACTION
1,088 Students
125 Faculty
ONE OF THE LARGEST EDUCATIONAL EVENTS EVER AT U-M

“Challenges to Delivering Social Services in Michigan”
“Preventing Child Abuse and Neglect”

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The Interprofessional Leadership (IPL) Fellows program welcomed 11 faculty members in its fifth cohort in early 2020. They strengthened the critical mass of Fellows to 79 participants from nearly all the health science schools. The participants of this special group are intended to be leaders, advocates, and change agents who leverage teamwork to advance curricular and research goals, gaining the skills and resources to address issues common to IPE. The current fellows have begun work on team projects that focus predominantly on IPE in experiential settings, such as clinics or the community. The intensive training for the fifth cohort was made virtual in May 2020 due to the pandemic.

The program is highly regarded by the individuals who participate in it. A key impact of the IPL Fellows program is that most of the participants continue their involvement after graduation by teaching, coaching on interprofessional practice in the community, and participating in interprofessional events. In addition, Fellows are engaged in committees and workgroups that advance interprofessional education and practice at U-M. Longtime IPL faculty were forthcoming about how much they appreciated their interprofessional networks and experience when COVID-19 necessitated a fast pivot in teaching formats midway through winter 2020.

Melissa Gross, professor at the School of Kinesiology and key member of the IPE 101 Taskforce, said, “The set of useful skills I have been using in the Intro to IPE Module helped me so much when I had to move other classes online quickly.”

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GOAL FOUR: CREATE A UNIQUE BODY OF KNOWLEDGE

Collaborating Across Borders
VII, Premier North American IPE Conference:
• Faculty Implementation of a Large-Scale Foundational IPE Experience
• Faculty Perceptions of Interprofessional Education: Experience: A Qualitative Analysis of “IPE in Action” Event Education
• A One-Two Punch: Introducing Students to IPE with an Online Module Followed by a Face-to-Face Event
• From a Classroom to an Arena: Lessons Learned from a Large-Scale Foundational IPE Event
• Nursing and Physical Therapy Students Learn the Complexities of End-of-Life Issues Using an Interprofessional Education Simulation
• Using a Simulation-Enhanced Interprofessional Education (Sim-IPS) Activity to Reduce Cognitive Bias in Healthcare
• IPE: What to Teach
• Promoting Student Leadership in Interprofessional Education (IPE) Development with the Creation of a Student Advocacy Committee (SAC)

NEXUS Summit, National IPE Conference:
• Learners as Leaders: U-M Student-Run Free Clinic:
• Building a Community of Interprofessional Leaders: Reflections from Cohorts 1 & 2 of Faculty Fellows

Midwest Interprofessional Practice, Education, and Research Center Annual Conference, Regional IPE Conference:
• Interprofessional Education Longitudinal Survey: A Tool Used to Assess Curricular Change
• Preparing Professionals for IPC: Interprofessional Collaborative Care Between Dental and Pharmacy Students in a Hospital Setting
• Embedding Foundational Interprofessional Educational Initiatives in Health Professions Education
• Integrating Interprofessional Education into a First-Year Undergraduate Pre-Health Learning Community
• Learning to Communicate: A Case Study in Collaborating Across Professions and Universities to Improve Patient Care

U-M IPE PRESENTERS:
Michelle Achenfeld, Olivia Anderson, Angela Beck, Kimberly Beran-Shepler, Corey Bratman, Denise Campbell, Rebecca Copeland, Zacie Daniel, Megan Eagle, Adam Eickmeyers, Karen Farris, Daniel Fischer, Kelsey Fischer, Mark Fitzgerald, Mengyouan Gao, Melissa Gross, Stuart Hammond, Julie Hennekeck, Lisa Kane-Low, Odessa Mattison, Laurel Moore, Ghanizada Najjar, Michelle Pardee, Van Patterson, Solonem Safari, Laura Smith, Leslie Smith, Katie Strong, Burgunda Sweet, Suzanne Trojanowski, Carman Turkelson, Peggy Ann Urusy, Amy Yorke.
It has impacted the people with multiple presentations.

SELECTED NEW IPE ARTICLES
Sweet BV, Fischer DJ, Khang EM. Incorporating grand rounds into an existing pharmacy ethics course: An interprofessional education opportunity. Journal of Interprofessional Education & Practice.
Campbell D, Trojanowski S, Smith LM. An interprofessional end-of-life simulation to improve knowledge and attitudes of end-of-life care among nursing and physical therapy students. Rehabilitation Psychology.

Due to the COVID-19 pandemic, U-M’s annual Health Professions Education (HPE) Day had no physical presence for its sixth year in 2020. Plans are in motion for a virtual gathering space before we can hopefully join together in person in 2021.
IPE publication productivity by U-M faculty showed no decrease from the previous year, with more than 26 publications this year. Just as front-line providers responded to the urgent needs of the pandemic, interprofessional scholars adopted important bodies of research to emerging needs. Work made possible by earlier funding continues to grow into IPE courses, research findings, and evidence for collaborative IPE/IPC approaches. Interprofessional champions are changing and improving education across the health sciences. For example, former F1 Fellow and current F1 101 Taskforce member Olivia Anderson of the U-M School of Public Health recently published a scoping review, “Cultural Competency Training and Evaluation Methods Across Dietsetics Education: A Narrative Review” in the Journal of the Academy of Nutrition and Dietetics. “The results showed most cultural competency training with dietsetics that were reported only were found to be IPE,” she said “Cultural competence creates opportunities for growth and development of health professionals to serve diverse communities and work environments,” the review noted.
GOAL FIVE: BECOME A NATIONAL/INTERNATIONAL LEADER IN IPE

IN GOOD TIMES AND AMID CRUES, IPE IS KEY TO EMPOWERING NETWORKS TO PERFORM AT THE HIGHEST LEVELS, ON CAMPUS AND BEYOND

U-M is seen as a national and international leader in interprofessional education and practice, just as the University of Michigan health science deans and provost envisioned five years ago at the inception of the Center for IPE.

UNPRECEDENTED RECOGNITION AND ACHIEVEMENT

Center for IPE Director Frank Ascione was the surprised recipient of the inaugural Interprofessional Educator and Mentor Award presented to the U-M IPE 101 Taskforce.

In spring 2020, the Center for IPE staff won a prestigious and highly competitive U-M Staff Impact Award for “going above and beyond by taking on additional challenges.” The annual award “honors staff who are wall breakers and bridge-builders — people who find ways to collaborate across units and find solutions to make the workplace better for us all.”

Looking ahead to research with potential to improve hypertensive patient care, a multidisciplinary team (including former Interprofessional Leadership-Fellows Amy Yorke and Michelle Sahli of U-M First Health Sciences) is being funded by the American Heart Association to establish a new mHealth technology research center. Its studies will focus on understanding how to use smartphones and wearables to improve lifestyle behaviors and health equity. Cardiovascular consequences of COVID-19 will also be tracked.

The Michigan Center for IPE supports the U-M Black Lives Matter and anti-racism statements of late spring 2020. We are seriously committed to our recently revised fifth IPE competency on Intracultural Humility: “Acquire self-awareness and recognition of one’s own beliefs, biases, and behaviors that impact all aspects of team-based patient-centered care and population health, resulting in the ability to customize services when working with diverse individuals or populations.”

Work continues to further the partnership and ambition of the Big Ten IPE Academic Alliance. Significant interest continues to be shown in University of Michigan foundational modules, across partner schools. Particularly in the near future, high-quality interactive interprofessional experiences will be more important than ever before.

“In a difficult year like 2020, we are more grateful than ever for partnerships on campus, in Michigan, and beyond. Thank you one and all!”

WE ARE ALL IN THIS TOGETHER

In a difficult year like 2020, we are more grateful than ever for partnerships on campus, in Michigan, and beyond.
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.