MICHIGAN CENTER FOR INTERPROFESSIONAL EDUCATION

For 2020-21, the Michigan Center for Interprofessional Education (IPE) made impressive progress in multiple areas, despite the challenges of the pandemic. In fact, the migration to online meetings of courses, committees, and faculty development sessions often increased participation by lessening geographic and scheduling barriers. Compounding stressors and fatigue in health practice, education, and research sectors unique to this year deepened our commitment to our work at the same time that it challenged our abilities to do it all. To help support the IPE community, our Faculty Development Committee’s new Community of Practice program offered a space for faculty to come together and share questions and answers. Our Curriculum Committee’s new Experiential Workgroup is making steady progress with piloting collaborative practice experiences—and scaling them up to accommodate larger groups.

Simultaneously, and in some ways relatedly, our learners and leaders at U-M went beyond acknowledgement of the racial reckoning in this country, to systematically examine our curriculum, structures, and assumptions. A new advisory committee was formed within the Center for the IPE sphere at U-M, at the behest and with the support of health science school deans.

I have never been more grateful for and impressed by IPE faculty champions who gravitate to the interprofessional education and practice movement. Many have not only stayed with it but have actually deepened their commitment. Likewise, I appreciate the wonderful staff who support us and the learners we are all devoted to. During this academic year, more than 201 faculty from the 10 health science schools located on the three U-M campuses were involved in Center for IPE activities. More than 2900 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 six years, IPE faculty scholarly productivity has been impressive, ranging from 25 to 42 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.

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

ON THE COVER: Snapshots from the pandemic year, including the “Virtual Family Conference” video produced by the University of Toronto Centre for Interprofessional Education and a team of cohort 5 U-M Interprofessional Leadership Fellows.

EXPLORING PROGRESS ON GOALS

Read about the progress we have made in the 2020–21 academic year toward our original five integrated goals:

Update on Success ................................................................. p. 2

GOAL 1 Create a collaborative culture ......................................... p. 3-4

GOAL 2 Cultivate a core interprofessional curriculum .................. p. 5-6

GOAL 3 Develop faculty to teach in innovative learning environments .... p. 7-8

GOAL 4 Create a unique body of knowledge ................................. p. 9-10

GOAL 5 Become a national/international leader in IPE ...................... p. 11-12

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)

Also partnering with U-M Schools of Law, Education, Business, and Engineering
UPDATE ON SUCCESS
2020–2021

IPE OPPORTUNITIES

- 2015-16: 5
- 2016-17: 13
- 2017-18: 27
- 2018-19: 33
- 2019-20: 35*
- 2020-21: 35

*5 of these activities were canceled due to COVID-19.

IPE PUBLICATIONS

- Year 1: 25
- Year 2: 29
- Year 3: 38
- Year 4: 26
- Year 5: 26
- Year 6: 42

U-M Faculty Awarded $709K for IPE/IPC Research since 2015

FACULTY CHAMPIONS

- 201 Faculty engaged in center efforts

LEARNERS ENGAGED IN IPE ACTIVITIES

- Year 1: 859
- Year 6: 2,902

FOR TARGETED LEARNERS
in dentistry, dental hygiene, kinesiology, athletic training, medicine, nursing (Ann Arbor and Flint), pharmacy, physical therapy, occupational therapy, respiratory therapy, and social work integrated health scholars.

interprofessional.umich.edu
GOAL ONE: CREATE A COLLABORATIVE CULTURE

IPE CHAMPIONS LEVERAGED VIRTUAL CONNECTIONS TO DO IMPORTANT WORK

NEW IPE ANTI-RACISM AD HOC ADMINISTRATIVE ADVISORY

Willingness to take on big issues has been a hallmark in the movement around interprofessional education and collaborative health practice at the University of Michigan. In late 2020, a new Ad Hoc Administrative Advisory (AHAA) group was created at the request of the health science deans to collaboratively address racism from the interprofessional perspective of health care educators and practitioners. Initially, this AHAA is charged to bring together key stakeholders and consultants and review U-M’s existing IPE experiences that address racism, social determinants of health, health disparities/inequities, and/or cultural humility. Also on the horizon is a collating of anti-racism initiatives at each school, to determine differences and similarities in their approaches.

ENHANCED STRUCTURE UNITES IPE STUDENT LEADERS, EXPANDS REACH

This past year’s IPE Student Advisory Committee (SAC) co-chairs identified a need for a new structure for student advocacy and leadership. They expanded and transformed membership in SAC, with at least one student lead from every U-M health science school and IPE student organization, resulting in more input and opportunities for collaboration. They also expanded outreach via a weekly SAC e-newsletter.

“Education is the foundation for our health care practices, and our respective deans saw the opportunity for our IPE community to work together on this problem, rather than in the silos of our own schools.”

Rajesh Mangrulkar
Michigan Medicine and the U-M Medical School, co-chair of the anti-racism advisory along with Alton Goldberg of UM-Flint College of Health Sciences
2021 AWARDS FOR IPE INNOVATION AND EXCELLENCE

The third-annual Awards for IPE Innovation and Excellence were presented via a virtual ceremony at U-M Health Professions Education Day in April 2021. Speaking to an audience numbering more than 110, Center for IPE founding director Frank Ascione congratulated the awardees in student and faculty categories—and then he was surprised by the presentation of an award of his own.

FACULTY Awardee: LAURA SMITH

Laura Smith is an associate professor in the UM-Flint College of Health Sciences, and she is chair of the group of faculty responsible for U-M IPE foundational offerings. One of her nominators said: “Laura provides tremendous leadership—vision, organization, facilitation, and spirit—for our IPE 101 Work Group. She is the champion for our work to innovate educational delivery and generate scholarship for IPE teaching and learning.”

STUDENT Awardees: VIDYA THIRUMOORTHI AND ALEXIS GREEN

Vidya Thirumoorthi and Alexis Green are the U-M Ann Arbor School of Nursing’s co-representatives on the Center for IPE Student Advisory Committee and nursing co-directors at the U-M Student-Run Free Clinic, where they helped organize a diabetes symposium. They also worked on the clinic’s Wellness Initiative, where medical, nursing, and social work students created a phone-based protocol and called patients to check on medical, social, and/or physical needs and schedule follow-up. One of their nominators said that these two student leaders worked on a multi-part strategy for improving dissemination of information about IPE initiatives within the School of Nursing.

DISTINGUISHED LEADERSHIP IN IPE Awardee: FRANK ASCIONE

To acknowledge his groundbreaking role as founding director of the Michigan Center for Interprofessional Education, Frank Ascione received a Distinguished Leadership in IPE Award. He has grown partnerships between ten health science schools on U-M’s three campuses, as well as U-M Ann Arbor schools of Law, Business, Education and Engineering. One of his colleagues noted: “Frank is a true visionary who pointed our community in a direction and then empowered people to be innovative in the journey towards that horizon. To the U-M IPE movement, he has been the igniter, without which we would not be where we are today.”
GOAL TWO: CULTIVATE A CORE INTERPROFESSIONAL CURRICULUM

INNOVATION IN CLASSROOM AND PRACTICE SETTINGS

IPE OFFERINGS: WEATHERING THE STORM

Amid the challenges of the pandemic, the Michigan Center for IPE continued to build off years of expertise in virtual interprofessional learning and courses that bridge issues of time and space. Two consecutive foundational programs boost participants’ attitudes around collaborative practice and lay the groundwork to work in teams. And this year the new “LIFE” pilot gave motivated students the patient interaction they’ve asked for: to work as a team longitudinally and to learn about, from, and with a real patient.

Highlights included:
- Thanks to hard work by a visionary team of faculty and staff, the “Longitudinal Interprofessional Family-based Experience (LIFE)” pilot launched in winter 2021 with 48 students. After introductory sessions, students worked in small teams with patient and family ambassadors from the Michigan Medicine Office of Patient Experience. LIFE merged concepts of interprofessional practice, teamwork, and social determinants of health, and was well received by students.

“While her role was not to be a teacher in this program, our patient contact gave us a wonderful introduction to the world of interprofessional care… LIFE was a highlight of my graduate program, and was a very valuable use of my time.”

LIFE Student Participant

“It was amazing, the students were so interested in hearing my experiences and open to learning what it feels like to be a patient, they were super engaging and thoughtful with their questions and conversations.”

LIFE Patient Participant
In its sixth year as a core IPE offering, “Team-Based Clinical Decision Making” was revamped with new focus and methods. An interprofessional faculty team received a Michigan Medicine RISE Education Innovation grant to create a table-top simulation for interprofessional response to a population health crisis, and it was embedded into TBCDM offering, as the class added enhanced focus on health disparities and inequities.

Center for IPE Experiential Workgroup Chair Jamie Park’s “Interprofessional Team Pre-Rounds Pilot” was recently completed at the inpatient unit where she is a clinical transplant pharmacist. It was designed to complement uniprofessional transplant inpatient acute care rotations of second-year MD students and fourth-year PharmD students. The participating students did clinical pre-rounds together, and presented interprofessionally at team rounds. “From this experience, I think I would feel more comfortable approaching other professions, especially with questions,” one participant reflected.

Graduate-level students from across the health professions were welcomed into the U-M Ross Business School course called “Cross-Disciplinary Perspective on Healthcare Delivery in Low and Middle-Income Countries.” Understanding the roles and challenges facing all of the decision makers in the global markets is important for businesses—but is also important for all of the other disciplines. That’s how course director Paul Clyde explained the focus of the course, on behalf of its team of faculty instructors.

Our valued partnership with the Law School’s Problem-Solving Initiative continued in Fall 2020 and Winter 2021 semesters. Health science graduate-level students joined courses on timely topics, including “Fixing Foster Care” & “Obstacles to Providing Social Services in Michigan.”

U-M’s established interprofessional “Trauma-Informed Practice” course transformed to adopt an anti-racist lens. School of Education Associate Dean and Center for IPE Executive Committee member Shari Saunders said she updated this IPE course because 2020 was “not a year to do business as usual.” Rather, she saw “a hot mess moment” with so much happening because of both the COVID-19 pandemic and ongoing anti-Black racism and violence.

Graduate-level students from across the health professions were welcomed into the U-M Ross Business School course called “Cross-Disciplinary Perspective on Healthcare Delivery in Low and Middle-Income Countries.” Understanding the roles and challenges facing all of the decision makers in the global markets is important for businesses—but is also important for all of the other disciplines. That’s how course director Paul Clyde explained the focus of the course, on behalf of its team of faculty instructors.

Our valued partnership with the Law School’s Problem-Solving Initiative continued in Fall 2020 and Winter 2021 semesters. Health science graduate-level students joined courses on timely topics, including “Fixing Foster Care” & “Obstacles to Providing Social Services in Michigan.”

U-M’s established interprofessional “Trauma-Informed Practice” course transformed to adopt an anti-racist lens. School of Education Associate Dean and Center for IPE Executive Committee member Shari Saunders said she updated this IPE course because 2020 was “not a year to do business as usual.” Rather, she saw “a hot mess moment” with so much happening because of both the COVID-19 pandemic and ongoing anti-Black racism and violence.

Finally, to keep track of student activities across a growing matrix of interprofessional offerings and experiences, the Curriculum Committee’s Data Visualization project made great strides forward in 2020-21. With seed funding from the Center and the health science deans, it interfaced with U-M ITS personnel on a comprehensive database project to collate the progress of students across IPE touchpoints.

“[I hope faculty will] enter into conversations about the challenges and possibilities of learning about anti-racist practice in interprofessional spaces.”

Shari Saunders
School of Education Associate Dean and Center for IPE Executive Committee

“The complex issues facing healthcare today in low-and middle-income countries require an integrated team approach from multiple disciplines. This IPE course provides students with a first-hand look at how various disciplines work together with in-country partners to improve healthcare delivery.”

Jody Lori
School of Nursing Associate Dean

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

SUPPORTING COMMUNITY AND ADVANCING INTERPROFESSIONAL PRACTICE

FACULTY DEVELOPMENT COMMITTEE SHIFTS TO HIGH GEAR

With the number of University of Michigan faculty members involved in Michigan Center for Interprofessional Education activities now reaching well into the hundreds, opportunities for faculty to network have become increasingly important. The Center for IPE Faculty Development Committee was instrumental in launching two new initiatives to serve faculty from across U-M’s three campuses and multiple disciplines in a time when meaningful ways to connect was sorely needed.

CANVAS SITE FOR IPE FACULTY

IPE Faculty Development Committee Co-Chair Caren Stalburg explains the IPE Faculty Community Canvas site from her perspective: “We have been looking for a way to connect faculty across our multiple schools and campuses and view the Canvas site as a virtual “teachers’ lounge,” if you will; a place to connect, share best practices, ask for help with ideas, find and share resources. We look forward to developing and expanding the space as interest grows and new opportunities and ideas arise.”

IPE COMMUNITY OF PRACTICE (COP)

IPE Faculty Development Committee Co-Chair Diane Hoelscher sought to offer occasional live sessions for IPE faculty—from the most junior to the most senior—to share challenges, ideas, and support for each other. She embraced the Community of Practice Model of faculty networking, in which diverse individuals engage in discussions about complex educational issues in a timely, recurring manner. The sessions have been well attended and appreciated; recaps from the discussions are posted on the IPE Canvas site.

PROGRESSION AND CONTRIBUTIONS OF IPE FELLOWS ACROSS COHORTS

One of the most successful elements at the core of Michigan Center for Interprofessional Education’s first six years is the Interprofessional Leadership Fellows program. Administered in collaboration with the Center for Research on Learning and Teaching, it continues to serve as the launching pad for U-M IPE champions who are the doers and makers of IPE in teaching, research, practice, and beyond. In a recent deep dive, the knowledge, attitudes, skills and behaviors of the first three IPL cohorts (from 2016-2018 — 53 individuals total) were assessed to determine the program impact.

Some examples of the positive effect included:

• the IPL Fellows network expanded significantly
• awareness of IPE concepts increased
• enhanced teaching skills were reported
• a notable 81% of the participants remained involved in IPE committees, teaching, scholarship or other activities after completing the program.

The University of Michigan IPL Fellows program is increasingly seen as an example of national leadership for faculty development in IPE.

“As we have all nimbly (mostly) adapted to our ‘new normal,’ faculty are also in need of support from one another like never before.”

Diane Hoelscher
IPE Faculty Development Committee Co-Chair
The Interprofessional Leadership (IPL) Fellows program welcomed 9 faculty members in early 2021. These new faculty fellows and their team projects will focus predominantly on interprofessional education in experiential settings, such as clinics or with community partners. They expand the total number of IPL Fellows to 88, with participants from several U-M health science schools, Michigan Medicine, and the College of Engineering.

IPL Fellows are coached 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. For the second year in a row, their intensive training was virtual due to the pandemic. And the Center for IPE again opened extra spaces in this popular “Virtual Interprofessional Teaching and Learning” (VITAL) program facilitated by the University of Toronto’s Centre for IPE to the broader U-M community.

Several former IPL Fellows and other IPE champions joined the sixth cohort, for a total of 36 U-M faculty in the 12 hours of engaging work with IPE competencies and much more. Toronto even has a special new module focused on best practices for virtual interprofessional meetings and facilitation. Some participants noted how much fun they had identifying as their small “fruit groups” and coming together on the last day “as a big fruit salad.”
GOAL FOUR: CREATE A UNIQUE BODY OF KNOWLEDGE

HPE DAY RENEWED

The COVID-19 pandemic shutdown most of U-M Health Professions Education Day 2020, but a year later in April 2021 the event succeeded in a new virtual normal. In fact, it featured innovations and practice-based content that deepened the experience for many of the nearly 200 participants.

“How do you feel at the end of the day when you have been part of a really good high-functioning interprofessional team in the clinical/learning environment?” That was a question posed by Elena Umland of the Jefferson Center for Interprofessional Practice & Education as she delivered the 2021 keynote address on “Evaluating the TEAM: Moving from the classroom into the clinical learning environment.” She described the development and implementation of the Jefferson Teamwork Observation Guide (JTOG) tool for assessing interprofessional collaborative practice for Jefferson’s programs.

Also notable at HPE Day were groups of live lightning talks delivered by faculty and students on related topics, such as Patient Care and Interprofessional Education. Upon review of attendee feedback, HPE Day co-organizer Caren Stalburg said: “Lightning talks are here to stay.”

COMMUNITY-FOCUSED GRANTS RETURN

This third round of joint funding with the Ginsberg Center supports collaborative work on health equity in local communities. Two University of Michigan teams were awarded Community Engagement Grants for Interprofessional Education. To be eligible for the grants of up to $5,000, teams must represent at least two different U-M schools and include students and at least one of the current or past Interprofessional Leadership (IPL) Fellows. The two teams selected for 2021 have projects that are designed to benefit communities and support interprofessional student learning. They are:

- **Advancing Health Equity through Continuing Education: Implicit and Unconscious Bias in Healthcare Course**
  Ebbin Dotson, U-M School of Public Health; Kevin Jones, Medical School Department of Pharmacology; Trisha Zizumbo, Oakland Community Health Network; Kimson Johnson, U-M PhD Candidate.

- **Investigating Coronavirus Vaccination Intentions Among Vulnerable Populations:**
  Lisa Lapeyrouse, UM-Flint College of Health Sciences; Kristin Klein, College of Pharmacy; Benjamin Gaydos, UM-Flint College of Arts and Sciences; Jim Milanowski, Genesee Health Plan; Aurora Sauceda, Latinos United for Flint.
GOAL FOUR: CREATE A UNIQUE BODY OF KNOWLEDGE

SELECTED NEW IPE ARTICLES


Links and more articles at: interprofessional.umich.edu/publications

2020-21
42
IPE Publications
THE MOST OF ANY SINGLE YEAR!

interprofessional.umich.edu
GOAL FIVE: BECOME A NATIONAL/INTERNATIONAL LEADER IN IPE

PROGRESS ON A BOLD GOAL

Even amid challenges unlike anything encountered in recent decades, multiple teams and individuals found ways to collaborate to advance interprofessional institutional and community work beyond the University of Michigan. Some examples:

- **MIPERC Accreditation Workgroup**
  The idea for this soon-to-be published study was developed through discussion with the membership of the Midwest Interprofessional Practice, Education, and Research Center (MIPERC). The regional organization of over 30 institutions across several states works “to identify ways that the members can develop collaborative, innovative, and interprofessional initiatives across disciplines, learning institutions, and health care systems.” It was fitting when a small group of MIPERC members and IPE leaders embarked on a study that determined that accreditors are supporting IPE efforts, but the expectations are still not uniform.

- **Big Ten IPE Academic Alliance**
  UM-Flint College of Health Sciences’ Laura Smith and Dentistry’s Mark Fitzgerald are working on a cross-Big Ten assessment of student interprofessional socialization in the health disciplines. The Conference schools have agreed to apply a validated assessment to collect data across institutions once a year. “Because of the multiple institutions involved, this will be a broad and more diverse sampling,” notes Frank Ascione, founding member of the Big Ten IPE Academic Alliance. Additional Big Ten interprofessional projects focus on Covid impact, faculty incentives, and the impact of organizations.

UNIVERSITY OF MICHIGAN CONTINUES TO ADVANCE SCHOLARSHIP AS MEETINGS GO ONLINE

Some aspects of meetings changed when national and regional conferences went virtual, but the stellar scholars of the University of Michigan IPE movement still shared their progress. Some examples:

- **NEXUS Summit, National IPE Conference, Fall 2020:**
  - **POSTER:** Design of an Interprofessional Education Database for Use by Administrators, Faculty and Students Across Different Health Science Schools – Gundy Sweet, Dan Fischer, Mark Fitzgerald, Melissa Gross, Audrey Halim, Vani Patterson, Kate Weber.
  - **LIGHTNING TALK:** Cohort Differences in the Impact of an Online Introductory Experience on Student Attitudes About Interprofessional Education – Authors: Chamipa Phanudulkitti, Karen Farris, Olivia Anderson, Vinoothna Bavireddy, Mark Fitzgerald, Debra Mattison, Vani Patterson, Laura Smith, Peggy Ursuy, Melissa Gross
  - **POSTER:** Impact of Level of Academic Degree on Healthcare Provider Perceptions of Interprofessional Collaboration – Authors: Megan Bilbee, Jennifer Cullen, Stefanie VanDuine, Elizabeth Kuzma, Danielle Rulli.
  - **POSTER:** From Inception to Year 5: the Evolution of Interprofessional Education at the University of Michigan – Authors: Vani Patterson, Frank Ascione, Mary Beth Lewis.

Midwest Interprofessional Practice, Education, and Research Conference (MIPERC), Fall 2020:

- **PLATFORM PRESENTATION:** IPE Teams & Teamwork Foundations Module by Olivia Anderson.
GOAL FIVE: BECOME A NATIONAL/INTERNATIONAL LEADER IN IPE

THANK YOU TO OUR PARTNERS

**Internal**
- Academic Innovation
- Adolescent Health Initiative
- Center for Occupational Health and Safety Engineering (COHSE)
- Center for Research on Learning and Teaching (CRLT)
- Department of Learning Health Sciences
- Engaged Michigan
- Ginsberg Center
- Health Communicators Forum
- Health Sciences Council
- Information and Technology Services
- Institute for Healthcare Policy & Innovation (IHPI)
- Michigan Institute for Clinical & Health Research (MICHRI)
- Michigan Medicine
- Office of Continuing Medical Education & Lifelong Learning
- Office of Diversity, Equity, and Inclusion (ODEI)
- Office of Patient Experience
- Problem-Solving Initiative
- Regional Alliance for Health Schools
- RISE
- Trotter Multicultural Center
- U-M Schools of Business, Education, Engineering, Law, and LSA
- Wellness Office
- William Davidson Institute
- Wolverines for Life

**External**
- All Together Better Health
- Big Ten IPE Academic Alliance
- Collaborating Across Borders (CAB)
- Families Against Narcotics
- Health Professions Accreditors Collaborative (HPAC)
- 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.umich.edu
The Michigan Center for Interprofessional Education is supported by the Provost and 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.