

ABSTRACT: 2013 ELAM Institutional Action Project Poster Symposium

Project Title: Interprofessional Education at Michigan: From Vision to Implementation

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Background, Challenge or Opportunity: Our Vision is all health professions students at University of Michigan will engage in didactic or experiential opportunities in interprofessional education (IPE) selected from a menu of diverse options; some will develop competency in IPE and/or complete an interdisciplinary Masters degree/certificate in IPE. IPE can improve student learning and preparation for collaborative practice, patient outcomes and student satisfaction. Our challenges: lack of a clear central university mandate and infrastructure for IPE, variable calendars, curricula and goals, and need for faculty and other resources.

Purpose/Objectives: To move the Vision for IPE at Michigan from developmental to implementation stage by 1. Identifying the resources and infrastructure needed to establish and maintain our vision for IPE at University of Michigan. 2. Creating interprofessional teams of faculty to lead the first stage of implementation and 3. Exploring barriers, resources and strategies for IPE by assessing the effectiveness and impact of a series of diverse pilot educational activities involving students from two or more health professions programs.

Methods/Approach: I created and led a steering committee of academic deans from the health professions schools. In monthly meetings, we refined our action plan and assembled faculty teams who developed pilot projects aligned with Provost's stated priority on immersive and experiential learning. Funding for some projects obtained from Provost's grants on teaching and learning, Community Based Dental Education Program's internal funds, and departmental funds. Proposal presented to Health Sciences Deans, to confirm steering committee's authority to implement the program, and obtain financial support for central coordination and management. Assessment tools selected to assess students, faculty and patient outcomes and align the projects. Data will be used to refine the goals of the program and develop a comprehensive 5- year plan for IPE at Michigan.

Outcomes and Evaluation: Interprofessional faculty teams created a menu of pilots for 2013 including 1. "Service Learning for Health Professions" course (dentistry, nursing, pharmacy) 2. "Clinical IPE in a Financially Sustainable Model" (dentistry, pharmacy, nursing, social work) 3. "Breaking Bad News in the Emergency Department" (medicine, nursing, pharmacy) 4. "Medical student clinical elective in Dental Emergency Clinic" (dentistry, medicine) 5. Nursing student clinical rotation in Pediatric Dentistry Clinic (nursing, dentistry). Student team performance in clinical settings to be assessed using ICAR (Interprofessional Collaborator Assessment Rubric). Student and faculty perceptions and attitudes will also be assessed. Support in principle for a central coordinator has been obtained from the health sciences deans pending approval of final proposal and plan. Meeting with Provost planned for May 2013. Additional metrics to assess the outcomes of this program will be developed as the goals and 5-year plan are finalized.



Interprofessional Education at University of Michigan: From Vision to Implementation

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Background

Interprofessional education (IPE) has the potential to transform healthcare and population health. Accreditation standards for most health profession education programs now include requirements to show evidence of graduates' ability to provide collaborative team-based care. In 2008, a team of faculty from dentistry, medicine, nursing and public health at the University of Michigan created, performed and assessed an interprofessional education pilot using standardized patients, in anticipation of creating an interprofessional practice model for education. In 2012, this work was re-visited and a new steering committee formed consisting of the Academic Deans from the Health Science Schools and Colleges on the Ann Arbor campus: Dentistry, Kinesiology, Medicine, Pharmacy, Public Health, Nursing, and Social Work.

Our Vision is that all health professions students at University of Michigan will engage in didactic or experiential opportunities in interprofessional education (IPE) from a menu of diverse activities; students in some programs will also develop competency in interprofessional practice (IPP) and/or additional training through an interdisciplinary Masters degree/certificate in IPP. IPE can improve student learning and preparation for collaborative practice, improve patient care outcomes and improve student satisfaction. Challenges include the lack of a clear central mandate and infrastructure for IPE, variable calendars, curricula and goals, and need for faculty and other resources.

Purpose

To move the Vision for IPE at Michigan from developmental to implementation stage by :

1. Identifying the resources and infrastructure needed to establish and maintain our vision for IPE at University of Michigan.
2. Creating interprofessional teams of faculty to lead the first stage of implementation and
3. Exploring barriers, resources and strategies for IPE by assessing the effectiveness and impact of a series of diverse pilot educational activities involving students from two or more health professions programs.

Methods/Approach

In monthly meetings the steering committee developed and implemented an IPE program at the University of Michigan. Additional committee members were added as indicated.

- Refined Vision and Action Plan created in May 2012 at the Interprofessional Education Collaborative (IPEC) Institute.
- Met with faculty experts on to learn about opportunities and resources available on campus and in the community, including
 - School of Public Health faculty who directs a new undergraduate course on Behavioral Sciences for Health Profession students,
 - Faculty Advisor for the IHI Open School student chapter at University of Michigan , an expert on patient safety and quality improvement
 - Faculty who worked on the 2008 pilot program.
 - Health System experts visiting campus to discuss the impact of the Affordable Care Act and implications for IPE and IPP.
 - Faculty steering committee for Interprofessional Special Needs Dentistry Clinic project

Focusing on immersive and experiential learning, in alignment with institutional priorities established by the Provost, existing courses, simulations and clinical experiences were identified that could be leveraged to provide IPE, and faculty leads from the Schools recruited.

- Faculty teams assembled; developed several pilot projects to be launched starting in February 2013.
- Some of the teams submitted grant proposals for internal funding including The Provost's Transforming Learning for a Third Century (TLTC) "Quick Wins" grants.
- Program Proposal presented to Health Sciences Deans, to establish committee's authority, and financial support for central coordination and management of program.
- Assessment tools selected to assess student learning outcomes and align these pilot projects. Data will be used to refine the goals of the program and develop a comprehensive 5 year plan for IPE at Michigan..

Outcomes and Evaluation

As of April 1, 2013, interprofessional faculty teams have created a menu of pilots including

1. Service Learning for Health Professions (dentistry, nursing, pharmacy), a didactic and service learning course to be offered Fall 2013. Funded by TLTC "Quick Wins" grant. (Mason N. P.I.)
2. Advanced Practice Clinical IPE in a Financially Sustainable Model (dentistry, pharmacy, nursing, social work): May 2013.
3. Breaking Bad News in the Emergency Department (medicine, nursing, pharmacy): September 2013.
4. Medical student (M2) clinical elective in Dental Emergency Clinic (dentistry, medicine): September 2013.
5. Nursing student clinical rotation in Pediatric Dentistry Clinic (nursing, dentistry): February 2013.
6. Faculty Development in Interprofessional Education in Health Science Communication Skills (medicine, dentistry, pharmacy): April 2013. Funded by UM Center for Research on Learning and Teaching grant, (Lypson M. P.I.)

Student team performance in clinical settings will be assessed using ICAR (Interprofessional Collaborator Assessment Rubric; Curran et al 2010). Student and faculty perceptions and attitudes will be assessed using instrument developed in 2008 Michigan pilot (White, Purkiss and Yang).

Support in principle for a central coordinator has been obtained from the health sciences deans pending a final proposal and budget to be submitted. (May 2013).

Provost has requested a meeting to discuss our Vision and Plan in May 2013.

Discussion

- Faculty interest and support for IPE has grown with the development of this program. Students have also developed an IPE students group with the support of members of the steering committee.
- Health Science Deans support has helped facilitate the initial phase
- Data from successful pilots will determine the next phase of implementation
- Need for central coordination; clearinghouse of information

Summary

Next Steps:

- Submit TLTC discovery and transformation grant for central coordinator and infrastructure
- Detailed Budget Request to Health Science Deans and Provost
- Data analysis of initial pilots
- Scale up those with best outcomes
- Refine the long term goals, implementation and assessment plan
- Once funds obtained establish coordinating center for IPE at Michigan
- Develop an interdisciplinary Masters degree in IPE

