



# Interprofessional Initiative Annual Report 2017-18

Prepared by the IPI Steering Committee



# **I. OHSU Interprofessional Education Initiative (IPI): Steering Committee Charge Overview**     *July 1, 2017*

## Introduction

At OHSU we believe that collaborative practice and interprofessional team-based care have the potential to profoundly improve the quality of patient care.

Interprofessional team-based care happens when care is delivered by intentionally created and identified teams who share responsibility for a patient or group of patients. Collaborative practice ensures that all members of the team bring their distinct expertise and skill sets to decisions about patient's care, thus improving health outcomes.

A primary goal of OHSU's Interprofessional Education/Initiative (IPE/IPI) is to educate students in all OHSU health care clinical programs to serve competently as members of interprofessional collaborative practice teams. We oversee educational opportunities that build core interprofessional and team skills. Our hope is that all graduates will be prepared to practice collaboratively with teams of colleagues across the health care system at the highest degree of their professional capacity.

## Charge to the IPI Steering Committee for Academic Year 2017-2018

In 2017-18, the IPI Steering Committee had four major charges.

- 1) Members continue to facilitate the IPE course "Foundations of Patient Safety and Interprofessional Practice."
- 2) Members develop and help implement a robust model for curricular assessment of the OHSU Graduation Core Competency #7: Teamwork.
- 3) As a priority for academic year 2017-18, the committee will establish strong working relationships with health professions' program leadership and curriculum committees to develop and incorporate interprofessional activities into their core curricula, especially in clinical settings. The goal is to promote IPI opportunities *within* each health professions program.

These three goals support OHSU's attainment of its NWCCU Core Theme Indicators related to interprofessional education.

- 4) The Steering Committee will determine how best to work with an advisory group of academic leaders to guide its work over the next year.

## II. Structural Elements

### **Steering Committee members**

Judith Baggs (School of Nursing, chair), Jared Austin (School of Medicine), David Bearden (College of Pharmacy), Martha Driessnack (School of Nursing) Curt Stilp (AHEC, Physician Assistant Program), Kristi Tanning (School of Medicine, Radiation Therapy Program)

Executive Vice President and Provost: Elena Andresen

### **OHSU Curriculum Committee**

*In addition to Steering Committee members*

Amy Kobus/Lisa Greene (Faculty Senate Education subcommittee), Katherine Bradley (SOPH), Lisa Greene (SOD), Glenn Forister (PA), Jordan Graeme (SOM), Renee Menkens (SON undergraduate), Kathy Cook/Julie Cartwright (SON graduate), Diane Stadler (Human Nutrition), Kevin Burfeind (SOM student), Ian Jungers (COP student), Corinna Ma (SOD student), Alexandra Kanat (SON student), Mickie Bush/Cherie Honnell (OHSU Registrar), Constance Tucker (Provost's Office)

### **Advisory Committee**

*In reformulated group and in addition to Steering Committee members*

Elena Andresen (Provost), David Robinson (Executive Vice Provost), Barbara Bonnice (OHSU Hospitals & Clinics), Patty Carney (SOM, Assessment), Cherie Honnell (Vice Provost for Enrollment Management and Academic Programs), Pat Kenney-Moore (PA), Stephanie Kerns (Library), Phillip Marucha (SOD), George Mejicano (SOM), Jill Rissi/Lisa Hatfield (SOPH), Diane Stadler (Human Nutrition), Constance Tucker (Vice Provost for Educational Improvement and Innovation), Jamie Warren (SOM), Peggy Wros (SON)



### III. Initiatives

- A. Oversee IPE and UNI courses offered this year (see Appendix A for enrollment)
- B. IP OHSU Publications, Presentations, Applications for funding/awards (See Appendix B)
- C. OHSU Curriculum Committee – Steering Committee serves as core members and provides leadership. Committee approves and evaluates IPE and UNI courses.
- D. Improvement of IPI website, primary responsibility with Kristi Tinning and Grant Rommel on her staff
- E. Developed model for assessment of OHSU Graduation Core Competency #7: Teamwork (See Appendix C for enhanced model)
- F. Revised IPE Foundations in Patient Safety and Interprofessional Practice course description and course objectives including student activities and assessments. Piloted a new IP competency assessment implemented this year.
- G. Collected data from program directors of all OHSU clinical programs/schools about how interprofessionalism and teamwork (Competency #7) are introduced/evaluated in their programs.

### IV. Linkages

- A. Links to NWCCU – Core theme 2 Interprofessional Education. This work prompted a commendation from NWCCU in 2016, “OHSU faculty and administrators for their efforts and commitment to the development of Interprofessional Education (IPE) across the institution, including rural areas.”

Objective 2.1 Promote an institutional culture that enhances interprofessional practice and education

	Core Theme Indicators	Target by 2023	Baseline results AY 2015-16
2.1.1	% of Foundations facilitators rating the course as $\geq 5$ on a 6-pt scale	$\geq 85\%$	82%
2.1.2	% of clinical programs that have an IPE graduation requirement	$\geq 85\%$	46%
2.1.3	% students reporting that as a result of IPE course or experience they have an increased appreciation of other health care professionals	$\geq 75\%$	76%
2.1.4	% of clinical programs that assess OHSU Graduation Core Competency #7	$\geq 80\%$	0

- B. Links to National Center for Interprofessional Practice and Education
- a. Patty Carney, PhD acts as liaison to the National Center. She routinely interacts with Barbara Brandt, PhD, the Center Director. They recently published a commentary.  
Carney PA, Brandt B, Dekhtyar M, Holmboe ES Advancing health professions education research by creating a network of networks. *Academic Medicine*. (In press).
  - b. Patty also facilitates the completion of required assessments for OHSU projects that contribute data to the National Center.
  - c. Members of the IPI Steering Committee have access to the Center's Web site.
- C. Invited representatives from other IP activities across OHSU campus to attend our meeting, share their information, and made offers to be supportive as needed.
- a. Bridges – student representatives of the student clinic and George Mejicano
  - b. Schwartz Rounds – interprofessional ethics rounds on the impact of difficult patient cases on all care providers. This initiative for OHSU is being led out of Patient Advocate office.
  - c. Jeff Gold from MICU on the interprofessional EHR rounds studies in the ICU
  - d. Virginia Tilden on the ACE-15, an instrument she and Elizabeth Eckstrom developed to measure “teamness” in clinical sites.
  - e. Work with Barb Bonnice on trying to develop interprofessional Grand Rounds, followed up with interactions with Provost and Sharon Anderson.
  - f. Nels Carlson and Christina Flores from Continuing Education on interprofessional continuing education endeavors.
  - g. Troy Schmidt from Quality on interprofessional M&Ms
  - h. Mitch Wasden on interprofessionalism in the hospitals and clinics, possible development of interprofessional QA teams.
  - i. Peggy Wros from SON on the new rural R3 grant
  - j. Josh Squires from SON about interprofessionalism in clinical in his program: Adult Gerontology and Acute Care NP.

## Appendix A: Enrollment in IPE and UNI courses offered 2017-2018

Summer 2017 (n = 75)				
Prefix	#	Course Name	Students	#
ANAT	411UN 511UN	Foundations of Clinical Anatomy I (FOCA)	Radiation Therapy Physician Assistant	<b>51</b>
IPE	412 512 712	Rural Community-Based Project	Physician Assistant Dental Medical	<b>24</b>
Fall 2017 (n= 130)				
ANAT	412UN 512UN	Foundations of Clinical Anatomy II (FOCA)	Radiation Therapy Physician Assistant	<b>51</b>
IPE	401/501/701	Foundations of Patient Safety and Interprofessional Practice	Dentistry Dietetic Internship Human Nutrition UG Nursing Portland OCNE Portland Acc Bacc Monmouth Medicine Medical Physics Radiation Therapy Nursing Graduate AGACNP FNP NAP NMW PMHNP Pharmacy Physician Assistant	<b>598</b>
IPE	412 512 712	Rural Community-Based Project	Physician Assistant Dental Medical	<b>26</b>
IPE	414 514 614 714	Community Organizing for Health Equity	Nursing (Accelerated BSN) Nursing (PhD) Dental Medical Nursing (DNP) Nursing (FNP)	<b>17</b>

IPE	413 713	Interprofessional Community Health and Education Exchange (iCHEE)	Nursing (BSN) Medical Nursing (DNP)	<b>3</b>
UNI	502 602 702	Conversations in Global Health [NOTE: Year-long course]	Human Investigation Nutrition Medical Nursing (DNP) Dental	<b>12</b>
UNI	503 603 703	Introduction to Culinary Medicine [NOTE: Year-long course]	Dental Molecular/Medical Genetics Dental Medical DNP	<b>21</b>

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<b>Winter 2018 (n = 43)</b>				
IPE	510 610 710	Narrative Competence for Interprofessional Practice	Nutrition Healthcare Management Nursing (FNP) Nursing (PhD) Nursing (DNP) Neuroscience (PhD) Medical	<b>14</b>
IPE	412 512 712	Rural Community-Based Project	Physician Assistant Nursing (FNP) Dental Medical	<b>29</b>
<b>Spring 2018 (n = 16)</b>				
IPE	412 512 712	Rural Community-Based Project	Physician Assistant Nursing (FNP) Dental Medical	<b>16</b>
				<b>TOTAL = 862</b>

Other approved IPE/UNI Electives: UNI 500 (Antibiotics and Public Health); UNI 511/611/711 (Pain Management); UNI 501 (Writing and Publishing in Health Sciences); IPE 414/514/614/714 (Caring for older Adults: Learning in Teams Using Stories).





## Appendix B: IPI Manuscripts, presentations and grants

IPI Manuscript, Presentation, and Grant Tracking Database					
Title	Lead Author	Senior Author	Collaborators	Target Journal	Status
Practical tools to facilitate collaboration and ethical publication	Julia C. Phillippi	Ellen Tilden	Frances E. Likis	Research in Nursing & Health	Research in Nursing & Health, 2018, 41:195-208
MD/PA training together in rural Oregon	Ryan Palmer	Curt Stilp		Rural & Remote Health	Palmer RT, Stilp C. Learning by doing: the MD-PA Interprofessional Education Rural Rotation. <i>Rural and Remote Health</i> (Internet) 2017; 17: 4167. Available: <a href="http://www.rrh.org.au/articles/subviewnew.asp?ArticleID=4167">http://www.rrh.org.au/articles/subviewnew.asp?ArticleID=4167</a> (Accessed 5 April 2017)
Implementing a Community-based Academic Practice Model With Interprofessional Student Teams	Peggy Wros, Jennifer Boyd				In Progress
Team Training in Family Medicine Residency Programs and Its Impact on Team-based Practice Post Graduation.	Patty Carney	Pat Eiff	Waller E, Dexter E, Marino M, Morton K, Green L, Fogarty CT, Jones S,	Family Medicine	Carney PA, Waller E, Dexter E, Marino M, Morton K, Green L, Fogarty CT, Jones S, Eiff MP. Team Training in Family Medicine Residency Programs and Its Impact on Team-based Practice Post Graduation. <i>Family Medicine</i> , 2017; 49 (5): 346-352.  <a href="http://www.stfm.org/FamilyMedicine/Vol49Issue5/Carney346">http://www.stfm.org/FamilyMedicine/Vol49Issue5/Carney346</a>

Introducing the One-Minute Interprofessional Preceptor Toolkit	Marti Driessnack		Molly Osborne, Susan Hedlund	<i>Journal of Interprofessional Care</i>	Submitted to the J of Interprofessional Education and Practice. Rejected – jnl wanted evaluation data to be added before it would consider it.
The educational value of learners working in teams in ambulatory primary care settings	Patty Carney	Pat Eiff	Ryan Palmer Erin Thayer Ari Galper	Academic Medicine	In Progress
Economic Frameworks for Sustainable Interprofessional Education	Patty Carney	Jennifer Boyd	David, Molly, Curt, Judith, Marti	<i>Journal of Interprofessional Care</i>	In Progress

Integrating the School of Public Health into IPE efforts	Katherine				
Economic Frameworks for Sustainable Interprofessional Education	Patty Carney	Jennifer Boyd	David, Molly, Curt, Judith, Marti	<i>Journal of Interprofessional Care</i>	In progress
Integrating the School of Public Health into IPE efforts	Katherine				
Integrating the School of Public Health into IPE efforts	Katherine				
EPA9-Collaborate as a Member of an Interprofessional Team: A Short Communication from the AAMC Core EPAs for Entering Residency Pilot Schools	Brown DP,	Warren JB,	Gillespie CC	Medical Sci Educ	Brown DP, Gillespie CC, Warren JB. EPA9-Collaborate as a Member of an Interprofessional Team: A Short Communication from the AAMC Core EPAs for Entering Residency Pilot Schools. Medical Sci Educ, 2016;26:457-461.
Training Health Professions preceptors in rural practices: A Challenge for Interprofessional Practice and Education	Osborne ML	E Eckstrom	V Tilden	<i>Journal of Interprofessional Care</i>	In Press (invited paper)
Narrative medicine as an exemplar for IPE	Elizabeth Lahti	Marti D		Academic Medicine	In progress

Professional and interprofessional differences in electronic health records use and recognition of safety issues in critically ill patients	Sakata, K. K., et al.			<i>Journal of Interprofessional Care</i> , 2016;30, 636642	In print
Accuracy of laboratory data communication on ICU daily rounds using an electronic health record	Artis, K. A. et al. (2016).			<i>Critical Care Medicine</i> , 2016 45, 179-186	In print
Integrating the electronic health record into high-fidelity interprofessional intensive care unit simulations	Gold, J. A. et al.			<i>Journal of Interprofessional Care</i> , 2015;29, 563563	In print

Educating collaborative health care providers at Oregon Health & Science University	Chase DA			<i>Healthcare Information Management &amp; Communication Canada</i> 2017; 31(2):18-19	In press
Social IPE	Curt Stilip				Dissertation paper
Strategies for overcoming barriers to IPE at a health sciences university	Mladenovic, J.	Tilden VP		<i>Journal of Interprofessional Education &amp; Practice</i> , 2017; 8:10-13	In print
Social IPE	Curt Stilip				Dissertation paper

Strategies for overcoming barriers to IPE at a health sciences university	Mladenovic, J.	Tilden VP		<i>Journal of Interprofessional Education &amp; Practice</i> , 2017; 8:10-13.	In print
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<b>IPI Presentation Tracking Database</b>					
<b>Title</b>	<b>Dates</b>	<b>Location</b>	<b>Abstract Deadlines</b>	<b>Format (e.g., Oral, Seminar, Poster)</b>	<b>Status</b>
RIME 2017: 5th International Conference for Research in Medical Education	March 15-18, 2017	Düsseldorf, Germany	Passed		
Collaborating Across Borders VI	October 1-4, 2017	Banff, Alberta, Canada	January 20, 2017		Three abstracts submitted:  1) Successful strategies for implementing interprofessional practice and education in rural clinical settings (Boyd, Rose, Shannon, Tilden, Wros)  2) Improving the evaluation of IPE: Moving beyond Attitudinal measures (Dow, Carney, Stilp, Lockerman, Rivera, O'Brien)  3) The educational value of learners working in teams in primary care ambulatory residency training clinics (Carney, D'Ambrosio, Fancher, Bakerjian, Thomas)
AAMC Annual Meeting: Learn, Serve, Lead	November 3-7, 2017	Boston, MA	December 15, 2017		
AAMC Workforce Conference					

The Nexus Summit: Provocative ideas for Practical IPE	August 19-22, 2017	Minneapolis, MN	March 6, 2017 Abstract deadline		Jennifer - Workshop on community-based ICAN
2017 OHSU Education Symposium	April 14, 2017	Portland, OR		Poster Presentation	Marti and Elizabeth Lahti on Narrative Medicine: Building a core group of interprofessional faculty
2017 OHSU Education Symposium	April 14, 2017	Portland, OR		Oral Presentation	Bill Hersh, David Dorr, Ted Laderas, Vishnu Mohan: Innovation in Teaching Cross-cutting disciplines: Case Study of Biomedical Informatics & Data
2017 OHSU Education Symposium	April 14, 2017	Portland, OR		Oral Presentation	Ester Lerman Freeman, Amy Kobus, Kent Thornburg, Diane Stadler, Cliff Coleman: Interprofessional Model for Education for Biopsychosocial Approach to
2017 OHSU Education Symposium	April 14, 2017	Portland, OR		Poster Presentation	Serena Kelly, Shinel Shibata, Laura Ibsen. Creating and sustaining a medical learner - nurse rotation (1 place)
2017 OHSU Education Symposium	April 14, 2017	Portland, OR		Poster Presentation	Foundational Improvement Science Curriculum: An Interprofessional Faculty Development Program.
<b>Name of Grant</b>	<b>PI(s)</b>	<b>Funder(s)</b>	<b>Inclusive Dates</b>	<b>Funding</b>	<b>Comments</b>
Professionals Accelerating Clinical & Educational Redesign	Carney/Eiff	Josiah Macy Jr. Foundation, ABFM Foundation, ABIM Foundation, ABP Foundations, AC-	July 1, 2015 - June 30, 2018	Annual Direct Costs: \$285,252	<i>PACER (Professionals Accelerating Clinical and Educational Redesign)</i> - The goal of this study is to intensively study the clinical and educational redesigns associated with primary care training in general pediatrics, general internal medicine and family medicine toward improving IPE and team-based care efforts in Patient Centered Medical Home training.

EHR Solutions for Accurate Reporting of Data on Inter-professional ICU Rounds	Gold, J.	NIH/AHRQ R01	July 1, 2015 - June 30, 2020	Annual Direct Costs: \$326,120	This proposal will seek to define the full extent to which clinical data are miscommunicated on rounds and through the use of a controlled ICU rounds simulation, develop a series of toolboxes to ensure accurate data reporting
Electronic Health Record Simulation to Improve Communication and Reduce Errors in the ICU	Gold, J.	Donaghue Foundation/AAMC.		Annual Direct Costs- \$90,000	during and effective integration of the EHR into

Interprofessional Care Access Network (I-CAN)	Wros, P.	HRSA  Willamette Valley Community Health (CCO)  AllCare CCO  City of Gresham	September 2012-July 2016  Uncertain     Pending   Pending		I-CAN is an innovative model that: 1) Provides community-based, interprofessional care coordination to socially isolated and vulnerable populations; 2) Demonstrates that providing patient-centered health care focused on social determinants of health (the conditions in which people are born, grow, live, work, and age) is more effective than only focusing on disease management; 3) Models an interprofessional servicelearning healthcare education system in a real-world context so future providers can better encourage and deliver collaborative health care; 4) Addresses the Triple Aim goals of better health and care, and lower costs.
Reaching Rural Residents with IPE (R3 IPE)	Wros, P.	National Center for Interprofessional Practice and Education and the OHSU Office of the Provost	April 2017-March 2019		The goal of the center's initiative is to accelerate interprofessional education into community settings by collaborations between health professions educators and community partners. OHSU's 2-year project, titled <i>Reaching Rural Residents with IPE (R3 IPE)</i> , is a partnership between two of the School of Nursing's nurse practitioner programs, the School of Medicine's medicine program, the physician assistant program, and the Campus for Rural Health initiative. The project's community partner is Klamath Health Partnership in Klamath Falls, with Klamath Open Door, a FQHC facility as the initial site for training.

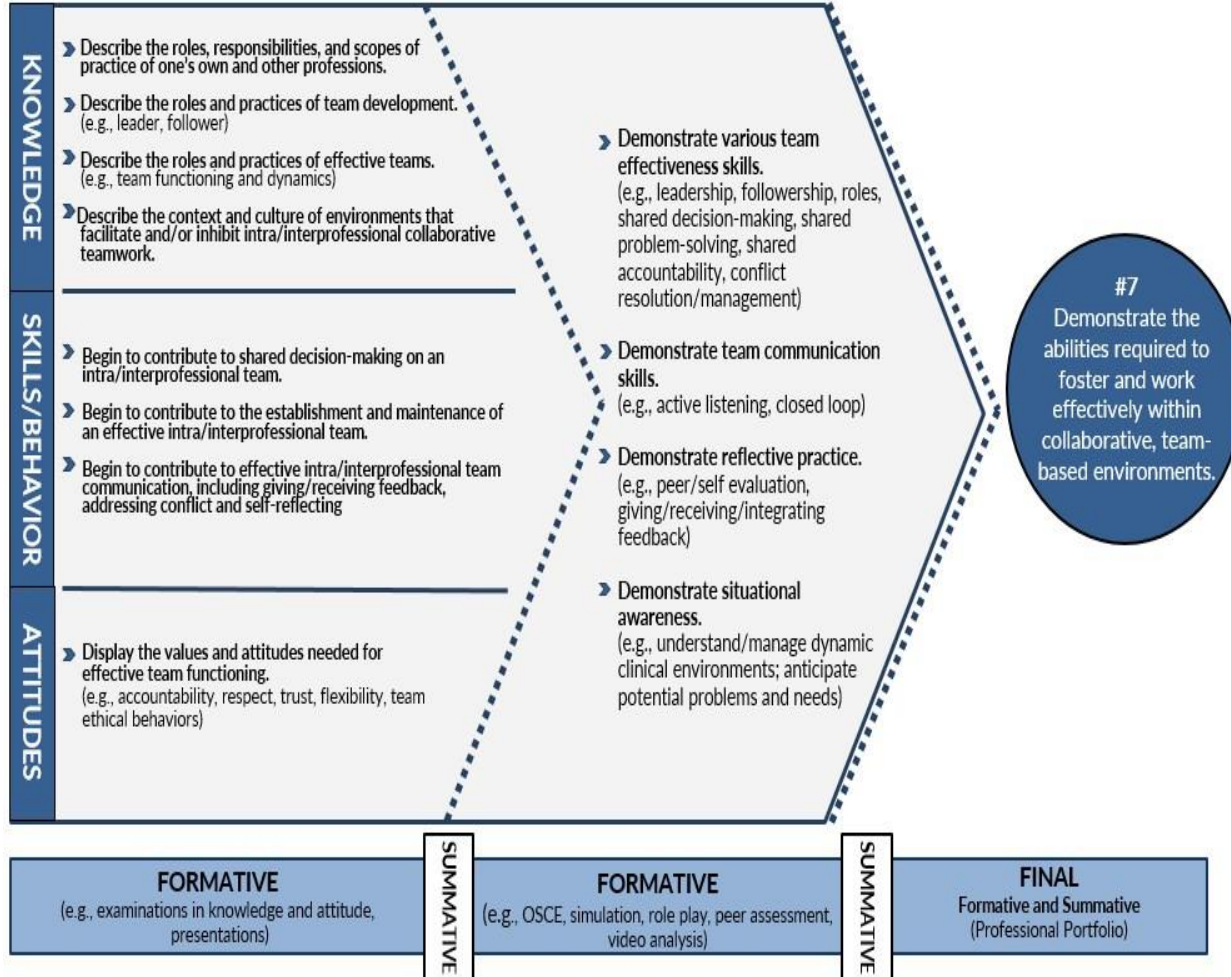
**Appendix C: Model for tracking OHSU Graduation Core Competency #7: Teamwork**

# TEAMWORK

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Interprofessional Initiative (IPI) Steering Committee – Jan. 2018



Understanding Team/Teamness Introductory curriculum	Demonstrating Teamness Intermediate curriculum: IPECP	Practicing Teamness At graduation
<p><i>Kirkpatrick's Level of Educational Evaluation:</i></p> <p>1. Learner's View on the Educational Experience 2a. Modifications of Attitudes/Perceptions</p>	<p><i>Kirkpatrick's Level of Educational Evaluation:</i></p> <p>2b. Modification of Knowledge and Skills related to thinking/problem-solving, psychomotor &amp; social skills 3. Willingness of learners to apply new knowledge &amp; skills</p>	<p><i>Kirkpatrick's Level of Educational Evaluation:</i></p> <p>4a. Change in organizational practice/delivery of care 4b. Benefits to patients'/clients' health &amp; well being</p>





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