A Regional Approach to Interprofessional Practice, Education, and Research

Learning Objectives

- Upon completion of the presentation, participants will be able to:
  - Describe the mission of and resources available through the Midwest Interprofessional Practice, Education, and Research Center (MIPERC) and affiliated organizations.
  - Discuss innovative strategies to integrate didactic and clinical interprofessional learning activities across health and health-related educational programs and health systems.
  - Identify priority areas for interprofessional scholarship research.

MIPERC is a regional inter-institutional infrastructure created to infuse interprofessional education, collaborative practice and research for the improvement of healthcare in our communities.

MIPERC was founded in 2007

Founding Members
- Grand Valley State University
- Grand Rapids Medical Education Partners
- Michigan State University-College of Human Medicine
MIPERC Mission & Goals

Mission
- To identify ways that members can develop collaborative, innovative, and interprofessional initiatives across disciplines, learning institutions, and health care systems.

Goals
- Integrate interprofessional learning through curricula
  - Identify, develop, implement, and assess interprofessional clinical experiences for teams of students to practice and learn about, from, and with each other
  - Implement interprofessional scholarship across disciplines and institutions

MIPERC Membership
- 150 Individual Members from 25 Organizations
- 18 Organizational Members

MIPERC Infrastructure
- Steering Committee
- Advisory Committee
- Professional Development Champion Workgroup
- Clinical Setting Champion Workgroup
- Curriculum Champion Workgroup
- Simulation Champion Workgroup
- Scholarship Champion Workgroup
- Service Learning Champion Workgroup
MIPERC Steering Committee

- **Purpose:** to provide guidance in implementing the mission of developing collaborative, innovative, and interprofessional initiatives throughout our healthcare communities
- Composed of individuals from the founding members which include Grand Valley State University (Chairs), Grand Rapids Medical Education Partners, Michigan State University - College of Human Medicine, and Ferris State University - College of Pharmacy
- The Steering Committee meets quarterly

Steering Committee Agenda Items

Examples of agenda items:
- Exploration of a student-run clinic
- Development of theme-based IPE and/or IPCP learning modules as requested by health systems and agencies
  - process improvement
  - behavioral health including setting boundaries
  - managing polarities vs. problems
  - team-based care for the rehabilitation setting
- IPCP authorship workshop
- 10th annual MIPERC conference (2017) theme

MIPERC Advisory Council

- The MIPERC Advisory Council is a council of regional academic and practice partners dedicated to implementing the agenda of interprofessional practice and education in our communities, by testing tools and strategies to support the Triple Aim:
  - Improving the patient experience of care (including quality and satisfaction)
  - Improving the health of populations
  - Reducing the per capita cost of health care
- The Advisory Council meetings were initially held monthly and now have a goal to meet quarterly. The Council will also meet annually at an in-person luncheon at the MIPERC Conference.
Advisory Council Agenda Items

Examples of agenda items:
- Mini-grant award guidelines for IPCP scholarship
- Review guidelines for a student Simulation competition
- Approve MIPERC newsletter guidelines
- Provide input to the AIHC regional conference task force
- Approve the IPCP Category Awards for Excellence

MIPERC Champion Workgroups

Clinical Setting
- Long Term Goal: Develop model units for teaching interprofessional patient care and to institutionalize interprofessional education and practice across partner clinical environments.
- Short-Term Goals: 1) Continue to identify clinical settings to develop interprofessional staff and faculty teams, 2) Implement the MIPERC IPCP educational program in primary and long term care settings.

Professional Development
- Long Term Goal: Promote a life-long commitment to interprofessional practice for the provision of safe, patient-centered, cost effective, quality care.
- Short-Term Goals: 1) Create a Faculty Development certificate, 2) Develop a Health Disparity module.

Curriculum
- Long Term Goal: The operationalization of IPE across the participating curriculums.
- Short-Term Goals: 1) Full implementation and refinement of the IPE student certificate, 2) Creating IPE for the current workforce, 3) Examine/identify how to align entry level programs for IPE.

Scholarship
- Long Term Goal: The implementation of interprofessional scholarship across disciplines and institutions.
- Short-Term Goals: 1) review MIPERC annual conference abstract submissions, 2) review MIPERC authorship guidelines 3) Develop multi-institutional IPE mini-grant guidelines.
MIPERC Champion Workgroups

- **Service-Learning**
  - Long-Term Goal: The development of the infrastructure and implementation of community-based interprofessional team placement in service learning activities across each discipline's curriculum.
  - Short-Term Goals: All disciplines are involved in service learning as part of their curriculum. Develop an inventory of interprofessional student service learning projects across disciplines and institutions. Provide Health Expo venue as an interprofessional service learning activity.

- **Simulation**
  - Long-Term Goal: Develop interprofessional simulations to serve the educational programs and health care agencies of the region.
  - Short-Term Goals: 1) Assist the MIPERC Curriculum Workgroup in providing interprofessional education activities through developing and assisting with two simulation events per academic year for PIPES, 2) Develop criteria for student simulation competition.

MIPERC Champion Workgroup Disciplinary Membership

- Clinical Setting - Allied Health, Nursing, Social Work, Business, Pharmacy, Medicine
- Curriculum - Social Work, Physicians Assistant Studies, Professional Science Masters, Communication Sciences and Disorders, Health, Master of Health Administration, Therapeutic Recreation, Movement Science, Medical Laboratory Technology, Speech Language Pathology, Pharmacy
- Professional Development - Physical Therapy, Nursing, Physician Assistant Studies, Speech Language Pathology, Imaging Sciences, Allied Health
- Scholarship - Business, Nursing, Physician Assistant Studies, Speech Language Pathology, Imaging Sciences, Allied Health
- Simulation - Medicine, Occupational Therapy, Physical Therapy, Physicians Assistant Studies, Nursing, Social Work

MIPERC Model Foundation

- IPE & IPCP Definition (2010)
- IOM Core Competencies (2003)
- IPEC Competency Domains (2011)
What is Interprofessional Education?

The World Health Organization’s (WHO) definition of IPE:

When (students from) two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.


What is Collaborative Practice?

Collaborative Practice occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, careers and communities to deliver the highest quality of care across settings.


Institute of Medicine (IOM)

Core Competencies:

- Patient-Centered Care
- Interdisciplinary Teams
- Evidence-Based Practice
- Quality Improvement
- Informatics

Competency Domains for Interprofessional Collaborative Practice

- The Interprofessional Education Collaborative (IPEC) has identified and described four competency domains:
  1. Values/Ethics for Interprofessional Practice
  2. Roles/Responsibilities
  3. Interprofessional Communication
  4. Teams and Teamwork

MIPERC Student Groups

- Allied Health
- Athletic Training
- Audiology
- Biomedical Engineering
- Biostatistics
- Diagnostic Ultrasound
- Dentistry
- Dietetics
- Dosimetry
- EMS
- Health Communications
- Medical Lab Science
- Medicine
- Movement Science
- Nonprofit and Health Administration
- Nursing
- Occupational Therapy
- Optometry
- Pharmacy
- Physician Assistant Studies
- Physical Therapy
- Pre-Medical
- Public Administration
- Public Health
- Radiology/Radiation Therapy
- Residents
- Social Work
- Speech-Language Pathology
- Therapeutic Recreation
- Vascular Ultrasound
Examples of MIPERC Organizational Members Advancing IPE

- Creighton University - Implementing an introductory IPE course for students
- Central Michigan University - Introduction to IPE seminar for students
- Ferris State University - College of Pharmacy - Currently seeking an IPE coordinator to manage their growing IPE activities
- Grand Rapids Community College - IPE efforts are just beginning and they continue to engage and involve various departments and faculty

Additional Examples of MIPERC Organizational Members Advancing IPE

- Saginaw Valley State University - Developed four IPEC modules, 2 day IPEC competency event for students, faculty and clinical partners
- University of Michigan - Faculty development program based on Train the Trainer
- Wayne State University - Implemented an Interprofessional Team Visit program where students from nursing, medicine, pharmacy, OT, PT, PA and other programs visit with an elderly person in their home and provide discipline specific advice and a team plan.

Innovations in Interprofessional Education & Collaborative Practice
Three-Part Faculty Development Program

- Facilitated foundational faculty development session objectives:
  - Explore how self-identity and professional identity merge in clinical practice
  - Discuss the contribution of IPE and practice in affecting patient outcomes
  - Brainstorm methods that can be used to reinforce key concepts of IP competence with healthcare students and practitioners

Online Interprofessional Collaborative Practice Program

- Online Modules
  - Introduction to IPE & Collaborative Practice
  - Patient Safety
  - Team Dynamics
  - Tips for Implementing Healthcare Behavioral Changes
  - Preceptor Development
  - Faculty Development
- Resources
  - Daily Huddle Guidelines
  - Patient-Centered Collaborative Plan of Care
  - IPE Preceptor Manual for Facilitating Interprofessional Education and Collaborative Practice Learning Experiences
  - Student Team Visit Guidelines

9th Annual MIPERC Conference
September 22 & 23, 2016 in Grand Rapids, MI
The Role of Interprofessional Teams in Health Care Delivery

Conference Objectives
Upon completion of the learning experiences associated with this conference, participants will be able to:

- Describe mechanisms for maintaining optimal patient care flow, team vitality, and effectiveness in an interprofessional practice (IPP) environment.
- Propose strategies for determining optimal IPP team compositions for various types of health care services and patient populations.
- Identify IPP contributions to chronic care management and health promotion and disease prevention services.
- Describe the use of interprofessional teams in population health management.
Eighth Annual Brown Bag Interprofessional Learning Series

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>November 11, 2015</td>
<td>Program of All Inclusive Care for the Elderly (PACE)</td>
<td>Tom Muszynski, Care Resources PACE</td>
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<td>January 20, 2016</td>
<td>Advance Health Care Planning</td>
<td>Carol Robinson, Making Choices Michigan</td>
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<td>February 18, 2016</td>
<td>Virtual Huddles</td>
<td>Sarah McCarthy, Spectrum Health</td>
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<td>March 17, 2016</td>
<td>Using Polarity in Healthcare</td>
<td>Evelyn Clingerman, The Wesorick Center</td>
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<td>April 14, 2016</td>
<td>Pediatric Team Palliative Care Services</td>
<td>Sarah Wright, Hospice of Michigan</td>
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The Health Forum of West Michigan offers a venue for open discussion on health topics pertinent to the well-being of our community.

Partners Include:

Sponsored by:

Health Forum - 2016

- January 8 - West Michigan Healthcare Economic Forecast
- February 5 - Population Health
- March 3 - Evolution of Healthcare
- April 1 - Medical/Behavioral Integration: Promise, Results, Challenges (Mental Health Part 1)
- May 6 - The Integration of Mental/Behavioral Health and Physical Medicine (Mental Health Part 2)
Virtual Patient Cases
- Interprofessional experience for physical therapy, occupational therapy and physician assistant students
- Problem-based learning project that promotes collaborative learning through student reflection and the development of a comprehensive patient care plan
- Example: Cerebrovascular Accident

Interprofessional Simulations
- Curriculum integrates interprofessional healthcare simulations incorporating multiple health disciplines, students and/or professionals.
  - Focusing on better patient outcomes through practiced effective collaborative care
  - Objectives of the simulations include:
    - Demonstrate an understanding of disciplinary roles and responsibilities
    - Demonstrate effective interpersonal and communication skills with patients, families and other care providers
    - Practice collaborative decision-making based on patient-centered and family-focused care
  - Examples: Burn simulation, Mock Code

Promoting Interprofessional Education for Students (PIPS)
- A student organization providing experiential interprofessional opportunities to learn about other professions and how to work collaboratively in healthcare settings
- http://www.gvsu.edu/vphealth/promoting-interprofessional-education-for-students-pipes-14.htm
PIPES 2016 Winter Schedule

Thursday, January 21st
- Interprofessional Learning Group Activity – Ethics

Wednesday, February 10th
- Black Tie Simulation Event - Custom SIM Designed for Participants

Monday, February 15th
- Interdisciplinary Field Screening, Discussion and Planning Session

Monday, March 14th
- DeVos Medical Ethics Colloquy – Is America Going to Pot?

Tuesday, March 29th
- Black Tie Simulation Event - Custom SIM Designed for Participants

Annual Interprofessional Service - Learning Health Expo

The annual MIPERC Health Expo is organized by the MIPERC Service Learning Workgroup and is designed to provide an opportunity for health professional students from across educational institutions to work in interprofessional teams to create and publically share health-specific educational exhibits.

Statistic from the 2016 Expo:
- Visitors = 304
- Students on IPE Teams = 169
- Faculty Mentors = 31
- Community Vendors = 20

Disciplines Represented:
- Allied Health Sciences, Biomedical Sciences, Early College, Exercise Science, Health Administration, Abnormal, Medical Imaging, Nursing, Occupational Therapy, Pharmacy, Public Health, Respiratory Therapy, and Speech Language.

Development of the Student Activity Certificate

Program Development: The IPE curriculum champion workgroup’s short term goal was to develop an IPE student activity certificate based on the IPEC competency domains and IOM core competencies.

Program Description: Immersion process that requires specific interprofessional activities and self-reflection.

Program Goal: Recognition for students who are developing foundational interprofessional education and practice knowledge and skills.
Student Certificate Program: A Lived Experience Requirements

- Demographics
- RPSE & ELIQ Surveys
- Online Education Modules
- Service Learning
- PIPES meetings
- Simulation
- Conference or Forums
- Activity matrix
- Student Interactions and Reflections
- Capstone presentation
- Final summative paper
- Minimum one calendar year for completion

Requirements Checklist

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<thead>
<tr>
<th>Requirement</th>
<th>Title</th>
<th>Action</th>
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<td>1</td>
<td>Pre-Orientation Training</td>
<td>PM</td>
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<tr>
<td>2</td>
<td>Health Records Reviewing</td>
<td>PM</td>
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<td>3</td>
<td>Health Information Coding</td>
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<td>4</td>
<td>Sample Users()</td>
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<td>5</td>
<td>Advanced Users()</td>
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<td>6</td>
<td>Capstone Project</td>
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<td>7</td>
<td>Final Examination</td>
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<td>8</td>
<td>Final Summative Paper</td>
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<td>9</td>
<td>Participation in Program for Full Academic Year</td>
<td>PM</td>
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GVSU Scribe Academy

- The Scribe Academy is designed to educate individuals to assist health care providers in local Emergency Departments by documenting patient care in an electronic medical records.
- Upon successful completion of the program, scribes are hired by Emergency Care Specialists for a minimum commitment of 18 months.
- Program Elements:
  - The Academy is free and open to all college sophomores, juniors, seniors and recent graduates interested in pursuing a career in healthcare
  - Offered approximately four times per year, blended online and in-person settings
  - Taught jointly by GVSU faculty and ECS Staff
  - Consists of approximately 63 hours of online and classroom theory training followed by 48 hours of clinical training
GVSU Scribe Academy continued

- Over 50 Scribe Academy graduates are now employed with emergency departments in Grand Rapids.
- Scribe graduates are from the following health profession programs:
  - Allied Health Sciences, Health Communications, Nursing, Occupational Therapy, Pre-med, pre-PA, nursing, and social work.
- Scribe Academy curricula includes:
  - Body systems / pathophysiology
  - Common Procedures and Equipment
  - HIPAA and Joint Commission Standards
  - Laboratory and Imaging Diagnostics
  - Medical Charting
  - Medical Billing and Coding
  - Medical Terminology
  - Simulations including case studies

MIPERC Mini-Grant Guidelines

- Purpose: To add to the body of knowledge for interprofessional education and collaborative practice.
- Projected to launch in fall of 2016.

National Center Research Priorities

- Improve the triple aim outcomes on an individual and population level
- Result in sustainable and adaptive infrastructure that supports the triple aim outcomes of both education and practice
- Identify ecological factors essential for achieving triple aim outcomes
- Identify factors essential for systematic and adaptive infrastructure in the transformation of the process of care and education
- Identify changes needed in policy, accreditation, credentialing, and licensing for health care provision and education
- Establish a causal connection between health outcomes, education and collaborative practice.

MIPERC Authorship Guidelines

- MIPERC scholarly materials aim to provide evidence-based knowledge on improving patient outcomes

MIPERC Awards for excellence

- Faculty Award: (individual) demonstration of leadership qualities that promote the importance of IPE concepts to both students and peers
- IPE Demonstration Model or Event: (team) actively contributing towards the mission of IPE by implementing a demonstration model or event for learners
- Student Award: (individual) actively contributing towards the mission of IPE through participation in IPE based events and programs
- Community Award: (individual or organization) actively contributing towards the mission of MIPERC

IPE Scholarship
The Department of Defense awarded both GVSU and Mary Free Bed Rehabilitation Hospital to:

- Improve military relevant TBI rehabilitation services in the community setting using IPE directed to
  - An interprofessional rehabilitation healthcare team
  - Recently injured veterans returning home from active service
- Provide online IPE modules for healthcare professionals and veteran directed patient education materials are available at
  - www.gvsu.edu/veteranstbi/
  - Continuing education credits are available to some professionals

Midwest Traumatic Injury Rehabilitation Center Study

Year 1: Midwest Traumatic Brain Rehabilitation Center - W81XWH-10-1-0607
Year 2: Midwest Traumatic Rehabilitation Center - Year 2 - W81XWH-11-2-0146

Purpose:

1) to provide military relevant TBI education to the Outpatient Rehabilitation team at MFBRH and

2) provide treatment to service members with TBI by the trained interprofessional team at MFBRH

The Outpatient TBI Team of 13 received military relevant TBI rehabilitation education including modules on pathophysiology, mental health and community resources.

- Pre-post knowledge tests showed significant gains (p < 0.05)
- Eight service members were treated by the interprofessional team showing trends toward improved clinical outcomes in cognitive functions, life satisfaction, lower demoralization

Midwest Traumatic Injury Rehabilitation Center Research (Year 1)

Purpose: (1) to provide military relevant TBI patient education to wounded service members and (2) provide treatment to service members with TBI by the trained interprofessional team at MFBRH with military relevant education.

- Education included TBI pathophysiology, mental health and veteran community resources.
- 33 wounded serve members with TBI completed rehabilitation treatment, 18 control (no enhanced education) and 15 intervention (with enhanced education).
- Assessments were completed at baseline, end of treatment, and 3 month follow up assessments, significance with time effect (p < 0.05), but not group effect.
- As a complete group, clinical significance was found in most areas of cognitive, emotional, and community functioning. The group maintained gains over 3-month follow-up.

Midwest Traumatic Injury Rehabilitation Center Research (Year 2)
MIPERC, in partnership with Helen DeVos Children’s Hospital, tested an innovative interprofessional patient safety curriculum to address the need for health professionals to communicate effectively in the provision of safe, quality, patient-centered care.

Purpose: To evaluate a patient safety program for students and health professionals on a 24-bed unit in a 206-bed children’s hospital

Safety Culture Transformation Study

The safety culture and transformation study project has been funded by the Blue Cross and Blue Shield of Michigan Foundation and Blue Care Network.

Phase 1: Didactic
- The two hour patient safety content module program is part of the system-wide patient safety culture transformation developed at the Children's Hospital and presented by patient safety consultants to staff.

Phase 2: Simulations
- Nine recorded safety vignettes illustrating specific communication behaviors and a live simulation with interprofessional team participants.

Phase 3: Safety Coach
- Safety rounding with a safety coach on 7 Children's pilot unit.

Safety Culture Transformation Study Conclusions

- Didactic instruction made a difference in knowledge gained (p-value<0.05).
- Feedback from participants indicated that simulation helped critical thinking and decision making.
- Students maintained didactic instruction knowledge throughout the clinical rotation.
- Safety rounding coaches reported that students were able to identify safety behaviors.
- Overall, 7 Children's had fewer reported safety events than total hospital.
Testing an IPCP Model to Improve Obesity-related Health Outcomes with a Statewide Consortium

Purpose
- Strengthen the nursing workforce
- Pilot test an existing model of interprofessional collaborative practice (IPCP)
- Expand IPCP clinical training opportunities
- Enhance clinic team’s existing IPCP skills

Timeline: The Big Picture
- Years 1 through 3
  - Implement and test the Midwest Interprofessional Practice, Education, and Research Center model in 2 nurse-managed clinics
- Long Term Plan
  - Develop IPCP sites in each of the 5 AHEC Regional Centers

Funding has been provided by the Nurse Education, Practice, Quality, and Retention-Interprofessional Collaborative Practice, Grant number UD7HP25052.

Pilot Training of IPCP
14 practitioners trained IPCP at the two nurse-managed sites:
- physicians n=2
- nurse practitioners n=8
- social workers n=3
- dietetics n=2

59 students trained IPCP at the two nurse-managed sites:
- undergrad nursing n=30
- nurse practitioners n=12
- social work n=11
- dietetics n=4
- movement science n=2

Study Results
- Foundational IPCP online modules increased interprofessional collaborative practice knowledge
- Patient Safety P<.001
- Introduction to IPCP P<.05
- Team Dynamics P<.01
- Tips for Implementing Interdisciplinary Collaboration P<.01
Weight Loss Results

- Weight loss Intervention (n=290) showed statistically significant weight loss in those completing the program \( p < .001 \). Other outcomes showed no changes in clinical indicators \( p > .05 \).

Focus Group Feedback

- Student focus groups comments were convened toward the end of each clinical rotation with roundtable posed questions relating to personal bias towards other professions, IP communication skills, effective encounters in teamwork, and a desire to be Interprofessional.

  "I felt that the stereotypes I had before this interview inhibited my ability to be aware that I was biased. The conversations were effective in breaking down some of these inaccurate stereotypes."

  "I feel the more work I do with other professions; I am better learning the scope of their practice, but also, creating a better outcome plan for each patient."

  "I do have a desire to be interprofessionally competent, as everything would improve if we could all work better together, if we could all respect and understand one another better."

IPE and IPCP in an Urban FQHC

**Treating Patients with Diabetes Mellitus (Year 1)**

**Purpose**
- Train the staff at a federally qualified health center (FQHC) on IPCP practices
- Educate medical, physician assistant and pharmacy students on IPE and IPCP
- From fall 2014 to fall 2015

**Funding:** Blue Cross Blue Shield of Michigan Foundation and the National Center for Interprofessional Practice and Education and the University of Minnesota, Twin Cities Campus.

**Results**
- 22 students and 19 staff participated
- Learners showed significant knowledge gains in patient safety, team dynamics and tips for healthcare behavior changes
- Staff and students reported daily team huddles improved communications and workflow efficiencies
- Enrolled 250 patients with diabetes
IPE and IPCP in an Urban FQHC
Treating Patients with Diabetes (Year 1)

Enrolled 250 patients with diabetes
- 91 are at high risk per American Diabetes Association, 2016

High risk patients statistically improved
- HbA1c (p=.011)
- Glucose (p<.001)
- HDL/Total Ratio (p=.017)
- Triglycerides (p=.006)

Study group as a whole saw an increase in BMI

American Diabetes Association (ADA). (2016). Standards of Medical Care in Diabetes—2016 Abridged for Primary Care Providers. Diabetes Care, 39 Suppl. 1 (Supplement_1), S1–S112 (doi: 10.2337/diaclin.34.1.3).

IPE and IPCP in an Urban FQHC
Treating Patients with Diabetes Mellitus (Year 1)

Average patient encounters per physician
Per hour before and after implementation

- Provider efficiency continued to rise after interprofessional collaborative care teams of students were added during the study year

Focus Group Feedback

- Students:
  - Appreciated hearing questions from other professions during team visits. It changed their perception about other professions roles and responsibilities.
  - Requested team visit with other disease types than diabetes.
- Providers:
  - Daily huddles included students and staff which improved clinical flow.
  - Preceptor fatigue from continuous orientation of new students.
- Staff:
  - Medical assistants adjusted their role to improve patient flow
  - Initial team visits were too long requiring guideline adjustments to improve patient flow
IPE and IPCP in an Urban FQHC Treating Patients with Diabetes Mellitus (Year 2)

- **Purpose**
  - Educate the new staff and students at a family practice federally qualified health center (FQHC) using the MIPER IPCP education program
  - Obtain longitudinal data on patients with diabetes
  - Observe IPCP perceptions and behaviors over time
- **Duration:** From fall 2015 to fall 2016
- **Funding**
  - The National Center for Interprofessional Education and Practice at the University of Minnesota, Twin Cities Campus
  - Michigan Department of Health and Human Services.

**Methods**

- New Staff Professions
  - 3 nurses
  - 3 medical assistants
  - 1 provider
  - 1 nurse practitioner
- Students include
  - 2 nurses, 1 social work, 1 MA
- Over 150 patients reconsented for two additional years
- Annual satisfaction surveys
- Quarterly staff and provider meetings
  - Staff to date have reported daily huddles provide time for team discussions and problem solving.
  - Providers report daily huddles improve communications and daily work flow

IPCP in an Inpatient Rehabilitation Environment

**Purpose:**

- To assess the impact of IPCP and collaborative teams including students on inpatient rehabilitation outcomes

**Methods:**

- Train at least 50 rehabilitation staff at a single inpatient setting on IPCP practices
- Educate estimated 8 students per year from programs including, not limited to:
  - occupational and physical therapy, social work and speech language pathology
- Estimate 180 patients treated per year

**Duration:**

- From fall 2016 to fall 2019

**Funding (pending):**

- Michigan Department of Health and Human Services
GVSU Scribe Academy Research

- Purpose
  - To expand the knowledge on the medical scribe role and its impact on Emergency Department provider efficiency, patient satisfaction, and cost outcomes.
  - Performance Matrix will include:
    - Student application and educational materials, grades, clinical scores, and performance evaluations
    - Provider overtime hours
    - Patient visits per hour per provider
    - Patient satisfaction
- Duration: Summer 2016 to Winter 2018
- Funding: The National Center for Interprofessional Education and Practice at the University of Minnesota, Twin Cities Campus

Opportunities Implementing IPE

Learning outcomes:
- Understanding the relationship of one's own and others' scope of practice
- Art of collaboration among team members for best outcomes
- Ability to communicate about safety behaviors
- Recognizing and being responsive to organizational systems behaviors
- Desire to provide patient-centered care

Challenges Implementing IPE

- Faculty Time Constraints
- Variable Student Schedules
- Resource Limitations
- Faculty Development Needs
- Limited IPE Clinical Placements
- Variable Lengths of Student Clinical Experiences
- Space Limitations for Courses
- Limited Implementation Literature on IPE
References


Reports Supporting IPE & IPCP