



University of Michigan Provost's Teaching Innovation Prize

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Teaching Teamwork and Interprofessional Practice in Healthcare

Innovation Description

Interprofessional education (IPE) is increasingly viewed by both international health organizations and higher education accreditation bodies as a prerequisite to achieving the "Triple Aim" of improving the patient experience of care, increasing the overall health of communities, and reducing the per capita costs of health care. In response, leaders of five health science schools at U-M agreed in 2014 to jointly prepare their students for such a future by developing a new course, *Team-Based Clinical Decision Making*. Launched in winter 2015, this course serves more than 250 students from dentistry, medicine, nursing, pharmacy, and social work. It focuses on two core IPE competencies: understanding the roles of the various health professions and acquiring effective teamwork skills.

Grouped in interdisciplinary teams of 6-8 members that last the entire semester, students rotate through two-week modules designed by each of the five schools. Patient scenarios mirror the complexities of healthcare in the field. Examples include communication during handoffs of care between providers, difficult family dynamics, and decision regret. As they create care plans, students practice both making decisions as an integrated healthcare team and acting as the voice for their profession. Breaking down silos (and learning from and respecting each other's disciplines) produces better equipped graduates, many of whom will become leaders in their professions.

Student Comments

"The enthusiasm of the faculty for this course is contagious; it inspires students to critically consider the clinical problems that are presented to them and to learn from each other."

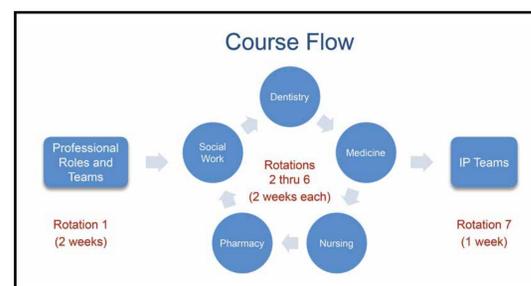
"I have gained a greater comprehension of how each unique healthcare discipline assesses and approaches patient needs. Further, I am learning how the coordination of care among these disciplines may enhance the efficacy and efficiency of care delivery."

"The conversation among group members often reflects interest in how other professionals are educated and how they practice. Members frequently ask for the professional opinions of each other, across disciplines."

"Interprofessional education will help to create collaborative environments enabling professionals to solve complex healthcare problems that exceed the capacity of any one profession."

"One of my favorite aspects of the course is that class meetings occur in the facility of the module being taught. There is something very satisfying about crossing the perceived barrier and unveiling the mysteries about where one's teammates spend most of their waking hours. Spending a class session in the shoes of our colleagues makes the interprofessional nature of the course that much more personal."

Examples of Teaching Innovation

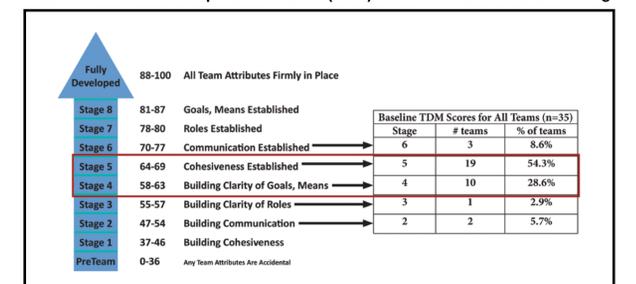


Focusing on elements of high-performing teams bookends the discipline-specific modules.



After racing to build the highest marshmallow tower, students analyze team performance and set process rules for future team functioning.

Results of Team-Development Measure (TDM) Administered After 3rd Meeting



Using an instrument validated in healthcare settings, teams assess their capacity for highly effective teamwork in Week 4 and Week 13.

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