

Infrastructure for a Student-Led Interprofessional Education Improvement Process Driven by the Quadruple Aims of Health

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Results

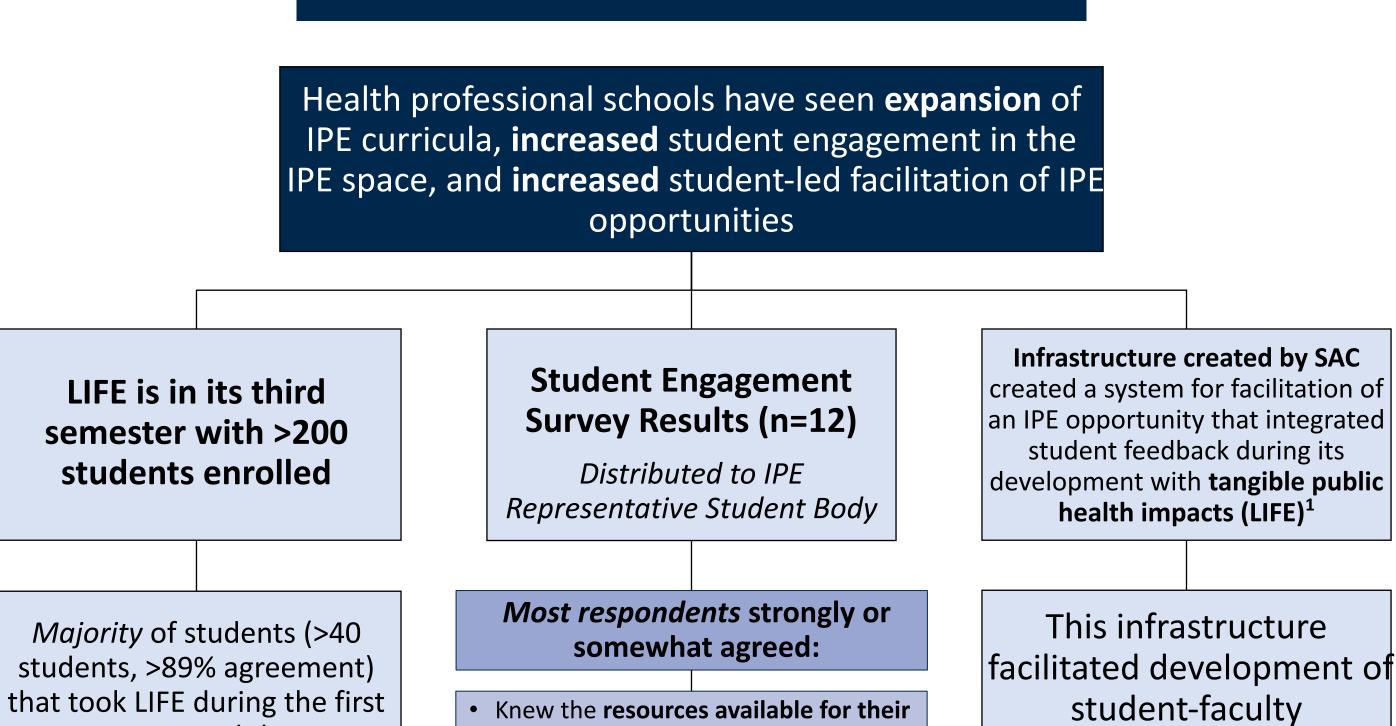






Background

- The IPE Student Advisory Committee (SAC) is a **student-run committee** that serves as a collaborative community among health professional schools at our institution.
- Since its creation in 2018, SAC identified the opportunity for students to take a lead **improving** the interprofessional in education (IPE) experience at our institution.
- In 2021, the Center for IPE (C-IPE) entered the *Next Phase*, focusing on innovating IPE driven by improving and innovating the **Quadruple Aims of Health**.¹
- This provided SAC a platform to continue the improvement process in conjunction with the



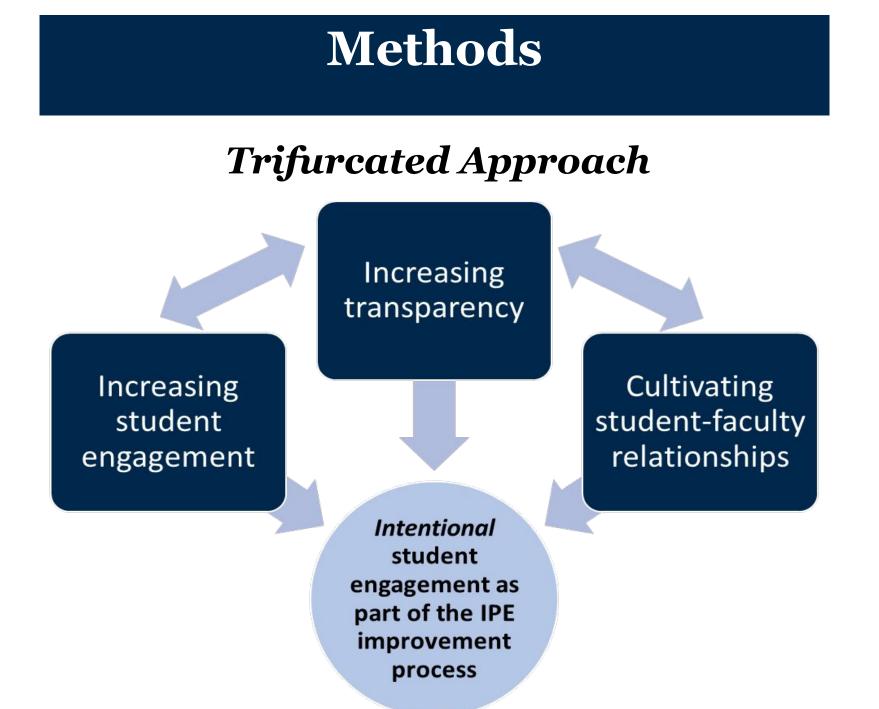
Lessons Learned

- Development of this infrastructure created a system that can be utilized the facilitation for of student-integrative IPE opportunities with a **positive impact on public** health outcomes.
- We hope that this infrastructure can serve as a resource for other institutions that wish to **illuminate** the student voice within IPE in tandem with the Quadruple Aims of Health to drive the facilitation of IPE experiences with a tangible impact on public health outcomes.

C-IPE, now driven by these aims.

Objectives

- To continue the student-led IPE improvement process led by SAC in conjunction with the C-IPE, now driven by the Quadruple Aims of Health.
- 2. To propose an infrastructure for a student-led IPE improvement process driven by the Quadruple Aims of Health that can be utilized by other institutions.



semester agreed they met learning objectives related to IPE competency domains of teams and teamwork, roles and responsibilities, values and ethics, and **communication** after participation.⁴ *Majority* of students (>40 students, >89% agreement) who took LIFE during the first semester agreed they achieved learning objectives related to the social ecological model and SDOH.⁴ Strong agreement in meeting the learning objectives from LIFE is an indicator that students progressed in their IPE skills and awareness of social factors that may affect patient care and outcomes. Awarded *Provost's* Teaching Innovation *Prize* (UM, 2022)

school and/or organization from SAC (n=9) Felt the **resources are useful** (n=10) Knew who to contact from SAC to access the resources (n=12) Facilitated a **new event** and/or optimized an ongoing initiative with SAC resources (n=10) **Most respondents**

(n=11) felt comfortable reaching out to **SAC Co-Chairs.**

Most respondents (n=9) would recommend getting involved with SAC to their classmates.

"As an undergrad, **being** surrounded by so many high achievers is extremely motivating. Hearing about different opportunities at Michigan this early on in my career is also a great advantage."

relationships that will have a positive impact on public health: collaboration within the Cranbrook Tower Interprofessional **Education Experience.**

Pilot development: One-day health professional education event on hypertension for **Cranbrook Tower** residents by health professions faculty and students.

Longitudinal work: Ongoing patient education events throughout other patient care sites, conversations to develop into a credentialing or certificate program.

Next Steps

• SAC aims to understand how to **increase student representation** at the *Cranbrook* Tower Interprofessional Education and **design** meaningful Experience interactions among students that will meet the needs of residents, in addition to other IPE opportunities with public **health impact** through this infrastructure.

- SAC aims to continue its student-led IPE improvement process in tandem with the Quadruple Aims of Health and continue to understand how to **foster intentional** student engagement as part of this improvement process.
- This infrastructure can be **implemented in** other institutions looking to increase student engagement within their IPE space.

Acknowledgements

We deeply acknowledge the incredible work of all

Student Engagement Survey Qualitative Feedback (n=12)

Driving IPE improvement processes in conjunction with the C-IPE driven by improving the Quadruple Aims of Health

Increasing Student Engagement

- IPE Student Representative Program (2020)
- Weekly Updates (implemented 2020)
- IPE Student Seminar Series (2021)
- Student feedback facilitates creation of new IPE experiences (e.g., LIFE, 2020) & improvement of existing experiences (e.g., ongoing IPE module rework in 2023)
- Connect interdisciplinary health professional student teams with patients and families that are managing chronic illnesses (LIFE)

Increasing Transparency

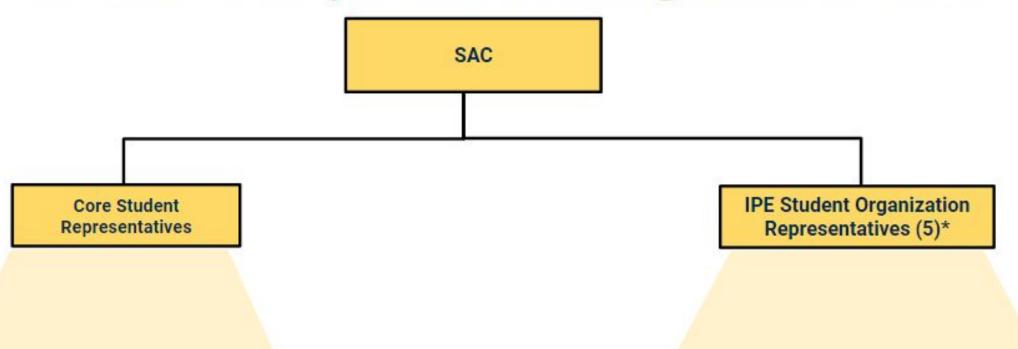
- Discussions about IPE curriculum at monthly SAC meetings allows students to be informed participants in the IPE improvement process
- Utilize student conversations to support C-IPE Executive Committee (EC) member conversations during improvement process

Cultivating Student-Faculty Relationships

• SAC Co-Chairs serve on IPE Workgroups and EC



IPE Student Representative Program 2022-2023



SAC Co-Chairs for the 2022-2023 academic year that did not serve as direct collaborators on this submission. Kelsey Ann Dods, DDS Candidate 2023, Tommy Lau, DDS Candidate 2024, Alopi Modi, DNP Candidate 2024

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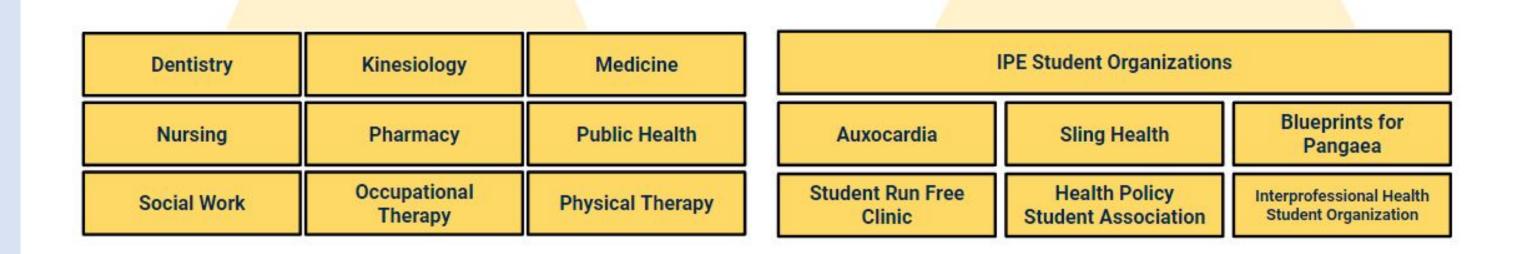
References

1. University of Michigan Center for Interprofessional Education. 2021-2022 Progress Report. Published online 2022.

2. Bodenheimer T, Sinsky C. From triple to quadruple aim: care of the

• Intentional effort made to connect IPE Student Representatives to faculty members to facilitate student participation in IPE research activities • SAC is highly involved in the annual design & implementation of HPE Day • Student-faculty relationships provide

opportunities to develop new IPE experiences



patient requires care of the provider. Ann Fam Med. 2014;12(6):573-576. 3. Arnetz BB, Goetz CM, Arnetz JE, Sudan S, vanSchagen J, Piersma K, Reyelts F. Enhancing healthcare efficiency to achieve the Quadruple Aim: an exploratory study. BMC Res Notes. 2020 Jul 31;13(1):362. doi: 10.1186/s13104-020-05199-8. PMID: 32736639; PMCID: PMC7393915. 4. Mattison D, Smith LJ, Balzer K, et al. Longitudinal Interprofessional Family-Based Experience (LIFE): An Authentic Experiential Interprofessional Education Learning Framework. Pedagogy in Health Promotion. Published online December 6, 2021:23733799211060726.



