

Michigan Center for IPE “Next Phase”

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Background

The Michigan Center for Interprofessional Education (CIPE) was founded in 2015 as a shared joint venture by the Provost’s Office and the Ann Arbor campus health science deans through the Transforming Learning for the Third Century Initiative. Through the first six years, the U-M IPE community laid a robust foundation, implementing dozens of IPE experiences, investment in research and innovative teaching, scholarly publications, and engagement of a broad community of interested faculty. While the successes have been impressive, we have yet to answer the question:

“Does IPE improve the Quadruple Aims of Health?”

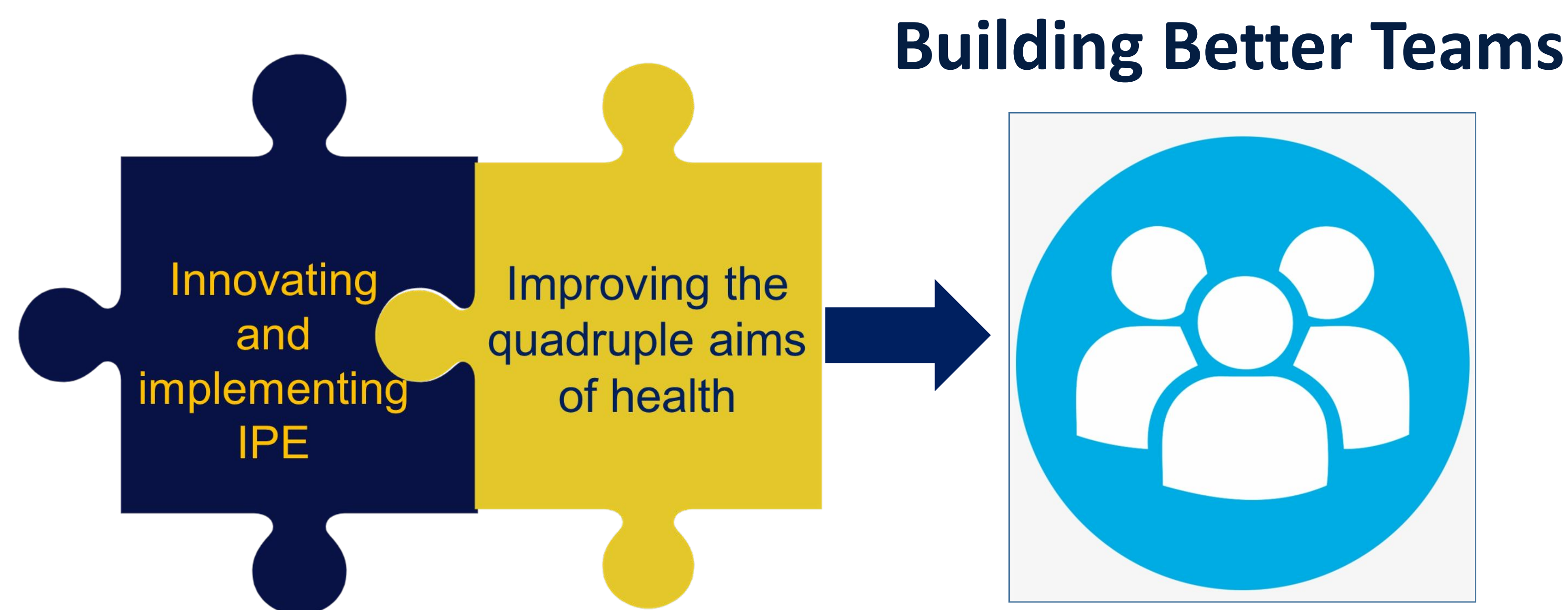
This question fuels our momentum for the “Next Phase,” and is center to our updated **Mission** statement:

“Innovating and transforming interprofessional education, collaborative practice, and research to achieve the quadruple aims of health.”

In addition, the **Values** for our future IPE work were developed by the IPE Executive Committee members and are captured in the word cloud below.



One Goal



We know from the literature that better, high-functioning teams in practice and community settings are the key link to improving the quadruple aims. As such, building better interprofessional teams through our IPE experiences will be the emphasis for this “Next Phase.”

Acknowledgements

The ‘Next Phase’ of the CIPE would not be possible without the dedication and perseverance of the IPE Executive Committee, and the support of the Provost’s Office and Health Sciences Council of Deans.

References

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Brandt, B.F. (2015). Interprofessional Education and Collaborative Practice: Welcome to the “New” Forty-Year Old Field. *The Advisor*, 34(1), 9-17.

World Health Organization. (2010). *Framework for action on interprofessional education and collaborative practice*. Geneva, Switzerland: WHO Press.

Five Strategies

The singular goal will be tackled via the following five interconnected strategies:

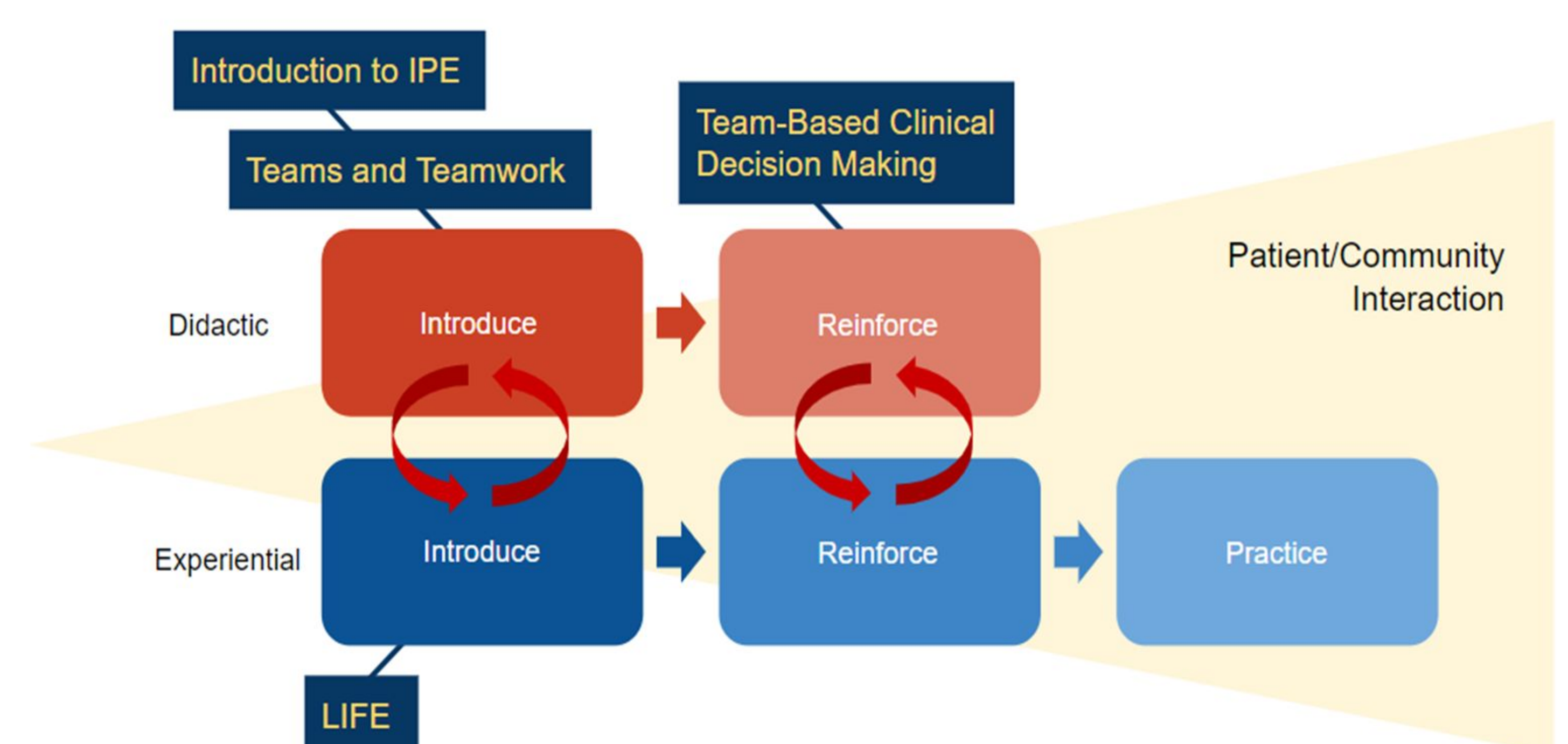
Core Curriculum - Strategically review, enhance, and scale the IPE “core” for students at U-M.

Experiential Innovation - Launch a suite of experiential IPE pilots that can scale and, as a whole, will address key needs for learning in this setting.

Intentional Measurement & Research - Implement a portfolio of accepted, valid assessment tools that are used in our IPE experiences and measure outcomes reliably and consistently.

Educator Development - Implement a development and training program based on the identified needs for educators in both teaching and assessment.

Systems-Based Problem Solving - Develop a strategy for addressing the most pressing problems that will present challenges to our initiatives in the other 4 strategies.



This diagram serves as a model for the IPE curriculum, with didactic content being reinforced by experiential learning throughout a scaffolded curriculum. The Core Curriculum and Experiential Innovation workgroups will be driven by scaling IPE so that all relevant health science students go through this model of learning.

Get Involved

If you are interested in innovative health professions education, the scholarship of education, and preparing students to be members of high functioning teams, join us in this movement! Complete the survey via the QR code or this link: <https://forms.gle/QparZ3dRHVfFD37a9>.

