

# UCSF Program in Interprofessional Education

## Quarterly Newsletter

March 2016

Welcome! [The Program in Interprofessional Education \(PIPE\)](#) ensures that students and trainees in the health professions education programs at UCSF build a skill set that will increase patient safety, reduce errors, maximize efficiencies, and improve quality of care.

There are exciting interprofessional activities underway at UCSF. If you have news and story ideas, please send them to [Susana Aranas](#), IPE Coordinator.



## **Congratulations to Grant Recipients for the Innovations Funding for Education 2016-17!**

The Haile T. Debas Academy of Medical Educators, in collaboration with the UCSF Program in Interprofessional Education and the UCSF Library and Center for Knowledge Management, is pleased to announce the new Education Innovations Funding awards for the 2016-2017 academic year. These intramural grants are expected to make significant contributions to educational excellence at UCSF. Working collaboratively to integrate programs and resources has expanded our capacity to provide the campus community with more efficient and effective support that leverages creative partnerships, raises the visibility of scholarly work in education, and reaches successfully across traditional domains in education.

Our collaboration of three UCSF programs that fund education innovations addressed a range of

priorities in education of students and trainees at UCSF. The call resulted in an unprecedented crop of strong proposals. Thus, we sought and identified additional funding partners including the Department of Medicine at Zuckerberg San Francisco General and Tideswell™ at UCSF. Responsibility for reviewing the submissions was shared within the collaboration.

Listed below are the 2016 interprofessional grant recipients:

[Integrating Care Through the Division of Population Health: An Interprofessional Clinical Elective \(ICE\)](#)

Principal Investigator: Kara Birch, DNP, working with Rosalind De Lisser, MS, RN; Kirby Lee, PharmD, MA, MAS; Amber Fitzsimmons, PT, MS, DPTSc

[Interprofessional Students Education at a Skilled Nursing Home](#)

Principal Investigator: Michi Yukawa, MD, MPH, working with Kent Paller, PT; Sharya Bourdet, PharmD; Maria Wamsley, MD; Leslie Floren, PharmD, MA

[The AWV Curriculum: An Innovative, Accessible Curriculum Designed to Prepare Interprofessional Healthcare Providers to Conduct the Medicare Annual Wellness Visit \(AWV\) in a Primary Care Group Visit Format](#)

Principal Investigator: Lynda Mackin, PhD, working with Miranda Dunlop, MD

[What Does it Take? Creating an Attending and Staff Development Kit for Inpatient Interprofessional Teams](#)

Principal Investigator: Daphne Lo, MD, working with Michael Harper, MD; Kathryn Eubank, MD; Bridget O'Brien, PhD; Michi Yukawa, MD, MPH

[Word on the Wards - An Interprofessional Health Coaching Program](#)

Principal Investigator: Rita Nguyen, MD, working with Pallabi Sanyal-Dey, MD; Tamara Lenhoff, PharmD; Pamela Bellefeuille, RN, MN; Ilka Felsen, DPT

## Motivational Interviewing Training for Interprofessional Learners

At the San Francisco VA Center of Excellence in Primary Care Education (EdPACT), Motivational Interviewing (MI) is a key part of our interprofessional training curriculum. MI, a directive, patient-centered method of engaging ambivalent patients in the process of behavior change, has a strong-evidence base and is frequently employed in healthcare settings. Our interprofessional training consists of 2 hour-long interactive seminars where key motivational interviewing strategies are demonstrated and practiced through role-plays. EdPACT psychology postdoctoral fellows then observe and rate MD/NP trainees using the Brief-Motivational Interviewing Treatment Integrity coding system (B-MITI) on MI skills during at least one primary care visit. Psychology fellows provide immediate feedback on trainee's strengths and coaching on the specific ways MI skills could be improved in future patient-provider interactions. Most MD/NP trainees displayed basic MI competencies during their observed session and appreciated the opportunity for feedback and improvement.

## Teach for UCSF Certificate Program

Individuals who teach learners at UCSF can enroll in the [Teach for UCSF Certificate Program](#) to develop and receive recognition for teaching skills. We have a certificate specifically targeted to those who teach interprofessional learners in any setting. The [Teach for UCSF Certificate in Interprofessional Teaching](#) consists of ten required workshops and associated online learning materials.



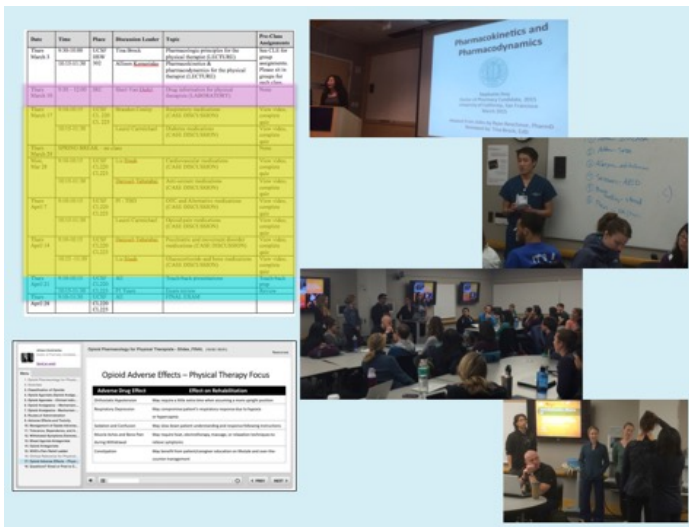
- IPE Strategies: Setting the Stage for Interprofessional Teaching
- IPE Strategies: Engaging Learners Across the Health Professions
- IPE Strategies: Negotiation in Interprofessional Clinical Education. Let's be NICE!
- IPE Strategies: Capitalizing on IP Teachable Moments (in development)
- Teamwork and Communication in IPE (online)
- Small Group Teaching
- SOAP for Learner Professionalism
- Clinical Teaching

- Critical Reflection
- Curriculum Development

Participants complete a performance skills assessment during the workshop to receive credit toward the certificate. We anticipate that all requirements be completed within two to four years. Other current certificate tracks are:

- [General Teaching](#)
- [Clinical Teaching](#)
- [Simulation Teaching](#)
- Teaching for Quality Improvement and Patient Safety: coming soon

Many workshops count for more than one certificate.  
Enroll here: [Teach for UCSF](#)



## A “Flipped” Pharmacy Student-Led Pharmacology Course for Physical Therapy Students

For the past 5 years, senior pharmacy students have facilitated a required course about how medicines can influence physical therapy treatments. To prepare for the activity, pharmacy students shadow physical therapy practitioners in the hospital and clinics. They then pre-record brief “mini lectures” on specific areas where PT

treatments could be affected by medicines – for example when to time a PT appointment for a patient with Parkinson’s disease or which hypertension medicines can cause dizziness. Physical therapy students review these before class and then complete an online formative assessment. When they come to class, the students work through interactive cases in teams. At the end of the course, there is a “teach back” session where the PT students teach the pharmacy students more details about their treatment modalities. Students from both professions rate the experience highly and what’s even more interesting is that when we follow up with physical therapy students after their first clinical experience, they comment that they see medicines-related issues arise and are more aware of how to address these and/or connect to pharmacists to collaborate. This work has been presented at several national and international meetings with a manuscript in progress – stay tuned!



## **Thank you to our Faculty and Volunteers!**

Thank you to our Faculty and Volunteers who have served as facilitators for our fall and winter sessions with our first and second year learners from the health professions education programs (Medicine, Nursing, Pharmacy, Dentistry, and Physical Therapy). These sessions are part of the UCSF Interprofessional Curriculum, *Collaboration and Communication in Healthcare: Core Principles of Interprofessional Practice*.

Amber Fitzsimmons, Physical Therapy and Rehabilitation Sciences, SOM

Amy Schwinghammer, Residency, UC Davis Medical Center, SOP

Angel Chen, Family Health Care Nursing, SON

Annette Carley, Family Health Care Nursing, SON

Barbara Burgel, Community Health Systems, SON

Bethany Phoenix, Community Health Systems, SON

Betty Smoot, Physical Therapy and Rehabilitation Sciences, SOM

Bridget O'Brien, Medicine, SOM

Candy Tsourounis, Clinical Pharmacy, SOP

Cathi Dennehy, Clinical Pharmacy, SOP



Cathlene Richmond, Clinical Pharmacy, SOP  
Christopher Burrell, Clinical Pharmacy, SOP  
Cynthia Belew, Family Health Care Nursing, SON  
David Jull-Patterson, Psychiatry, SOM  
Deborah Johnson, Community Health Systems, SON  
Denise Wishner, Physiological Nursing, SON  
Denise Wong, Department of Otolaryngology, SOM  
Denna Mallareddy, Family Health Care Nursing, SON  
Donald Kishi, Clinical Pharmacy, SOP  
Dorie Apollonio, Clinical Pharmacy, SOP  
Eleanor Vogt, Clinical Pharmacy, SOP  
Evans Whitaker, Library, UCSF Chancellor/EVC/FAS  
George Taylor, Preventive and Restorative Dental Sciences, SOD  
Georgianne Meade, Retired, SOM  
Gillian Burgess, Physical Therapy and Rehabilitation Sciences, SOM  
Henry Kahn, Community Health Systems, SON  
James Lightwood, Clinical Pharmacy, SOP  
Jeffrey Newman, Institute for Health Aging, SON  
Jeneva Gularte Rinaldo, Department of Physiological Nursing, SON  
Jennifer Toy, Clinical Pharmacy, SOP  
Joanne Saxe, Community Health Systems, SON  
Josette Rivera, Medicine, SOM  
Katherine Hyland, Biochemistry and Biophysics, SOM  
Kathryn Phillips, Clinical Pharmacy, SOP  
Kimberly Topp, Physical Therapy and Rehabilitation Sciences, SOM  
Kirby Lee, Clinical Pharmacy, SOP  
Kirsten Balano, Clinical Pharmacy, SOP  
Mai-Khanh Bui-Duy, Medicine, SOM  
Maria Wamsley, Medicine, SOM  
Mariam Baha, Master of Science in Dental Hygiene graduate learner, SOD  
Marilyn Stebbins, Clinical Pharmacy, SOP  
Mary Lynch, Family Health Care Nursing, SON  
Matt Tierney, Community Health Systems, SON  
Maureen Brodie, Office of the Ombuds

Maya Dulay, Internal Medicine, SOM  
Natalie Buening, Clinical Pharmacy, SOP  
Nicholas Fleming, Medicine, SOM  
Nina Hill, Volunteer Faculty, SOP  
Noel Kelsch, Master of Science in Dental Hygiene graduate learner, SOD  
Parisa Vatanka, Clinical Pharmacy, SOP  
Rachel Kornik, Dermatology, SOM  
Raga Ramachandran, Pathology, SOM  
Rebecca Shunk, Medicine, SOM  
Rebekah Kaplan, ObGyn, Reproductive Sciences, SOM  
Rosalind DeLisser, Community Health Systems, SON  
Roxanne Garbez, Physiological Nursing, SON  
Sheri Van Osdol, Clinical Pharmacy, SOP  
Susan Hyde, Preventive and Restorative Dental Sciences, SOD  
Timothy Cutler, Clinical Pharmacy, SOP  
Tina Brock, Clinical Pharmacy, SOP  
Tina Denetclaw, Clinical Pharmacy, SOP  
Tom Kearney, Clinical Pharmacy, SOP  
Valerie Clinard, Clinical Pharmacy, SOP  
William Shore, Family Community Medicine, SOM



## Upcoming Interprofessional Session Dates

UCSF continues to offer its Interprofessional Education Curriculum, *Core Principles of Interprofessional Practice*, for the 2015-16 academic year. The remaining face-to-face session will take place in the spring quarter on the following date:

- **April 18** - *How will our work get done? Understanding task distribution, accountability and communication*