



Program in Interprofessional Practice and Education Newsletter

December 2016

Welcome! **The Program in Interprofessional Practice and 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.



IPE Kick-Off for First Year Students

Over 600 future nurses, physicians, dentists, pharmacists and physical therapists participated in the Kickoff for the Core Principles of Interprofessional Practice course on October 17. Keynote speakers, Robert Wachter, patient safety expert and chair of the Department of Medicine, and Kathy Ghomeshi, pharmacist and medication safety specialist from UCSF Medical Center, took students step-by-step through a case of a medical error that occurred at UCSF Benioff Children's Hospital. Later students worked in interprofessional teams to share ideas about what actions might prevent the occurrence of similar errors. The session kicked off the series of interprofessional education sessions designed to give future healthcare professionals tools to work effectively in interprofessional teams.

"It was great to talk to others from other professions and have an honest conversation about the realities of the culture of healthcare, hierarchies that exist, and being proactive about this as we start our studies."

School of Medicine Hosts Visitors from Royal College of Surgeons

The UCSF School of Medicine hosted visitors from the Royal College of Surgeons in Ireland, UK on Wednesday, November 16, 2016. . These three visitors toured the Kanbar Center for Simulation, Clinical Skills and Telemedicine, learned about enabling technology and took a deep dive into the Bridges Curriculum. Their medical school has branches in Bahrain, Kuala Lumpur, and Malaysia as well as Dublin, Ireland. Each site enrolls approximately 300 students per year and all are expected to graduate having mastered the 50 RCSI core competencies. Of note, they have four different program lengths. US graduate entry students finish medical school in four years; UK direct from high school entry students finish in five; those without chemistry backgrounds finish in six and those with limited English proficiency finish in seven. Given the importance of teamwork to care in the UK and around the world, the visitors were keenly interested in strategies to enhance interprofessional collaboration, in particular the leadership competencies necessary to support the work of diverse teams caring for complex patients.

Peer-to-Peer Learning in Dental Care

Susan Hyde, DDS, MPH, PhD, Faculty Lead for Interprofessional Education for the School of Dentistry, gave an invited presentation at September's Transforming Whole Person Care through Interprofessional Medical-Dental Collaboration held at New York University. Dr. Hyde presented the development, implementation, and evaluation of a peer-to-peer, interprofessional, oral health module and clinical skills session integrated into the existing physical exam curriculum for first-year medical students at UCSF. A [YouTube video](#) of the conference is available.

In the flipped classroom, didactic material was viewed online prior to the small group clinical skills session on how to perform an oral exam and apply fluoride varnish. Evaluations from medical students, dental student preceptors, and supervising dental faculty were overwhelmingly positive. A [manuscript](#) describing the curriculum and evaluation was recently published by AMEE MedEdPublish (authors J. Calvo, W. Hamud-Ahmed, H. Nye, and S. Hyde).



Dr. Hyde and dental student preceptors Lili Szabo (D4), Sepi Shafa (D4), Brianna Devito (D3), and Yevgeniy Davydov (D3) recently expanded the oral health module and clinical skills teaching to learners in the School of Nursing's Family Nurse Practitioner and Adult-Geriatric Nurse Practitioner programs earlier. The nurse practitioner learners enjoyed the peer-to-peer interactive sessions and improved their level of comfort performing an oral exam and fluoride varnish application. *"I think fluoride varnish is a very valuable but underutilized tool to maintain overall oral and dental health in vulnerable populations without regular access to dental care."* (nurse practitioner learner)

Reaching the Underserved

Faculty, residents, and medical students specializing in the care of the underserved will receive similar oral exam training at the Zuckerberg San Francisco General Hospital in December. Since 2011, the Institute of Medicine has acknowledged that in order to reduce the burden of oral disease and increase access to dental care for vulnerable populations, oral health should be integrated into primary care.



Accelerating Interprofessional Community-Based Education and Practice

The Department of Community Health Systems at UCSF School of Nursing in collaboration with Bonita House and Alameda County, was awarded the 2016 Accelerating Interprofessional Community-Based Education and Practice Award. The award is supported by the National Center for Interprofessional Practice and Education, in collaboration with the Robert Wood Johnson Foundation, The John A. Hartford Foundation, the Josiah Macy Jr. Foundation and the Gordon and Betty

Moore Foundation.

This collaborative community based project will unite Psychiatric Nurse Practitioner students and Pharmacy students in longitudinal didactic and clinical experiences focused on community based mental health care and psychopharmacology. The innovative training model brings interprofessional students and preceptors together to learn and work together while addressing challenges such as access to care, appropriate treatment, on-going symptom monitoring, and patient education. The collaborative hopes to engage other county mental health sites and grow this training collaborative.

The UCSF Craniofacial Center: An Interprofessional Practice at UCSF

The UCSF Craniofacial Center was established in 1954 and is committed to providing care to any child with a cleft or other craniofacial condition (conditions affecting the growing face and head), regardless of their financial background. These conditions may occur before birth or may be acquired after birth, such as from trauma or tumors. The most common conditions include cleft lip, cleft palate and craniosynostosis, which vary in severity and can dramatically affect appearance, communication, growth and development. The UCSF Craniofacial Center team provides comprehensive and fully coordinated cleft and craniofacial care. The team of dedicated specialists operates according to the American Cleft Palate-Craniofacial Association (ACPA) standards emphasizing ongoing multidisciplinary team care for all cleft and craniofacial patients. The core UCSF Craniofacial Center team sees patients weekly as a group and determines ongoing care. The team is comprised of a genetic counselor, a social worker, a pediatric nurse practitioner, a speech language pathologist, an oral and maxillofacial surgeon, a craniofacial orthodontist, two pediatric medical geneticists, and two plastic and reconstructive surgeons. Students, residents and fellows are also involved in this rotation: Dental Students, Pediatric Dentistry and Plastic Surgery Residents, Genetics and

Craniofacial Orthodontic Fellows rotate through this program and interact in a team conference once per week.



Interprofessional Geriatrics Elective

With grant funding from UCSF Innovations in Education and the Tideswell Foundation, faculty in pharmacy, physical therapy and psychiatric mental health nurse practitioner programs launched a 10-week longitudinal interprofessional clinical elective as a training arm to UCSF Division of Population Health's Care Support Team. The program engages learners across disciplines in co-managing healthcare for complex older adult patients with co-morbid mental health concerns. Two teams of interprofessional learners (Pharmacy, Physical Therapy, and Psychiatric Nurse Practitioner) provide team based care, in collaboration with the Primary Care Physician and Care Support Team professionals, through weekly assessments, treatments, and consultations in both the clinic and home settings. In addition to direct patient care, interprofessional learners discuss profession-specific roles and responsibilities optimizing team dynamics and communication. Now the interprofessional team focuses on specialty topics, such as engaging with patients experiencing depression and anxiety, cognitive behavioral therapy, psychotropic and high fall risk medications, and functional assessment in the home (including fall

risk). Assessment will include pre and post test measures, reflective debriefing, and critical reflections.

Antimicrobial Stewardship Activity

UCSF's efforts to teach students to work together interprofessionally to make the best use of antimicrobials is the focus of a new publication in *Open Forum Infectious Diseases*. US healthcare systems are now mandated to implement **interprofessional antimicrobial stewardship programs**, and so the project developed a curriculum consisting of online training module and a small-group interactive workshop. The workshops consisted of medical and pharmacy students and were led by pharmacists and physician experts in antimicrobial use. Student measures of self-efficacy in communicating interprofessionally, delineating the roles of each profession in antimicrobial stewardship, and describing collaborative approaches to appropriate antimicrobial use all increased significantly from before to after the curriculum. Additionally, the curriculum was viewed very favorably by the students, with more than 90% agreeing that the workshop was a valuable learning experience. As one pharmacy student commented, *"I think these IPE experiences are more meaningful because we actually have some shared knowledge. It was one of the clear examples that expressed our difference in training focus, and how this may translate into the work force."* This project originated with IPE seed funding in 2013 and has persisted in the pharmacy and medicine curricula. The study researchers, Peter Chin-Hong and Brian Schwartz from the School of Medicine and Conan MacDougall from the School of Pharmacy, have made the curriculum freely available online (tiny.ucsf.edu/stewardship) and hope to help other schools implement.



School of Medicine Hosts Visitors from Singapore Health Services



The School of Medicine hosted a 3-day visit by eight professionals from Singapore Health Services in October. Representative from UCSF PIPE met with the group on October 23 to provide information about UCSF's structure for interprofessional education and our approach to community care. The SingHealth group included Professor Tan Kok Hian, Senior Associate Dean, Academic Medicine, Duke-National University of Singapore, and several colleagues from SingHealth Education, Nursing, and Allied Health. SingHealth is Singapore's largest healthcare group and includes two hospitals, five national specialty centers and 42 clinical specialties, and partnership with Duke-NUS Academic Medical Centre. The esteemed visitors noted, *"The energy and devotion that everyone gives to working collaboratively bodes well for the advancement of health and healthcare that UCSF is striving to make as its contribution for the betterment of lives for people of all creed"*.

Word on the Wards

Word on the Wards (WoW) is an interprofessional health coaching program and elective that educates first and second year students from the Schools of Medicine, Pharmacy, Nursing, and Physical Therapy to work together to provide health coaching for inpatients at Zuckerberg San Francisco General Hospital. In interprofessional pairs, trainees provide health coaching for patients who have hypertension, diabetes, HIV, and/or substance abuse. Preceptors representing various healthcare fields work with students either during or after their sessions to facilitate learning and reflection. Now in its third year of operation, Word on the Wards has provided over 200 patient encounters via 111 student health coaches.

Students have been able to connect with patients and help facilitate care. As one student reflected, *“Because one of the volunteers spoke Spanish, the patient immediately opened up and shared with them her barriers, challenges, and why she felt she couldn’t do the things she needed to stay healthy like [family stressors]. It was sad because of what the patient was going through and beautiful at the same time.”*

Division of Geriatrics Launches IPE Elective

The UCSF Division of Geriatrics recently launched a two-week interprofessional skilled nursing facility (SNF) based elective block for fourth year medical students designed to provide a better understanding of geriatric medicine and how multiple disciplines work within SNFs. UCSF medical, pharmacy and physical therapy students now have the hands-on opportunity to work as an interprofessional student team caring for patients at the SFVA Community Living Center (CLC). This elective, designed with support from a UCSF Innovations Grant, focuses on four common competencies of geriatric and interprofessional learning, with an emphasis on patient-centered care planning and peer-teaching between students. Twenty-four medicine, pharmacy, and

physical therapy students are participating in the 2016-2017 pilot year. Course director, Dr. Michi Yukawa, states, *"It's exciting to see these student learners quickly integrate into the CLC community. The patients and CLC team members really enjoy working with such bright and enthusiastic students!"* The elective is anticipated to continue during the 2017-2018 academic year and hopes to increase its availability for interested students.



An Interprofessional Approach in Learning the Musculoskeletal Examination

Doctor of Physical Therapy students in their third year of study helped first year Doctor of Medicine students learn the musculoskeletal examination as a component of the School of Medicine Bridges curriculum. In practicing the focused examination of the shoulder, back, hip and knee in the Kanbar Simulation Center, the students gain an understanding of the expertise that each profession brings to the healthcare team. Session organizers were Nikki Schroeder, MD, Orthopaedic Surgery, Susannah Cornes, MD, Neurology, and Sirisha Narayan, MD, Hospital Medicine. Thanks to DPT3 students Kelsea Brajkovich, Brent Kobs, Courtney

Mahaffey, Kelsey McClurg, Kyle Nelson, Alicia Terwilliger, and Alvin Yu. These interprofessional education experiences help set the foundation for respectful, team-based, patient-centered care.

The Accurate Medication List: A Collaboration Between the Schools of Pharmacy and Dentistry

Obtaining an accurate medication list for Oral Medicine patients can be challenging. Currently, the Oral Medicine Clinic does not have the manpower to review patient medical histories and interview patients, including the appropriateness of medications prior to their appointment. Additionally, the communication among health care providers across systems is challenging given the lack of standardization of electronic health records. For instance, the UCSF Medical Center utilizes the ApeX electronic health record system while UCSF clinics in the School of Dentistry utilize another record system, Axium.

In 2005, the Joint Commission named medication reconciliation on the care continuum as a National Patient Safety Goal in an effort to minimize adverse events caused by medication use. Medication reconciliation is a formal process for creating the most complete and accurate list possible of a patient's current medications and comparing the list to those in the patient record. This reconciliation is done to avoid medication errors such as omissions, duplications, dosing errors, or drug interactions. Numerous efforts are underway to encourage all health care providers and organizations to perform a medication reconciliation process at their facilities.

As an inter-professional pilot study, the primary goals of this collaboration will be to:
1) utilize the knowledge of one's own role and roles of other health professionals to

appropriately assess and address the health care needs of the patients and populations served; 2) communicate with other health professionals in a responsive and responsible manner that supports a collaborative approach to the maintenance of health and the treatment of disease in individual patients and populations; 3) work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.

Therefore, the Schools of Pharmacy and Dentistry have been awarded a grant from the Chancellor to develop an interdisciplinary collaboration in which pharmacy and dental students work together to obtain an accurate medication list prior to scheduled Oral Medicine visits to foster more efficient and effective use of clinic time. Students in the program split their time between Oral Medicine Clinic and the Department of Clinical Pharmacy to learn how to take an accurate medication history. Students will document the number and type of medication discrepancies between patient-reported medication use and medication listed on EHR systems (Axium +/- Apex). This inter-professional pilot embraces a student-motivated and a team-based learning environment.

The faculty members involved in the program are:

Marilyn Stebbins, PharmD, Valerie Clinard, PharmD, Judie Tran, PharmD, Caroline Shiboski, DDS, MPH, PhD, Daniel Ramos, DDS, PhD and Annie Chou, DDS, PhD.

Get Involved

Be a facilitator for the Interprofessional Practice and Education Curriculum, **Core Principles of Interprofessional Practice**, for the 2016-17 academic year.

- **Roles and Responsibilities**
January 23, 2017 for First Year Learners

There are exciting interprofessional activities underway at UCSF. If you have news, story ideas or are interested in being a small group facilitator, please email [Susana Aranas](#), IPE Coordinator.

- **Leadership and
Membership in Team-
Based Healthcare**

January 30, 2017 for Second
Year Learners

- **How Will Our Work Get
Done?**

April 24, 2017 for First Year
Learners