



University of Pittsburgh

Institution-specific Advances in Interprofessional Education and Practice: Optimizing Partnerships and Expertise

Susan M. Meyer, PhD

Chair, University of Pittsburgh Working Group
on Interprofessional Education

Associate Dean for Education and Professor,
School of Pharmacy

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Vision

- High-functioning health care teams improve the experience, outcomes, and costs of health care.
- Teams include health professions students, professionals, patients, families, and communities.
- Pitt Health Sciences students are prepared to be part of and to lead a collaboration-ready health care workforce.



Models of Interprofessional Health Care

- Inpatient
- Transitions
- Home Care
- Skilled Nursing
- Long-term Care
- Mental Health
- Specialty Clinics
- Primary Care
- Convenience Care

Health Professions Education

- Pre-licensure classroom
- Pre-licensure simulation
- Pre-licensure clinical
- Graduate training
- Faculty development
- Assessment
- Accreditation



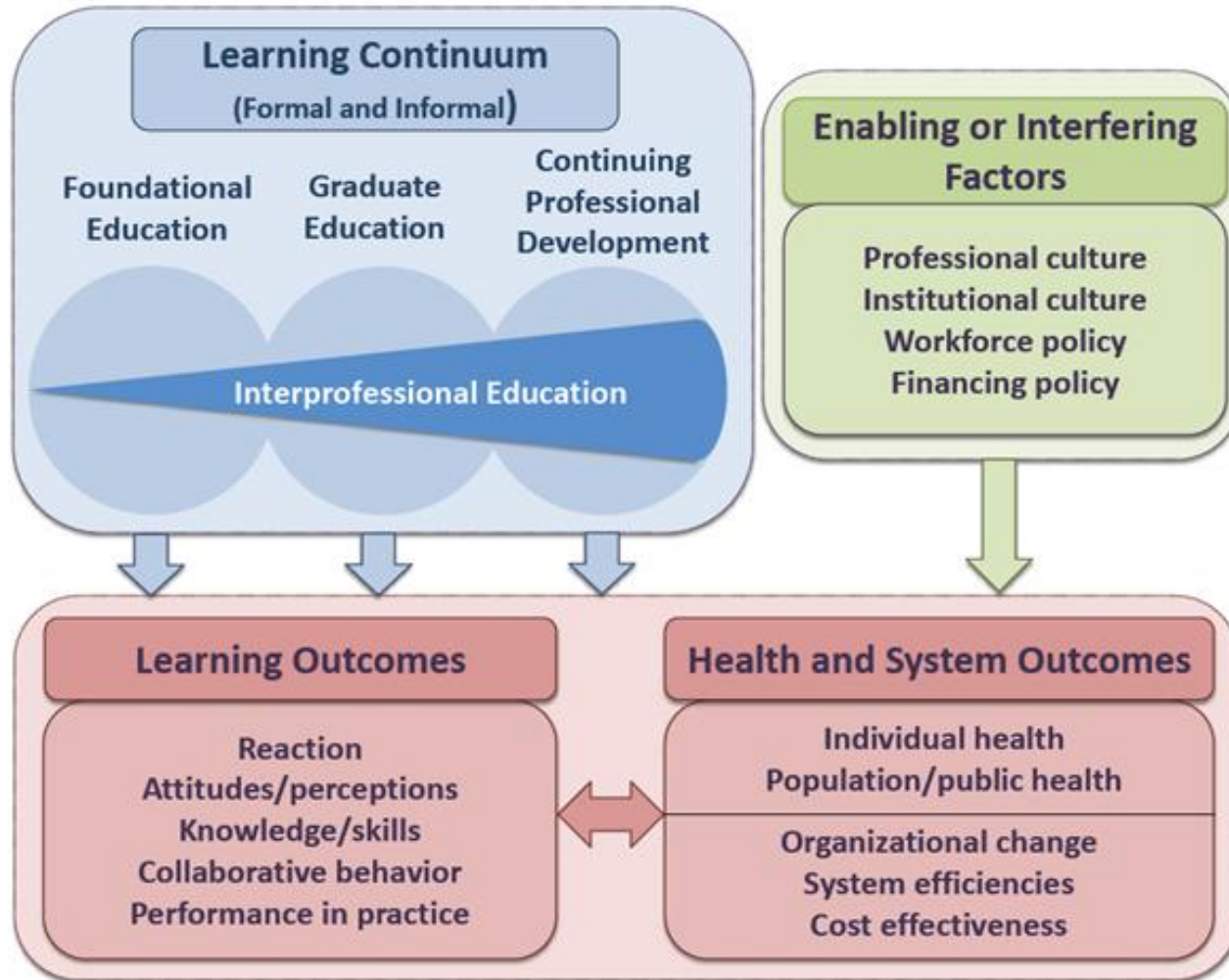
**HEALTH
POLICY
INSTITUTE**

INFORMING POLICY
FOR BETTER HEALTH

Informing Policy for Better Health

Center for Interprofessional Practice and Education

- foster the development of innovative educational and practice models of team-based care.
- improve the capabilities of learners to provide patient-centered collaborative care.
- improve the evidence-base that interprofessional, team-based care lowers costs and improves quality.





Foundational Education



Didactic

- Interprofessional forum
- “We Need to Talk”
- Coordinated care plan development
- IP-MACY – transitions of care

Clinical

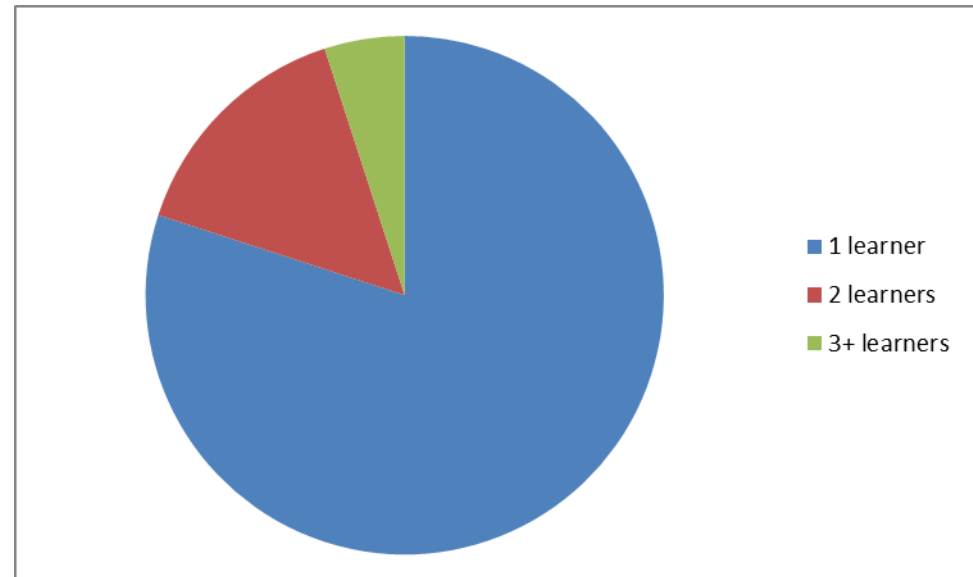
- IP-MACY nursing home teams
- Team-based care ESRD
- Managing dental emergencies through collaborative care



Inventory of Interprofessionalism in Practice

Please identify settings and programs using interprofessional care delivery in which your faculty and/or students are engaged.

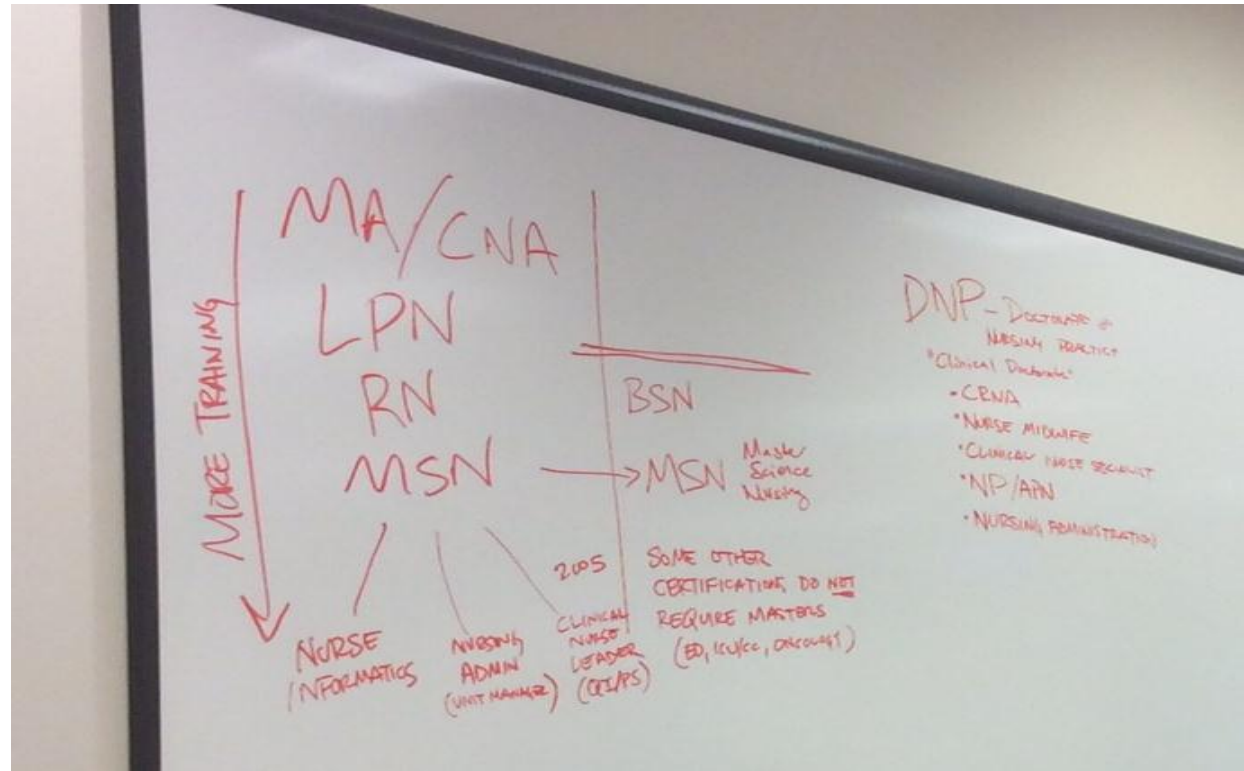
- Program
- Description
- Team Members
- Settings
- Notes
- Level of student(s)





Faculty Development

- Learning and Teaching Together to Advance Evidence-Based Clinical Education
- Teaching Across Teams





Accreditation as a Driver

... educational outcomes ... deemed essential to contemporary practice ... **that demands interprofessional collaboration and professional accountability**

... curriculum prepares students to provide entry-level, patient-centered care ... as a **contributing member of an interprofessional team**

... students gain **in-depth experience** in delivering direct patient care **as part of an interprofessional team**

... sufficient number of faculty members to effectively address ... **interprofessional collaboration**



Health Professional Education Service Line

- Set strategic priorities
- Coordinate educational programming
- Advance UPMC clinical initiatives
- Oversee accreditation status
- Implement and oversee relevant policies
- Evaluate funding for professional education
- Provide infrastructure and support services



Recommendations

- Model curricula to address emerging expectations from accreditors and from employers.
- Instructional resources that facilitate curricular integration across programs.
- Programs to prepare faculty to guide interprofessional groups of learners.
- Research opportunities to expand the evidence base for interprofessional education and practice.