

Members Present: Drs. DC Holmes (Chair), Natalia Restrepo-Kennedy, Maged M.E. Abdelaal, Brian J. Howe, Leonardo Marchini, Zeina Al-Salihi, Sandra Guzman-Armstrong, Tad Mabry, Michael Murrell, Paula Weistroffer, Lily T. Garcia, Nidhi Handoo, Sherry R. Timmons, Michelle Krupp, John Schaeffer (D1), Tanner Brolsma (D3)

Absent: Drs. David A. Jones, Zeina Al-Salihi, Cody Glass (D2), Kathleen Bohr (D4)

Guests: Kristen Flick

Meeting called to order 12:04 p.m.

- I. **Approval of November 7, 2018 Minutes;** – Dr. DC Holmes
MOTION: to approve the November 7, 2018 minutes as submitted. Motion seconded.
MOTION APPROVED.
- II. **Update** –Dr. Garcia/Ms. Krupp
 - Alignment with Curriculum Committee “Educational Priorities”
Feedback from the faculty retreat, accreditation notes, and input from the Curriculum committee is being assembled for presentation to the Administrative Staff. The committee receives good, fresh ideas but there is no time available to incorporate new educational concepts in the curriculum. There is a need to decompress the curriculum. Dean Johnsen will be asked to lead any initiative to help decompress the curriculum.
 - INBDE – Requirement for Graduation
Meetings were scheduled for both D1 and D2 classes to discuss the INBDE. It was learned that the College requires each student to pass the NBDE in order to graduate, in essence, to receive the D.D.S. degree. The NBDE is required for licensure purposes. The mandatory NBDE pass is questionable since the College has no control over the content nor design of the exam. We do not accommodate for study time nor have the expertise to remediate an exam that is not part of the predoctoral curriculum.
Straw Poll Vote: *Should we mandate the INBDE be required to graduate and receive the D.D.S. degree? Curriculum committee voted “NO”, the College should not mandate that the INBDE be required to graduate and receive the D.D.S. degree. The College should require that every student should challenge the INBDE in order to graduate.*
- III. **Interprofessional Collaborative Practice (IPCP) Proposal – Dr. P. Weistroffer, Kristin Flick MSW–** Ms. Krupp (Attachment)
Dr. Weistroffer serves on the University IPE Steering Committee. Dr. Weistroffer, Michelle Krupp and Kristin Flick attended an IPEC conference (October 2018) in which they were able to develop a curriculum thread for IPCP. See attached PowerPoint. This curriculum thread is an example of how to integrate a topic into the curriculum that is not course specific. Also, the Curriculum Committee has identified IPCP as high priority for implementation.

Questions/Comments from Committee:

- Applaud the efforts of trying to make a change.
- Terminology or the concepts for faculty to integrate – but science evolves, who will monitor?
- D1 through D4 and all departments should be integrated.
- The presentation formalizes what exists but creates consistency throughout.
- Important to work with other health care providers.
- UI IPE curriculum has had some growing pains of integration. Students often do not see the relevance of the cases discussed in the D1-D2 UI course. The campus IPE initiative provides a means to recognize the need for dentists and to help us work among health professions.
- Spend time and effort in how we are going to put this into clinic workflow. Students have a guide to assist when others are needed that impact patient care.
- There is a lot of interest and support for this concept for implementation of an educational thread and the topic. More discussion is needed.

IV. **Biochemistry Prerequisite:**– Dr. Garcia
TABLED - Impact on Predoctoral Curriculum.

V. **Round Table Comments** – Committee

- Coding is taught during D4 year, which seems way too late. Maybe do a survey? The College provides extensive “free” treatment due to billing coding errors.
- Now seeking input from D1-D4 students on the current effectiveness of faculty formative assessment using verbal and written feedback.

Next Meeting: Wednesday, January 16, 2019
Minutes recorded: Ms. Brenda Selck

Interprofessional Education & Collaborative Practice

December 5th, 2018

For the Curriculum Committee

Paula Weistroffer, DDS, MS; Kristen Flick, LMSW; Michelle Krupp, MS

Background: IPE at Iowa

- All of our D1 students attend an 18-month course on Interprofessional Education
 - Organized into interprofessional teams that last throughout the course
 - Course is based on the the 4 core competencies
 - Values and Ethics, Roles and Responsibilities, Communication, Teams and Teamwork
 - 2 scheduled in person meetings with all 500+ students
 - Kick off event and a patient case (discussion over knowledge) at the end
 - Multiple small group assignments
 - Meet on their own or work through Google docs
 - Organized and managed by College of Medicine through an ICON course site

From IPE to Interprofessional Collaborative Practice (IPCP)?

- IPCP is the application of interprofessional education into clinical practice and patient treatment
- Some of this is already naturally occurring in the process of treating patients
- We would like to:
 - Expand upon this
 - Formalize this
 - Document this
 - Weave this into our culture

A missed opportunity: IPE & IPCP at Iowa (PW)

- We are missing an opportunity to: back up and show our support for what is taught in the IPE course in our D1 and D2 courses and clinics
- We are missing an opportunity to: bridge IPE education and IPCP experiences right here in our own building
 - Pharmacy
 - Social Work

A missed opportunity...IPCP at Iowa

- Disconnect between teaching and practice
 - Missing full potential
 - “Not my patient”
- Opportunities to bridge education and clinical experiences
 - Set expectations
 - Person-oriented care
 - “Team ready”
- *Naturalize* the process of IPCP earlier
- But, we don't really need a whole course...

What is an educational thread?

- Integrated themes or topics throughout the curriculum
- Unites courses, disciplines, and/or departments
- Intended to transcend barriers allowing for contribution by many experts
- Consistent exposure, application, & reinforcement
- Deliberate practice



CONSIDERATIONS:

- Curriculum time
- Oversight and monitoring
- Assessment
- Alignment

CoD IPE/IPCP Educational Thread

D1-D2 Foundation & Relevance	D3 Application & Practice	D4 Full Integration
<p>Goal:</p> <p>Reinforce UI IPE concepts by making material relevant and practical to dentistry</p>	<p>Goal:</p> <p>Apply IPE concepts into clinical practice by utilizing existing IPCP resources in COD - Pharmacy and Social Work</p>	<p>Goal:</p> <p>Synthesize COD practice standards into other oral health care models including sites which students rotate</p>
<p>Students will:</p> <ul style="list-style-type: none">• Increase awareness of IP resources available in COD by infusing Pharmacist & Social Worker in existing lectures• Reinforce roles of the healthcare team utilizing existing tools developed in COD	<p>Students will:</p> <ul style="list-style-type: none">• Know when and how to utilize Pharmacy and Social Work consults during clinic• Appropriately code and document IPCP interactions	<p>Students will:</p> <ul style="list-style-type: none">• Practice IPCP in Family Dentistry• Generate and establish IPCP contacts and resources in community settings

CoD IPE/IPCP Educational Thread

D1-D2 Foundation & Relevance	D3 Application & Practice	D4 Full Integration
<p>Where:</p> <ul style="list-style-type: none">• PCD:8119, :8219• PCD:8118• Clinical courses	<p>Where & How:</p> <p>Clerkship clinics & AxiUm</p> <ul style="list-style-type: none">• Use of a developed tracking system in AxiUm to document Pharmacy and Social Work consults• Addition of prompts to Note templates• Institution of IPCP Minimum Essential Experiences (MEEs)	<p>Where:</p> <ul style="list-style-type: none">• Family Dentistry• Practice Management• Extramural Rotations

Outcomes - Short Term

- Number of lectures given by Pharmacy and Social Work in D1 & D2
- Implementation and increased usage of the IPE COD tool in D1 & D2
- Documentation of Pharmacy and Social Work consults in AxiUm
 - How the number of consults changes each year
- Incorporation of IPE and IPCP in the evaluations and eventually the Collegiate Competencies

Outcomes - Long Term

- A change in the Standard of Care at the COD regarding Pharmacy and Social Work utilization
- A change in faculty practice patterns
- Alumni survey data that shows integration of IPCP
- Improved patient outcomes
 - Comparing utilization and failure rates
 - Decreased use of antibiotics for joint replacement

Questions?

TEAM READY – PRACTICE READY

Interprofessional Collaboration & Practice Educational Thread

D1 – D2 Foundation & Relevance	D3 Application & Practice	D4 Integration
<p>Goal: Reinforce UI IPE concepts by making material relevant and practical to dentistry</p> <p>Students will:</p> <ul style="list-style-type: none"> • Increase awareness of IP resources available in CoD by infusing Pharmacist & Social Worker into existing lectures. • Reinforce roles of healthcare team utilizing existing tools developed in CoD. 	<p>Goal: Apply IPE concepts into clinical practice by utilizing existing IPCP resources in CoD - Pharmacy & Social Work</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know when and how to utilize pharmacy and SW consults during clinic. • Appropriately code and document IPCP interactions. 	<p>Goal: Synthesize CoD practice standards into other oral health care models including sites which students rotate</p> <p>Students will:</p> <ul style="list-style-type: none"> • Practice IPCP in Family Dentistry. • Generate and establish IPCP contacts and resources in community settings.
<p>Where:</p> <ul style="list-style-type: none"> ➤ PCD: 8119, 8219 ➤ PCD: 8118 ➤ Clinical courses? 	<p>Where & How:</p> <p>Clerkship clinics & AxiUm</p> <ul style="list-style-type: none"> ➤ Develop appropriate codes in AxiUm for Pharm & SW consults. ➤ Include prompts in Note template. ➤ Institute IPCP Minimum Essential Experiences (MEEs) into clerkships. 	<p>Where:</p> <ul style="list-style-type: none"> ➤ Extramurals ➤ Practice Management ➤ Family Dentistry
<p style="text-align: center;">Outcomes:</p> <ul style="list-style-type: none"> ✓ Increased lectures given by Pharm/SW in D1-D2. ✓ Increased usage of IPE CoD tool in D1-D2. ✓ Pharmacy & SW consults documented in AxiUm. ✓ Number of consults increase by ?? each year. ✓ Incorporated IPCP into collegiate competencies and evaluations. ✓ Change in standard of care at CoD regarding Pharmacy & SW utilization. ✓ Change in faculty practice patterns. ✓ Alumni Survey data shows integration of IPCP. ✓ Improved patient outcomes (track utilization & failure rates). 		