

# 1 HEALTH



## 1Health Impact Report

Celebrating Interprofessional Successes  
at the University of Minnesota  
*Summer 2020*



UNIVERSITY OF MINNESOTA

Driven to Discover®



As the healthcare environment transforms toward team-based provision of patient-centered care, with a great deal of attention on improved community health outcomes and health care quality and an overall reduction in healthcare inefficiencies and costs, it is imperative that the University of Minnesota evolve with the same goals in mind as we prepare the next generation of health care professionals serving Minnesota, the United States, and the world. Preparation for this kind of transformative change requires a deep level of collaboration and engagement as well as the willingness to be creative and courageous in our approach.

**University of Minnesota |Health Team**

# Report Contents

## Introduction to 1Health

- 04** **Welcome Messages**  
Messages from the Director of IPE and the AVP for Academic Health Sciences
- 08** **Overview of 1Health**  
About the Program  
Mission, Vision, Goals  
1Health Team

## Program Impact

- 10** **Deep Roots**  
History & Importance
- 12** **Dynamic**  
Phases & Experiences
- 20** **Comprehensive**  
Schools & Campuses
- 24** **Rigorous**  
Competencies & Criteria

## Moving Forward

- 27** **Looking to the Future**  
What's Next
- 27** **How to Get Involved**  
Become Engaged



“Now in 2020, we have built an inventory of nearly 30 approved interprofessional programs, which provide interprofessional education coursework to thousands of students a year from 17 health programs across the University.”

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## Message from the Director of IPE

Brian Sick, MD, Academic Health Sciences Office of Education & Medical School

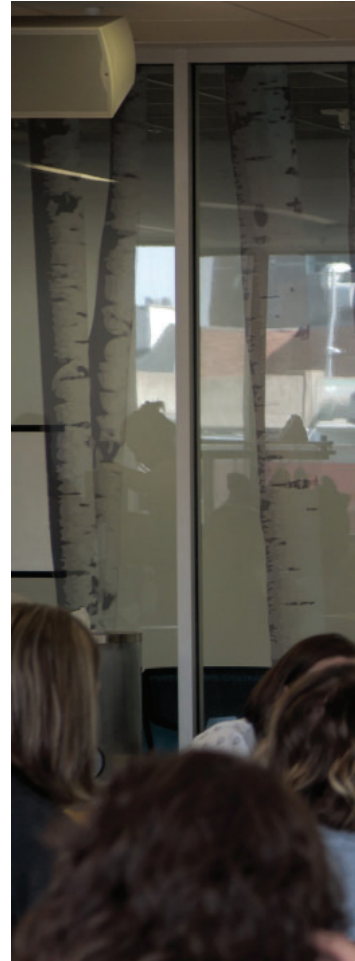
**The University of Minnesota has a long history of interprofessional education, which extends decades into our past.**

In fact a 1970 report from an external committee looking at the health sciences at the University of Minnesota states, “if future health care delivery systems require a team approach to provide the necessary services, today’s health student must be exposed to this approach in his [or her] educational experience.”\* Over the last 50 years we have made great progress. The following report highlights the accomplishments we have had and looks forward to the future of interprofessional education at the University of Minnesota.

The current interprofessional program was officially cemented into the vernacular of the Academic

Health Sciences in 2010 with the creation of the three phase 1Health Program with its flagship Phase I interprofessional education orientation course Foundations of Interprofessional Communication and Collaboration (FIPCC). This was followed by the implementation of Phase III experiential IPE Debriefings in 2014 and the Phase II Community Teacher skill-building course in 2015. Now in 2020, we have built an inventory of nearly 30 approved interprofessional activities, which provide interprofessional education coursework to thousands of students a year from 17 health programs across the University.

We have a lot to be proud of and have a lot to look forward to in the future. Over this coming year we will transition most of our students





from the longstanding FIPCC course to a new streamlined introduction to interprofessional education called Better Together: Preparing for Collaborative Practice. The COVID-19 pandemic is also challenging us to be creative and innovative in our curriculum by transitioning all of our core curriculum - Better Together/FIPCC, Community Teacher, the IPE Communications Course and the IPE Debriefings - into a virtual, online format. Additionally, to be responsive to the health of Minnesota people and communities we are looking for new and innovative ways to prepare our learners for interprofessional collaborative care through simulations and experiential education. The new Health Sciences Education Center, which has interprofessional education at the core of its design, will be a terrific venue for simulations,

active learning classrooms, and, excitingly, informal interactions with students and faculty from multiple professions in the interprofessional student lounge and study area. This formal and informal education paired with community partnership sites for experiential education will prepare our students to be collaboration ready and ready to work on the teams of the future.

*\*External Committee on Governance of University Health Sciences. (1970). Report of the External Committee on Governance of University Health Sciences. University of Minnesota. <http://hdl.handle.net/11299/4609>*



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## Message from the Associate Vice Presidents in Health Sciences

Trevor Ames, DVM, MS, DACVIM,  
Associate Vice President for Academic  
Health Sciences

Carolyn M. Porta, PhD, MPH, RN, FAAN,  
Associate Vice President for Clinical  
Affairs

**The recent COVID 19 pandemic affecting the planet has illustrated the need for a strong healthcare system and effective healthcare teams.**

Health care in the United States is complex and requires health care providers from all professions to be adept at collaborating to learn, assess, problem solve, and deliver coordinated care in new and innovative ways. The need for collaboration and teamwork in clinical environments has increased with evolving technology, specialization, and new delivery structures. The global pandemic has forced the various health professions to think differently and purposefully about how to optimize both learning and patient care.



“Health care in the United States is complex and requires health care providers from all professions to be adept at collaborating to learn, assess, problem solve, and deliver coordinated care in new and innovative ways.”

This report describes the substantive efforts to optimize interprofessional education and learning at the undergraduate and preprofessional level at the University of Minnesota. Many of our health professional programs have incorporated an interprofessional approach into their curricula and in these programs, students and trainees from various health care professions learn with, about, and from each other. Our goal has been to introduce learners to interprofessional education at the beginning of their professional journey to provide them with an essential understanding of their various roles and how those roles support collaborative, integrated care. We are also providing them with other important skills for health care providers to promote communication and teamwork.

As our interprofessional education program has gained momentum, it is important that the interprofessional values taught at the undergraduate and preprofessional level are reinforced in learners as they enter the clinical environment. Frequently, new clinicians encounter a clinical infrastructure that reflects traditional approaches to delivering health care that are siloed and hierarchical in nature. Our expanding work at the University of Minnesota will be to transform these learning environments so our health professional learners see the interprofessional concepts reinforced to deliver improved healthcare outcomes.

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## About the 1Health Program

Through its 1Health initiative, University of Minnesota is preparing students in dentistry, medicine, nursing, pharmacy, public health, veterinary medicine, and other health programs, such as physical therapy and social work, to develop the skills needed for success in interprofessional collaborative practice.

1Health challenges students throughout their academic careers to understand and value the importance of teamwork, communication and collaborative care as they grow into their roles as health professionals.



### Our Mission

To improve the health of Minnesota through interprofessional education and collaboration.

### Our Vision

All health science learners are effective and competent interprofessional collaborators.

### Our Goals

The health sciences schools, colleges and programs will integrate and sustain interprofessional education, which spans the continuum of learners and prepares the learners to work on interprofessional teams to achieve the Quadruple Aim\*.

\*Improving the patient experience of care, improving the health of populations, reducing the per capita cost of health care, and improving the work life of health providers.

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Students work on a challenge during a 1Health Escape Room activity.



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# About the 1Health Team

The 1Health team is comprised of faculty and staff who are committed to working across all health sciences schools and programs to develop, prepare, coordinate and implement all aspects of the interprofessional education curriculum, in alignment with institutional goals and national standards of excellence.

Faculty members from a variety of health professions offer significant contributions to the 1Health curriculum development by conducting interprofessional research, disseminating information, and creating innovative interprofessional learning opportunities for students. Staff members support these efforts by communicating with stakeholders, recruiting facilitators and volunteers, developing and preparing curricular materials, coordinating schedules, implementing all programmatic aspects of the 1Health curriculum, and gathering the data needed to support continuous curriculum growth and refinement.

Together, this team of faculty and staff provide the leadership needed to ensure that the interprofessional education curriculum offered to health professional students at the University of Minnesota is strategically integrated through a coordinated and collaborative approach. Team members also work closely with the Program Directors and the Associate Deans for Education across the health sciences to ensure the 1Health curriculum strategically meets the shared educational goals for interprofessional collaboration and education for our students. Student interns have also joined the team to implement new programs.

## 1Health Team Members



### **Brian Sick, MD**

Director of Interprofessional Education, Academic Health Sciences Education; Medical School

### **Cheri Friedrich, DNP, RN, CNP**

Co-Director of Interprofessional Education, Office of Academic Clinical Affairs; School of Nursing

### **Sara North, PT, DPT, M.Ed**

Co-Director of Interprofessional Education, Office of Academic Clinical Affairs; Division of Physical Therapy

### **Heather Mead Kim, BA**

1Health Operations Director

### **Veronica (Roni) Lafky, BA**

1Health Curriculum Coordinator

### **Suzanne Stein, BA**

1Health Curriculum Coordinator

### **Laura Dammer Hess, MLS**

Director of Center for Health Interprofessional Programs

### **Amy Greminger, MD**

Department of Family Medicine and Biobehavioral Health – Duluth Campus, Medical School

### **Chrystian Pereira, PharmD, BCPS**

Department of Pharmaceutical Care and Health Systems, College of Pharmacy

### **Karin Quick, DDS, PhD**

Department of Primary Dental Care, School of Dentistry

### **Craig Roth, MD**

Department of Medicine, Medical School

### **Peter Scal, MD, MPH**

Department of Pediatrics, Medical School

### **Cyndee Stull, MDH**

Department of Primary Dental Care, School of Dentistry

### **Alexandra (Sasha) Zagoloff, PHD, LP**

Department of Psychiatry and Behavioral Sciences, Medical School

### **Sylvia Wanzala, DVM, MSc., MPH, PhD**

Office of Academic Clinical Affairs

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# Deep Roots at the University of Minnesota

The University of Minnesota recognized the importance of interprofessional education long ago. Since then, its leaders have worked toward creating interprofessional programs and integrating the core concepts into curricula.

In a report from the External Committee on Governance of University Health Sciences created at the University of Minnesota in 1970, the members of the committee state that “if future health care delivery systems require a team approach to provide the necessary services, today’s health student must be exposed to this approach in his educational experience.”

## Our History

The 1Health curriculum, launched in 2006, is a tangible outcome of the university’s long-term commitment to developing an interprofessional workforce and new models of health care and interprofessional collaboration.

### 1970

Establishment of the Center for Health Interprofessional Programs (CHIP)

### 2000

Creation of the Academic Health Center (AHC) Office of Education through Funding by the Minnesota Legislature

Creation of a Vice President’s Position for Interprofessional Programs

### 2003

Creation of the Health Careers Center

### 2004

Creation of the Interprofessional Education and Resource Center

### 2006

Development of the Academic Health Center Dean’s Leadership Statement

### 2007

Formalization of the Charge for Interprofessional Education Across the AHC

Host for First Collaborating Across Borders Interprofessional Education Conference

### 2009

Development of 1Health Vision and Plan

### 2010

Phase I Implementation of Foundations of Interprofessional Communication and Collaboration Course

### 2011

Establishment of Phase II Advisory Committee

Sponsorship of a Three-Day Faculty Development Training to Enhance Interprofessional Facilitation Skills

## 2012

Formalization of 1Health Team

Establishment of Phase III Advisory Committee

Launch of Early Phase III Pilots

## 2013

Establishment of the Interprofessional Practice and Education (IPPE) Committee

## 2014

Implementation of Phase III

Development of the 1Health Data Management System

Establishment of 1Health Team & Experiential Education Partnership

## 2015

Launch of Phase II - Community Teacher

Launch of Phase II - Interprofessional Communication Skills

Establishment of the 1Health Evaluation Team

## 2016

Hosted Health Sciences-Wide Interprofessional Poster Session

## 2017

Integration of the Beginner Interprofessional Escape Room Activity in the Phase II - Interprofessional Communication Skills Experience

## 2018

Integration of the Advanced Interprofessional Escape Room Activity in Phase III of the 1Health Curriculum

## 2019

Establishment of Cross-Institutional Partnership with the College of St. Scholastica in Duluth, MN

Conducted an Interprofessional Experiences Inventory Survey and Implemented a Robust Interprofessional Activity Criteria Process

Approved IPE Courses and Activities Are Formally Integrated into the 1Health IPE Curriculum

## 2020

Introduction of the IPE Scholars Program

## Importance of Interprofessional Education

Interprofessional education is a critical component in the evolving health care environment. It is essential for students in health professional programs to learn the skills necessary to work effectively in a team-based, patient-centered, interprofessional setting. This goal has been clearly articulated in the Institute for Healthcare Improvement's Triple Aim – to improve the patient experience of care, improve the health of populations, and reduce the per capita cost of health care.



Students work in teams during the Medical Laboratory Sciences Program.

## A Dynamic Experience

Our 1Health initiative is working to prepare tomorrow's health workforce for interprofessional health challenges that require collaboration and teamwork.

Through our dynamic initiative, we are continuing to expand our activities and approve new learning experiences at the University of Minnesota.

## Our Interprofessional Education Curriculum

Our 1Health Curriculum provides opportunities to experience and value interprofessional education and team-based care with the goal of ensuring all learners are competent in interprofessional collaborative practice and have the skills needed to impact individual and population health outcomes at reduced costs. Our 1Health student curriculum consists of three phases with each phase building on the previous one.

### Phase I

#### Orientation to IPE

##### TIMEFRAME

- Beginning of Program

##### ACTIVITIES

- Foundations of Interprofessional Communication and Collaboration
- Better Together: Preparing for Collaborative Practice

### Phase II

#### Necessary Skills

##### TIMEFRAME

- Middle of Program

##### ACTIVITIES

- Community Teacher Program
- Interprofessional Communication Skills & Escape Room
- Interprofessional Simulations
- Other IPE Learning Experiences

### Phase III

#### Expertise in Practice

##### TIMEFRAME

- Near End of Program

##### ACTIVITIES

- 1Health Advanced Interprofessional Escape Room and Debriefing Session
- Interprofessional Clinical Training
- Other IPE Learning Experiences



## Phase I: Orientation

Phase I of the 1Health interprofessional education curriculum currently consists of two distinct introductory, or foundational, interprofessional experiences, both of which are intended to provide health professional students at the University of Minnesota with an opportunity to learn with, from, and about one another. This phase orients students to interprofessional collaboration and helps them start to form an interprofessional identity while they begin to form their professional identity.

### Phase I Learning Objectives

#### 01 Roles and Responsibilities

Develop an awareness of the diversity of expertise that underpins effective interprofessional collaborative teams.

#### 02 Interprofessional Communication

Acquire an exposure to the positive and negative experiences of interactions and communication with patients, families, communities, and other health professions and develop an appreciation for their impact.

#### 03 Teams and Teamwork

Establish basic concepts of effective teamwork across professions, given an understanding of the impact of communication.

## 1Health Team Directed Phase I Activities

### Foundations of Interprofessional Communication and Collaboration

Foundations of Interprofessional Communication and Collaboration (FIPCC) is an introductory-level course designed to orient students from all health professional programs to interprofessional concepts and competencies as they learn with, from and about one another. Students are assigned to interprofessional groups with whom they will engage in rich discussions and learning activities that help demonstrate the importance of effective communication and collaboration in health and health care. Learning activities and case studies address the following topics: Teamwork, Roles & Responsibilities; Teamwork & Communication; Teamwork & Leadership; Wellbeing & Resilience for Health Care Professionals; Ethics & Professionalism; and Social Determinants of Health.

### Better Together: Preparing for Collaborative Practice

Better Together is a two-part learning experience that introduces health professional students to foundational concepts of interprofessional education and collaboration. This experience consists of one online module and a 3-hour in-person session that offers students an opportunity to engage with health professionals, experts, and patients to learn how interprofessional collaboration can impact real world health outcomes.



## Phase II: Necessary Skills

Phase II occurs in the middle of a student's program and provides students with curricular and co-curricular options to build upon the interprofessional competencies and learning objectives that were introduced in Phase I and to promote further development of interprofessional teamwork, communication and collaboration skills.

### 1Health Team Directed Phase II Activities

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#### Community Teacher Program

As part of the Phase II experience, students from participating programs meet with patient volunteers in the community to further develop and refine their interprofessional communication and teamwork skills. These patient volunteers are called "Community Teachers" and serve as an integral part in this phase of the interprofessional education curriculum. Community Teachers provide students with a deeper understanding of the importance of interpersonal skills in combination with their program-specific knowledge. Community Teachers share with students their experiences as patients in navigating the healthcare system, managing chronic health conditions, and being an active participant in the coordination of their care.

#### Learning Objectives

- Engage in interprofessional, person-centered relationships with the Community Teacher
- Demonstrate communication skills and techniques that establish an environment of respect, empathy, compassion, and openness between the Community Teacher and the interprofessional team
- Describe the roles, skills, and value of diverse team members to an interprofessional healthcare team

#### Interprofessional Communication Skills & Escape Room

The Interprofessional Communication Skills and Beginner Escape Room course is a skill-building experience that focuses on effective teamwork and interprofessional communication with hands-on learning activities that provide students with the opportunity to practice communicating as a team. The Escape Room experience gives students an opportunity to practice efficient teamwork and effective communication skills among health professions students by challenging small, interprofessional groups of students to work together to complete a set of puzzles in order to 'escape' the escape room.

#### Learning Objectives

- Practice efficient teamwork and communication skills needed to provide patient-centered care
- Understand how and when to consult with other healthcare professionals based upon roles and responsibilities
- Understand how to include the patient and patient's family in determining next steps and developing a care plan
- Practice implementing a care plan as an interprofessional team



## Phase III: Expertise in Practice

Phase III occurs during the latter portion of a participant's curriculum and promotes the application of interprofessional skills and competencies required in a clinical practice or community setting. Participants of Phase III are typically at the point in their educational program in which they are participating in rotations or community-based training experiences.

### **1Health Team Directed Phase III Activities**

#### **1Health Advanced Interprofessional Escape Room & Debriefing Session**

This opportunity promotes the application of interprofessional skills and competencies required in a clinical practice or community setting. Students utilize a guided observation tool to observe interprofessional teamwork and collaborative care in the practice or community-based setting, which increases their awareness and understanding of how these skills contribute to patient care. Following the training or rotation experience in which collaborative care was observed, students gather to participate in a time-limited escape room activity. They then reflect upon and debrief on their wide variety of experiences.

# Interprofessional Education Learning Experiences

Interprofessional learning is an integral component of health sciences education at the University of Minnesota. The 1Health team offers several core interprofessional education experiences within the phases, and there are many more approved opportunities (curricular, co-curricular and extracurricular) to explore at the University of Minnesota.

# 30

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## Approved 1Health IPE Learning Experiences Not Directed by 1Health Team

### Examples of Additional Interprofessional Education Learning Experiences

- Biomedical Ethics Seminar
- CLARION Local Case Competition
- Ecosystem Health: Leadership at the Intersection of Humans, Animals and the Environment
- Essentials of Ambulatory Care Workshop
- Ethics Grand Rounds
- Food Matters: Cook Like Your Life Depends Upon It
- Global Health Case Competition
- Global Health in a Local Context
- Health Coaching for Health Professionals
- Health Professional Student Leadership Conference
- Humanitarian Crisis Simulation
- Immunization Tour
- Interprofessional Collaboration in Rural Practice
- Interprofessional Collaborative Examination: Adult Neurological Population
- Interprofessional Collaborative Practice in HIV Care
- Interprofessional Diabetes Experience







# 1Health Interprofessional Education Scholars Program

The 1Health Interprofessional Education Scholars Program offers University of Minnesota learners across the health sciences a unique opportunity to enhance their interprofessional education knowledge, and develop important interprofessional collaboration skills.

Successful completion of the IPE Scholars Program allows scholars to earn a formal distinction in interprofessional education displayed on their official University of Minnesota transcript.

- Interprofessional Geriatric Care Collaboration
- Interprofessional Geriatric Case Competition
- Interprofessional Integrative Mental Health Focus Area
- Interprofessional Standardized Patient Experience
- Introduction to Clinical Ethics
- Minnesota Leadership Education in Neurodevelopmental & Related Disabilities
- Phillips Neighborhood Clinic
- Seeking Solutions to Global Health Issues
- Topics in Migrant Health



# Key Highlights

## PHASE I

237

health sciences students participated in the Better Together pilot in Fall 2019.

## PHASE II

2,070

health sciences students from the Twin Cities and Duluth campuses participated in the Community Teacher Program between 2015-16 and 2019-20.

## PHASE III

3,024

health sciences learners participated in the Interprofessional Practice-Based Reflection and Debriefing Session between the 2014-15 and 2019-20 academic years.

1,060

students from 17 disciplines participated in the Better Together program on the Twin Cities and Rochester campuses in Fall 2020.

586

learners will participate in the Community Teacher Program in 2020-21 academic year.

500

learners participate in the Advanced Escape Room each year after the activity integrated with the Debriefing Session in 2020.

9,628

health sciences students from the Twin Cities, Duluth, and Rochester campuses participated in the FIPCC course between 2010 and 2019.

600

health sciences students participated in the Communication Skills and Beginner Escape Room Course between Fall 2016 and Spring 2020.

400

learners from Duluth (University of Minnesota-Duluth and College of St. Scholastica) participated in the FIPCC course in Fall 2020.

500

learners will participate in the Communication Skills and Beginner Escape Room Course during the 2020-21 academic year.

# A Rising Star in 1Health

## Meet Chelsea Bolier, PharmD Candidate at the UMN College of Pharmacy

An aptitude test taken in high school gave Chelsea Bolier two options for a path to success: medicine or pharmacy. While many students do not usually take these directions to heart, Bolier felt like health care was the right path for her. “I decided I’d rather work with my mind rather than my hands to help people,” she reflects. “I wanted to build longitudinal relationships with patients, and I felt like at the time all I really knew of was community pharmacy, which is the person you would see at a Walgreens or CVS. And people keep coming back to those pharmacies. There’s a relationship involved.”

As a people person, Bolier was thrilled at the prospect of getting to know and work with people to help them. Over time, and as she learned more about pharmacy, her passion has continued to grow for it. After high school, Bolier attended the University of St. Thomas where she studied biology, and where she decided that the University of Minnesota was the only pharmacy school for her. She tailored her undergrad program to meet all the prerequisites required for the University of Minnesota’s College of Pharmacy. Meeting with pharmacists and professors that had studied at the university showcased the professionalism and expertise that could be acquired while participating in the program. She was also drawn to the college’s emphasis on medication therapy management— an approach that highlights the importance of the pharmacist as part of a healthcare team.

As a PharmD Candidate at the University of Minnesota’s College of Pharmacy, Bolier quickly discovered that working as a part of a healthcare team made up of different professionals is key to success, and an integral part of the education she would be pursuing at the university. Reflecting on the concept of interprofessional education, Bolier states that to her, “Interprofessional education is the opportunities that health and social science students and professionals have to learn about and from one another in order to improve their abilities to collaborate on a multidisciplinary team in order to optimize patient care.”

Some of her interprofessional education learning experiences have been embedded within her

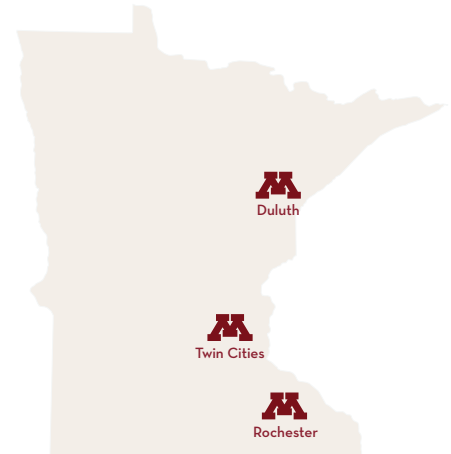
program at the college, like the Foundations of Interprofessional Communication and Collaboration and the Community Teacher Program, but she started joining more learning experiences through her involvement with the Center for Health Interprofessional Programs where she is now a co-chair on the executive council. She continued to ask for more in her drive to have meaningful interprofessional experiences so she participated in the 1Health Phase III Escape Room where she was given the opportunity to actually work with other health professionals rather than just learning about other health professions. While solving the puzzle, issues emerged like frustration across disciplines on how to approach the puzzles where participants had to learn how to collaborate and communicate. “It was a great experience on learning how to communicate in a stressful situation,” notes Bolier.

Throughout her time at the university and through these learning experiences, Bolier has learned to not only communicate with others from different health professions, but she has also learned how to ask for help from others in different health professions as well. Bolier hopes to continue to communicate across interprofessional lines as she moves into her career. After her program at the University of Minnesota, Bolier intends to pursue a career path in pharmacy administration so she can impact patient experience on a broader scale, rather than one-on-one impact. While community pharmacy once held appeal, Bolier discovered through her interprofessional experience that she wants to make a lasting impact on her profession through administration and leadership.

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## A Comprehensive Initiative

Our 1Health initiative spans programs, schools, campuses, and universities across the University of Minnesota system. This extensive approach to interprofessional education means more opportunities for both learners and teachers alike.



The University of Minnesota is committed to interprofessional education through multiple programs, a dedicated faculty team across disciplines, and a new Health Sciences Education Center created to bring tomorrow's health workforce together as they study and learn. Embedding the interprofessional education curriculum into the curriculum for each of the health professions schools reinforces that interprofessional education is a necessary and integral part of health professional education.

## Center for Health Interprofessional Programs

The Center for Health Interprofessional Programs (CHIP) offers health professional students unique and innovative opportunities that help them connect, collaborate, network, and develop. Founded in 1970 by students seeking meaningful interaction with their fellow students in other colleges, CHIP serves students in health professional programs. Now, it is an internationally recognized center that provides structure, support, and inspiration, for co-curricular programmatic initiatives that enhance the aims of interprofessional education.

## MSimulation

The M Simulation team at the University of Minnesota designs and delivers simulated training experiences for health sciences learners at the University of Minnesota and for external stakeholders of wide-ranging professions in the Twin Cities metro region, statewide including rural Minnesota, and beyond. Their mission is to collaboratively develop and implement innovative simulation-based educational opportunities for interprofessional trainees to learn in safe environments as preparation for clinical practice.





## Health Sciences Education Center

### The Premier Training Site for Tomorrow's Health Professional

Today's new models of health care require different professions to work together in close collaboration, using new strategies and new technologies. Preparing for that world requires new ways of teaching and learning for our students.

Officially open in the fall of 2020, the new Health Sciences Education Center (HSEC) is designed to transform health

education in Minnesota by moving from the lecture hall to active, team-based learning in the same type of small-group environments that students will encounter as practicing healthcare professionals.

As the hub for all the health professional schools, HSEC's spaces promote interprofessional education and interaction as well as foster a culture that values student and faculty well-being.

The new HSEC building on the Minneapolis Campus. Photo by Daniel Ringold.

# Key Highlights

## PHASE I

52

faculty members and 7 advanced student facilitators facilitated the FIPCC course in the Fall of 2019.

12

faculty members from the University of Minnesota-Duluth and the College of St. Scholastica facilitated the FIPCC course in the Fall of 2020.

30

engaged health professionals from the greater community joined a pilot of Better Together with two facilitators in the Fall of 2019.

70

practicing health professionals from the greater community participated in Better Together the Fall of 2020.

## PHASE II

27

faculty facilitators lead the Community Teacher debriefing sessions in the Fall of 2019.

6

faculty members facilitated the Communication Skills and Beginner Escape Room course in the Spring of 2020.

## PHASE III

10

faculty members on three campus locations facilitated the Advanced Escape Room and Debriefing Sessions in the 2019-2020 academic year.

In the Fall of 2019, the 1Health Team established a cross-institutional partnership with the College of St. Scholastica in Duluth, MN, to further enhance and enrich the interprofessional education experiences in the Duluth community. These experiences are now inclusive of Pharmacy, Medicine and Social Work students enrolled in the University of Minnesota Duluth, as well as students enrolled in the Nursing, Occupational Therapy, Physical Therapy, and Physician Assistant programs at the College of St. Scholastica.

In 2019, the 1Health Team conducted an interprofessional experiences inventory survey and implemented a robust interprofessional activity criteria process, which allows the 1Health interprofessional education leadership team to review and vet existing IPE experiences that involve health sciences learners at the University of Minnesota. Approved IPE courses and activities are formally integrated into the 1Health IPE curriculum, and qualify to be included in the IPE skill development options for the IPE Scholars Program.



## A Champion of 1Health

Meet Sara North, Co-Director of Interprofessional Education

**“I don’t like doing things just for the sake of doing them or because they’ve always been done that way. That just goes against the entire grain of who I am,”** notes Sara North, PT, DPT, M.ED, the **Director of Educational Innovation and Evaluation in the Division of Physical Therapy, an Assistant Professor in the Department of Rehabilitation Medicine at the University of Minnesota Medical School.**

Within 2 years of joining the faculty at the University of Minnesota, Sara North has become a passionate champion of interprofessional education at the university. Not necessarily new to the idea and interprofessional education, Dr. North’s path started by understanding the value of venturing outside of her own discipline of physical therapy by exploring how her own discipline fits into the larger picture of healthcare, particularly in academia where professors and instructors are starting to recognize that they work better together. This realization has made her excited that we can finally make a change to focus on more interconnected studies and collaborations.

Not just a change for the instructors leading these siloed educational programs, but also for the students that are seeking opportunities outside of their chosen disciplines but may not know that it is possible. “Many of our students come up through kinesiology or biology or other somewhat foundational kinds of undergraduate

degrees so they may or may not have been exposed to this idea of interconnectedness.”

“The physical therapy curriculum also has historically been somewhat more focused on the individual level, a little bit less systems-level content, and a little bit less on population health. But now we’re going there. In these last few years, I’ve seen great growth already.” She concludes, “And so I think a lot of it actually rides on what the culture is and what the initial experiences are for students.”

The efforts to institutionalize interprofessional education are continuing to expand at the university, and Dr. North is helping to facilitate that growth in her role on the 1Health leadership team as one of the new Co-Directors of Interprofessional Education. She is particularly interested in evaluating the impacts of interprofessional education at the university and she is currently pursuing a PhD in Evaluation Studies at UMN.

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## A Rigorous Approach

The 1Health Team has created a framework and laid the groundwork for a robust platform of research and scholarship for faculty at the University of Minnesota.

Scholarship by or with the 1Health Team includes 20 peer-reviewed publications, 15 international presentations, 26 national presentations and 7 local presentations since 2010.

## Core Competencies

The 1Health curriculum has formally adopted the Interprofessional Education and Practice Competencies developed in 2011 by the Interprofessional Education Collaborative (IPEC), consisting of six professional associations. These competencies align closely with the 1Health framework and curriculum. Since the publication of the IPEC competencies, these competencies have been integrated into the accreditation standards of 21 professions.



A judge hands a student the microphone in the final round presentations in the 2020 Global Health Case Competition.

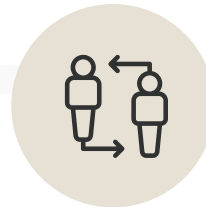
## Interprofessional Education Collaborative Core Competencies



Values and Ethics  
for Interprofessional  
Collaboration



Roles and  
Responsibilities



Interprofessional  
Communication



Interprofessional  
Teamwork and  
Team-Based Care

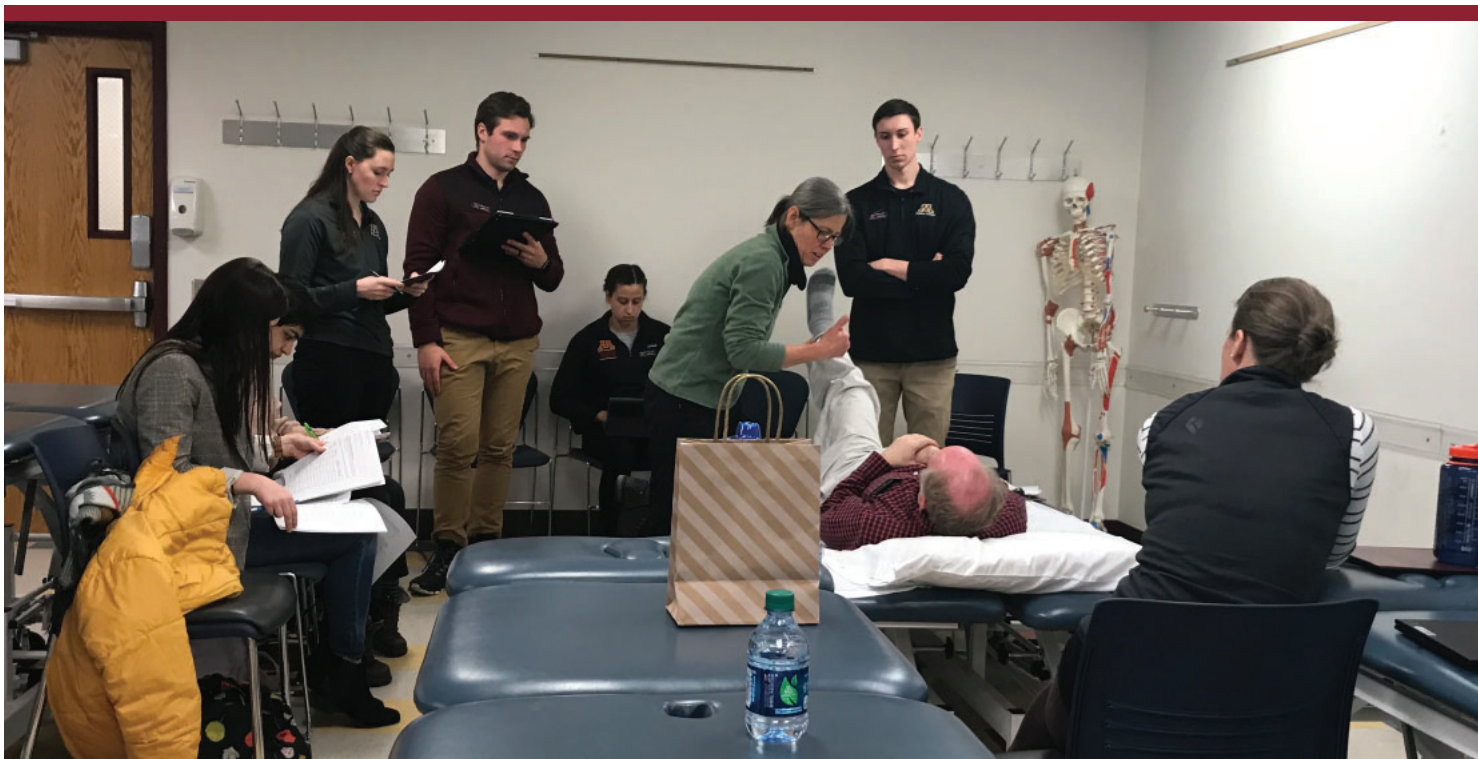


# Interprofessional Education Criteria

The 1Health leadership team recently developed formal IPE activity criteria to establish a common understanding of the required elements for all University of Minnesota interprofessional education courses and activities. These criteria set a consistent standard for high quality interprofessional experiences for learners and foster a holistic approach to the creation and implementation of curricular and co-curricular IPE initiatives designed to prepare health professional and affiliated students as a collaborative practice-ready workforce. (See page 18 for a list of approved IPE learning experiences at the University of Minnesota.)

## Minimum Criteria for a Course or Activity to be Formally Integrated into the 1Health Interprofessional Education Curriculum

- Involves learners from two or more professions
- Has been designed by representatives from two or more professions
- Makes interprofessional learning explicit (e.g., interprofessional learning objectives clearly communicated to the learners)
- Includes interactivity among the learners (e.g., discussion, role-play, simulation; observational activities must include an interactive component, such as a debriefing)
- Includes debriefing or reflection which includes the interprofessional experience in the activity
- Aims to address at least one of the four IPEC Core Competencies



A lecturer demonstrates a technique during the Interprofessional Collaborative Examination: Adult Neurological Population course.

# Evaluating and Tracking Interprofessional Education

Since 2014, our iHealth Team has used a University of Minnesota-developed iHealth Data Management System to gather course evaluations and self-assessments on nearly **10,883** students.

This includes **9,541** self-assessments using the Interprofessional Collaborative Competency Attainment Survey.

This evaluation data provides valuable information for course revisions and guidance for further development of interprofessional learning experiences to ensure students meet the IPEC competences and meet accreditation requirements for health sciences schools and colleges.

All of the data collected in the iHealth Database is covered under an IRB-approved research study.

## PHASE I

**FIPCC: 9,628** students from **17** programs on three campuses

**Better Together: 237** students from **2** programs in the TC

## PHASE II

**Community Teacher: 2,069** students from **5** programs on two campuses (TC & Duluth)

**Communication Skills: 602** students from **4** programs (TC)

## PHASE III

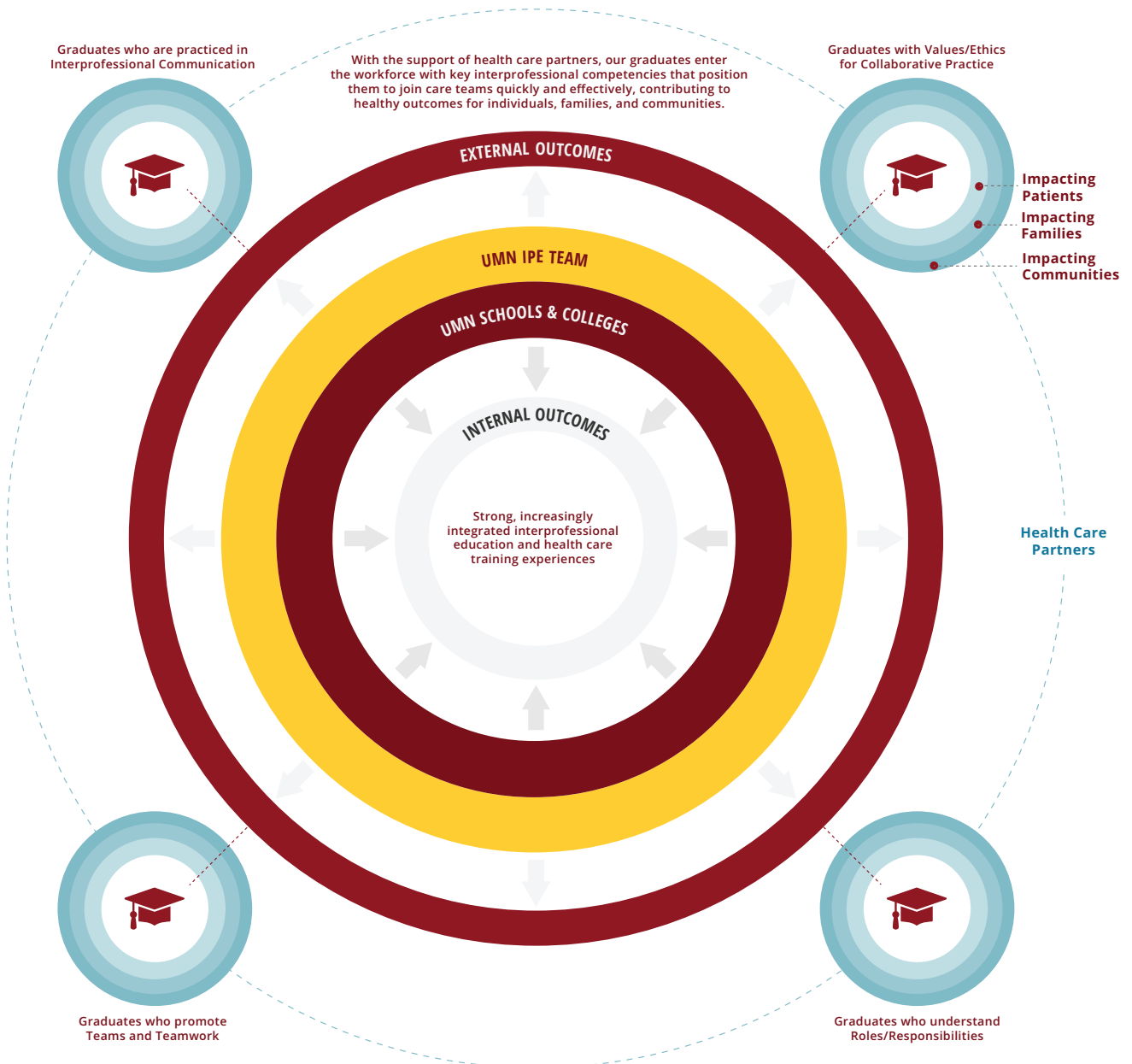
**Advanced Escape Room & IPE Debriefing: 3,019** students from **6** programs on three campuses (TC, Duluth & Rochester)



# Looking Forward

The University of Minnesota’s 1Health interprofessional education program continues to expand as it streamlines its approach through the Office of the Associate Vice President for Academic Health Sciences and the Office of Academic Clinical Affairs, the University of Minnesota gateway for health care systems and clinical partners. With a curriculum based on training students in the four IPE core competencies, health sciences students will graduate with the necessary skills and knowledge to work with professionals across the healthcare system and community— resulting in better health care for Minnesota.

## UMN IPE Team Model





## **1Health: UMN Interprofessional Education Program**

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