Currently, teamwork is not a primary focus of most health professions education programs around the country. Regardless of the health profession – medicine, nursing, pharmacy, social work, dentistry, etc. – students are taught to function independently and usually learn in silos.

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The Carnegie Foundation for the Advancement of Teaching – Conference Summary. Palo Alto, California. 2010

Why Interprofessional Education and Practice?

Safety and Quality

- All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches and informatics.

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University of Maryland, Baltimore

Seven Schools | One University

- Dentistry
- Law
- Nursing
- Medicine
- Pharmacy
- Social Work
- Graduate School

Preparing Clinicians for Collaborative Care

Reinforcing Factors
- Some evidence for improved outcomes
- Concern about patient safety
- Access to care
- Workforce shortages
- Growing collaborations among educators
- Changing values among healthcare professionals

Restraining Factors
- Different calendars, levels
- Dense, packed curricula
- Finance and reward systems in academe are disincentives
- Assessment issues
- Paucity of prepared faculty
- Deeply entrenched cultural models of professional roles

From Aschenbrener, C. 2010
AAMC, Annual Meeting

IPE Taskforce – University of Maryland

Patricia Morton, PhD – Nursing – Co-Chair
Edward Pecukonis, PhD – Social Work – Co-Chair
Richard Dalby, PhD – Pharmacy
Frank Calia, MD – Medicine
Grishondra Branch-Mays, DDS – Dentistry
Diane Hoffman, JD – Law
Elsie Stines, CPNP – President’s Office
Dean’s Clinic

- Model of interprofessional practice
- Patient and Family
- Learners:
  - M1s – longitudinal clinical experience
  - M3s – pediatric ambulatory experience
  - Pediatric residents –
  - Undergraduate students
  - Pipeline program students
  - Other disciplines: Nursing, PA, Nutrition
- Providers:
  - Pediatric subspecialist
  - Pediatric subspecialty based NP
    (COM Faculty Member)
  - Staff

PRESIDENT’S CLINIC
I was a little wary when I first heard I would be attending the inter-professional clinic. I was concerned I would not learn as much about Peds GI, with all of the other people around. I was worried I’d lose focus on medicine amongst the crowd of non-physicians. But, in fact I learned a great deal of medicine! And I learned even more about the other professions – which is something one could never learn from a textbook. I think all students should have the opportunity to work in an inter-professional setting such as this one.

Third Year Student
UM School of Medicine