Give Us Your Thoughts: Faculty Focus Invites Your Feedback

By Dean Mark B. Taubman, M.D. and Senior Associate Dean for Diversity Linda Chaudron, M.D.

Among the improvement opportunities identified by faculty of all of the institutions participating in last fall's AAMC "Faculty Forward" survey was greater faculty participation in medical center governance. To begin to address this concern, we would like to use this biweekly Faculty Focus newsletter as one way of enhancing faculty participation in the many key issues that are confronting the Medical School.

In the next few months, we will be presenting recommendations made by a number of working groups on a variety of subjects related to our research, education, and clinical missions. We would like to solicit your opinions and comments on these recommendations before their presentation to MEDSAC. Your comments will then be presented along with the working group recommendations to MEDSAC. In a subsequent Faculty Focus, we'll describe the MEDSAC discussions and present a potentially revised set of recommendations for your comments.

The first of these presentations involves a working group, chaired by Edith Lord, formed to address concerns raised by our post-doctoral fellows. In addition to the working group report, we are also attaching a draft of a document developed by an NIH working group that examined issues regarding the graduate and post-graduate workforce. As you will see, many of the recommendations of our working group dovetail with those recommended to the NIH.

Please read these reports and share your thoughts.

URMC Team Learn Interprofessional Education

By Director of the Center for Experiential Learning Sarah Peyre, Ed.D. and Senior Associate Dean for Medical Student Education David Lambert, M.D.

In October, URMC sent a group of educational leaders to attend the IPEC Institute in Atlanta, Georgia to explore and learn how to design and implement effective interprofessional education (IPE). Defined by the World Health Organization, IPE is “when students of two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” (WHO, 2012) The IPEC Institute, which hosted teams from over 60 health professions medical centers and colleges, delineated how health and medical systems closely align in collaborative practice and how IPE can facilitate improved health outcomes. The IPEC Institute also shared best practices and curricular frameworks, using the recently published IPE Core Competencies. Those competencies include role identification and responsibilities, values and ethics for interprofessional practice, communication and teamwork.

The URMC team included Anna Lambert, RN MS CCRN, Associate Director of Cardiovascular & Thoracic Nursing, David Lambert, MD, Senior Associate Dean for Medical Student Education, Sarah Peyre, EdD, Director of the Center for Experiential Learning and Craig R. Sellers, PhD, RN, ANP-BC, GNP, Associate Director, Nurse Practitioner Programs. Initial pilot projects that the URMC team developed were shared with the URMC Institute for Innovative Education Board of Directors. Planning and development for both medical school and nursing joint education, as well as hospital-based team training are underway.

The IPEC Institute was co-sponsored by the Association of American Medical Colleges, American Association of Colleges of Nursing, American Association of Colleges of Pharmacy, American Dental Education Association, American Association of Colleges of Osteopathic Medicine, and the Association of Schools of Public Health. The national landscape for IPE initiatives is rapidly evolving, and through our own URMC Institute for Innovative Education and the lessons that were brought back from IPEC Institute, URMC is poised to help lead the way.

Faculty Focus is a newsletter sent bi-weekly to promote faculty communication. Comments? Please contact us at mcpr@urmc.rochester.edu or call 275-3676.