

[In these minutes: Center for Interprofessional Education, student well-being survey]

## **ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEE (AHC SCC) MINUTES**

**WEDNESDAY, NOVEMBER 14, 2007**

**5:00 - 6:00 p.m.**

**488 CHILD REHAB CENTER**

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represent the view of, nor are they binding on the Senate, the Administration, or the Board of Regents.]

**PRESENT:** David Nelsen, Chair (Medical School-3<sup>rd</sup> Year), Mary Avriette (Veterinary Medicine), Elizabeth Bassett (Nursing-Twin Cities), Emily Erickson (Nursing-Rochester), Bradley Johnson (Clinical Lab Sciences), Jessica Kream (Physical Therapy), Jennifer Landwehr (Medical School-Duluth), Sarah Sting (Dental Hygiene), Megan Witucki (Pharmacy-Twin Cities).

**REGRETS:** Amenah Babar (Public Health), Jerod Klava (Dentistry), Kimberly Langer (Mortuary Science), Lindsey Lundeen (Pharmacy-Duluth), Karen Myren (Medical School-3<sup>rd</sup> Year), Elizabeth Welle (Occupational Therapy).

**GUESTS:** Marilyn Becker, Barbara Brandt, Gwen Halaas.

### **1. DISCUSSION OF CENTER FOR INTERPROFESSIONAL EDUCATION**

Gwen Halaas, Director of the Center for Interprofessional Education, joined the meeting to discuss the Center. She said that she is a family physician and has been in Medical Education since 1986. She has an MBA and has directed the residency and RPAP programs.

The Center was started in 2007 by the AHC Deans and she was hired as Director in March. The goal of the Center is to provide all AHC students with interprofessional education. This can be achieved through different means, with programming starting fall 2008. Deans will be establishing requirements from a menu of potential experiences that incorporate leadership, teamwork, quality implementation, safety, health care systems, health care quality, chronic disease, intensive disease management, and health promotion and disease prevention. She said that some fundamentals will be required and available on-line. The first course to be offered will be on teamwork.

Interprofessional days will also be offered to focus on topics, such as disaster preparedness, to seminars and grand rounds. Offerings will start with faculty who are willing to participate, such as from the Center for Spirituality and Healing, the Center for Bioethics, or Emergency Response.

The Center will also be working on building relationships with colleges and departments, developing competencies, and developing criteria for interdisciplinary courses to include true mixing of the professions and interactive learning. She noted that all experiences will not be able to be mandated or appropriate for all programs.

Dr. Halaas acknowledged that there are several barriers to successful implementation of the programming – calendars, full schedules, lack of faculty development, and tuition costs. She will be starting with programming that can be squeezed into current schedules and included at orientation.

She welcomes student input since she has an advisory council that is just composed of faculty and staff from six colleges – Pharmacy, Nursing, Medicine, Dentistry, Public Health, and Veterinary Medicine. She noted that experiences will vary by the campus, but there are faculty interested at Duluth. She will focus on early successes to create excitement.

Member made the following comments:

- Deans need to clear student schedules to allow for electives

- A student advisory group should be formed; until that time this committee can help

Q: Is interprofessional education meant to be part of coursework or voluntary?

A: Anything that is curricular will count as part of coursework. Other opportunities, such as through CHIP, will be voluntary. Collaborative research will also be considered in the future.

Q: Is there a website for what is planned?

A: The site is being built and will organize information by the group to which it pertains. A catalog will eventually be included.

Q: Will Clarion become a requirement for credit?

A: Clarion will be preserved as is, but it will be used as a model in other ways on campus.

Q: Will there be interdisciplinary outreach?

A: Nine rural communities have interprofessional education. There are other existing clinics but the number needs to increase. Service learning that is interprofessional should also be included.

Q: Will an offering be available on quality assurance in lab work?

A: A course will be developed on different aspects of quality in all aspects of care.

Dr. Halaas wondered if there is an electronic vehicle to solicit student feedback, such as the portal. Members noted that the portal should be used, as well as emails to directors in programs. However, students do not read newsletters. If weekly updates are developed, there should be an opt out feature. Class representatives are also a way to disseminate information.

## **2. DISCUSSION OF STUDENT WELL-BEING SURVEY**

Marilyn Becker joined the meeting to discuss the results from the student well-being survey that was recently completed. All schools participated, but the response rate varied from 25 to 68 percent depending on if incentives or follow-ups were used. She then walked the committee through the results which showed that there are commonalities between the programs in what is needed to succeed and what are the challenges.

Members made the following comments:

- Wellness program could be interdisciplinary
- Timing is critical since students do not take the time to find resources when they are really needed
- Students find it hard to make time for wellness activities
- A second survey would help determine why there are outliers on the survey
- One program will not work for all students
- These results are consistent with national surveys
- The goal is to stop behaviors earlier and get students help
- Lunchtime workshops should be offered for students to share the results
- Same issues face residents
- Online modules would be helpful since there is no pressure and they would not be required
- Patterns in student performance can indicate burnout
- 30 percent of students do not have coping skills when entering and need to be taught how to function; they need to be reached early in the program such as after exams during their first semester
- Ties need to be made to a student's future profession
- Students could be paired with a buddy in their program or from another year
- Assistance to help find mentors is needed
- Time management is an issue

## **3. OTHER BUSINESS**

With no other business, David Nelsen thanked the members for attending and adjourned the meeting.

Becky Hippert  
University Senate