PCOR AS A MEANS FOR BREAKING DOWN SILOES:
INTERPROFESSIONAL PCOR COLLABORATIONS AT THE UNIVERSITY OF MARYLAND

C. DANIEL MULLINS, PHD
AND SELECT PATIENTS INTERNAL STEERING COMMITTEE FACULTY

UNIVERSITY OF MARYLAND

Agency for Healthcare Research and Quality
Advancing Excellence in Health Care
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The findings and conclusions in this presentation are those of the presenters, who are responsible for its content, and do not necessarily represent the views of AHRQ. No statement in this presentation should be construed as an official position of AHRQ or of the U.S. Department of Health and Human Services.
AIMS OF PATIENTS

1. Foster SUSTAINABLE partnerships with local, regional, and national communities of DIVERSE patients and healthcare systems

2. Conduct and expand PCOR in PARTNERSHIP with patients and healthcare delivery systems

3. Advance DISSEMINATION and IMPLEMENTATION strategies for PCOR findings
“INTERDISCIPLINARY RESEARCH is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice.”

The National Academies
Facilitating interdisciplinary research
2004
(p. 2)
WHAT IS INTERPROFESSIONAL COLLABORATION (IPC)?

“INTERDISCIPLINARY RESEARCH is any study or group of studies undertaken by scholars from two or more distinct scientific disciplines. The research is based upon a conceptual model that links or integrates theoretical frameworks from those disciplines, uses study design and methodology that is not limited to any one field, and requires the use of perspectives and skills of the involved disciplines throughout multiple phases of the research process.

“INTERPROFESSIONAL EDUCATION is defined as learning occurring when two or more professions learn with, from and about each other to improve collaboration and the quality of care.”

Centre For The Advancement of Interprofessional Education (CAIPE) 2002

“INTERPROFESSIONAL EDUCATION occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”

World Health Organization Framework for Action on Interprofessional Education & Collaborative Practice (p.7) 2010
How Law School has been (or may be) involved in IPC:

• Provided advice to researchers on ethical and legal issues that may arise in conducting whole genome sequencing research, e.g. CLIA regulations

• Assist researchers in designing research questions based on legal or regulatory issues, e.g., privacy, confidentiality, health insurance eligibility, use of controlled substances

• Explain laws, regulations or guidance that may apply to research design, e.g. return of incidental findings, need for IND for research on probiotics
Specific example of PCOR IPC:

PCORI Grant application initiated by SOL HIV Clinic:

- Collaboration between Schools of Law, Medicine & Social Work
- To determine if patients living with HIV who receive on site legal counseling at an HIV medical clinic will have improved (1) quality of life; (2) engagement in HIV medical services; and (3) HIV outcome measures such as viral load
- Researchers involved patient advocates in the development of the proposal and will include them in training for recruitment of subjects
SOCIAL WORK

LLEWELLYN (LEE) CORNELIUS
PROFESSOR
How the school of Social Work is involved in PCOR IPC:

1. Improving preventing care with high risk children who have asthma (social work and pediatrics (Dr. Mel Bellin and Colleagues))

2. Internalized stigma and its effects on people with mental illness (social work and psychiatry Dr. Bruce DeForge and Colleagues)

3. Use of electronic documentation for quality improvement in hospice care (social work and public health Dr. John Cagle and Colleagues)
Specific example of PCOR IPC:

Examining the relationship between the availability of anti-retroviral medication and treatment adherence for HIV positive patients

Dr. Llewellyn Cornelius (Social Work)
Dr. Eberechukwu Onukwugha, (Pharmacy)
Dr. Nadia Sam-Agudu (Institute for Human Virology, School of Medicine)
RICHARD MANSKI
PROFESSOR AND CHIEF
DENTAL PUBLIC HEALTH
IPC AT THE SCHOOL OF DENTISTRY

- Dental Transitions, Retirement, Dental Coverage and Dental Use
- Statutory and regulatory changes that would allow expanded roles for medical and dental providers to improve access to oral health care and overall health care
- Exploring Inroads to Effective Tobacco Cessation within Dentistry
- Oral Health Disparities in Children: Data Coordinating Center
Compare the effectiveness of adding self, aide or professionally administered therapies to maintain oral health to current standard oral health care practices at assisted living facilities.

- Evaluate the effectiveness of self or aide-administered tooth brushing plus a quarterly professional prophylaxis on maintaining stable oral health.
- Evaluate the effectiveness of self or aide-administered tooth brushing with chlorhexadine on maintaining stable oral health.
- Evaluate the effectiveness of atraumatic restorations, fluoride varnish, and sealants on arresting early carious lesions and maintaining stable oral health.
MAGALY RODRIGUEZ DE BITTNER
PROFESSOR AND CHAIR
DEPARTMENT OF PHARMACY PRACTICE AND SCIENCE

PHARMACY
**IPC AT THE SCHOOL OF PHARMACY**

1. Collaboration with other Schools on campus (*nursing, dental, medicine, social work* and *law*) and UMS to provide expertise in pharmacotherapy and medication adherence

2. Center for Innovative Pharmacy Solutions (CIPS)

3. Faculty Practices in 37 sites across Maryland and DC
1. **Transition of Care Project in an Endocrinology Clinic:** assessing impact of interprofessional team: pharmacist, physician, nurses (Rochester)

2. Interprofessional team utilizing community pharmacists, community physicians and community centers to improve care of Hispanic patients with diabetes (Zambrana, Rodriguez de Bittner)
NURSING

ROBIN NEWHOUSE

PROFESSOR AND CHAIR OF THE DEPARTMENT OF ORGANIZATIONAL SYSTEMS AND ADULT HEALTH
IPC AT THE SCHOOL OF NURSING

1. Organized Research Center
   • Center for Health Outcomes Research (CHOR)

2. Mentorship, Consultation

3. Proposal development and submission
CHOR hosted two interprofessional sessions:

1. Economic outcomes focus

2. Study results of a qualitative study to understand the best approach to patient engagement from the patient’s perspective
TRAINING

MARY-CLAIRE ROGHMANN
PROFESSOR, EPIDEMIOLOGY AND PUBLIC HEALTH AND DIRECTOR, CLINICAL RESEARCH EDUCATION PROGRAM
• Recruit and enroll trainees with diverse professional and other backgrounds

• Develop and maintain educational programs that involve faculty from multiple schools and other research partners

• Expose students to interprofessional collaboration through their PCOR projects
• Introduction to Clinical and Translational Research at UMB Summer Short Course/Institute
  – Addition of PCOR to curriculum
  – Involvement of Faculty and Students from multiple schools

• Development of Healthcare Quality Improvement course with faculty from SOP and SOM

• Bidirectional training activities in PATIENTS
QUESTIONS AND DISCUSSION