



Current Trends in Interprofessional Practice and Education

International Association of
Medical Science Educators
February 26, 2015

UNIVERSITY OF MINNESOTA

National Center for



Interprofessional
Practice and
Education

Topics

- Interprofessional education and the link to collaborative practice, or interprofessional practice and education (IPE)
- History and background of IPE and CP
- What has stimulated renewed interest in IPE in the US and globally?

The National Center: A New Model for Public-Private Partnership

The National Center for Interprofessional Practice and Education is supported by a **Health Resources and Services Administration** \$4M, five year Cooperative Agreement Award No. UE5HP25067.

In addition, the **Josiah Macy Jr. Foundation**, the **Robert Wood Johnson Foundation (RWJF)**, and the **Gordon and Betty Moore Foundation** have collectively committed funding in grants over five years to support and guide the center, which provides leadership, scholarship, evidence, coordination and national visibility to advance interprofessional education and practice as a viable and efficient health care delivery model.

Funder Perspectives

A ROADMAP FOR

Patient + Family Engagement in Healthcare

Practice and Research

Practical strategies for advancing engagement in healthcare—starting today.

START



Building a
Culture of Health



Robert Wood Johnson Foundation

National Center for | Interprofessional
Practice and Education



CONFERENCE RECOMMENDATIONS

April 3 – 6, 2014 | Arlington, Virginia

Partnering with Patients, Families, and Communities: An Urgent Imperative for Health Care

Recommendations from the Macy Foundation Conference on Patients, Families, and Communities to Link Practice and Education



Transforming Patient Care: Aligning Interprofessional Education with Clinical Practice Redesign

Proceedings of a conference chaired by
Malcolm Cox, MD and Mary Naylor, PhD, RN, FAAN

January 2013 | Atlanta, Georgia

June 2013

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In addition to the recommendations for transformative action contained in this conference summary, conferees also crafted and agreed to a vision statement for health professions education and healthcare practice going forward. The statement reads:

We envision a future in which individuals, families, and communities are understood to be the very reason our healthcare system exists, and that those who are caring, teaching, learning, or otherwise working within the system must partner fully and effectively with them to foster optimal health and wellness for all.

The vision statement purposefully uses the verb "partner" in place of "engage" (which was the original word used by the Macy Foundation when

Foundation, New York, NY 10085 | www.macyfoundation.org

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Health Resources and Services Administration
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HRSA Principles

June 1, 2012 Funding Opportunity Announcement

A coordinating center for interprofessional education and collaborative practice will provide **leadership, scholarship, evidence, coordination and national visibility** to advance interprofessional education and practice as a viable and efficient health care delivery model.

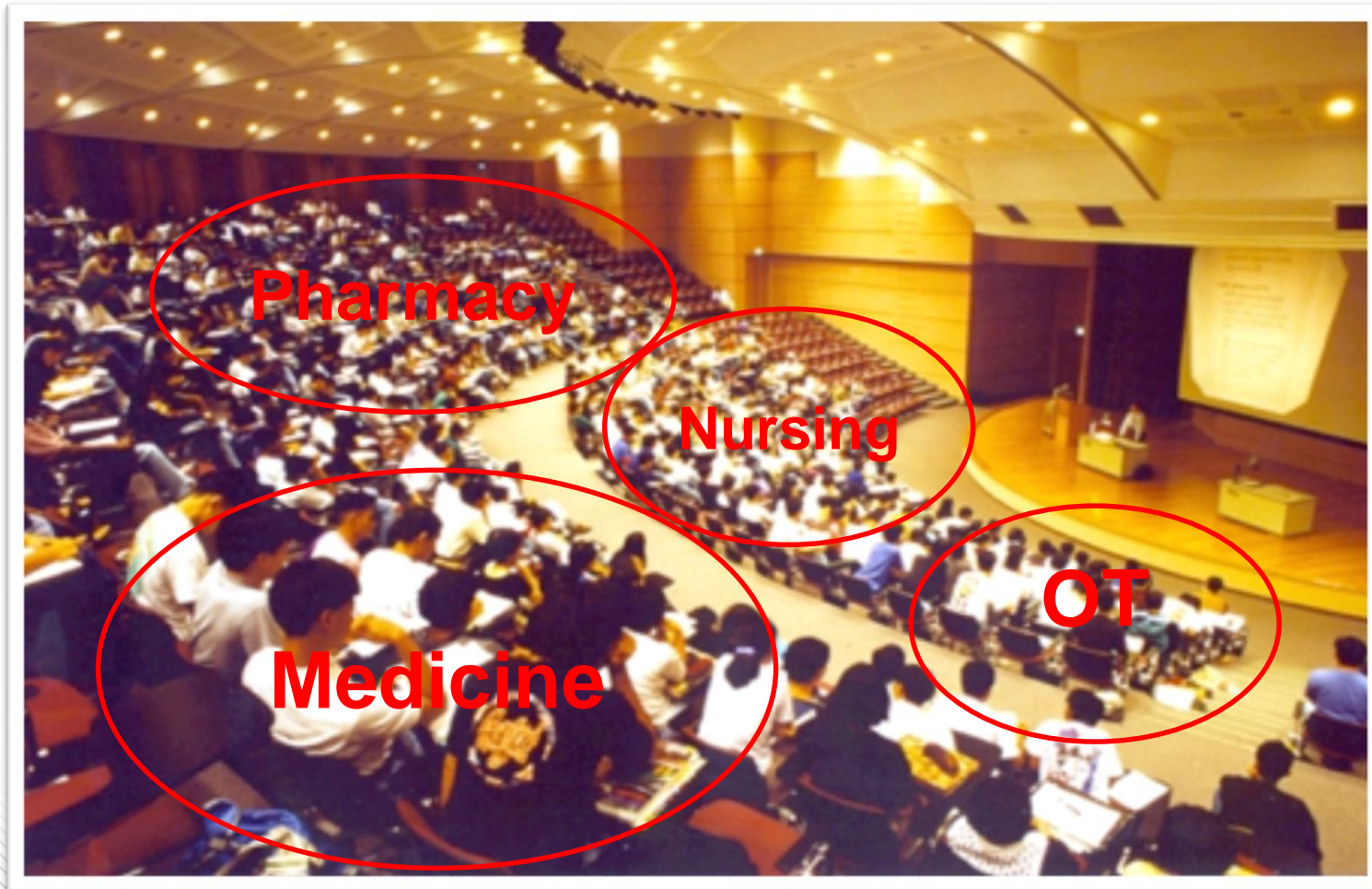
Points to ponder

What is “interprofessional education and collaborative practice”?

What are your experiences with IPECP?

Why should we care about IPECP?

What is *not* IPE: Shared Learning



Interprofessional Education and Collaborative Practice

Interprofessional education (“IPE”) “occurs when two or more professions learn **with, about, and from** each other to enable effective collaboration and improve health outcomes.”

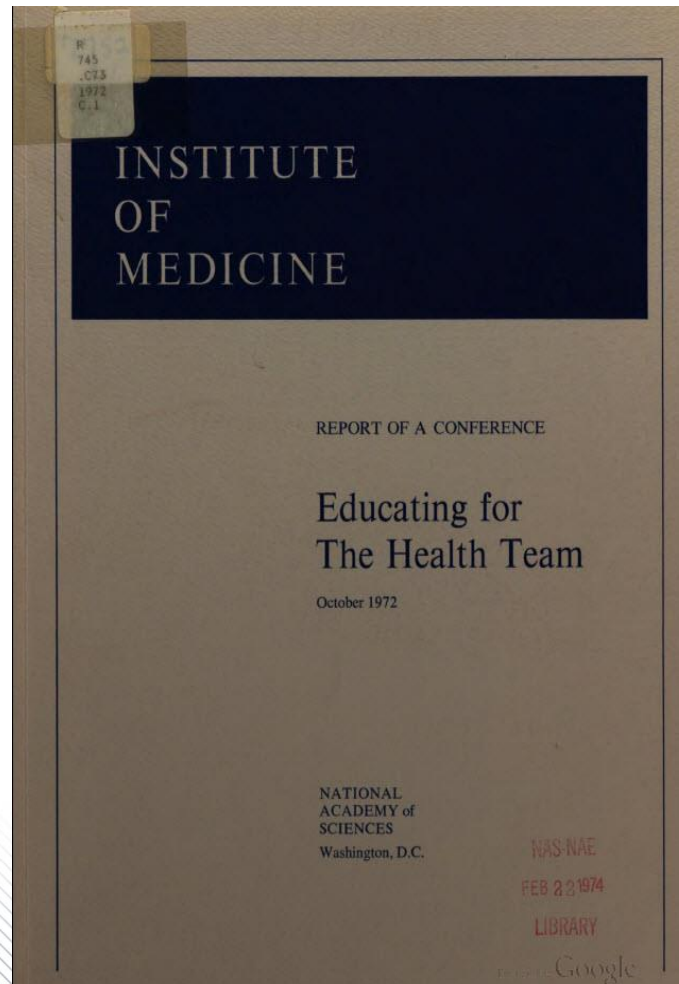
Interprofessional (or collaborative) care “occurs when multiple health workers from different professional backgrounds provide comprehensive health services by working with patients, their families, carers (caregivers), and communities to deliver the highest quality of care across settings.”

Framework for Action on Interprofessional Education and Collaborative Practice, WHO 2010.

IPE Pedagogy / Andragogy

- ✓ **Strategies focused on how adults learn**
- ✓ **Interactive and learning in interprofessional groups**
- ✓ **Collaborative learning**
- ✓ **Facilitated learning – roles for mentors**
- ✓ **Reflective learning**
- ✓ **Ideally, problem focused and related to collaborative practice**
- ✓ **Role of simulations**
- ✓ **Cognitive science and learning theory**

Welcome to the 40-Year Old “New” Field

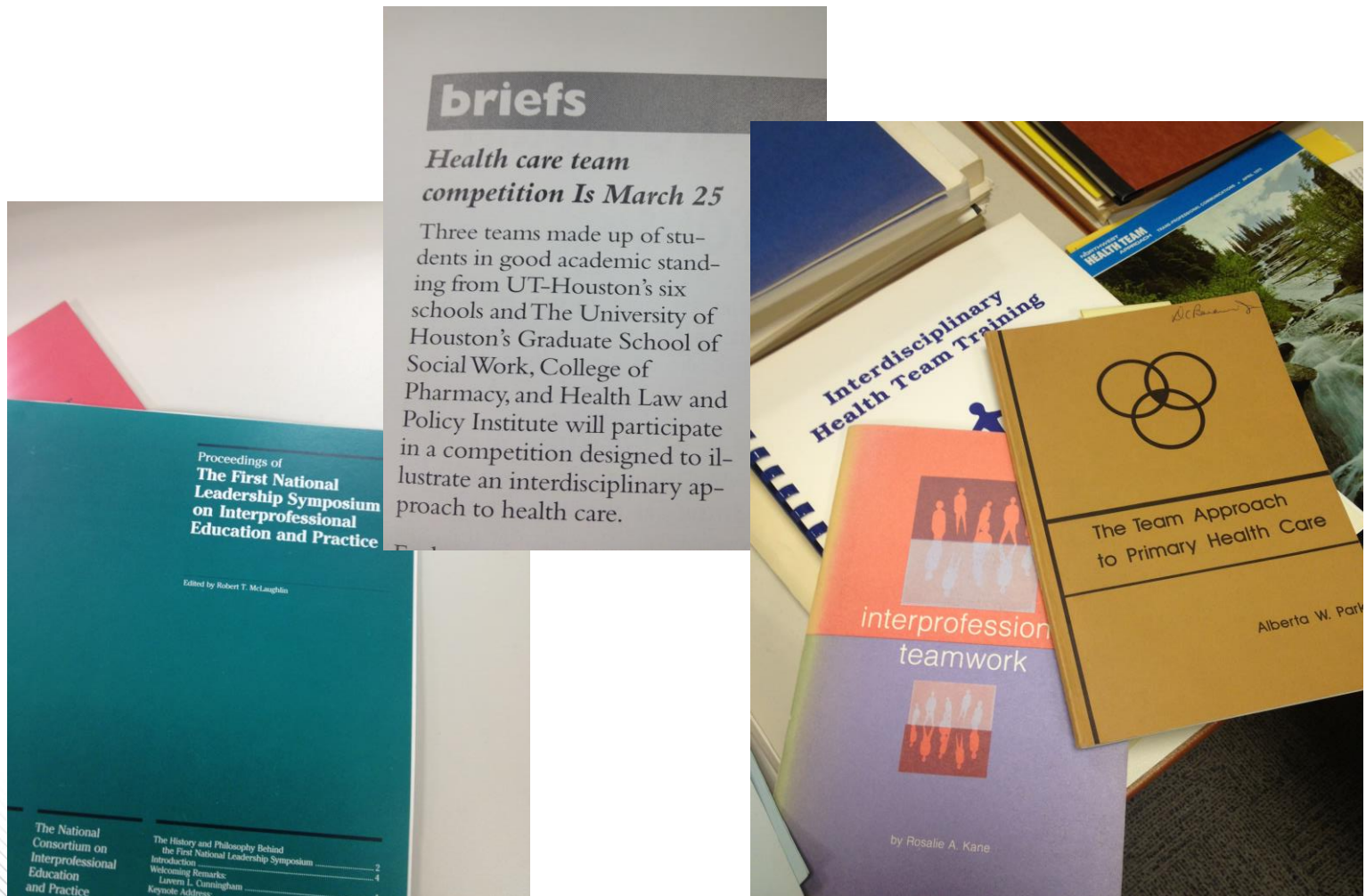


At the administrative level...

...academic health centers must recognize an obligation to engage in interdisciplinary education and patient care, and regional consortia of health professional schools not otherwise associated with academic health centers should be formed to foster educational teamwork;

...methods must be developed within institutions to relate interdisciplinary education to the practical requirements of health care.

Dr. Dewitt “Bud” Baldwin’s ACGME Office



Cycles of interest in IP Teams

- ✓ **Rehabilitation**
- ✓ **Mental health**
- ✓ **Comprehensive care in chronic illness**
- ✓ **Primary care**
- ✓ **Rural health**
- ✓ **Geriatrics**
- ✓ **Hospice and palliative care**
- ✓ **Renal teams**
- ✓ **Intensive care**
- ✓ **Transplant teams**

In the US, 1970s – 2000: Lack of Broad Support

- ✓ “Status” of primary care and underserved populations – not a locus of power in Medicine
- ✓ Era of specialization and sub-specialization
- ✓ Little interest in care delivery processes
- ✓ New roles and controversies: Nurse practitioners, physician assistants, clinical pharmacists
- ✓ Lack of evidence for team-based outcomes
- ✓ Lack of incentives: physicians reimbursed; teams and/or other professionals rarely
- ✓ Considerable independent work

Global Resurgence for IPECP



THE LANCET

Health professionals for a new century: transforming education to strengthen health systems in an interdependent world



Julio Frenk, Lincoln Chen*, Zulfiqar A Bhutta, Jordan Cohen, Nigel Crisp, Timothy Evans, Harvey Fineberg, Patricia Garcia, Yang Ke, Patrick Kelley, Barry Kistnasamy, Afaf Meleis, David Naylor, Ariel Pablos-Mendez, Srinath Reddy, Susan Scrimshaw, Jaime Sepulveda, David Serwadda, Huda Zurayk*

Global Background and Resurgence

- 1987:** Centre for the Advancement of Interprofessional Education (UK)
- 1997:** All Together Better Health conferences
- 1999- 2003:** IOM Triology
- 2003-4:** Health Canada investments
- 2005:** Canadian Interprofessional Health Collaborative
- 2007:** Collaborating Across Borders conferences
- 2010:** WHO Framework for Action, IPEC Competences (US), and the “Lancet” Report
- 2012:** Institute of Medicine Global Forum
- 2012:** National Center for Interprofessional Education
- 2012:** Global Research Interprofessional Network
- 2014:** World Coordinating Committee
(AIHC, AIPPEN, CAIPE, CIHC, EIPEN, JAIPE & JIPWEN, NIPNET)



Activity

Global Forum on Innovation in Health Professional Education

Type: Forum
 Topics: Education, Global Health, Health Care Workforce
 Boards: Board on Global Health

Activity Description

Health care is rapidly evolving. No longer does a person receive care from just a single doctor at a single location; information and care are spread among various facilities and health care providers. In order for a patient to receive the best care, health education must reflect the changing health care environment. Taking inspiration from the 2010 IOM report, *The Future of Nursing*, and the 2010 Lancet Commission report on interdependent health professional education for the 21st century, the IOM Global Forum on Innovation in Health Professional Education aims to apply an ongoing, multi-national, multi-disciplinary approach to exploring promising innovations in health education. The Forum brings together stakeholders from a variety of disciplines and sectors to engage in dialogue and discussion to illuminate contemporary issues in health professional education. Further, the Forum will provide an ongoing, innovative mechanism to cultivate new ideas through global, multi-disciplinary collaboratives, which represent formal partnerships between university-based health institutions that are undertaking recommendations put forward in either the 2010 Lancet Commission report or the Future of Nursing report. The four innovation collaboratives are located in Canada, India, South Africa, and Uganda.

[See the Full Committee Roster](#)

Upcoming Meetings

Assessing Health Professional Education: A Workshop

October 9, 2013 - October 10, 2013 (8:00 AM Eastern)

[Open Meeting](#)

Previous Meetings

Establishing Transdisciplinary Professionalism for Health: A Workshop

May 14, 2013 - May 15, 2013 (8:30 AM Eastern)

[View Agenda](#) [Additional Meeting Resources](#) »

Workshop 2: Educating for Practice: Learning how to improve health from interprofessional models across the continuum of education to practice

November 29, 2012 - November 30, 2012 (8:30 AM Eastern)

[View Agenda](#) [Additional Meeting Resources](#) »

Workshop 1: Educating for Practice: Improving Health by Linking Education to Practice using IPE

August 29, 2012 - August 30, 2012 (8:30 AM Eastern)

[View Agenda](#) [Additional Meeting Resources](#) »

[View All Previous Meetings](#) »

Report Release

Released: May 13, 2013



Interprofessional Education for Collaboration: Learning How to Improve Health from Interprofessional Models across the Continuum of Education to Practice – Workshop Summary

Forum Members

- Jordan Cohen, Co-Chair
- Afaf Meleis, Co-Chair

[View Full Forum Roster](#)

Activity Staff

- Patricia Cuff, Activity Director

[View Full Activity Staff Roster](#)

Other Activity Resources

[View Background Information](#)

[Innovation Collaboratives](#)

[Member Spotlights](#)

Activity Sponsors

- Academic Consortium for Complementary and Alternative Health Care
- Academy of Nutrition and Dietetics
- Accreditation Council for Graduate Medical Education
- American Academy of Family Physicians
- American Academy of Nursing
- American Academy of Nurse Practitioners
- American Association of Colleges of Nursing



Current US interest

- Institute for Healthcare Improvement “Triple Aim”
 - Improving the patient experience of care;
 - Improving the health of populations; and
 - Reducing the per capita cost of health care.
- Collaborative practice and care coordination
- Quality, patient safety and systems improvement
- Patient Protection & Affordable Care Act
- New payment and care delivery models
- New defined competencies
- ACME, LCME and other accreditation expectations
- Patients, families and communities

The US IPE scene since 2010

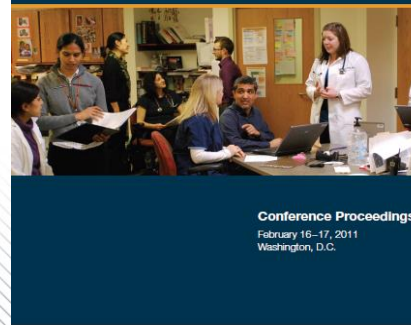
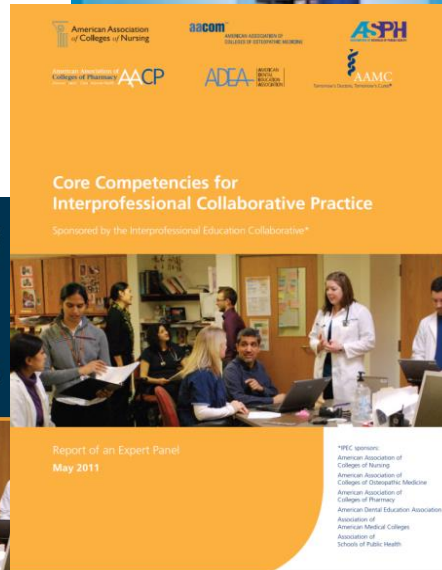
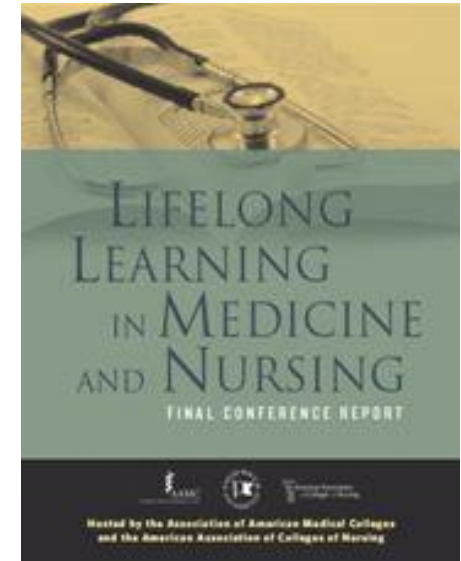


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for the ADVANCEMENT of TEACHING

CONFERENCE SUMMARY

June 16–18, 2010 | Palo Alto, California

Educating Nurses and Physicians:
Toward New Horizons



Transforming Patient Care:
Aligning Interprofessional Education
with Clinical Practice Redesign

IPEC Competencies

- Values & ethics for interprofessional practice
- Roles & responsibilities
- Interprofessional communication
- Teams and teamwork

Other Needed Competencies

- Population health, including social determinants
- Patient-center decision-making
- Evidence-based decision-making
- Cost-effective practices
- Quality improvement and safe practice
- Stewardship
- Systems thinking
- Informatics

Transforming Patient Care:
Aligning Interprofessional Education
with Clinical Practice Redesign

Josiah Macy Jr. Foundation

1. Engage patients, families and communities in the design of education
2. Accelerate the design, implementation and evaluation of innovative models to link education and collaborative practice
3. Reform education and life-long development of health professional to incorporate interprofessional education and collaborative practice
4. Revise professional regulatory standards and practices to promote interprofessional education and collaborative practice
5. Realign existing resources to establish and sustain the linkage between interprofessional education and collaborative practice

Healthcare Trends in the 1970s and Today

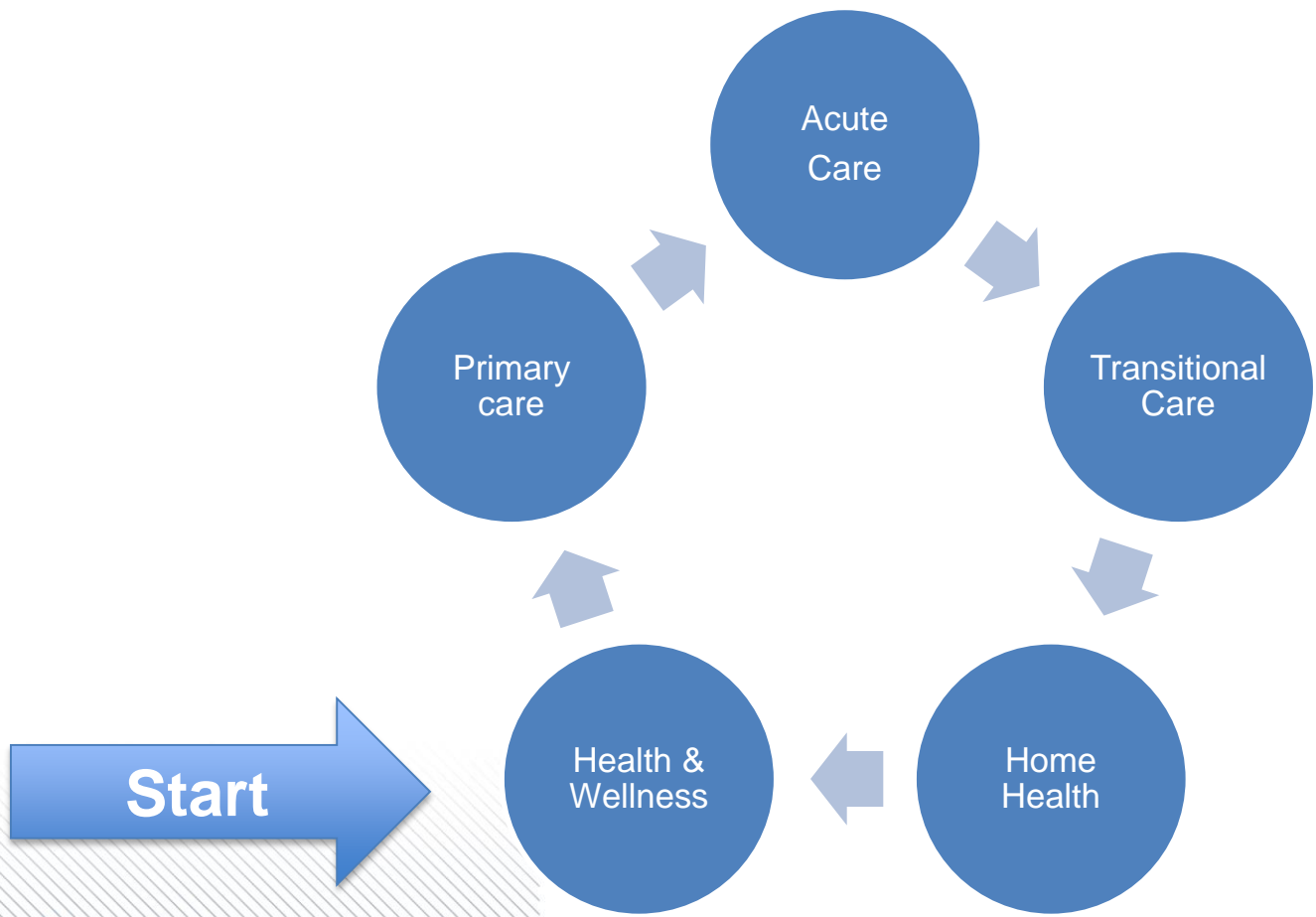
1970s

Today

Status of primary care	➔	Redesign around primary care, prevention, population health
Specialization and subspecialization	➔	Right mix of specialties? Impact of bundled payments?
Nurse practitioners, Physicians Assistants, Clinical Pharmacists	➔	The right worker partnering with patients, families and communities. How and the who.
Little interest in processes	➔	Patient safety, quality & systems improvement, teamwork leading to outcomes
Little evidence for teamwork	➔	Growing evidence for teamwork, in some setting – still questions
Independent work	➔	Growing collaboration and turf wars

Adapted from: Schmitt, M. (1994). USA: Focus on interprofessional practice, education, and research. *Journal of Interprofessional Care*, 8(1), 9 – 18.

Everyone is on the team, including patients, families and communities.



Emerging Workforce

Integrating care models:

oral health and nurse practitioners and PAs

mental health and primary care

public health and primary care

family medicine and pharmacy

Care coordinators: Patient navigators

Informatics specialists

Community health workers

Health coaching

Genetic counseling

Ethics clinicians

Public health skills

Integrated health and complimentary alternative medicine

Example: Medical Assistant

- ✓ Expanding responsibilities in primary care
- ✓ Patient panel management: gaps in care and prevention
- ✓ Pre-visit chart review – flagging overdue services
- ✓ Contacting patients
- ✓ Health coaching
- ✓ Leading team huddles

**IPE:
Opportunities for
Community-University
Partnerships Linked
to Health**



**Integrated
Health Care &
Higher Ed System
Transformation**



**Improved
Health
and
Learning
Outcomes**

Driving Costs Out of Systems

Community Health Outcomes

Workforce Development

Access to Care

Patient Safety/Quality

Teamwork

Getting to Know Each Other

Brandt, B.F. (2009). Past, Present & Future.
Presentation to HRSA Advisory Committee on
Community-based Interdisciplinary Linkages.

The National Center Vision

Transformed Health System: *Our Vision*



Our Goals:

- Improved quality of experience for people, families, communities and learners
- Shared responsibility for achieving health outcomes and improving education
- Reduced cost and added value in health care delivery and education

National Center for  Interprofessional Practice and Education

New Nexus

Working together to transform education to keep pace with the rapidly transforming processes of care

Creating a closed loop model for continuous improvement of the delivery of health care

Working collaboratively to achieve the Triple Aim in both health care *and* higher education: cost, quality and the user experience

IAMSE Future Webinars

March 5	"Collaborative Professional Formation: Sharing Values in Interprofessional Education"	Lisa Day
March 12	"Going Big: Integrating IPE Across a Large Health Sciences Campus"	Alan Dow
March 19	"Designing, Implementing, and Evaluating Continuing Interprofessional Education (CIPE) Activities Using a Systematic Planning Process"	John Owen
March 26	"Transforming Health Disparities Through Interprofessional Education, Research and Service"	Memoona Hasnain



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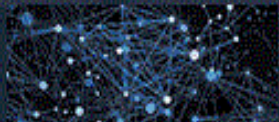
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News

Learn about biomedical health informatics

Take a [free online course](#) to learn how the the field of biomedical health informatics (BMHI) is improving safety, outcomes, and efficiency in health care.

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The National Center for Interprofessional Practice and Education is supported by a [Health Resources and Services Administration Cooperative Agreement Award No. UESH25067](#).
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Questions?