



Center for Professional Development and Lifelong Learning

Emerging Trends and Activities Influencing Interprofessional Practice and Education

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Learning objectives, CNE, and Disclosures

Learning objectives:

1. Describe recent trends and emerging best practices in interprofessional practice and education in the United States.
2. Identify practical next steps and future directions that will further advance interprofessional practice and education.

The planners and presenters of this activity disclose no conflicts of interest or relevant financial relationships related to this activity. No commercial support was received for this educational activity.

In order to receive continuing nursing education (CNE) for this activity, participants must view the entire webinar and complete the electronic evaluation that will be provided at the end of the webinar.

The Indiana University School of Nursing Center for Professional Development and Lifelong Learning is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

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The Facts

The need for **transformative change** in the U.S. health care system is well-documented

- >\$2.9 trillion **spent on health care** (IOM, 2013); more than 18% GNP in U.S. (\$9,255 per person!!!)
- >\$750 billion **wasted** on “unnecessary and overpriced medical tests and treatments” (IOM, 2012)
- >50% of patients with a chronic condition **do not have the information that they need** about diagnosis and treatment (2011)
- At the end of 2014, the number of uninsured nonelderly Americans was 32,000,000.



Words Matter

Collaboration

Collaborative patient-centered practice

Evaluation

Interprofessional learning

Interprofessional teamwork

Team-based care

- Barr, et al (2005) and Reeves, et al (2010)



What is “IPE”?

IPE

IPCP

In this presentation, **IPE** =
Interprofessional **E**ducation; **IPCP** =
Interprofessional **C**ollaboration **and**
Practice



Relevant Seminal Reports

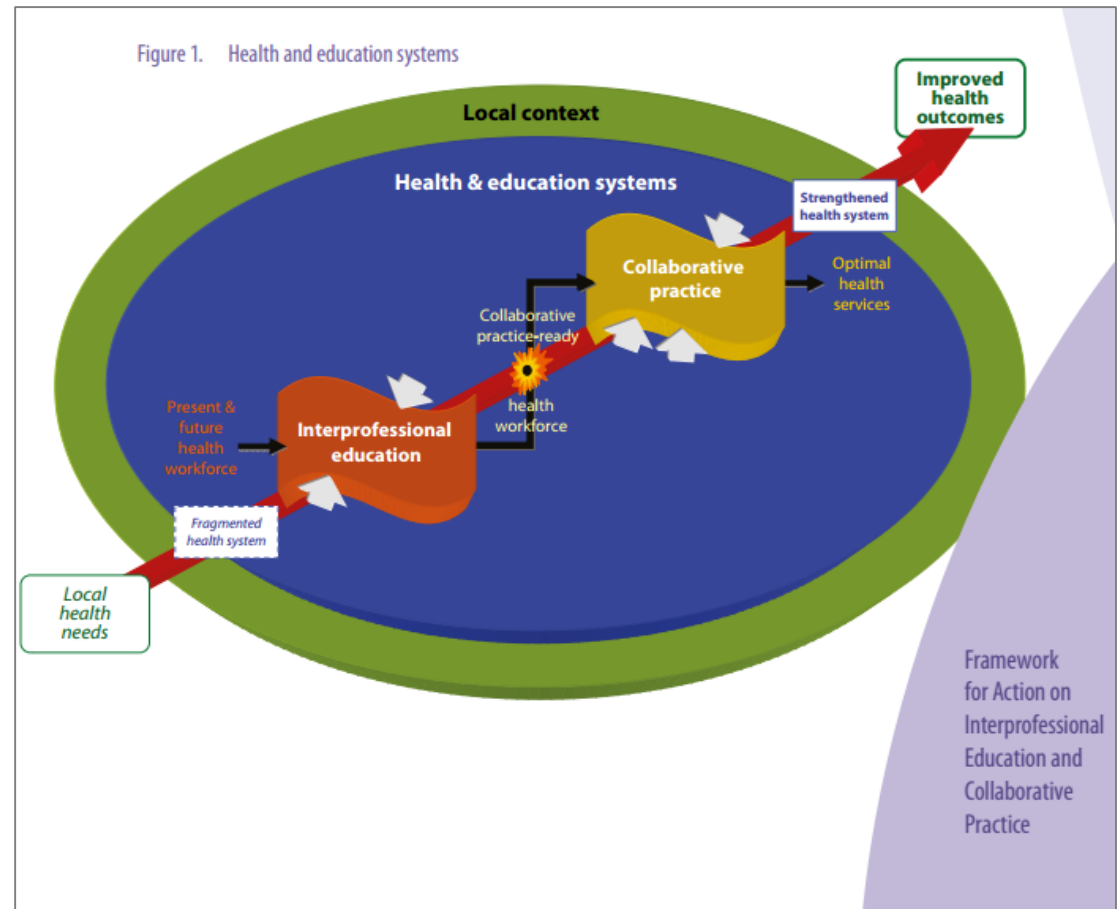
- To Err is Human: Building a Safer Health System
- National Academy of Science, 2000
- Crossing the Quality Chasm: A New Health System for the 21st Century
- IOM, 2001
- Health Professions Education: A Bridge to Quality
-IOM, 2003

→ Also see Dr. Sue Hendricks' presentation, at <https://professionaldevelopment.nursing.iu.edu/ipcp-webinar1/Webinar/index.html>



Framework Linking Health and Education Systems (WHO, 2010)

- **Best Practice:**
Advance interprofessional education and practice together across academic and practice communities





Envisioning the Future of Health Professions Education

- Goal: Collaborative, “practice-ready” workforce driven by local health needs and health systems redesign to respond to those needs
- Faculty development for IP-specific knowledge and skills
- Health care delivery system to be supported by professionals working in teams that include families, communities, and other resources

- IOM, 2015

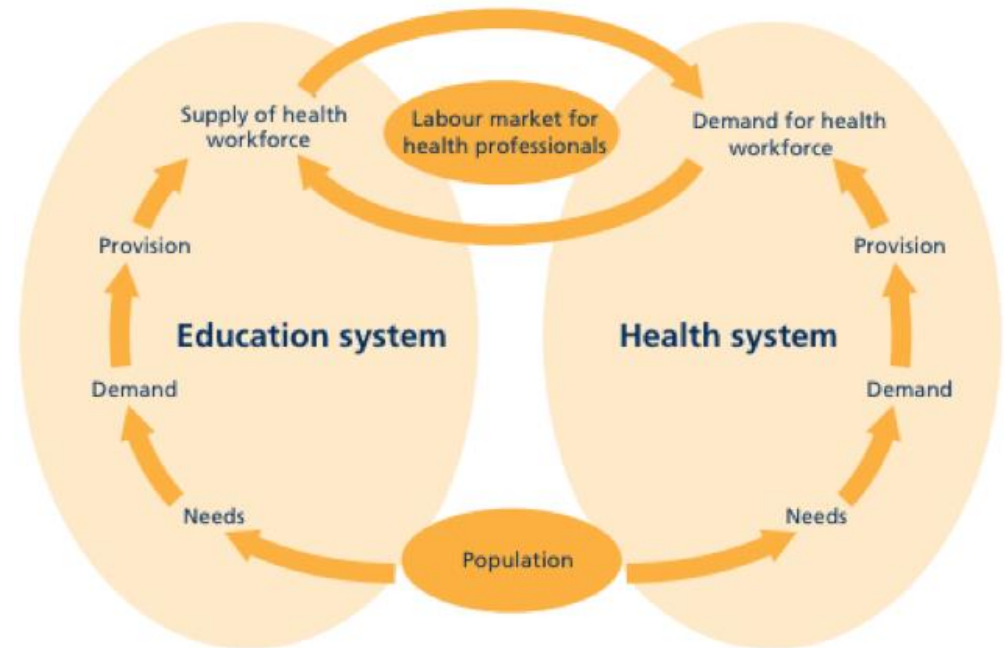


Lancet Report

- Expansion of Academic health centers to become academic systems
- **Competency-based curricula**
- **Integration of public health preparation in the education of all future health care professionals**
- **Interprofessional education that, breaks down silos while enhancing collaborative and non-hierarchical relationships**

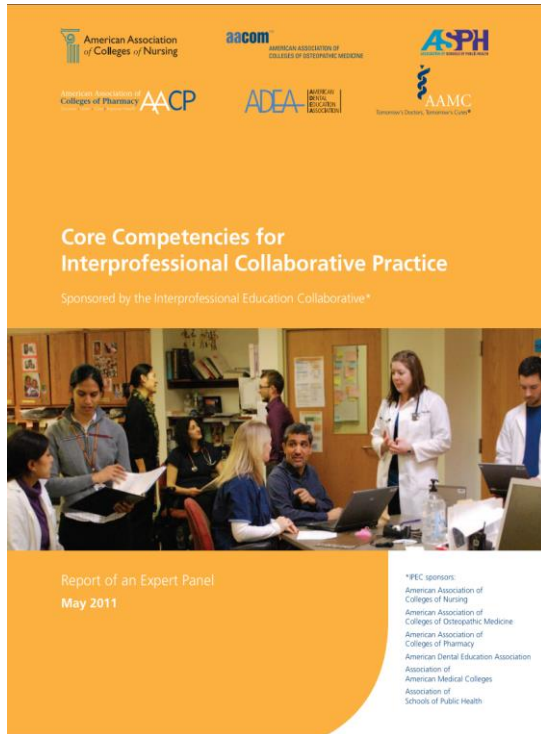
- Frenk et al (2010)

FIGURE 3: Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world





Core Competencies for Interprofessional Collaborative Practice



- Values/Ethics for Interprofessional Practice
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

-Interprofessional Education Collaborative (2011)



Trends

- Outcomes reported in terms of student learning about professional roles, team communication and general satisfaction
- Inconsistencies in how IPE conceptualized, implemented, assessed, and reported
- **Clear specifications of minimal reporting requirements to inform translation of best practices into academic and clinical practice.**

- Abu-Rish et al, 2012



IP Research Agenda

- Growing interest in IPE and in its education and research agenda to develop best practice models based on evidence of effectiveness
- Little has happened as yet to move us toward consensus agreement around the theoretical frameworks that should inform IPE
- There is a dearth of validated tools and instruments to assess learning outcomes associated with IPE in terms of interprofessional practice competencies
- **Best practice: Clear definition of learning outcomes matched with learning activities to ensure that IP learning adds value over UP learning**

-Thistlethwaite, 2012; IOM, 2015



Resources



INFORMING | CONNECTING | ENGAGING | ADVANCING

Dear Colleagues:

Three years ago when we launched the National Center, we knew that reconnecting practice and education was essential to transforming health care. Little did we know, however, that this idea would explode in hundreds of organizations and take root in highly creative ways never envisioned in our original proposal.

After nearly forty-five years, the field of interprofessional education in the United States has a new *raison d'être*: by aligning practice and education to enhance the patient experience, improve health and lower costs. Health system and education leaders and policy makers across the country are also joining the conversation, fueled by the potential of the Nexus.

organizations with the potential to help drive change and are being sought out frequently by employers, policy makers, educators and others currently challenged to retool and retrain the current health care workforce. The circle of those who believe in the potential for this transformation is expanding rapidly, and so is the influence of the National Center.

At the end of Year Three, we define our



Annual Report:
Igniting the Movement

Click to view the report.



INFORMING



CONNECTING



ENGAGING



ADVANCING

<https://nexusipe.org/advancing/measurement-instruments>



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Assessment of IPE Outcomes

- Interprofessional Collaborator Assessment Rubric (Curan et al, 2011)
- Collaborative Practice Assessment Tool (Schroder et al, 2013)
- ACE-15 (Bowen et al, in progress)
- **Best Practice: Articulate IPE outcomes in terms of their impact on healthcare (IHI Triple Aim as gold standard)**



Emerging Trends and Activities

- Focus on practice and patient-centered health and health care
 - PCPCC, 2014; Robert Wood Johnson, 2015
- Focus on health and the continuum of care for communities/populations
- Measuring outcomes for individuals and teams as well as health and system outcomes
 - IOM, 2015; Josiah Macy, Jr Foundation, 2015
- Building learning organizations with a focus on continuing education for practitioner learners
 - Shrader & Zaudke, 2015; Owen, 2013; Josiah Macy, Jr Foundation, 2015



Focus on Practice- and Patient-Centered Health and Health Care

Patient-Centered
Primary Care
COLLABORATIVE

- [Progress and Promise: Profiles in Interprofessional health Training to Delivery Patient Centered Primary Care](#)



LESSONS FROM THE FIELD: Promising Interprofessional Collaboration Practices

- Patients first
- Leadership commitment
- Level playing field
- Effective Team Communication
- Organizational structure supports IP practice





Focus on the Continuum of Care

Increasing focus on prevention, wellness, and chronic care

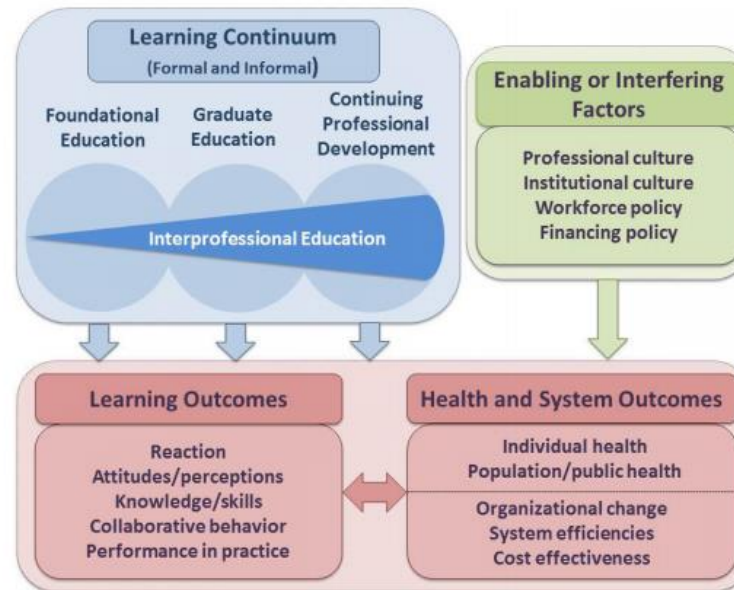
Context of care includes the home and the community

→ Need for integrating disciplines with expertise outside the traditional medical model



Emerging Best Practice: Measuring IPE Outcomes

FIGURE: The interprofessional learning continuum (IPLC) model



NOTE: For this model, "graduate education" encompasses any advanced formal or supervised health professions training taking place between completion of foundational education and entry into unsupervised practice.

- Alignment between education and practice
- Conceptual framework for measuring the impact
- Strengthening the evidence base
- Link with changes in behavior

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Emerging Best Practice: Building Learning Organizations

Resources:

- [Preceptors in the Nexus](#)
- Interprofessional Continuing Education



Framework for IP Continuing Education (CIPE)

- Included in mission statement
- Analyze practice gaps from IP perspective
- Identify barriers at individual, team, and organizational levels
- Articulate educational goals and objectives in terms of care delivery and integration of IP competencies
- Evaluate CIPE in terms of change in individual and team processes and patient outcomes

-Owen, 2013



Emerging Best Practice

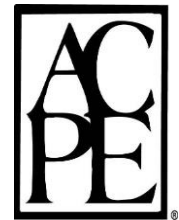
“In our vision for the future of health professions education, intelligent use of educational and information technologies supports the linkage between education and delivery systems to create a Continuously Learning Health System. In this system, **teachers, learners, and clinical data inform continuous improvement processes, enable lifelong learning, and promote innovation to improve the health of the public.**”

- Josiah Macy Jr. Foundation, 2015

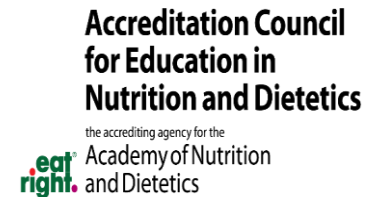


Accreditation Requirements

Accrediting bodies of essentially all health professions training programs require some sort of IPECP training (slide used with permission, Blue & Nickol, AIHC Webinar, 2015)



COUNCIL ON SOCIAL WORK EDUCATION



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Emerging Collaborators and Resources

- National Center for Interprofessional Practice and Education
(<http://nexusipe.org/>)
- American Interprofessional Health Collaborative (<https://aihc-us.org/>)
- National Academies of Practice
(<https://www.nappractice.org>)



Emerging Best Practices

- Advance interprofessional education and practice together across both academic and practice communities (Lancet, 2010)
- Faculty development for specific knowledge and skills needed to implement IP curriculum (IOM, 2015)
- Health care delivery system must be supported by professionals working in teams that include families, communities, and other resources (IOM, 2015)
- Use competency-based approach to plan curriculum and assess IPE outcomes (IPEC, 2011)
- Establish minimal reporting requirements for reporting and testing IPE (Abu-Rish et al, 2012)



Emerging Best Practices

- Form consensus around theoretical frameworks that should inform IPE (Thistlethwaite 2012)
- Clear definition of learning outcomes matched with learning activities designed to ensure IP learning adds value over UP learning (Thistlethwaite, 2012)
- Moving beyond attitudes - Triple Aim goals have become understood as reasonable long-term targets for both interprofessional collaborative practice and education (Berwick, 2008)
- Patients first, leadership commitment, level playing field, effective team communication, organizational structure supports IP practice (Patient-Centered Primary Care Collaborative)
- Alignment between education and practice and use of a conceptual framework, link changes with behavior (IOM, 2015)



Concluding Remarks

At the core of interprofessional education initiatives are:

1. Creating training synergies across healthcare professions and
2. Equipping learners with the collaborative skills required for today's complex healthcare environment

The **goal of this webinar** was to provide you with a summary of emerging national trends, organizations, and activities that might inform your work to advance interprofessional education and/or collaborative practice.

Thank you!