Current Trends in Interprofessional Practice and Education

International Association of Medical Science Educators
February 26, 2015
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
The National Center for Interprofessional Practice and Education is supported by a Health Resources and Services Administration Cooperative Agreement Award No. U58HP20558. © 2013 Regents of the University of Minnesota, All Rights Reserved.
Points to ponder

What is “interprofessional education and collaborative practice”?  
What are your experiences with IPECP?  
Why should we care about IPECP?
It's a Fan!

It's a Wall!

It's a Rope!

It's a Spear!

It's a Snake!

It's a Tree!
What is *not* IPE: Shared Learning

Pharmacy

Nursing

Medicine

OT
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.”

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

briefs

Health Care Team Competition Is March 25

Three teams made up of students in good academic standing from UT-Houston’s six schools and The University of Houston’s Graduate School of Social Work, College of Pharmacy, and Health Law and Policy Institute will participate in a competition designed to illustrate an interdisciplinary approach to health care.
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
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 Serwada, 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)
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
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
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
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

<table>
<thead>
<tr>
<th>1970s</th>
<th>Today</th>
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<tbody>
<tr>
<td>Status of primary care</td>
<td>Redesign around primary care, prevention, population health</td>
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<td>Specialization and subspecialization</td>
<td>Right mix of specialties? Impact of bundled payments?</td>
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<tr>
<td>Nurse practitioners, Physicians Assistants, Clinical Pharmacists</td>
<td>The right worker partnering with patients, families and communities. How and the who.</td>
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<tr>
<td>Little interest in processes</td>
<td>Patient safety, quality &amp; systems improvement, teamwork leading to outcomes</td>
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<td>Little evidence for teamwork</td>
<td>Growing evidence for teamwork, in some setting – still questions</td>
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<td>Independent work</td>
<td>Growing collaboration and turf wars</td>
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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

- Driving Costs Out of Systems
- Community Health Outcomes
- Workforce Development
- Access to Care
- Patient Safety/Quality
- Teamwork
- Getting to Know Each Other

Improved Health and Learning Outcomes

The National Center Vision

Our Goals:

a. Improved quality of experience for people, families, communities and learners
b. Shared responsibility for achieving health outcomes and improving education
c. Reduced cost and added value in health care delivery 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
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
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<tr>
<td>March 5</td>
<td>&quot;Collaborative Professional Formation: Sharing Values in Interprofessional Education&quot;</td>
<td>Lisa Day</td>
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<td>March 12</td>
<td>&quot;Going Big: Integrating IPE Across a Large Health Sciences Campus&quot;</td>
<td>Alan Dow</td>
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<td>March 19</td>
<td>&quot;Designing, Implementing, and Evaluating Continuing Interprofessional Education (CIPE) Activities Using a Systematic Planning Process&quot;</td>
<td>John Owen</td>
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<td>March 26</td>
<td>&quot;Transforming Health Disparities Through Interprofessional Education, Research and Service&quot;</td>
<td>Memoona Hasnain</td>
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Learn about biomedical health informatics

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