Interprofessional Education, Practice, Research and Informing Policy

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Presented by: Gerri Lamb (English) and Lorely Ambriz (Spanish)
Joining Forces for Quality IPE

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Topics for discussion

1. Why IPE and why now
2. Today’s IPE agenda
3. Opportunities and challenges
4. CAIPER’S initiatives
5. Implications for research and policy
6. Q&A
In the US – Quadruple Aim

- Promote effective chronic care management
- Make care affordable
- Promote community health
- Make care safer
- Promote effective care coordination
- Strengthen patient & family engagement

Quadruple Aim National Quality Strategy

Berwick, Nolan, & Whittington (2008); Bodenheimer & Sinsky (2014); Agency for Healthcare Research and Quality (2017)
In Americas – 11 Goals:
PAHO Sustainable Health Agenda for the Americas 2018-2030

1. Equitable Access to Health Services
2. Stewardship and Governance
3. Human Resources for Health
4. Health Financing
5. Medicines, Vaccines and Technologies
6. Information Systems for Health
7. Evidence and Knowledge for Health
8. Outbreaks, Emergencies and Disasters
9. Noncommunicable Disease
10. Communicable Disease
11. Health Inequalities and Inequities

PAHO/WHO Sustainable Health Agenda for the Americas 2018-2030
PAHO Communicating Health Centers & Regional IPE Initiatives

- **Chile** - Conference on Health Sciences Education
- IPE was a theme in **Cuba Health** – 2018
- **Colombia** – 2nd National Workshop on IPE
- Cuba held national meeting on IPE
- **Brazil**: “Plan for implementation IPE in Brazil: analysis of results achieved and discussion of new lines of action”
- **Peru**: Dialogues on IPE to achieve Universal Health event
- **Panama**: IPE Symposium
- **Guatemala**: 1st National Meeting on IPE
- **El Salvador**: 4th National Forum on Human Talent in Health focuses on IPE
- **Argentina** hosts the 3rd Regional Technical Meeting on IPE in Health: improving human resources capacity to achieve universal health

2018 Annual report of the Regional Network for Interprofessional Education in the Americas (REIP), p 12.
Why is teamwork in healthcare important?

From: HRH Global Resource Center website
A Digital Library Devoted to Human Resources for Health (HRH)

- Clinical care is more complex
- Working together reduces the number of medical errors
- Teamwork reduces issues that lead to burnout
- Patients/families feel more at ease, accept treatments, feel more satisfied with their care
- Health workers are more satisfied with their work
“As health care in the US becomes more complex, it requires health care providers from all professions to be adept at collaborating to learn, assess, problem-solve and deliver coordinated care in new and innovative ways.”

NCICLE, Achieving the Optimal Interprofessional Clinical Learning Environment: Proceedings from an NCICLE Symposium, 2019, p. 1
Quality Patient Care
Quality/cost outcomes associated with effective teamwork – for patients and healthcare systems

- Patient satisfaction
- Self-care and adherence
- Fewer missed visits
- Fewer hospital readmissions
- Fewer medical errors/medication errors
Quality/cost outcomes associated with effective teamwork - for team members

- Satisfaction
- Retention
- Resilience
- Well-being

“My team has my back”

“They’re my safety net”
For students – “this is life changing”
Our Shared Goal

Interprofessional Education

Interprofessional Practice

Quality Outcomes
Current IPE Priorities in the US

- Integrating education and practice
- Common core education and accreditation
- Patient engagement
“The clinical learning environment is the true nexus - the place where collaborative practice and education come together to improve health care, deliver higher value, and assure that we can prepare the workforce for today and ahead.”

The 2019 Nexus Summit
Optimizing the Clinical Learning Environment
National Center for Interprofessional Practice and Education
https://nexusipe.org
2019 Nexus Summit
August 18-20, 2019

National Center for Interprofessional Practice and Education
Nexusipe.org

FOCUSING ON THE INTERPROFESSIONAL CLINICAL LEARNING ENVIRONMENT
The Clinical Learning Environment: Where students learn and internalize IPE
Characteristics of high functioning IP CLEs
“Everyone in the CLE is a learner”

1. Patient-Centeredness
2. Reliable Communications
3. Shared Accountability
4. Continuum of Learning
5. Team-based Care
6. Evidence-based Patient Care

Centered on Interprofessional Experience

https://ncicle.org

2017 Symposium
Sponsored by ACGME and
the Josiah Macy Jr. Foundation
Leadership themes: At the front lines

- **Practicing optimal team behaviors**
  - Everyone practices at top of license
  - Integrate every team member’s strengths and unique contributions
  - Shared accountability

- **Promoting shared decision-making**
  - Patient-centered plans, include patient voice
  - Includes all team members, including community-based members

- **Fostering distributed team leadership**
  - Based on situation
“In optimal IP-CLEs, clinicians and clinical faculty demonstrate principles of lifelong learning and IP practice in all aspects of patient care and, in doing so, serve as role models for new clinicians.”

NCICLE Symposium, p. 15.
Common Core for IPE

4 Basic Competency Areas

1. Communication
2. Values/Ethics
3. Roles
4. Teamwork

https://www.ipeccollaborative.org
Guidance by 24 accrediting agencies:

allied health, athletic training, audiology/speech language, chiropractic, counseling, dentistry, health education, health informatics, medical education, midwifery, nurse anesthesia, nursing, nutrition and dietetics, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant, podiatric medicine, psychology, public health, respiratory care, social work

https://healthprofessionsaccreditors.org
Guidance includes:

- Consensus definitions for IPE
- Encourages systematic approach and self-assessment
- Framework to develop a plan for quality IPE

Interprofessional Education: “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, 2010.

Health Professions Accreditors Collaborative (2018)
Practice Guides

Preceptors in the Nexus Toolkit
Kansas University Medical Center
National Center for Interprofessional Practice and Education
www.kumc.edu

TeamSTEPPS
Team Strategies and Tools to Enhance Performance and Patient Safety

The Preceptor's Guide to the Nexus

CAIPER Interprofessional By Design™ Tool
Center for Advancing Interprofessional Practice, Education and Research
Arizona State University
And the Challenge: Where to start!

- Real-world, reflects the real complexity
- Engaging
- Practical
- Offers new ways to think about challenges
- Immediate take-aways, things to try out
- Short
- Builds on experience
- Opportunity to learn and discuss
- Includes theory, evidence, best practices
### Identifying need/gap – CAIPER approach

<table>
<thead>
<tr>
<th><strong>IPE Resources</strong></th>
<th><strong>Right partners</strong></th>
<th><strong>Funders</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Portable</td>
<td>Universities</td>
<td>Foundations</td>
</tr>
<tr>
<td>Easily accessible</td>
<td>Healthcare orgs.</td>
<td>Federal Govt.</td>
</tr>
<tr>
<td>Short</td>
<td>State and national networks</td>
<td>Professional orgs.</td>
</tr>
<tr>
<td>Discipline-neutral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rooted in IPEC®</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow the Opportunity
CAIPER
Interprofessional by Design®
eLearning Modules

Thousands of views through NCIPE and CAIPER websites

Funded, in part, by the Josiah Macy Jr. Foundation and the Arizona Graduate Nursing Education Project
eModules Topic Areas

Core (Foundational)
1. What is Interprofessional Education
2. Interprofessional Communication: Communication in Healthcare Settings
3. Roles and Responsibilities: It Takes a Team!
4. Four Habits of High-Performance Teams and Teamwork from a Person-Centered Perspective

Primary Care-focused
1. Introduction to Team-Decision Making in Primary Care
2. Involving Team Members in Primary Care Practice
3. Developing an Integrated Plan of Care
4. Care Coordination in Primary Care Practice
5. Four Habits of High-Performance Teams and Teamwork from a Person-Centered Perspective
eModules Features

Format

- 20-30 min long
- Accessible from all internet enabled devices
- Engaging and interactive
- Asynchronous – may be viewed anytime, anywhere, by anyone
- Easily incorporated into coursework

Content

- All content related to IPEC® national interprofessional competencies
- Discipline-neutral and relevant for all health and health-related fields
- Divided into Core (Foundational) and Primary Care focused
- Range of activities (e.g. case studies, scenarios, self-checks and reflection)
- Include glossary, IPEC® competencies and resources
- Reviewed by faculty, practitioners and students
Sample: What is Interprofessional Education

Defines interprofessional education and describes its value to you in your practice. Includes a case study and several interactive exercises that highlight practical ways to recognize and optimize your teamwork experiences.

1. IPE Defined
2. What will IPE do for You
3. Recognizing IPE
4. Building IPE IQ
IPE Defined

Learning interprofessional teamwork
Effective ways to learn IPE in clinical practice
Effective ways to learn in classroom and simulation labs

“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, 2010
What will IPE do for you

National Quality Strategy and Triple Aim
Improving quality HC requires teamwork
Why teamwork
Patient needs
Collaboration and improved outcomes

The WHO definition of interprofessional education states two goals:
“to enable effective collaboration”
and
“to improve health outcomes”
Recognizing IPE when you see it

Recognizing IPE in HC settings
Looking for IPE learning opportunities
Seeing IPE in unexpected places
Amina in the nexus video
Develop an eye for effective team practice models

Looking for IPE learning opportunities

- Huddle
- Consultation with team member
- Health record review
Team-based care for vulnerable populations

**Audience:** Primary care teams

**Format:** Community of practice, case-based

1. Creating a community of practice
2. Vulnerability: who are vulnerable populations
3. Engaging at-risk patients and families in teamwork
4. High performance teamwork
5. Team well-being

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What’s next?

- How to get started
- Learner toolkits/certificates of completion
- Guidance on standardized assessment and evaluation
Interprofessional Applications in Research and Policy

- Promotes innovation
- Allows for differing needs, concerns of various stakeholders
- Supports social justice
- Enhances health equity
- Allows for drawing from various areas of expertise to enhance evidence in performing research and writing policy
Thank you!
For more info

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