

Resource and Facilitation Guide

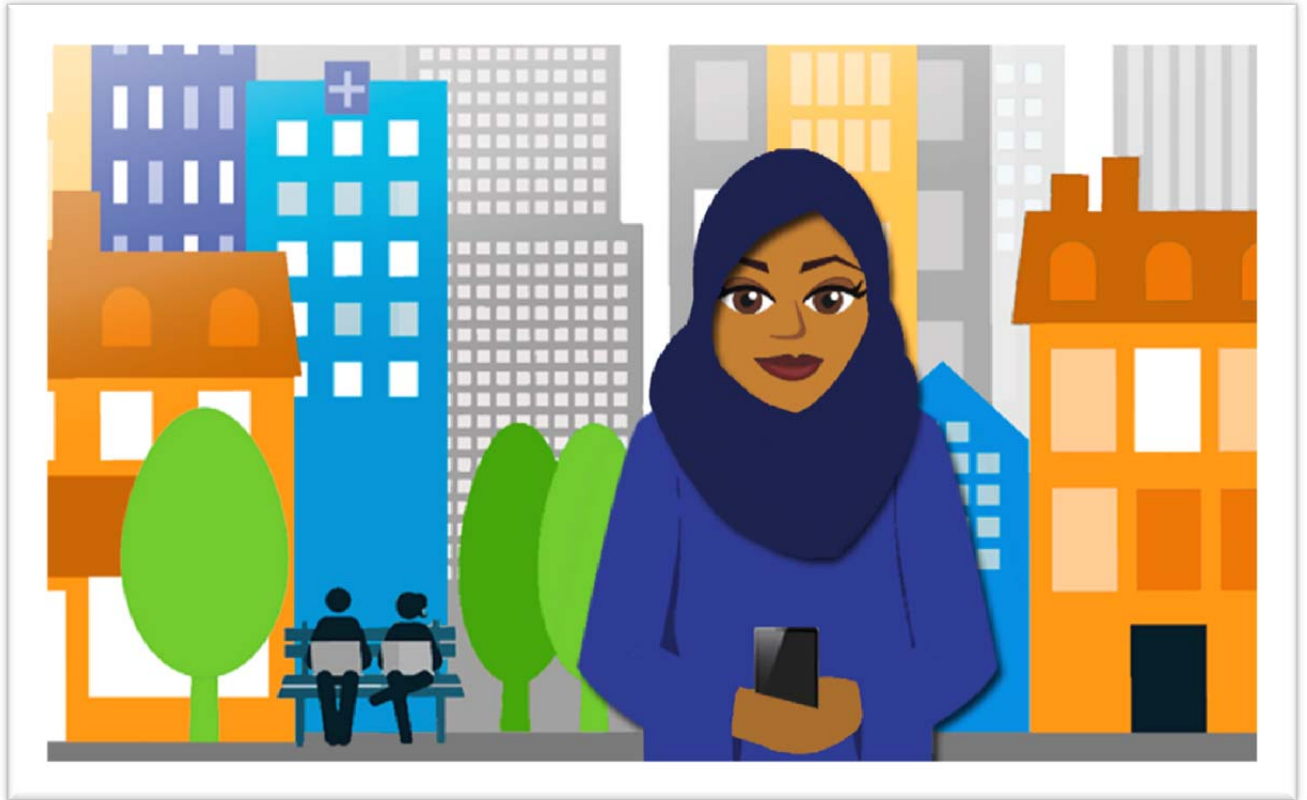


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Introduction: Our Shared Vision for the Future

The National Center for Interprofessional Practice and Education embraces a bold vision for the future—one shared by health workers, patients, students, leaders, researchers and educators around the world. We have much to learn from one another, and achieving our shared vision requires collective wisdom, leadership and innovative thinking.

Our shared vision. It is our vision that by 2020, we will contribute to the achievement of the Triple Aim of enhancing the patient experience of care, improving population health and reducing cost.

Through new education and practice partnerships, the Triple Aim will be accomplished by high-functioning health teams—including health workers, students, patients, families and communities. All health professions graduates entering the workforce will be competent, effective and “collaboration-ready” team members. They will practice in settings where patients, families and communities are full partners on the team.

The Nexus. To achieve our vision, we aspire to align the practice and education systems to assure that they are jointly created and managed together. We call this alignment the “Nexus.” In the Nexus, health care practice and education systems are true partners, sharing ideas and best practices that have the potential to meet the demands of transforming processes of care delivery and addressing challenges of educating and training the next generation of health professionals.

Information, data and evidence. We know that in order to achieve our shared vision, we need feedback loops among those involved in the Nexus of practice and education. Information, data and evidence are critical for those who teach, learn and deliver care, in order to enable real-time changes in both practice and how we teach in educational programs.

Through our data-driven approaches locally and nationally, we will know what kinds of teams work best to improve care, outcomes and costs. We will know why some health teams are more successful than others in specific environments, and we will know what practices make teams work better. These highly effective teams will be deployed across the United States using a data-driven approach to meet the diverse needs of each community.

The purpose of this Resource and Facilitation Guide is to serve as an introduction to the Nexus through the story of Amina. Suggested resources and presentation guidelines are provided for you to lead discussions and explorations about how to achieve the Nexus in your setting.

Go to nexusipe.org/amina for the following resources:

- **Getting Started** - A two-page reference document that outlines suggested audiences and short messages about the National Center, our work and the Nexus concept.
- ***Amina in the Nexus* videos** - Amina's story is available in three web-based formats:
 - Captioned video with music soundtrack: At just over five minutes, this YouTube-hosted video is useful for large groups
 - Narrated video: Also hosted on YouTube, it includes the same content as the captioned video, but without on-screen text
 - Interactive: A self-paced, educational module that can help introduce or be integrated into IPE curriculum
- **Resource and Facilitation Guide** – a 17-page document that offers an in-depth description of Amina's story, key concepts, supporting resources, presentation recommendations and discussion topics.
- **PowerPoints** – With a version for IPECP-informed and non-IPECP audiences, the presentations help frame Amina's story with background information that introduces audiences to the vision and focus of Amina's story. It also includes a customized slide with the *Amina in the Nexus* video link embedded.
 - For IPECP-informed audiences (captioned video link included)
 - For IPECP-informed audiences (narrated video link included)
 - For non-IPECP audiences (captioned video link included)
 - For non-IPECP audiences (narrated video link included)
- **Evaluation Survey** - After using the *Amina in the Nexus* resources, please complete a brief online evaluation form. Your feedback will help us inform future initiatives.
- **Online Forum** - Visit the Forum on nexusipe.org to share best practices and recommendations to others.

Key Concepts and Resources

Working together to improve health is becoming a national and international imperative, requiring the mastery of knowledge, skill and attitude sets such as understanding roles and responsibilities, teamwork, communication, collaboration and coordination as defined in the Interprofessional Education Collaborative (IPEC) competencies.¹

Professional schools are partnering with health system and community practices to design educational experiences to prepare graduates for these skills. Health systems are becoming 'learning organizations' that provide continuing education for practitioners on collaboration and teamwork skills.

Key Concepts

As a result, the field of interprofessional education and collaborative practice is rapidly emerging. For the sake of this guide, we use the following definitions.

- **Interprofessional education (IPE)** "occurs when two or more professions (students, residents and health workers) learn with, about, and from each other to enable effective collaboration and improve health outcomes." ²
- **Interprofessional (or collaborative) care/practice** "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." ²
- **Interprofessional education and collaborative practice (IPECP):** Within a Nexus, interprofessional education (IPE) and collaborative practice (CP) are truly integrated.
- **Triple Aim:** The Institute for Healthcare Improvement (IHI) defined a framework that describes an approach to optimizing

¹ Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C: *Interprofessional Education Collaborative*. Retrieved from, <https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf>

² Adapted from: *The Centre for the Advancement of Interprofessional Education, UK, 1987*

World Health Organization (WHO). (2010). *Framework for Action on Interprofessional Education and Collaborative Practice*,. Retrieved from, http://www.who.int/hrh/resources/framework_action/en/

³ *The Triple Aim framework was developed by the Institute for Healthcare Improvement in Cambridge, Massachusetts (www.ihl.org).*

⁴ D'amour, D. & Oandasan, I. (2005). Interprofessionality as the field of interprofessional practice and interprofessional education: An emerging concept. *Journal of Interprofessional Care*. 19 (Supplement 1):8-20.

health system performance.³ It is IHI's belief that new designs must be developed to simultaneously pursue three dimensions, called the "Triple Aim":

- Improving the patient experience of care (including quality and satisfaction)
 - Improving the health of populations
 - Reducing the per capita cost of health care.
-
- **Interprofessional** is "the process by which professionals reflect on and develop ways of practicing that provides an integrated and cohesive answer to the needs of the client/family/population. . . [It] involves continuous interaction and knowledge sharing between professionals, organized to solve or explore a variety of education and care issues all while seeking to optimize the patient's participation. . . Interprofessional requires a paradigm shift, since interprofessional practice has unique characteristics in terms of values, codes of conduct, and ways of knowing. These characteristics must be elucidated" (p. 9).⁴

Collaboration and interprofessionalism are core concepts fundamental to this work. "The goal of interprofessional learning is to prepare all health professionals for **deliberately working together** with the common goal of building a safer and better patient-centered and community/population oriented U.S. health system."²

Interprofessional Practice and Education: The New IPE

The acronym "IPE" has been used for many years to communicate the essence of the definition of interprofessional education listed above. We at the National Center believe that education and practice are inextricably linked and should not be separate. Therefore, we advocate for the "New IPE", or interprofessional practice and education. Throughout this guide, we use the commonly accepted definitions and acronyms for interprofessional education and collaborative practice (IPECP), but we hope that through exploring the Nexus, you will join us in our vision.

What is the Nexus?

Reports over the past few years have described health professions education as increasingly disconnected from the needs of patients, families and communities. Several reports recognize the need to incorporate interprofessional learning into the redesign of education, linked to real-life practice, citing the interdependence between interprofessional education and collaborative practice. Recognition is growing that health professionals in practice and in training who learn "with, about and from" each other will be better prepared with collaborative practice skills to meet the Triple Aim. They also urge that

IPECP development needs to occur at the micro (clinical or community), meso (health care and university systems) and at the macro (policy) levels.

Since its inception, the National Center has made a commitment to help align health care delivery systems with interprofessional education to create a Nexus. This is required to meet the demands of the reformation in the processes of care delivery as well as the challenges in educating and training the next generation of health professionals.

Transformation to a Nexus can be accomplished by:

- Working together to reconnect and align education to simultaneously keep pace with the rapidly changing processes of care
- Creating a closed loop model between education and practice for continuous improvement
- Working collaboratively to achieve the Triple Aim in both health care and higher education
- Identifying and addressing significant systems-level issues that create barriers to achieving that goal (e.g., policy, financial, accreditation)
- Partnering with patients, families and communities
- Incorporating students and residents into interprofessional teams in meaningful ways
- Creating a shared resource model to achieve goals between practice and education
- Encouraging leadership in all aspects of the partnership.

Therefore, the National Center defines the **Nexus** as: a partnership between health professions education and health care delivery systems to meet the demands of transforming processes of care delivery and to address the challenges of educating and training the next generation of health professionals. In doing so, a Nexus can contribute to the Triple Aim of enhancing the patient experience, improving population health and reducing cost.

Key Resources to explore the “Nexus”

D’amour, D. & Oandasan, I. (2005). Interprofessionalism as the field of interprofessional practice and interprofessional education: An emerging concept. *Journal of Interprofessional Care*. 19 (Supplement 1):8-20.

Earnest, M. and Brandt, B. (2014, November). Aligning practice redesign and interprofessional education to achieve triple aim outcomes. *Journal of Interprofessional Care, Early Online*: 1–4

Frenk, J., Chen, L., Bhutta, Z.A., Cohen, J., Crisp, N., Evans, T. Fineberg, H.V., Garcia, P, Ke, Y., Kelley, P., Meleis, A., Naylor, D., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D., Zurayk, H., Education of Health Professionals for the 21st Century: A Global Independent Commission, Kistnasamy, P.B., Pablos-Mendez, A. (2010). Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world. *The Lancet*. 376 (9756), 1923-1958.

Josiah Macy Jr. Foundation. Cox, M. and Naylor M. (Eds) . (2013, June). *Transforming Patient Care: Aligning Interprofessional Education with Clinical Practice Redesign*. New York, NY. Available online at: http://macyfoundation.org/docs/macy_pubs/TransformingPatientCare_ConferenceRec.pdf

Josiah Macy Jr. Foundation. Fullmer, T. and Gaines, M. (Eds) (2014, June). *Partnering with Patient, Families and Communities: An Urgent Imperative for Health Care*. New York, NY. Available online at: <http://macyfoundation.org/publications/publication/partnering-with-patients-families-and-communities-an-urgent-imperative-for>

Carman KL, Dardess P, Maurer ME, Workman T, Ganachari D, Pathak-Sen E. *A Roadmap for Patient and Family Engagement in Healthcare Practice and Research*. (Prepared by the American Institutes for Research under a grant from the Gordon and Betty Moore Foundation, Dominick Frosch, Project Officer and Fellow; Susan Baade, Program Officer.) Gordon and Betty Moore Foundation: Palo Alto, CA; September 2014. www.patientfamilyengagement.org.

Culture of Health (Blog). Robert Wood Johnson Foundation. <http://www.rwjf.org/en/blogs/culture-of-health.html>

Additional Resources

Two national reports on education for interprofessional collaboration serve as national guidelines for establishing a core skill set—or competencies—for interprofessional education and collaborative practice.

- ***Core competencies for interprofessional collaborative practice: Report of an expert panel.*** Washington, D.C.: Interprofessional Education Collaborative. The Interprofessional Education Collaborative (American Association of Colleges of Nursing; American Association of Colleges of Osteopathic Medicine; American Association of colleges of Pharmacy American Dental Association; Association of Medical Colleges; and the Association of Schools of Public Health). Interprofessional Education Collaborative Expert Panel. (2011).
- ***Team-Based Competencies: Building a Shared Foundation for Education and Clinical Practice. Conference Proceedings (2011).*** Josiah Macy Jr. Foundation; American Board of Internal Medicine; Robert Wood Johnson Foundation; and Health Resources and Services Administration.

Overview of Amina in the Nexus

Amina in the Nexus conveys the vision for health care in this country from the National Center for Interprofessional Practice and Education. The vision is conveyed by the story of Amina, a Somali woman, who is able to manage her diabetes by being a partner in a community-based, interprofessional model of care through a Nexus.

The story explains Amina's situation and how her 'care and learning team' of students, community members and practitioners interact with her via technology and meetings to ensure that she remains healthy and out of the emergency room.

Amina in the Nexus was developed not only to convey the National Center's vision, but also to initiate discussion among health professionals, students and community members about interprofessional practice and education—and its potential to contribute to health care transformation in our country.

Purpose and Outcomes

By completing and reflecting on the ***Amina in the Nexus*** story, participants will be able to:

- Recognize the components of a health care system and environment that must be present to provide optimal patient and community care in a Nexus
- Identify some outcomes that result from a health care system that integrates interprofessional practice and education
- Articulate an aspect of how the integration of health care and education in their communities exemplifies good interprofessional practice and education
- Identify what needs to be changed for the ***Amina in the Nexus*** story to become a reality in each of their communities
- Understand elements of the Nexus at three levels - micro (clinical or community), meso (health care and university systems) and at the macro (policy)
- Reflect upon the role of the patient, family and community in improving individual health care and community health.

Guidelines for Facilitating an Amina in the Nexus Discussion

Ensure that:

- An Internet connection will be available
- Check that the computer can project sound through the room's audio system

Amina in the Nexus is available in three primary formats:

- A 5:08 minute video particularly useful for large group audiences (in either a [captioned-video](#) or [narrated video](#) format)
- An [interactive, online scenario](#) particularly useful for students in a classroom setting or planning groups, such as curriculum committees or health system education/workforce development committees

Suggestions for Presenting the Amina in the Nexus Video

Preparation

As you prepare to present the ***Amina in the Nexus*** video to a large group, introduce the scenario as the National Center's vision that true integration of interprofessional practice and education systems will:

- Improve the quality of experience for people, families, communities and learners simultaneously
- Share responsibility for achieving health outcomes and improving education at the same time
- Reduce the cost and add value in health care delivery and education

The video—***Amina in the Nexus***—illustrates how that can begin to be accomplished.

Background Information

To prepare for your presentation, it is recommended that you read:

Aligning practice redesign and interprofessional education to advance triple aim outcomes, Earnest, M. and Brandt, B. (2014, November). Aligning practice redesign and interprofessional education to achieve triple aim outcomes. *Journal of Interprofessional Care*, Early Online: 1–4

This publication was adapted from a commissioned paper for the Josiah Macy Jr. Foundation for the "Aligning Clinical Practice Redesign and Interprofessional Education conference." In this paper, Drs. Earnest and Brandt provide a vision for the Nexus and contrast it with health care and health professions education today. As you review the paper, reflect on how your audience perceives their "current realities" in practice and education and the aspirational story of Amina and the future.

You may want to use some of the following PowerPoint slides before your presentation:

1. Amina in the Nexus: A Shared Vision
2. The Nexus
3. Meet Amina

Other resources you may consider reviewing in preparation for your presentation can be found in the **Key Resources to explore the “Nexus”** section on page 6.

Video Introduction

Consider using the following points as background information to introduce your audience to the vision and focus of Amina’s story.

- *The need for transformative change in our nation’s health care system is well documented, including better partnerships between health systems and health professions education.*
- *Health professions education is highly expensive, inefficient and produces outcomes that are not aligned with the needs of patients and communities. Students learn technical competence, but little about one another, changing health care systems or addressing the long-term needs of patients and communities. This gap must be addressed so students will be ready to practice upon graduation.*
- *This video presents a vision of care for Amina, a Somali woman with diabetes who lives in an urban environment in which she receives care through a community partnership engaging health systems, community systems and education systems.*
- *Her current reality—prior to this video scene—is likely to be one of declining health. She might be confused about navigating the U.S. system of care, be challenged to find a clinic that will accept Medicaid and struggle to overcome language barriers that prevent her from making and keeping appointments. She might forgo the ongoing clinic and lab visits required to manage her chronic illness because of the need to care for her family as a single mom. She has a support system in her community, but it needs to be accessed.*
- *The cost of Amina’s care is so great that she may be inclined to check her glucose only sporadically while rationing her insulin to make it last longer. Although Amina is doing her best for herself and her family, her poorly managed diabetes is also taxing to the health system and the community as she frequently visits the emergency department, and occasionally, requires in-patient hospital care.*
- *But, Amina is only one participant in her care. In her various health care visits, Amina would interact with a variety of unfamiliar providers and students—all asking her the same questions—even multiple times in the same visit. And, clinic administrators and providers would struggle to meet their clinics’ teaching commitment because of concerns that student rotations decrease productivity.*

Use the remaining slides to guide the discussion following completion of the video:

4. Discussion
5. Elements of the Nexus
6. Elements of the Nexus (cont'd)
7. Building Your Own Nexus
8. The National Center: Goal
9. Join the IPECP Community

- *Everyone would be unhappy: Amina, the clinicians, the staff and the students. And is the care she is receiving the care she needs?*
- *Another approach should be considered. **Amina in the Nexus** will demonstrate what the transformative change could be like. And, what does exploring Amina's story teach us about possibilities in our own settings?*

Following the Video Presentation

Consider asking your audience for some general reactions and impressions by asking the following questions:

- How is Amina's care program similar to and different from health care that you are familiar with?
- How is the educational program experienced by the students in the story similar to or different from a health professions program you are familiar with?
- Based upon Amina's story, what do you believe are key elements of a truly integrated partnership of health care and educational systems—a Nexus?
- What are the benefits of working in partnership for health care delivery and health professions education? To Amina? To students? To administrators and providers? To the community?

Follow up on their comments by explaining the Nexus (as exemplified in the video):

Through a Nexus partnership, new opportunities present themselves for individuals such as Amina, for students and for the community. Key elements of the Nexus, as shown, include:

- The integration of clinical practice and education in new ways
- Partnership with patients, families and communities in personally and culturally responsive ways
- A focus on the Triple Aim of both health care and education (cost, quality and populations)
- Incorporation of students and residents into the interprofessional team in meaningful ways
- Role modeling of interprofessional collaborative practice for learners, including preceptorship of interprofessional teams of students
- A shared resource model between health systems and education systems to achieve shared goals
- Leadership engagement in all aspects of the partnership

- The use of data to demonstrate measurable outcomes
- The use of information and communications technology to enhance access and communication with patients, families and other team members, including those in the community
- Support for self-care and disease prevention

Conclusion

Consider closing your presentation with a discussion and debriefing of how the work you and your organization are doing contributes to transformative change. Focus on how the audience members' work is in alignment with the vision presented in the video.

You might ask:

- What are the challenges that must be addressed to co-create a Nexus?
- How does your own organization begin writing its own story?

Suggestions for Facilitating the Amina in the Nexus Online Interactive Activity

Ensure that:

- An Internet connection will be available
- Participants have tablets or computers to use during the session. (Consider having two or three people work together at each table or computer.)

You may want to use some of the following PowerPoint slides before your presentation:

1. Amina in the Nexus: A Shared Vision
2. The Nexus
3. Meet Amina

Possible Uses

The interactive, self-paced version of the ***Amina in the Nexus*** story can be used to stimulate discussion in classroom settings or in committees considering a redesign of practice and education. Some groups may wish to focus upon Amina’s chronic condition—diabetes—and discuss other professions that should be added to her team. Such discussions can be extended to other conditions and populations—such as community clinics—to motivate discussion of other integrated partnerships and interprofessional teams within a Nexus.

Background Information

To prepare for your interactive activity, it is recommended that you read:

Aligning practice redesign and interprofessional education to advance triple aim outcomes, Earnest, M. and Brandt, B. (2014, November). Aligning practice redesign and interprofessional education to achieve triple aim outcomes. *Journal of Interprofessional Care, Early Online: 1–4*

This publication was adapted from a commissioned paper for the Josiah Macy Jr. Foundation for the “Aligning Clinical Practice Redesign and Interprofessional Education” conference. In this paper, Drs. Earnest and Brandt provide a vision for the Nexus and contrast it with health care and health professions education today. As you review the paper, reflect on how your audience perceives their “current realities” in practice and education and the aspirational story of Amina and the future.

Other resources you may consider reviewing in preparation for your interactive session can be found in the ***Key Resources to explore the “Nexus”*** section on page 6.

1. Explain that the purpose of the ***Amina in the Nexus*** interactive story is to: ***explore and discover why integrating interprofessional education with collaborative practice—the Nexus—is important.***
2. Summarize what you are asking the participants to do:
 - *Each of you has personal experience and perspective about health care, as a patient, as a family member of someone who was a patient and/or as a provider.*

You might want to use some of the remaining slides in your discussion:

4. Discussion
5. Elements of the Nexus
6. Elements of the Nexus (cont'd)
7. Building Your Own Nexus
8. The National Center: Goal
9. Join the IPECP Community

- Review the story in groups of two or three, preferably with participants from other professions or at different experience levels. As you work through the story, consider and discuss some of the following questions in the small group:
 - How is the care that Amina receives similar to the care you or a family member has experienced? How is it different?
 - How might the educational program experienced by the students in the story be similar to or different from what you believe your program provides?
 - In your own profession (or area of study), what about this model of care would be interesting for you?
 - What role does the patient, her family and community take in this model of health care? Is that right?
 - Why is interprofessional education and collaborative practice important?
 - What roles are missing in this story?
 - Why is this different from most healthcare systems?
 - What's wrong with this team?
 - How does this model of care contribute to a sustainable model of population and community health?
 - Who is currently implementing this model of health care? What are their successes?
 - If this were a patient-centered health care/medical home, what would it look like?

3. Discuss responses to the questions as a large group.

4. Summarize the discussion:

- Ask all participants to share one thing they found most intriguing and/or helpful about the **Amina in the Nexus** story.
- If applicable, participants may share one action item for change as it applies to their unique situation (e.g., students may think of a way to implement collaborative practice at a rotation site; faculty may think of a way to implement IPE in their academic programs; professionals may think of a way to improve collaboration at their clinic and/or in their community).

5. **Follow up on their comments by explaining the Nexus:**

Through a Nexus partnership, new opportunities present themselves for individuals such as Amina, for students and for the community.

Key elements of the Nexus, as shown, include:

- The integration of clinical practice and education in new ways
- Partnership with patients, families and communities in personally and culturally responsive ways
- A focus on the Triple Aim of both health care and education (cost, quality and populations)

- Incorporation of students and residents into the interprofessional team in meaningful ways
- Role modeling of interprofessional collaborative practice for learners, including preceptorship of interprofessional teams of students
- A shared resource model between health systems and education systems to achieve shared goals
- Leadership engagement in all aspects of the partnership
- The use of data to demonstrate measurable outcomes
- The use of information and communications technology to enhance access and communication with patients, families and other team members, including those in the community
- Support for self-care and disease prevention

Variations

Ask participants to view the ***Amina in the Nexus*** interactive story and answer questions individually before attending the discussion session. This may shorten the time required for the meeting or allow your group to have a more in-depth discussion during the session.

Conclusion

Conclude with a discussion of how the work you and your organization are doing contributes to transformative change in alignment with the vision presented in the video from the National Center. You might ask:

- *What are the challenges that must be addressed to co-create a Nexus?*
- *How does your own organization begin writing its story?*

Join the National Center and Contribute to Amina's Story

Following either the video discussion or the online, interactive activity of ***Amina in the Nexus***, encourage participants to visit **nexusipe.org** to learn more about the National Center and its vision for the future. (You might note that the National Center offers leadership, evidence and resources for the study of interprofessional education and collaborative practice as an effective health care delivery model.) The center is the only entity endorsed and partially funded by the federal government to study the realignment of health care delivery systems and health professions education.

Participants can contribute to Amina's story in a number of ways:

Create an account

Individuals who create user accounts on **nexusipe.org** can contribute to and comment on materials in the Resource Exchange, an interactive digital library of user-supported resources. Additionally, those with user accounts can share ideas or answer questions in an online forum.

1. Visit www.nexusipe.org and click "Log In / Create Account."
2. After you complete the brief registration form, you will receive a welcome email with a link to complete your profile.
3. Add your photo, biography, skills and interests and social media links.

Join the conversation

Individuals experience Amina's story in different ways and have unique perspectives to contribute to the conversation about her care and learning team. Together, our community can close the gap between today's care delivery and our vision for health care in the not too distant future.

Share your ideas by contributing to the National Center's forum, ***Amina in the Nexus***, at nexusipe.org/forum.

Other ways to join the conversation

- ***Make your voice heard*** - Comment on news stories, blog posts and other content on the National Center website.
- ***Network with colleagues*** - Explore our public user profiles to find colleagues and experts.

Contribute to the Resource Exchange - Upload papers, presentations, videos, and much more in this easily searchable online library.