Let’s Get on the Balcony (Or Space Station):

What We are Learning Today

Barbara F. Brandt, PhD, Director
Associate Vice President for Education
National Academies of Practice Keynote Presentation

Barbara Brandt delivered the opening keynote at the National Academies of Practice Annual Meeting on March 17, 2017. The presentation is entitled: Let’s Get on the Balcony (Or Space Station): What We are Learning Today and outlines current initiatives by the National Center as an unbiased, neutral convener in the midst of changing national and local landscapes.

Author(s):
Barbara F. Brandt

Subject:
Communities & Population Health
Leadership
Policy
The Nexus

RELATED RESOURCES
- All Together Better Health Closing Keynote Address
- Council on Social Work Education Keynote: Memo to Social Work
- The Nursing Oral Health Journey: Successful Innovations and Challenges
- National Academies of Practice meets at the National Institutes of Health
Topics

• The National Center Today

• Minding the Gap of Current Environment

• Shaping our Future Agenda

• Tools You Can Use
Many thanks to all of our advisors, program participants, Nexus Innovation Network, funders, and many stakeholders from whom we learn every day.

Special thanks:
- Nexus Learning System Advisory Committee
- American Interprofessional Health Collaborative
- Angela Willson, Ed/Training Prog. Mgr
Interprofessional education “occurs when two or more professions learn with, about, and from each other to enable effective collaboration and improve health outcomes.”

Interprofessional, collaborative practice “occurs when multiple health workers and students 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.”

Adapted from:
The Centre for the Advancement of Interprofessional Education, UK, 1987
What We Value:  National Center Vision

We believe high-functioning teams can improve the experience, outcomes and costs of health care.

National Center for Interprofessional Practice and Education is studying and advancing the way stakeholders in health work and learn together.

National Center Funders

- Health Resources and Services Administration Cooperative Agreement Award No. UE5HP25067
- Robert Wood Johnson Foundation
- Gordon and Betty Moore Foundation
- Josiah Macy Jr. Foundation
- John A. Hartford Foundation
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John A. Hartford Foundation
The Nexus: Our Vision for Health
nexsusipe.org

Triple Aim of Alignment
Improving quality of experience for patients, families, communities and learners
Sharing responsibility for achieving health outcomes and improved learning
Reducing cost and adding value in health care delivery and education
The Nexus Focus

**Learner Pipeline**

*Today I owe:*

$300K $250K $100K $75K $200K $120K $150K $300K $120K

**Health Workforce for New Models of Care**

How do we create a health workforce in the right locations, specialties and practice settings that has the skills and competencies needed to meet the demands of a transformed health care system while preventing burnout?

**Patients, Families & Communities**

How do we improve the patient experience of care, improve the health of populations, and reduce the per capita cost of health care simultaneously?
Unbiased, Neutral Convener:
“Calling the Circle”

- Convenes groups and tees up “thorny IPE issues” topics for discussion and recommendations
- Works inter- and intra-professionally to promote dialogue and understanding
- Cannot favor one profession over the other
- Cannot advocate for one model over the other
- Collects data and information to make sense while striving to be objective
Unbiased, Neutral Convener: “Calling the Circle”

– Advances thinking about the field based upon evidence, experience and expertise
– Based upon evolving models of IPE, identifies partners to educate and train in specialized areas
– Advocates for our values which are based upon what we are learning, what makes a difference
– Says what needs to be said. . .
A National Birdseye View: Themes and Observations
Select Presentations, Consultations, Partnerships and Contracts for Services

- 1199/SEIU Training Funds
- 3M
- Accreditation Council of Graduate Medical Education
- American Assembly for Men in Nursing
- American Interprofessional Health Collaborative
- AMA – Accelerating Change in Medical Education
- Association of Nurse Professional Development
- American Association of Colleges of Nursing
- American Association of College of Pharmacy
- American Board of Medical Specialties
- American Interprofessional Health Collaborative
- American Medical Association
- Association of Academic Health Centers
- Association of Nursing Professional Development
- Association of Schools and Programs of Public Health
- American Physical Therapy Association
- Association of Specialized and Professional Accreditors
- Beyond Flexner Alliance
- California Institute for Nursing and Health Care
- Centers for Medicare and Medicaid Services
- Council on Social Work Education
- HRSA Nurse Education, Practice, Quality and Research grantees
- Indiana Center for Nursing
- Joint Accreditors of Interprofessional Continuing Education
- Josiah Macy Jr. Foundation
- Institute for Healthcare Improvement (IHI)
- Interprofessional Education Collaborative (IPEC)

- IOM Future of Nursing
- IOM/NAM Global Forum on Innovations in Health Professions Education
- Macy T3 Faculty Development Program
- National Advisory Council on Nurse Education and Practice
- National Association of Community Health Centers
- National Governors Association
- National Health Policy Forum
- National League of Nursing
- National Nurse-lead Centers Consortium
- National Quality Forum
- Nursing Organizations Alliance
- OptumHealth
- Patient-Centered Primary Care Collaborative
- Respiratory Nurses Society
- University of North Carolina Cecil G. Shep Center
- University of North Texas Health Sciences Center
- University of Texas-Houston
- VA Centers of Excellence in Primary Care
- World Health Organization / Pan American Health Organization
- And more . . . .

- Many team site visits -- scores of universities and practices
- Many calls, emails . . .
Let's Get on the National Center Balcony
The Balcony - Continued
Space Station and Big Blue Marble
View from the Space Station: Interconnection of Organizations
2013 View from the Balcony:

Health Professional Education

- Student Learners
  - Isolated faculty
  - Two years retraining required
  - Student ‘tourist’ rotations
  - Siloed accreditation
  - Focus on individual clinical competence
  - Learning in silos

Undifferentiated IPE Practices
- Focus on care, not health
- Fee-for-service model
- Competing scopes of practice
- Out-of-control costs
- Hierarchical care delivery

Unorganized IPE Research
- Unknown IPE Programs
- Focus on individual patient encounters
- Uncoordinated care

Health Practice
Necessary Workforce
2017 View from the Space Station:
Minding the Gap
Assuring our Values in Today’s Environment

ACA / “Obamacare,” CMMI, PCORI
?? Repeal and replace

National / Federal
State-based decision-making

Workforce redesign: Team Optimization
Workforce redesign:
Physician-led teams

The how – not the who – at lower cost
Multi-sector involvement in health

Teams as health professionals
Accountable care communities:

Care
Health
Minding the Gap
Assuring our Values in Today’s Environment

Gaps: education and practice

Gaps: intra-professional and inter-professional

Trusting professionals

Questioning the “Grand Bargain”

Fee-for-service

Value-based payments

Continuing education model

Performance-based competency model

Silent Generation and Baby Boomers

Gen X, Millennials and Gen Z

Clinical Professions

Public Health / population health
“True North”: What Does it Mean?

- Commitment to Interprofessional Teams
- Value-based payment models
- “Consumer-driven” health care
Results: Annual Nexus Summit

2016 Summit

August 21-23
Hilton Minneapolis

Learning Together at the Nexus:
National Center Summit on the Future of IPE

2017 Summit

Learning Together at the Nexus:
Provocative Ideas for Practical IPE

THE NEXUS SUMMIT
AUGUST 20-23, 2017, MINNEAPOLIS
Identifying and Hearing Your Burning IPE Issues Carry Forward for Results-Oriented Work

Phase 1 Conversation Cafes – 2016 Summit

Issue Champion Carries the Conversation Forward

Phase 2 Conversation Cafes – 2017 Summit

Results
Phase 1 and Phase 2 Conversations Cafes

• **Phase I to Phase II: Accreditation**
  – Focusing on new accreditation standards for IPE in pre-professional programs and interprofessional professional development, what criteria should be used to judge quality to promote new models of learning?

• **Phase I to Phase II: The BIG Question**
  – How do we help students, trainees, and practitioners gain the competencies to work in new models of care when we are still practicing in traditional models?

• **Phase I to Phase II: How should IPE be organized?**

• **Phase I: Team Optimization**
  – What are the opportunities and unintended consequences?
  – What are the learning and education issues?
Phase I Cafe recommendations: Accreditation

• IPE is a recommendation that tends not to be effectively enforced.

• Different professions have different standards.

• Assessing IPE is challenging: Lack of clarity about what constitutes evidence of achievement of a standard.

• IPE needs to be purposefully incorporated into the curriculum.

• The IPE experience needs to be formalized.

• Outcomes need to be clearer.
The National Center: What’s In It for You?
**Strategic Focus Areas**

**Thought Leadership**

**Strategic Imperative**: Develop a network of trusted affiliates and ambassadors on the “balcony”
- 192 presentations to: ed. institutions, acad. and prof. associations, certification boards, accreditors, govt/public health/policy/research, and health care delivery systems
- 9 formal advisory board roles
- Hundreds of strategic consultations to support the multisector advancement of IPE

**Knowledge Generation**

**Strategic Imperative**: Convene the redesign of education around practice and advance learning to demonstrate alignment with the goals of the Triple Aim
- Nexus Innovations Network
- Robust cohort of Nexus sites demonstrating innovation in IPE implementation
- Special Issue of Journal of Interprofessional Care
- Growing Portfolio of Published, Peer-Reviewed Research

**Education and Training**

**Strategic Imperative**: Utilize cutting-edge knowledge through data, experience, and expertise to create an innovative Nexus Learning System to support National Center vitality
- Annual Nexus Summit
- Nexus Learning System – New Models of Care Require New Models of Learning
- Strategic Program Partners
- Individualized Faculty Development and Technical Assistance
- Joint IPCE Accreditation

**Resource Center**

**Strategic Imperative**: Leverage institutional and community expertise in a robust framework to serve the end-user in the vanguard of IPE in practice
- Community-Sourced, Open-Access Resources and Learning Modules
- Practical Guides for Assessing Team Performance
- Relaunched Measurement Instrument Collection
- Amina and Carl in the Nexus
Nexus Learning System: New Models Institute

Why is our Nexus important to our team and the larger community?
- Triple Aim of Alignment
- Designing learning to impact outcomes
  - National Academies of Medicine IPE Learning Continuum Model
  - Emerging Nexus Model of IPE
- Creating a Compelling Vision
- Think Big, Start Small

What is our product to generate and manage knowledge to advance our vision?
- Nexus Innovations Network knowledge generation projects and technical assistance
  - Nexus Innovations Network Work Plan and Outcome Framework
  - National Center Data Repository

What do we do to achieve our vision? What resources do we need?
- NexusIPE.org Resource Center
- Interprofessional faculty development
  - Train the Trainer
  - Preceptors in the Nexus
- Nexus Visioning and Teaching Resources
  - Amina in the Nexus and Carl in the Nexus
  - Nexus IPE.org Measurement and Assessment Collection

How will we become a team to realize our vision?
- NexusIPE.org IPE design and sustainability resources
- Team development tools:
  - ACE-15: Nexus Version
  - Assessing your Nexus and its Six Characteristics
  - National Center Stair Step Model

Who must be included to achieve our vision?
- Benefits: What Matters to Whom in Your Team’s Nexus
- National Center Site Visit
- Aligning Resources in the Nexus

How will we organize our team to get the work done? (e.g., meet, communicate, use platforms)
- NexusIPE.org Professional Directory and Groups
- Critical Success Strategies supported by the Nexus
Resource Center: Freely Available Institutional and Community Expertise

Amina in the Nexus

Amina in the Nexus shares the National Center for Interprofessional Practice and Education’s vision for health care delivery in the United States. In the video, individuals see the potential of the Nexus to allow better interpersonal and interprofessional education to achieve the Triple Aim of improving population health, improving the health of populations and improving the quality of care. The video supports resources are tailored to a variety of audiences, including health professionals, health care administrators, faculty, students and community members.

The National Center is pleased to offer you – our valued audience – resources about Amina to help you share the impact of the Nexus. We would love to hear from you if you have feedback on these items or suggestions for additional content. Our goal is to provide valuable information and resources that can help improve health care delivery nationally.

Amina in the Nexus captioned video

National Center for Interprofessional Practice and Ed...
Pre-Release: Carl in the Nexus

Carl in the Nexus

Facilitator Guide
Lessons from the Field: Promising Interprofessional Collaboration Practices

This Robert Wood Johnson Foundation report profiles hospitals and community health centers that utilize interprofessional collaboration practices to achieve better patient outcomes. The report, “Lessons from the Field: Promising Interprofessional Collaboration Practices,” helps healthcare leaders understand the benefits of interprofessional collaboration and offers a practical approach.

The report details the experiences of healthcare organizations, including how they promote a culture of collaborative care among physicians, nurses, nutritionists, psychologists, and other health professionals, from the planning stages through various implementation phases. The patient and the patient’s family are also considered important stakeholders.

Approaches to establish a culture that embraces interprofessional collaboration include:
- Promote a culture that “puts patients first”;
- Demonstrate leadership commitment to collaboration as an organizational priority;
- Create a level playing field among the varying professions, ensuring each is valued to the full extent of their license;
- Use shared language and tools to promote effective communication across disciplines; and
- Train the different disciplines together.
Involving Team Members in Primary Care Practice

This interactive eLearning module explores involving team members in primary care. It uses a patient scenario to guide learners on how to involve team members in primary care visits.

Author(s):
Gerri Lamb, PhD, RN, FAAN, College of Nursing, Arizona State University
Kate Watkins, DNP, RN, CPNP, College of Nursing, Northern Arizona University

Link to Resource:
http://links.asu.edu pcm2

Subject:
Caregivers
Collaborative Practice
Education & Learning

- AIHC Webinar Series: An Empirically Developed Toolkit to Diagnose and Improve Interprofessional
Resource Center: Freely Available Institutional and Community Expertise

What is Interprofessional Education?

This interactive eLearning module designed to provide value to you in your practice. The module covers various activities that highlight practical ways of working and learning experiences.

Author(s):
Gerri Lamb, PhD, RN, FAAN, College of Nursing, Arizona State University

Link to Resource:
http://links.asu.edu/fm1

Subject:
Collaborative Practice
Education & Learning
Teamwork

Collaboration: Using Online Education Across Institutions
Resource Center: Freely Available Institutional and Community Expertise

**LATEST RESEARCH**

The National Center is charged to produce information and evidence – through scholarly contributions and partnerships – about the use and effectiveness of interprofessional models from data gathered through participants in the Nexus Innovations Network and the National Center Data Repository (NCDR).

Below is a selected list of recent original publications and research:

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4. **Little, MM; St. Hill, CA; Ware, KB; Swanoski, MT; Chapman, SA, Lutfiyya, MN; Cerra, FB** (2016). Team science as interprofessional collaborative research practice: a systematic review of the science of team science literature. *Journal of Investigative Medicine, 64:6*.


6. **Cox, M; Cuff, P; Brandt, BF; Reeves, S; Zeirler, B** (2016). Measuring the impact of interprofessional education on collaborative practice and patient outcomes. *Journal of Interprofessional Care, 30:1, 1-3.*

7. **Høger, K; St. Hill, CA; Prunuske, J; Swanoski, M; Anderson, G; Lutfiyya, MN** (2016). Development of an interprofessional and interdisciplinary collaborative research practice for clinical faculty. *Journal of Interprofessional Care, 30:2, 265-267.*


9. **Cerra, FB; Pacala, J; Brandt, BF; Lutfiyya, MN** (2015). The Application of Informatics in Delineating the Proof of Concept for Creating Knowledge of the Value Added by Interprofessional Practice and Education. *Healthcare, 3, 1158-1173.*

### Resource Center: Freely Available Institutional Expertise

**Assessment & Evaluation**

Our mission is to promote best practices in assuring the quality of the education and training of health professions students. This site is a gateway to measurement tools that can be used to assess individual learners, groups, teams, practice environments, and organizations, and to evaluate the impact of interprofessional education programs and collaborative practice on Triple Aim Outcomes.

**Search for tools**

- **Who is being assessed/evaluated?**
  - Teams (23)
  - Individuals (21)
  - Organizations (10)
  - Informal groups, networks, colleagues (8)

- **Instrument type**
  - Self-report (e.g., survey, questionnaire, self-rating) (25)
  - Observer-based (e.g., rubric, rating tool, 360 degree feedback) (19)
  - Recording template (e.g., chart audit) (1)

- **Instrument content**
  - Reported perceptions, experiences of working relationships, teamwork (20)
  - Behaviors/skills (18)
  - Attitudes, values, beliefs regarding IPE, IPCP, professions (17)
  - Organizational environment, culture (9)
  - Patient/client health status (4)

- **Access**
  - Open access (available on this website) (3)
  - Subscription (can be viewed in journal article) (10)

**Search for**

- Type here to search

**Sort by**

- Recently added
- Most comments
- Most popular
- Title

Showing 1 - 10 of 47

#### Interprofessional Socialization and Valuing Scale (ISVS-21)

The ISVS-21 represents a refinement of a previous tool (ISVS-24, King et al., 2010): both are self-report instruments designed to measure interprofessional socialization among students and health practitioners and their readiness to function in interprofessional teams. Items were developed to capture respondent beliefs, attitudes, and behaviors at baseline and at post-intervention time periods. The original ISVS has been used in multiple studies. The purpose of the study reported here was to...

**Students Perceptions of Interprofessional Clinical Education Revised (SPICE-R)**

The SPICE-R is a short (10-item) self-report survey designed to measure health professions students’ perceptions of interprofessional education and interprofessional collaborative practice. It represents a variation of an earlier instrument (SPICE-1), which was developed specifically for medical and pharmacy students. Items reflect a 3-factor model capturing interprofessional teamwork and team-based practice; roles and responsibilities for collaborative practice; and patient outcomes from...

**Performance Assessment Communication and Teamwork Tools Set (PACT)**

The PACT Tool set was designed by faculty and staff at the University of Washington (Center for Health Sciences, Interprofessional Education, Research, and Practice), as part of a Macy and Hearst Foundations grant to develop a simulation-based team training program for pre-licensure health
Resource Center: Freely Available
Institutional and Community Expertise

Preceptors in the Nexus Toolkit

Submitted by National Center... on Sep 1, 2015 - 10:36

Ready to transform your clinical site into an interprofessional collaboration?

WHAT YOU’LL GET FROM THIS TOOLKIT

A wide array of tools that support and enrich interprofessional practice development opportunities for clinical preceptors who facilitate integration of interprofessional practice and education at their clinical site.

WHO THIS TOOLKIT IS FOR

This toolkit will help preceptors in any healthcare profession who want to implement and/or champion interprofessional practice and education at their clinical site.

Please note that a National Center user account is required to access this tool.

Preceptor as Learner

Online Modules
- An Introduction to Interprofessional Collaboration
- Facilitating Interprofessional Discussions: Best Practices
- Interprofessional Precepting: Best Practices
- Enhancing Interprofessional Practice and Education at Your Site

Group Learning Materials
- Madness to Methods
- Role Play Cards
- Objective Structured Teaching Experience (OSTE)
- Madness to Methods

Preceptor as Interprofessional Educator

Educational Tools
- Interprofessional Crucial Conversations/Conflict Resolution
- Interprofessional Agents of Change
- Interprofessional Team Evaluation
- Interprofessional Journal/Book Club
- Interprofessional Pandora’s Box
- Interprofessional Standardized Patient Simulation
- Interprofessional Quality Improvement
- Interprofessional Debriefing Guides

Preceptor as Interprofessional Champion

Practice Transformation Tools
- Interprofessional Group Visit and Home Visit Guides
- National Models and Resources for Interprofessional Practice Transformation
Preceptors in the Nexus: Interprofessional Learning IN Practice for Preceptors and Site Development

Two-day workshop focused on knowledge, skills, and behaviors for interprofessional learning in practice.

Minneapolis | June 1 – 2, 2017

Nexus Summit 2017: Provocative Ideas for Practical IPE

Together we will explore emerging ideas, apply practical skills and learn from role models - focusing on:

- Affirming and Advancing our Commitment to Teams
- Resiliency and Well-Being
- Engaging Leaders in IPE

Minneapolis | August 20 – 23, 2017

Nexus 101: New Models of Care Require New Models of Learning Institute

A two-day institute to accelerate the Nexus in the Community

Minneapolis | June 26 – 27, 2017

Minneapolis | Nov 16 – 17, 2017
Coming soon:

AIHC/National Center Vodcast Series

• Introduction to IPE Principles and Why It Matters
• Organizational Structures and Support for IPE
• Theoretical Frameworks for IPE
• Designing Interprofessional Curriculum
• Assessing and Evaluating IPECP
• Faculty Development and Rewarding IPE
• Innovative Teaching Strategies and Approaches for IPE
• Common Pitfalls and Challenges to Consider
• Culture, Change, and Sustainability