Linking *Interprofessional*

Practice and Education

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My interprofessional journey . . .

ICUs
Clinical Practice
1970-1980s

Health Systems
Education & Administration
1990s-2000s

Research
Technology & Patient-Provider Relationships
2006-2009

Academic systems
Research, Teaching, Service
2009-present
Patient Protection and Affordable Care Act (2010)

- Expand coverage
- Control health care costs
- Improve care delivery system
Improve Workforce Training and Capacity Building

- Primary care
- Rural and medically underserved areas
- Preventive medicine
- Public health
- Behavioral health
- Oral health
- Team management of chronic disease
Design of a Triple Aim Enterprise

Define "Quality" from the perspective of an individual member of a defined population

IHI Triple Aim

Health Care  Public Health Social Services

Individuals and Families
Definition of Primary Care
Integration
Per Capita Cost Reduction
Prevention and Health Promotion

System-Level Metrics
Welcome to the PCMH Resource Center

The Agency for Healthcare Research and Quality recognizes that revitalizing the Nation’s primary care system is foundational to achieving high-quality, accessible, efficient health care for all Americans. The primary care medical home, also referred to as the patient centered medical home (PCMH), advanced primary care, and the healthcare home, is a promising model for transforming the organization and delivery of primary care. This web site provides policymakers and researchers with access to evidence-based resources about the medical home and its potential to transform primary care and improve the quality, safety, efficiency, and effectiveness of U.S. health care.

Strategies to Put Patients at the Center of Primary Care
Vision and Goals

Our vision

The National Center for Interprofessional Practice and Education was formed in October 2012 through a cooperative agreement with the Health Resources and Services Administration to create a new kind of relationship—a new Nexus—between health professions education and care delivery systems. We believe that by strengthening the alignment of health professions education and health care practice, and by advancing the field of interprofessional practice and education, we will produce a positive impact on Triple Aim outcomes.

Our goals

- Improved quality of experience for people, families, communities and learners
- Shared responsibility for achieving health outcomes and improving education
- Reduced cost and added value in health care delivery and education
Northeastern University

- Founded: 1898
- 1,157 full-time faculty
- 30,000 students
Bouvé College of Health Sciences
2,800 students
205 full-time faculty
3 Schools
Three Schools:

- Nursing
- Pharmacy
- Health Professions
  - Counseling & Applied Educational Psychology
  - Health Informatics
  - Health Science
  - Physical Therapy
  - Speech-language Pathology/Audiology
  - Physician Assistant Studies
  - Public Health
The mission of the Bouvé College of Health Sciences is to be a center of excellence in health professional education, research, and service.

Areas of Excellence:
- Urban Population Health
- Self-care/Self-management
- Healthy Aging
- Drug Discovery, Delivery and Diagnostics
Goal 1. To be a national model for interprofessional health education.

In preparing students for interprofessional practice through campus-based learning and experiential education, the College will:

- Incorporate interprofessional education and practice throughout student learning experiences.
- Assess and expand the College’s capacity to engage in interprofessional education and practice.
- Promote interprofessional education and practice through scholarship.
Competency Framework

Core Competencies for Interprofessional Collaborative Practice

Sponsored by the Interprofessional Education Collaborative*

Report of an Expert Panel
May 2011

*IEC sponsors:
American Association of Colleges of Nursing
American Association of Colleges of Osteopathic Medicine
American Association of Colleges of Pharmacy
American Dental Education Association
Association of American Medical Colleges
Association of Schools of Public Health

Community and Population Oriented
Interprofessional Teamwork and Team-based Practice

Values/Ethics for Interprofessional Practice

Roles and Responsibilities for Collaborative Practice

Patient and Family Centered

The Learning Continuum pre-licensure through practice trajectory
### Experiential Curriculum

#### Guiding Principles
- Core competencies collaborative practice
- Person- and family centered
- Integrated care
- Primary care and community-based settings

#### Simulation-Learning
- Students from two or more disciplines
- Team-based
- Standardized patient cases
- Scenarios address health care needs of vulnerable and underserved populations

#### Cooperative Education
- “Co-op”
- Integrate academic study and full-time employment
- Work-based learning
- Integrate classroom learning and real-world experiences

#### Community Service-Learning
- Faculty-led partnerships with community-based entities
- Address needs or interests identified by the community
- Hands-on roles and projects
100+ Years of Co-op History
Co-op Connects
Academic and Experiential

Traditional Approach
• Students attend classes
• Students complete internship or work assignment
• Classes and work are two distinct experiences

Innovative Approach
• Classes and Co-op are integrated
  – Co-op preparation course
  – Guided reflection during and after Co-op
  – Related online coursework during Co-op
Essentials for Co-operative Education

1. Mindfulness in learning
2. Reflections promote deep learning
3. Student-Employer goal planning
4. Student self-evaluations & Employer evaluation
Team-based Simulation Learning
Crimson Care Collaborative

- Harvard Medical School / Beth Israel Deaconess Medical Center
- Student-faculty collaborative practice
- Comprehensive chronic disease management
- TeamSTEPPS®
Team STEPPS® 2.0

Team Strategies and Tools to Enhance Performance and Patient Safety
### Key Principles

#### Team Structure
Identification of the components of a multi-team system that must work together effectively to ensure patient safety.

#### Communication
Structured process by which information is clearly and accurately exchanged among team members.

#### Leadership
Ability to maximize the activities of team members by ensuring that team actions are understood, changes in information are shared, and team members have the necessary resources.

#### Situation Monitoring
Process of actively scanning and assessing situational elements to gain information or understanding, or to maintain awareness to support team functioning.

#### Mutual Support
Ability to anticipate and support team members’ needs through accurate knowledge about their responsibilities and workload.
Wampanoag Tribe of Aquinnah

Community Service-learning
Cultivating leadership and innovation . . .

- Bouvé College-level: Interprofessional Research-Innovate-Serve-Educate (iRISE)
- Northeastern University-level: Health Disparities Student Collaborative
References


• National Center for Interprofessional Practice and Education. (2013). The nexus. Retrieved from https://nexusipe.org/vision


Thank you

QUESTIONS?

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