



The National Center for Interprofessional Practice and Education

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UNIVERSITY OF MINNESOTA

National Center for  Interprofessional
Practice and
Education

The National Center: A New Model for Public-Private Partnership

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HRSA Principles

June 1, 2012 Funding Opportunity Announcement

A coordinating center for interprofessional education and collaborative practice will provide **leadership, scholarship, evidence, coordination and national visibility** to advance interprofessional education and practice as a viable and efficient health care delivery model.

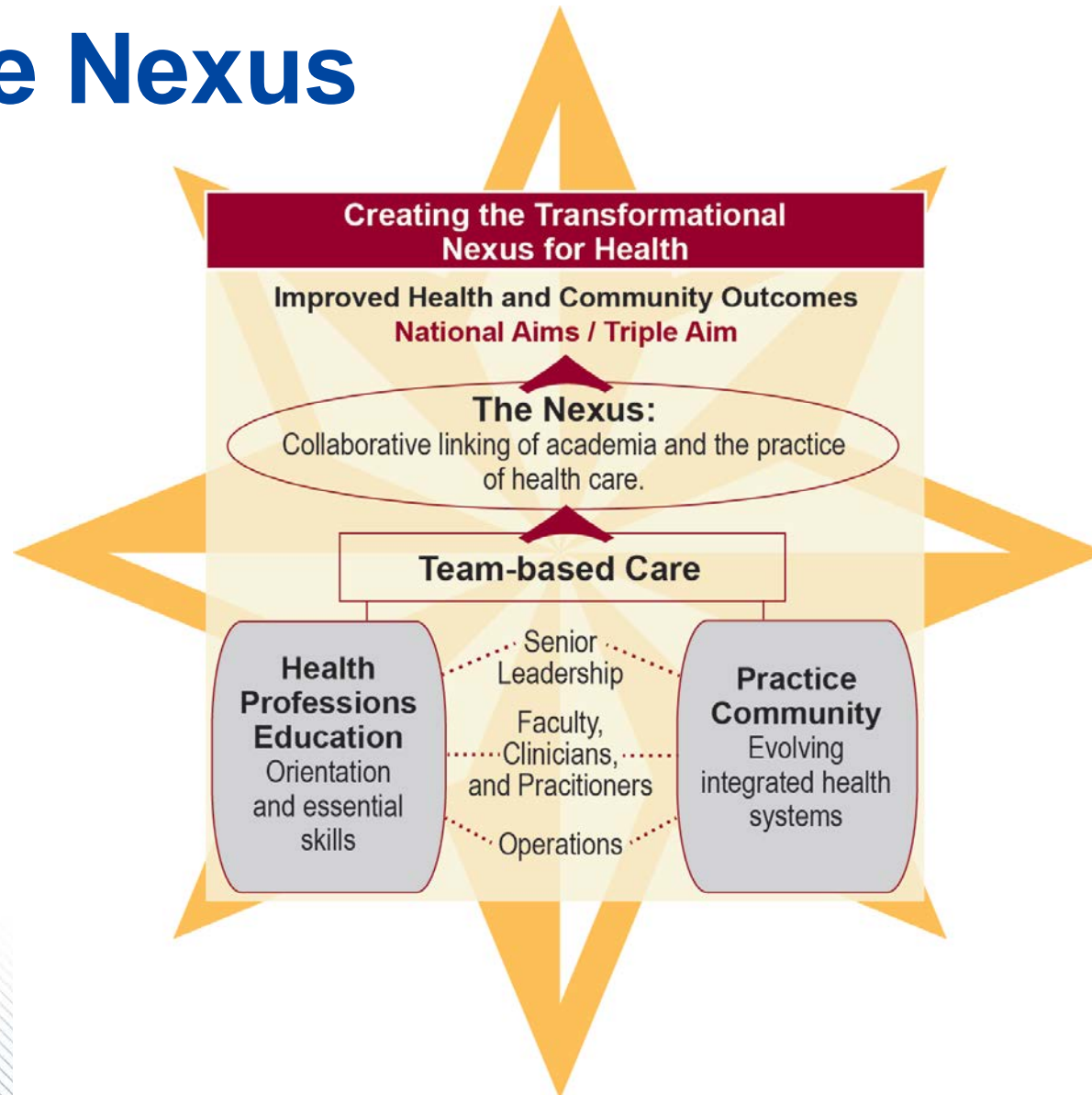
Interprofessional Education and Collaborative Practice

Interprofessional education “occurs when two or more professions learn **about, from, and with** each other to enable effective collaboration and (to) improve health outcomes.”

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.”

Framework for Action on Interprofessional Education and Collaborative Practice, WHO 2010.

The Nexus



Six Key Current Trends Driving IPECP

The state of readiness of the health care system for redesign and transformative change, driven by cost, quality, and policy, linked to the Triple Aim

Renewed movement toward using interprofessional teams and new workforce development models that incorporate patients, families and communities

The resurgence of interest in interprofessional education to potentially have a positive impact on learning and professional development (i.e., knowledge, attitudes and skills), and ultimately health outcomes

Six Key Current Trends Driving IPECP

The recognized need to reconnect education and practice on multiple levels (i.e., micro, meso, macro levels)

A lack of published evidence connecting interprofessional education to collaborative, team-based practice and the Triple Aim outcomes

The role of informatics and big data in health systems to create learning organizations with potential to extend to education

IPEC Competencies

- Values & ethics for interprofessional practice
- Roles & responsibilities
- Interprofessional communication
- Teams and teamwork

Other Needed Competencies

- Population health, including social determinants
- Patient-centered decision-making
- Evidence-based decision-making
- Cost-effective practices
- Quality improvement and safe practice
- Stewardship
- Systems thinking
- Informatics

Our vision for a transformed health system





National Center Nexus Logic Model for Improving Health & Education Outcomes

Goals of the HRSA Grant

- Provide unbiased, expert guidance
- Produce evidence
- Identify exemplary training sites
- Prepare educators
- Develop metrics
- Share information
- Evaluate Impact
- Develop IPECP sites
- Convene and engage

National Center Objectives

- leadership
- collaborative practice and health system transformation
- education and training
- research, evaluation, and scholarship
- develop innovative and novel models

The NEXUS: Supporting Activities

- Incubator network
- Data Repository
- Convening
- Resource exchange and scholarly trust
- Publications
- Partnerships
- Assessment processes
- Data, information, and evidence reports

Redesign of the Process of Care

- At the provider-educator interface
- Transforming systems of care to systems of health
- Improving health outcomes
- Supporting sustainable transformation

Redesign of the Education of Health Professionals

- Embedded skills, competencies and capabilities for meet the needs of the health workforce
- Bringing value to the continuum of learning
- Cost-effective educational institutions and processes
- Sustainable change supported at all levels of educational institutions

Dissemination and Integration of Lessons Learned

- To innovation incubator network
- To National Center partners
- To IPECP stakeholders

Advocacy and Dissemination Partners and Processes

National Center Data Repository and Incubator Performance Network

Outcome: Supporting Sustainable Change

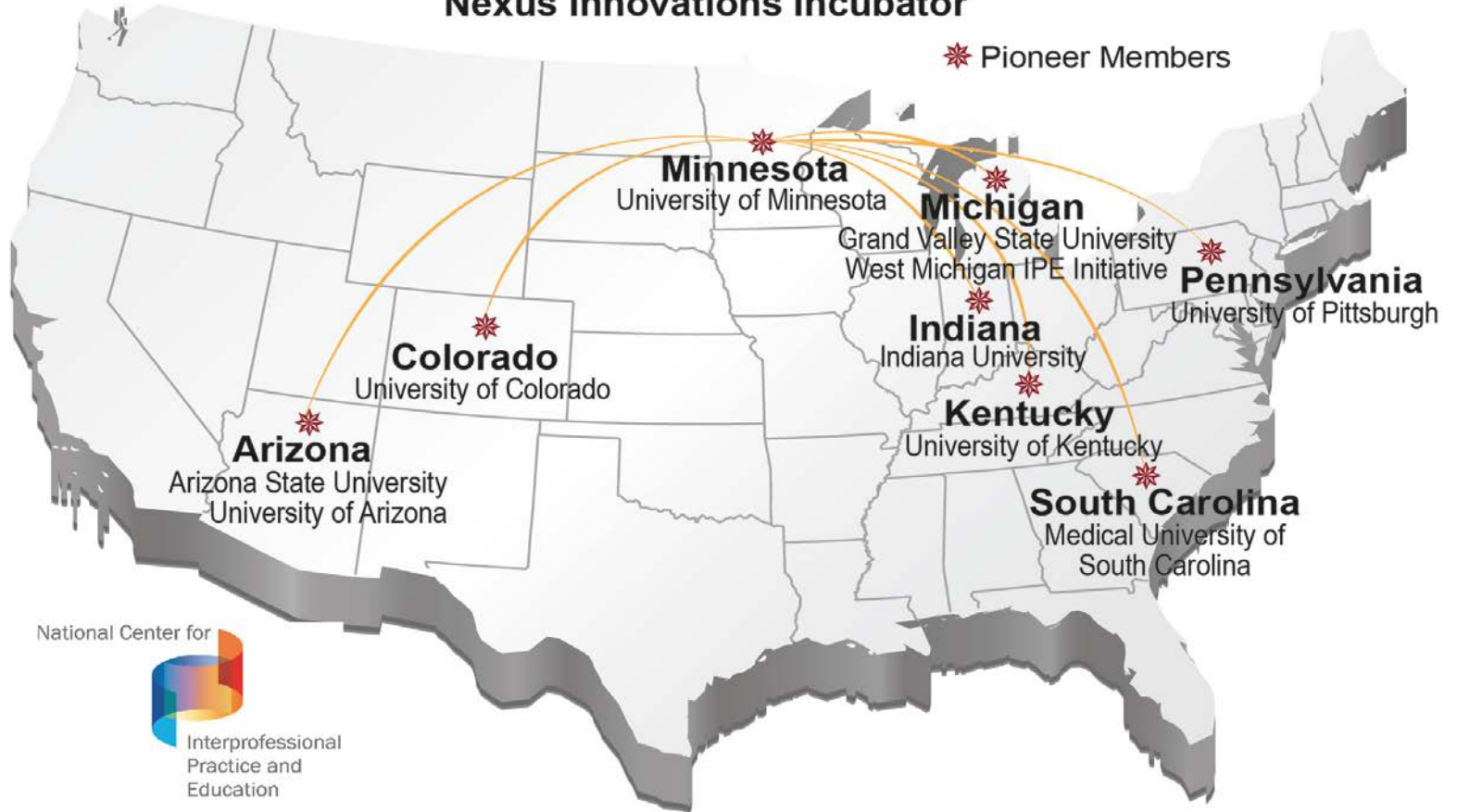
- In policy, accreditation, and licensing at whatever level needed
- In attitudes toward achieving health
- In attitudes toward IPECP
- In the support of governance and administration
- In the financial models supporting IPECP
- In achieving a people-centered health system

Outcome: Improved Health and Education

- IPECP is coordinated and integrated across health professional schools and clinical training sites
- Providers possess skills, competencies, and capabilities for the new care models, including IPECP
- Nexus is supported by both educational and clinical communities
- Student learning occurs in IPECP Nexus training sites
- People, families and communities are engaged in health and education
- Improved population health
- Improved the quality of disease prevention and management
- Reduced the per-capita cost of care

Nexus Innovations Incubator Network and the National Center Data Repository

National Center for Interprofessional Practice and Education Nexus Innovations Incubator

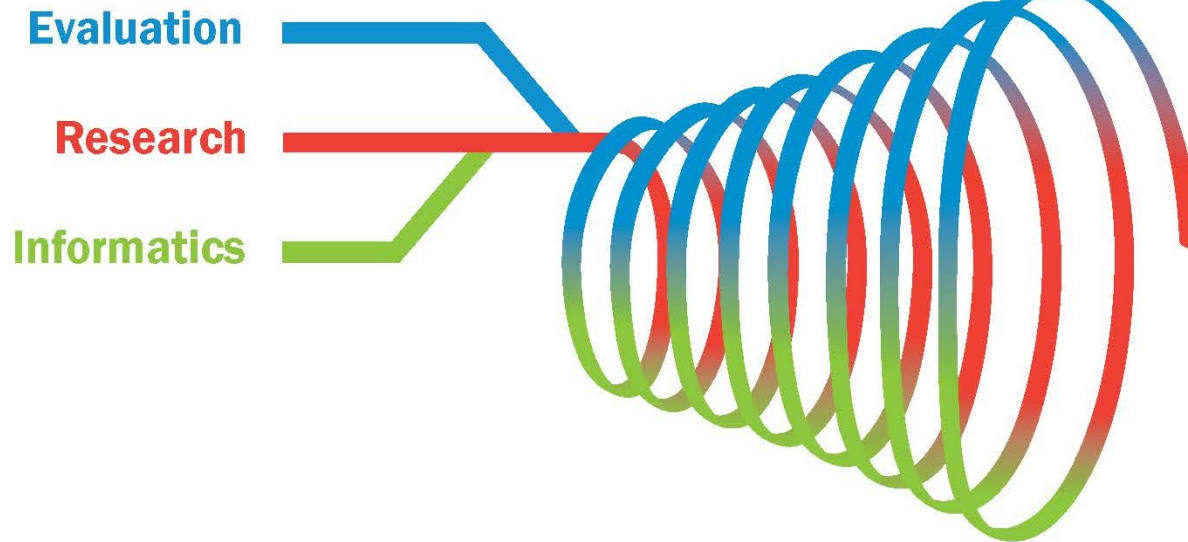


The Nexus of Inquiry

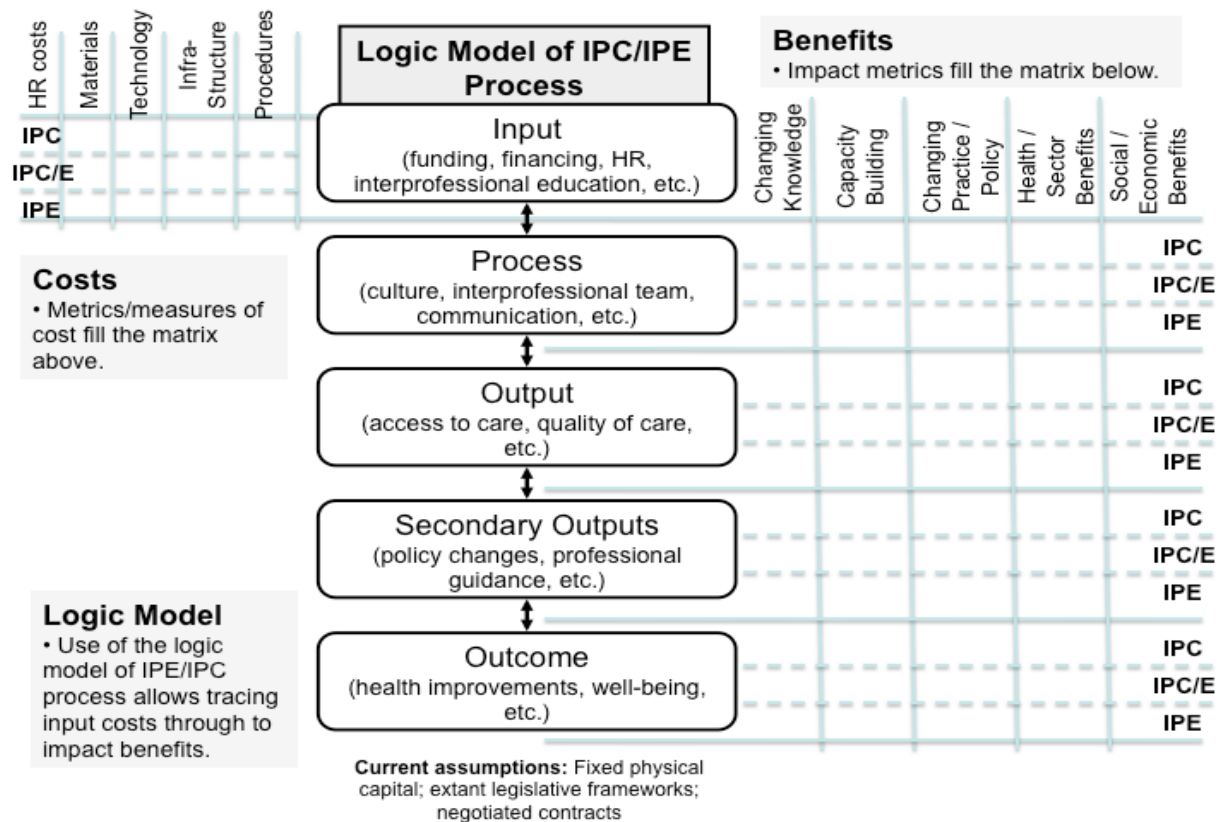
The Nexus of Inquiry

Three Approaches

Our Approach



Canadian Return on Investment Model: Interprofessional Education and Collaborative Practice



Why Gather Data

1. The National Center vision is to reconnect education with clinical care, creating a Nexus that is focused on improving health outcomes as in the Triple Aim
2. The National Center working principle is that Nexi focused on health outcomes will improve that outcome
3. A National Center core outcome is to demonstrate to stakeholders the value added of the IPE and CP approach
4. To demonstrate this value, we must produce convincing data and information, both qualitative and quantitative

Process for developing

1. Core team: epidemiologist, informaticist, nurse leader, physician, educators, evaluators, economist, and other experts as needed
2. Logic model development to guide the implementation while staying focused on improving Triple Aim outcomes
3. Informatics expertise of the U of M and its skills in developing and managing data exchanges and national databases
4. Data: An integral part of the incubator performance sites participation and performance
5. Qualitative and quantitative assessment tools
6. Building both a value proposition database at National Center level as well as incubator site database that becomes incorporated into the value proposition database

National Center Data Repository:

Data to evaluate the effect of the Nexus on health outcomes

National Center standardized data sets

Nexus Innovations Incubator Network (Network) educational and clinical research data

Existing National & Federal Databases

Critical Queries of the Database

Does interprofessional education and collaborative practice...

- improve the Triple Aim outcomes on an individual and population level?
- result in improvement in educational outcomes?
- identify environmental factors essential for achieving Triple Aim outcomes?
- identify factors essential for sustainability of the transformation of the process of care?
- identify changes needed in policy, accreditation, credentialing and licensing?

NCDR Surveys

- Network Education (Lead(s) complete)
- Network Inputs (Lead(s) complete)
- IPE survey **OR** IPC survey **OR** IPECP survey (all site users complete)
- Site survey – Project level



www.nexusipe.org