

Interprofessional Education to Practice
Grand Valley State University
Grand Rapids, Michigan

A Federal Perspective on Interprofessional Education

January 15, 2010

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Outline

- Background of HRSA
 - Definitions of Interprofessional Education
 - Overview of Federal programs targeting interprofessional education
 - HRSA/BHPR/DDIE Interprofessional Programs
 - Advisory Committee on Interdisciplinary Community-Based Linkages
 - Q & A
-

Health Resources and Services Administration

Bureau of Health Professions

Other Bureaus

**Division of Diversity
and Interdisciplinary
Education**

Other
Divisions

Diversity

**Area Health
Education Centers**

**Geriatrics &
Public Health**

Health Resources and Services Administration

□ Administrator

- Mary K. Wakefield, PhD, RN

□ Deputy Administrator

- Marcia Brand, PhD

□ Acting Associate Administrator of BHP

- Diana Espinosa, MPP
-

Health Resources and Services Administration

- Bureau of Health Professions

- Division of Diversity and Interdisciplinary Education

- Area Health Education Center Branch

- Geriatric and Public Health Branch

- Diversity Branch

What is:



Interprofessional
education?

Interdisciplinary?

Multidisciplinary?

Multidisciplinary Education

- Different aspects of patient's care are handled independently by appropriate experts from different professions. The patient's problems are subdivided and treated separately, with each provider responsible for his/her own area

Source: Page RL, Hum AL et al. Interprofessionl Education: Principles and Application. A Framework for Clinical Pharmacy. Pharmacotherapy 2009; 29(3):145e-164e.

Interdisciplinary Education

- A functioning unit, composed of individuals with varied and specialized training, who coordinate their activities to provide services to a client or group of clients
 - two or more individuals
 - communication exchange
 - defined roles
 - collaboration key function; mutual goals
 - task-oriented
 - client-centered

Interprofessional Education

- The collaborative process by which teams of health professionals develop curricula and courses, coordinate and plan practical experiences jointly, and team teach groups of interdisciplinary health professional students to provide holistic care throughout the lifespan” –

HRSA/BHPr All-Advisory Committee
(2008)

Inter-Professional Care

- Best achieved through insuring that health care providers operate at the upper limits of their license and defined scope of practice

Inter-Professional Care (con't)

- This concept is essential to the implementation of the concepts of the Patient Centered Medical Home through increasing emphasis on the delivery of inter-professional care as opposed to a more traditional and less efficient approach that relies disproportionately on the physician to address the patient's health care needs.

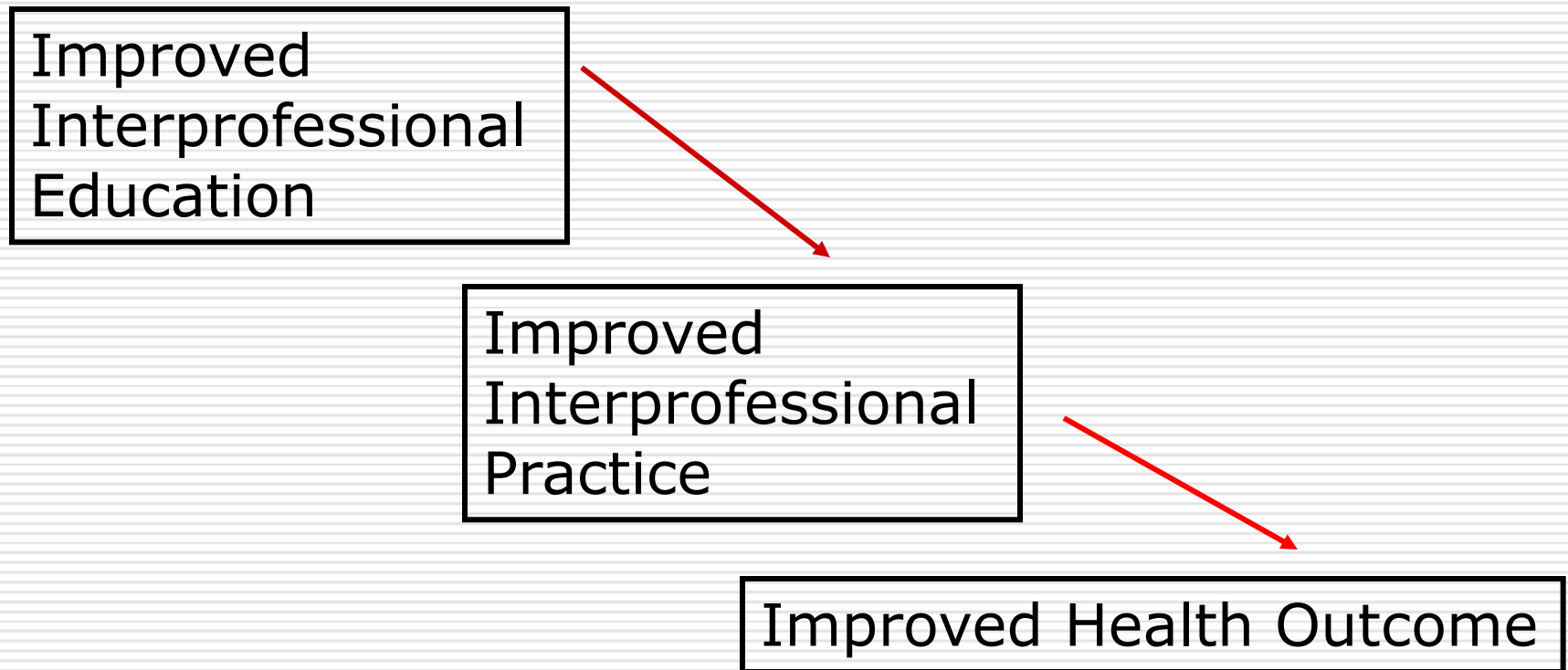
Interprofessional Education and Practice

Inter-professional education and practice have been shown to

- Increase access to care
- Increase quality of care and health outcomes
- Ameliorate provider shortages
- Reduce costs

Source: Letter written on June 19, 2009 by the leadership of the Council on Graduate Medical Education, The Advisory Committee on Interdisciplinary, Community-Based Linkages, The Advisory Committee on Training in Primary Care Medicine and Dentistry, and the National Advisory Council on Nurse Education and Practice.

Interprofessional Education and Practice (continued)



Source: Stone, N., JIC 2006.20:260-266.

Title VII, Part D – Interdisciplinary, Community-Based Linkages

- ❑ Sec. 751. Area Health Education Centers
 - ❑ Sec. 752. Health Education and Training Centers
 - ❑ Sec. 753. Education and Training Related to Geriatrics
 - ❑ Sec. 754. Rural Interdisciplinary
 - ❑ Sec. 755. Allied Health and Other Disciplines
 - ❑ Sec. 756. Advisory Community on interdisciplinary, Community-Based Linkages
-

DDIE: Area Health Education Center (AHEC) Program

□ Purpose

- Assist schools to improve the distribution, supply, quality, utilization, and efficiency of health personnel in the health services delivery system, by encouraging the regionalization of educational responsibilities of health professions schools
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AHEC Program (continued)

- ❑ Form linkages between health care delivery systems and educational resources in underserved communities
 - ❑ Create collaborative community-based education and training opportunities for health professionals, students and primary care resident physicians
 - ❑ Increase the number of individuals from minority and underserved communities who enter health careers
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AHEC Program (continued)

□ 246 AHEC Centers

- Contract with AHEC Program grantees
 - Coordinate Training at Community Sites
 - Receive 75% of the Federal funds
-

South Carolina AHEC

Interprofessional Service Learning Program

- Faculty/students plan and implement an interprofessional project
 - Disciplines
 - Medicine
 - Pharmacy
 - Health Administration
 - Nursing
 - Physician Assistants
-

South Carolina AHEC

Interprofessional Service Learning Program

□ Goals

- Provide students with collaborative interprofessional learning experiences
 - Increase their knowledge and skills in health promotion and disease prevention while directly addressing critical community health needs
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South Carolina AHEC

Interprofessional Service Learning Program

- ISLP activities have been integrated into required clinical rotations in rural and underserved communities
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South Carolina AHEC

Healthy People 2020 IPE Objective

- Collaborative activity with the Association for Prevention Teaching and Research and the Healthy People Curriculum Task Force
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South Carolina AHEC

Healthy People 2020 IPE Objective

- Increase the proportion of academic institutions with health professions education programs whose clinical prevention and population health curricula include interprofessional educational experiences
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South Carolina AHEC

Healthy People 2020 IPE Objective

- Josiah Macy, Jr. Foundation has agreed to provide funds to collect the baseline data for this new objective
 - HRSA has agreed to be the Federal sponsor
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Minnesota AHEC

- ❑ Rural Health Network Development Planning Grant
 - ❑ Goal - Develop a functional and sustainable interprofessional rural health network to address improved health outcomes for rural and underserved residents in a 7-county service area of Northeast Minnesota
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Minnesota AHEC

- Disciplines
 - Medicine
 - Pharmacy
 - Nursing
 - Dentistry
-

Minnesota AHEC

- Current activities:
 - Geriatric education on chronic care management
 - Process improvement training
 - Health Information Technology
 - Leadership development
-

AHEC Program Funding

- FY 2009
 - 55 AHEC programs (\$31.1M)
 - 13 Basic (Development): \$13.0M
 - 42 Model (Established): \$18.1M
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DDIE: Geriatric Programs

- ❑ Geriatric Education Center (GEC) Program
 - ❑ Geriatric Training for Physicians, Dentists and Behavioral and Mental Health Professionals (GTPD) Program
 - ❑ Geriatric Academic Careers Award (GACA) Program
 - ❑ Comprehensive Geriatric Education Program (CGEP)
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Geriatrics Education Centers (GEC) Program

- Designed to strengthen inter-professional training of health professionals in the diagnosis, treatment, and prevention of disease and other health concerns of the elderly
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GEC Program (continued)

□ Purpose

- Improve the training of health professionals in geriatrics, including geriatric residencies, traineeships, or fellowships
 - Develop and disseminate curricula relating to the treatment of the health problems of elderly individuals
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GEC Program (continued)

□ Purpose (con't)

- Support training and retraining of faculty to provide instruction in geriatrics
 - Support continuing education of health professionals who provide geriatric care
 - Provide students with clinical training in geriatrics in nursing homes, chronic and acute disease hospitals, ambulatory care centers, and senior centers
-

Geriatric Training for Physicians, Dentists, and Behavioral and Mental Health Professionals (GTPD) Program

- Purpose: Provides support for geriatric training projects to train physicians, dentists and behavioral and mental health professionals who plan to teach geriatric medicine, geriatric dentistry, or geriatric behavioral or mental health.
 - GTPD Program is the only program in the U.S. training faculty in geriatric dentistry.
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Geriatric Academic Career Awards (GACA) Program

□ Purpose

- Provide financial support to junior faculty members who meet the eligibility requirements to pursue an academic career in geriatrics
 - Increase the number of junior faculty in geriatrics at accredited schools of medicine and osteopathic medicine and to promote their careers as academic geriatricians
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GACA Program: Eligibility

- ❑ Individuals must be board certified or board eligible in internal medicine, family practice, or psychiatry; have completed an approved fellowship program in geriatrics; and have a junior faculty appointment at an accredited school of medicine or osteopathic medicine
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UMDNJ

Graduate Certificate in Aging for Dietitians and Physical Therapists

- Purpose: Develop a 15 credit on-line graduate certificate in aging for dietitians and physical therapist
 - Two year development process to identify core competencies in aging across the participating disciplines
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UMDNJ

Graduate Certificate in Aging for Dietitians and Physical Therapists

- Identified 7 interdisciplinary geriatric core competencies
 - 15 credit online course
 - 9 credit interdisciplinary core
 - 6 credit track for dietitians
 - 6 credit track for physical therapists
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UMDNJ

Graduate Certificate in Aging for Dietitians and Physical Therapists

- Exploring New Directions
 - Retool the course and change it from a “certificate” program to a series of 1 credit courses for integration into existing Master’s degree programs
 - Explore application for integration into baccalaureate programs
 - Modify courses for application to other disciplines, including direct care workers
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Thomas Jefferson University

□ Health Mentor Program

□ Goals

- Professionals must understand each others' roles in the healthcare team
 - Professionals must understand the patient's perspective in order to practice patient-centered care
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Thomas Jefferson University

□ Disciplines

- Medicine,
 - Nursing,
 - Physical Therapy
 - Occupational Therapy
 - Couples and Family Therapy
 - Public Health
 - Pharmacy
 - Social Work
-

Thomas Jefferson University

- ❑ Two-year long curriculum
 - ❑ Health Mentor recruited from Jefferson primary care practices, local senior centers, retirement communities, and other community sites
 - ❑ Health Mentor meets with an interprofessional team of 4-5 students (3-4 health professions) 8 times over the two-year period
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Thomas Jefferson University

- Topics in year one:
 - Placing chronic illness in a life context
 - Obtaining a comprehensive health history
 - Access to care and practical application of health insurance
 - Client-centered care/professionalism
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Thomas Jefferson University

- Topics in year two:
 - Interprofessional wellness plans
 - Appropriate use of drugs, herbals, and vitamins
 - Patient safety/medical errors
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Thomas Jefferson University

- After each team meeting with their health mentors, students participate in content-driven, faculty-facilitated interprofessional small group discussions and complete team projects or individual written exercises
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Thomas Jefferson University

- In 2007-2008, 472 incoming students participated from medicine, nursing, physical therapy, and occupational therapy
 - In 2008-2009, an additional 577 incoming students participated with the addition of pharmacy and couples and family therapy
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Thomas Jefferson University Evaluation

- ❑ Jefferson Attitudes Toward Chronic Illness Care Survey
 - ❑ Readiness for interprofessional Learning Scale
 - ❑ The Interdisciplinary Education Perception Scale
 - ❑ The Perception of Patients' Health Scale
 - ❑ Qualitative evaluation of student reflection papers
 - ❑ Formal course evaluations
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Thomas Jefferson University

Lessons Learned

- ❑ Coordination – Hired an education coordinator
 - ❑ Scheduling Conflicts – Recruit mentors from Philadelphia area or who are willing to meet on campus
 - ❑ Engaging key stakeholders – Sustainability through the commitment of the President of the University, Deans, and Faculty
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Funding

- FY 2009: \$30.997 M
 - 48 GEC Programs
 - 11 GTPD Programs
 - 82 GACA Recipients
-

Comprehensive Geriatric Education Program (CGEP)

- Addresses the need for a workforce to care for our aging population.
 - Authorizing Legislation: Section 855 of Public Health Service Act, as amended by the Nurse Reinvestment Act, 2002, P.L. 107-205
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CGEP (continued)

- Title VIII funds are authorized to support nursing workforce development
 - Grants are authorized in coordination with programs under section 753 (Education and Training Relating to Geriatrics), to meet the cost of projects that train and educate individuals in providing geriatric care for the elderly.
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CGEP (continued)

□ Purpose:

- Provide training to individuals who provide geriatric care for the elderly;
 - Develop and disseminate curricula relating to the treatment of the health problems of elderly individuals;
 - Train faculty member in geriatrics; or
 - Provide continuing education to individuals who provide geriatric care.
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Advisory Committee on Interdisciplinary Community-based Linkages (ACICBL)

- ❑ Authorizing legislation: 42 U.S.C. 294f, Section 756 of the Public Health Service (PHS) Act
 - ❑ Provides advice and recommendations on a broad range of issues dealing with programs and activities authorized under Title VII, Part D of the PHS Act
 - ❑ Reviews the goals of the HRSA BHP programs that support interdisciplinary, community-based training and to make recommendations accordingly to the Secretary and the Congress
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ACICBL (continued)

- ❑ 21-member Committee each representing specific areas
 - ❑ Mandated meetings: 3 times each year
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ACICBL (continued)

- Submits report describing the activities of ACICBL, including findings and recommendations made by ACICBL, to:
 - HHS Secretary
 - Committee on Health, Education, Labor and Pensions of the Senate
 - Committee on Energy and Commerce of the House of Representatives
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ACICBL Ninth Report – Inter-Professional Education and Practice

- ❑ Interprofessional faculty development
 - ❑ Interprofessional curriculum development
 - ❑ Interprofessional education competency development
 - ❑ Program evaluation
 - ❑ Technology standards
 - ❑ Accreditation standards
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Questions?



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