Implementing and Sustaining Interprofessional Practice and Education

Tracy Christopherson, RRT
Michelle R. Troseth, MSN, RN, DPNAP
Objectives

- Differentiate strategies that will support blending interprofessional practice and education transformation

- Identify the components of an interprofessional practice framework to achieve sustainability with interprofessional practice and education
It begins with a story…

CPMRC International Healthcare Consortium Exemplar
A Common Professional Practice Framework for Standardizing Quality and Advancing Interoperability
We face the same risk today
When healthcare professionals understand each others’ roles and are able to communicate and work together effectively, patients are more likely to receive safe, quality care.

Institute of Medicine
Health Professions Education: A Bridge to Quality (2003)
What is a Polarity?

Polarities are interdependent pairs of different truths or values that must be managed together to reach a higher purpose that neither could reach alone.
**Sustainable Best Practice & Integrated Care**

- Enhanced Quality & Efficiency
- Patient and Provider Satisfaction
- Interprofessional Culture development
- Scope of Practice clarity within and across disciplines
- Individual and Integrated Competency
- Tools and Processes in place to support interprofessional care

**Unsustainable Best Practice & Fragmented Care**

- Novice clinicians not prepared for interprofessional culture
- Difficult to maintain culture
- Practice experience doesn’t match educational experience
- Values and beliefs do not match
- Novice clinicians have difficult achieving integrated competency

**Value**

**Value**

- Collaboration
- Interprofessional Culture
- Shared Values and Beliefs
- Mutual Respect
- Scope of Practice Clarity within and across disciplines
- Simulated team experiences
- Faculty development
- Curriculum development

**Fear**

- Unable to adapt to culture
- Interprofessional practice is not sustainable
- Tools not available to support scope of practice
- Unable to achieve integrated competency
Overlap of Core Competencies for Health Professionals

Work in Interdisciplinary Teams

Employ Evidence-Based Practice

Provide Patient-Centered Care

Apply Quality Improvement

Utilize Informatics

Health Professions Education: A Bridge to Quality (2003)
Why a Framework?

- Transformation work related to Evidence-Based Practice begins with clarity on day to day realities at the point of care, a clear vision of desired reality and actions to create a new future.
- Deep understanding of the healthcare system is essential.
- Naisbett the world renowned futurist was asked to describe a key factor in his successful ability to predict the future. He noted, “I felt that in a world where events and ideas were analyzed to the point of lifelessness, where complexity grew by quantum leaps, where the information din was so high that one had to shriek to be heard above it, people were hungry for structure. With a simple framework, we could begin to make sense of the world. And we could change the framework as the world itself changed.”

*The CPM framework provides a context for all components of the transformation preventing fragmented, reactionary and ultimately failed transformation interventions.*
Professional Practice Framework

CPM Resource Center
Framework for Practice and Technology Transformation

- Assessment
- Diagnosis/Treatment
- Plan of Care
- Implementation
- Evaluation

- Content Design, Development & Maintenance
- Meaningful Use
- Technology Integration

Interdisciplinary
Evidence-Based
Integrated Interoperable Infrastructure
Services across various clinical settings
Scope of Practice
Professional Process
Research
Upgradable

Complexity Science
Systems Thinking
Legal, financial & professional standard
Dialogue - Partnership - Polarity Management

CORE BELIEFS
Professional Practice Framework

Scope of Practice

Interprofessional Education

Interprofessional Practice

Individual Competency

Integrated Competency

Practice Education Partnerships
Clinical Practice Model™ & IOM (2003) Core Competencies for Education

Interdisciplinary Teams
- Learn the role and education of each discipline;
- Expect to work as a team in order to bring about the best patient outcomes.
- Learn to cooperate, collaborate, communicate, and integrate care.

CPM Framework™
- Scope of Practice Work
- Clinical Practice Guidelines
  - Interdisciplinary Scopes of Practice,
  - Individual competency
  - Integrated competency
- Partnership Councils
- Dialogue skills
Relationship / partnership skills
THE JOURNEY

1990-1993
Interdisciplinary Integration Begins!
- Beginning integration efforts with Physical Therapy, Occupational Therapy, Dietitian, Social Work, Pharmacy.
- Co-development of Clinical Practice Guidelines (CPGs) and Education Record with Physical Therapy, Occupational Therapy and Nursing.
- Begin foundational Scope of Practice Conversations.

1994-1995
Interdisciplinary Integration supported by Documentation Tools
- Advanced Interdisciplinary CPG authorship.
- Deepening interdisciplinary integration with use of clinical documentation tools.
- Expansion: Sharing of Interdisciplinary Profile/History between Orthopedic Physician Office and Hospital.

1997
Consortium-Wide effort to Advance Interdisciplinary Integration
- Alignment with Core Beliefs
- Interdisciplinary Summit
- Core Principles and Outcome Indicators to Guide Integration
- Scope of Practice Delineation Process developed for Consortium.

1998
Consortium Scope of Practice Delineation Process Begins
First activation of CPM Interdisciplinary Automated Documentation Live!

2000
Consortium Validation of Scope of Practice Statements
- Scope of Practice Statements released to Consortium Members.

2001
IOM Crossing the Quality Chasm Report
"Inconsistencies are exacerbated by variation in the scope of practice by setting of care."
- Individual Discipline/Integrated Team Polarity
- First CPG for Physical Therapy "Functional Deficit."

2002
International Scope of Practice Summit in Toronto, Canada
- CPMRC Consortium work highlighted.
- Integration of discipline specific documentation tools.

2003
IOM Health Professions Education: A Bridge to Quality Report
- Practice-Education Partnerships

2004
Process for ongoing evaluation of Scope of Practice Statements developed and implemented.

2006
Interdisciplinary Collaborative Learning Communities Established
- Behavioral Health
- Pediatrics

2007
Revision of Nursing Scope of Practice Statements
Integration with Physician at local level.

2009
Consortium Interdisciplinary Summit
- Reflection and Collaboration
- Advancement.

2010
Interprofessional Education (IPE)
- Ontario IPE and JPE Conferences
- The Wesorick Center for Healthcare Transformation at Grand Valley State University and Kirkhoff College of Nursing.
- CPMRC International Consortium
  - Greater than 280 health settings
- CPMRC Automated Healthcare Settings
  - Greater than 125 health settings
- National Academies of Practice (NAP) Interdisciplinary Recognition Award.
Preparing the Workforce for the 21st Century

Evidence & Informatics Influenced by IOM/TIGER: CPMRC Clinical Practice Guidelines and Documentation is introduced in Health Professions Education

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Thank-You

Questions & Answers