

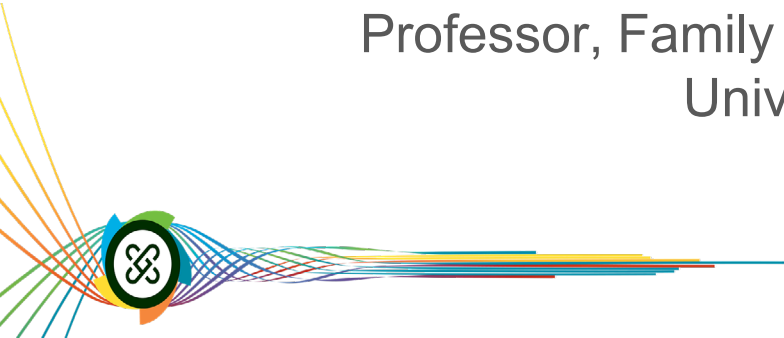
# **National Center for Interprofessional Practice and Education NexusIPE™ Learning Model: An Approach to Engage Learners and Clinical Teams in Practice Transformation**

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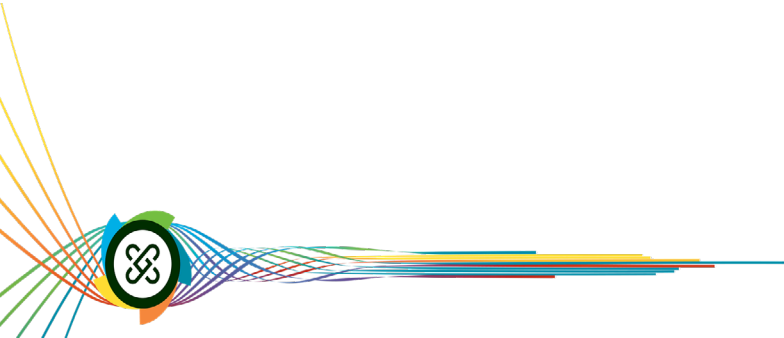
# Welcome, Introductions



# Before we get started...

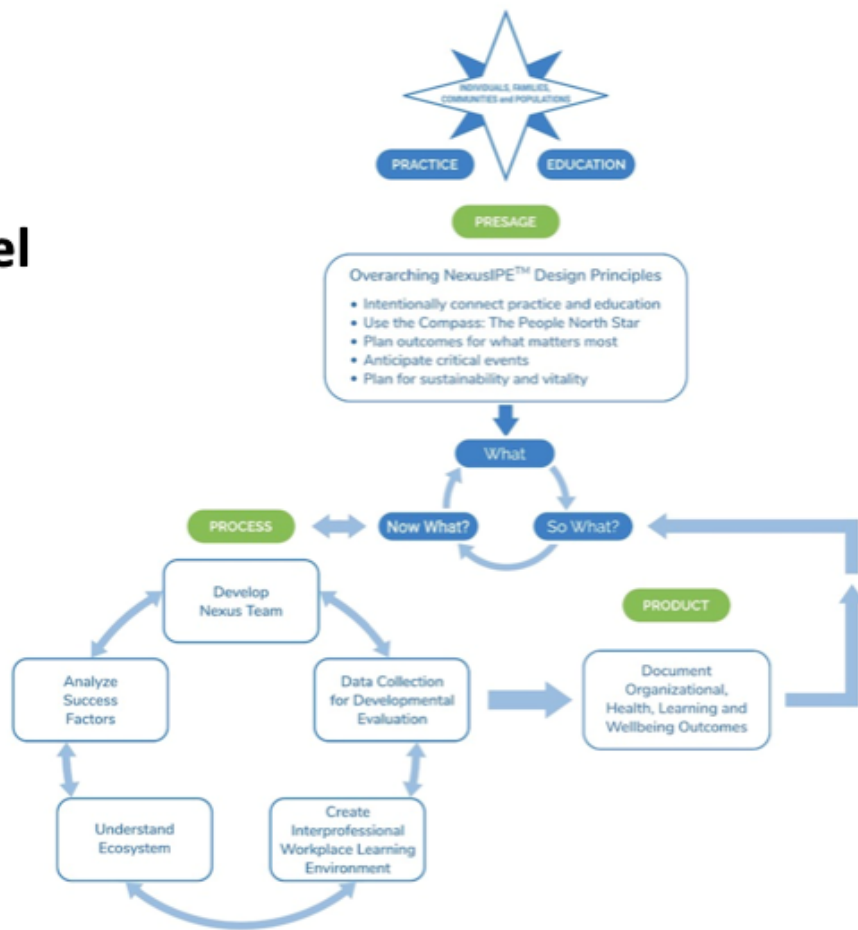
....I'd like to ask each of you to think about a specific interprofessional clinical learning environment at your own institution, where you are working on (or would like to work on) practice transformation to improve the learning for formal and informal learners and the quality of care for patients.

If you are here with other members of your “home team” do this together!



# NexusIPE™ Learning Model

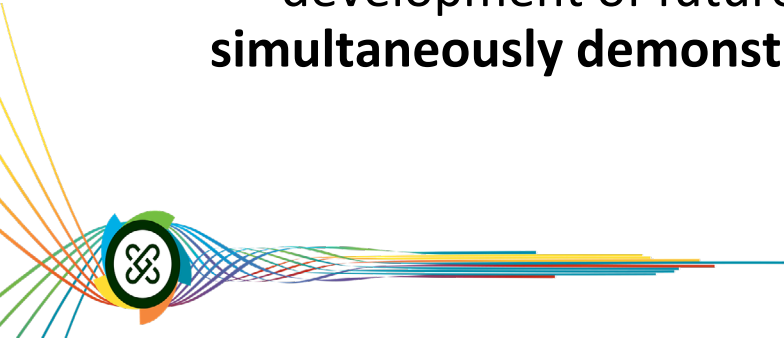
Barbara F. Brandt, Carla Dieter & Christine Arenson (2023): From the nexus vision to the NexusIPE™ learning model, Journal of Interprofessional Care



# The Nexus of Practice and Education




The Nexus is designed to **intentionally link** the health professions education and health systems for interprofessional workforce development of future and current health professionals to **simultaneously demonstrate** organizational, learning and health outcomes.



# Our North Star: Starting with People Served

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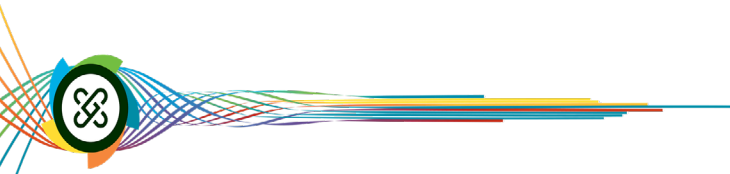


**Individuals, Families,  
Communities, and Populations**

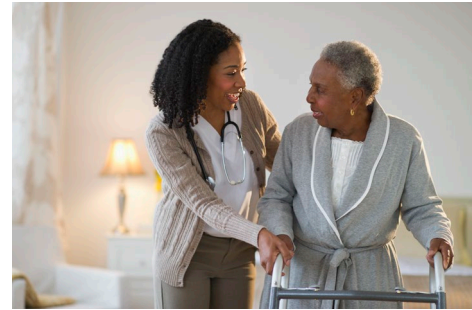
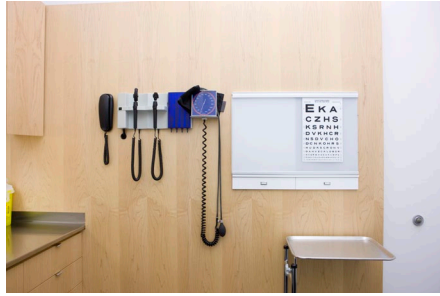
**Practice**

**Education**

Keep in mind your North Star.  
What are the outcomes you are  
striving to achieve for the people  
you are serving today and your  
learners will be serving today and  
in their future practice?



# Outcomes in Real World Interprofessional Clinical Learning Environments



# NexusIPE™ Learning Model Introductory Toolkit

Brandt, B.F., Dieter, C.J., Willson, A., Pejsa, L. (2019).  
Setting the Stage for a Transformative NexusIPE™  
Team: An Introductory Toolkit. National Center for  
Interprofessional Practice and Education.

[Introductory Toolkit](#)



NATIONAL CENTER for  
INTERPROFESSIONAL  
PRACTICE and EDUCATION

BUILDING A NEXUS FOR  
BETTER CARE, ADDED VALUE  
AND HEALTHIER COMMUNITIES

UNIVERSITY OF MINNESOTA

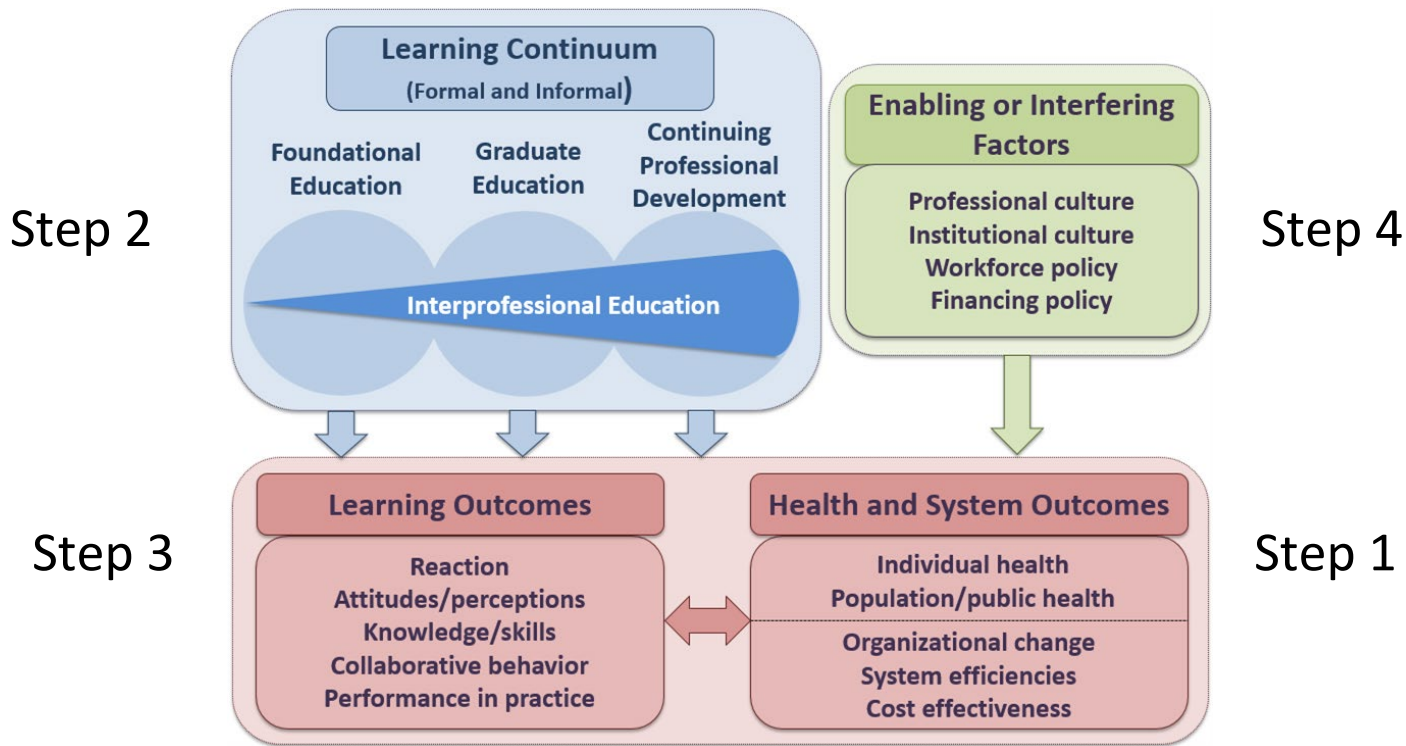
Setting the Stage for a  
Transformative NexusIPE™ Team:

An Introductory Toolkit





# IOM Interprofessional Learning Continuum Model





MEASURING THE IMPACT OF  
INTERPROFESSIONAL EDUCATION  
ON COLLABORATIVE PRACTICE AND  
PATIENT OUTCOMES

INSTITUTE OF MEDICINE  
OF THE NATIONAL ACADEMIES

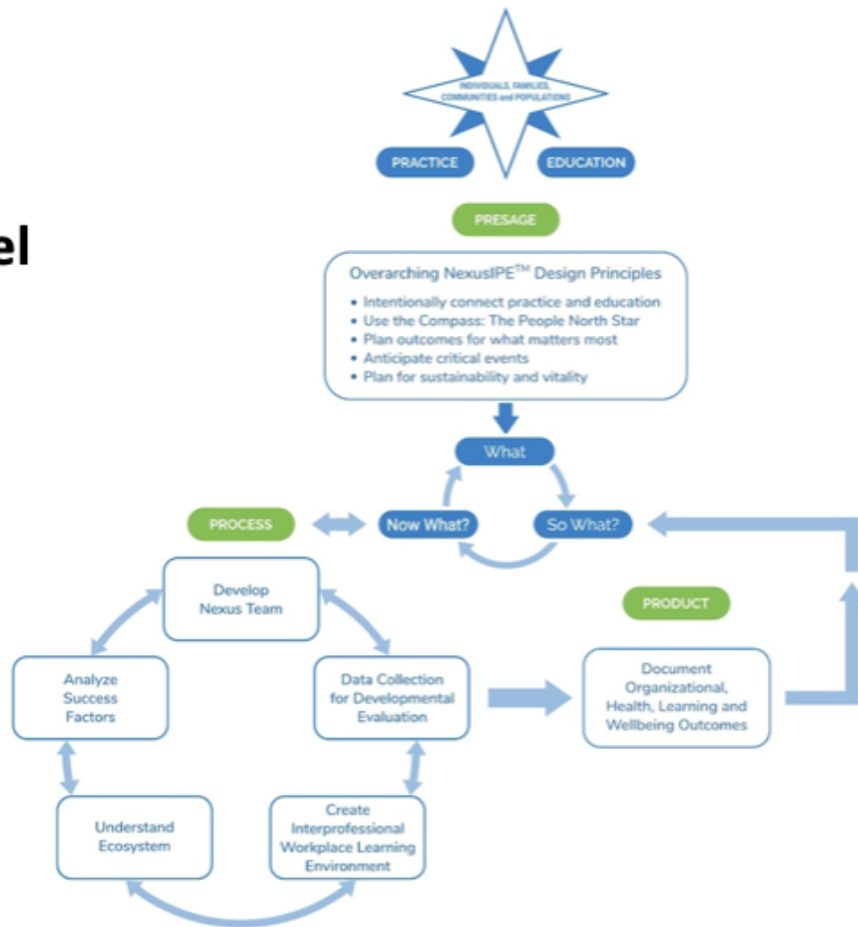
Institute of Medicine 2015. Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes. Washington, DC: The National Academies Press.

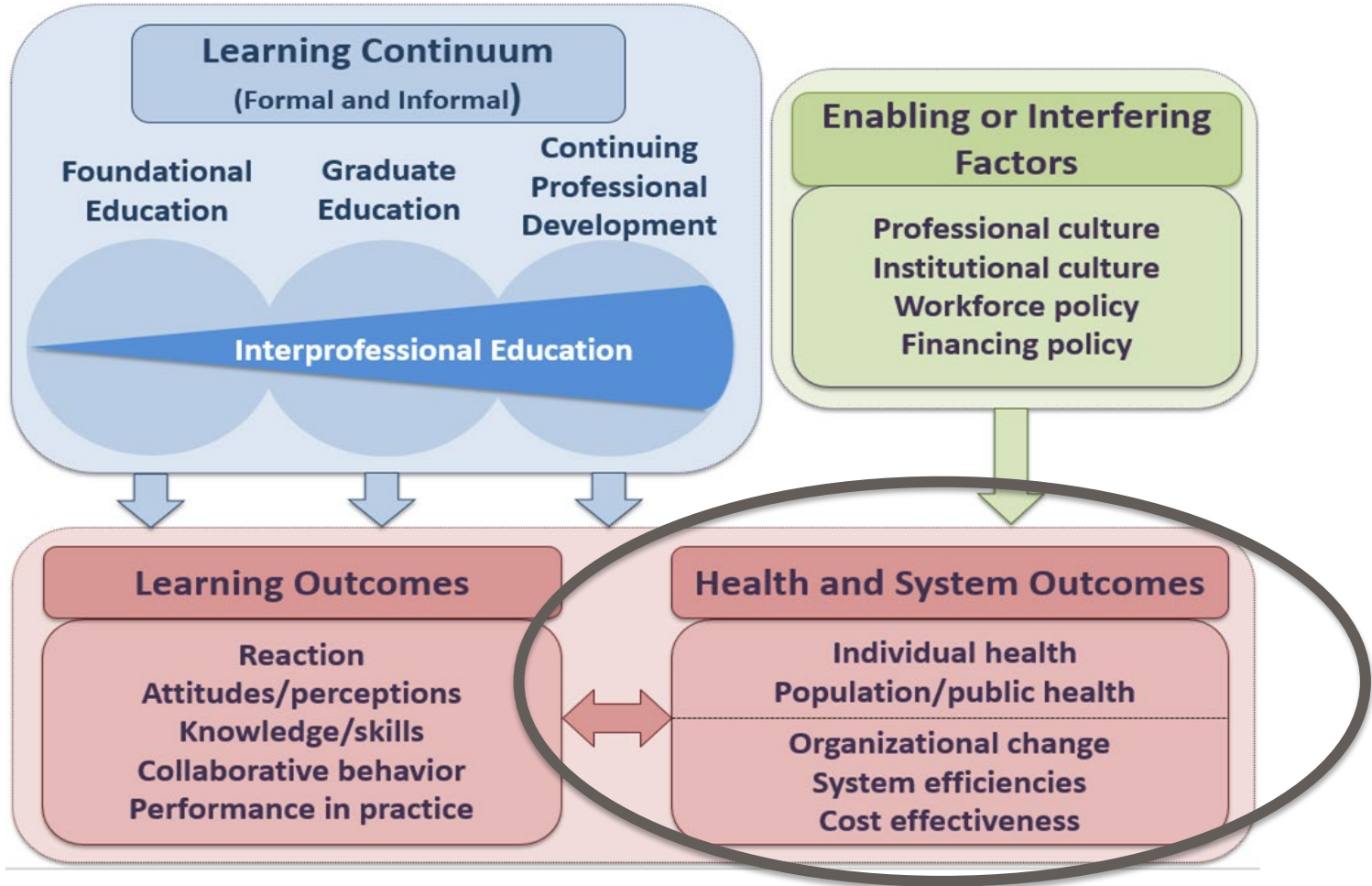
<https://doi.org/10.17226/21726>.

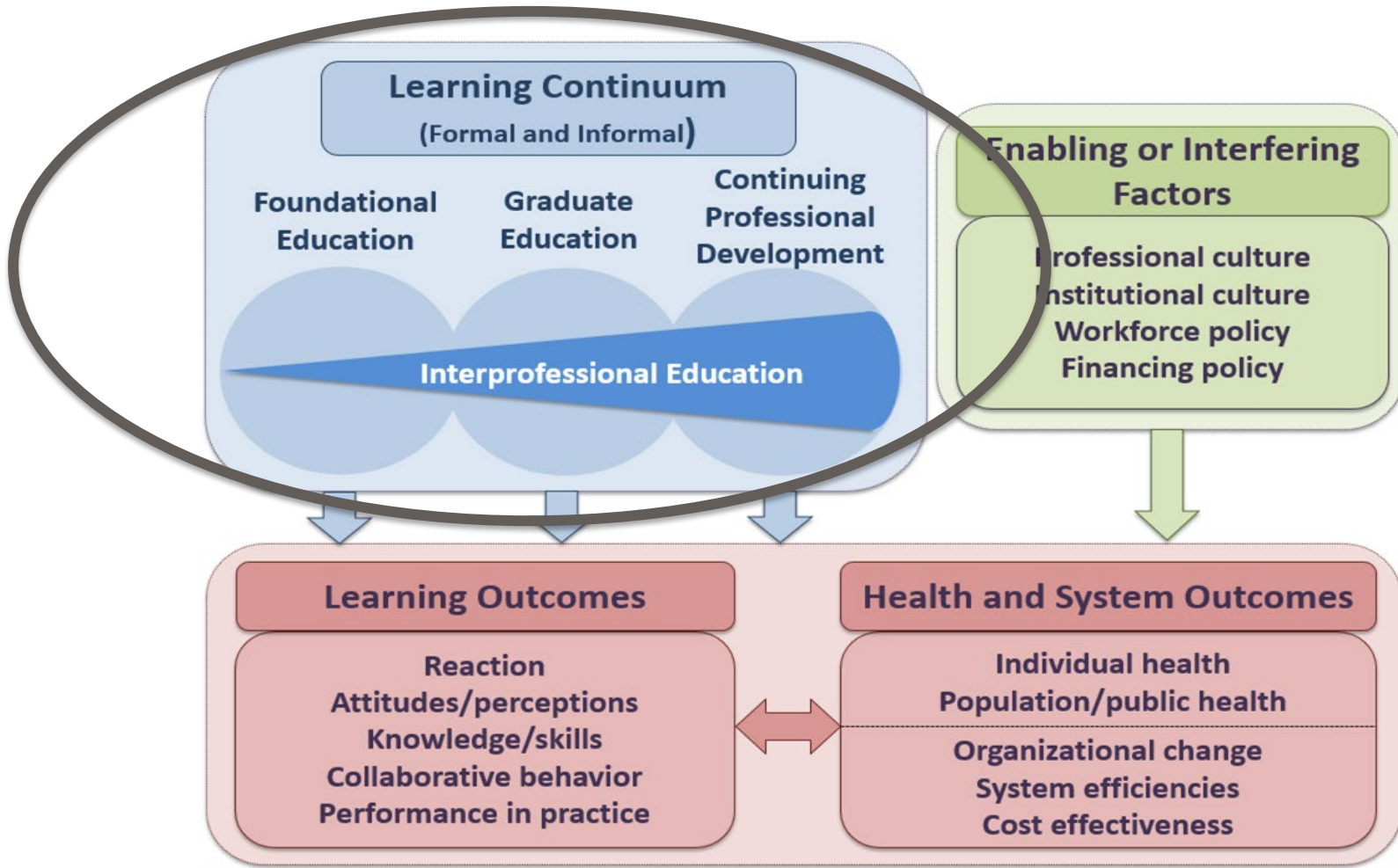


# NexusIPE™ Learning Model

Barbara F. Brandt, Carla Dieter & Christine Arenson (2023): From the nexus vision to the NexusIPE™ learning model, Journal of Interprofessional Care







# Learning Continuum (Formal and Informal)

Foundational  
Education

Graduate  
Education

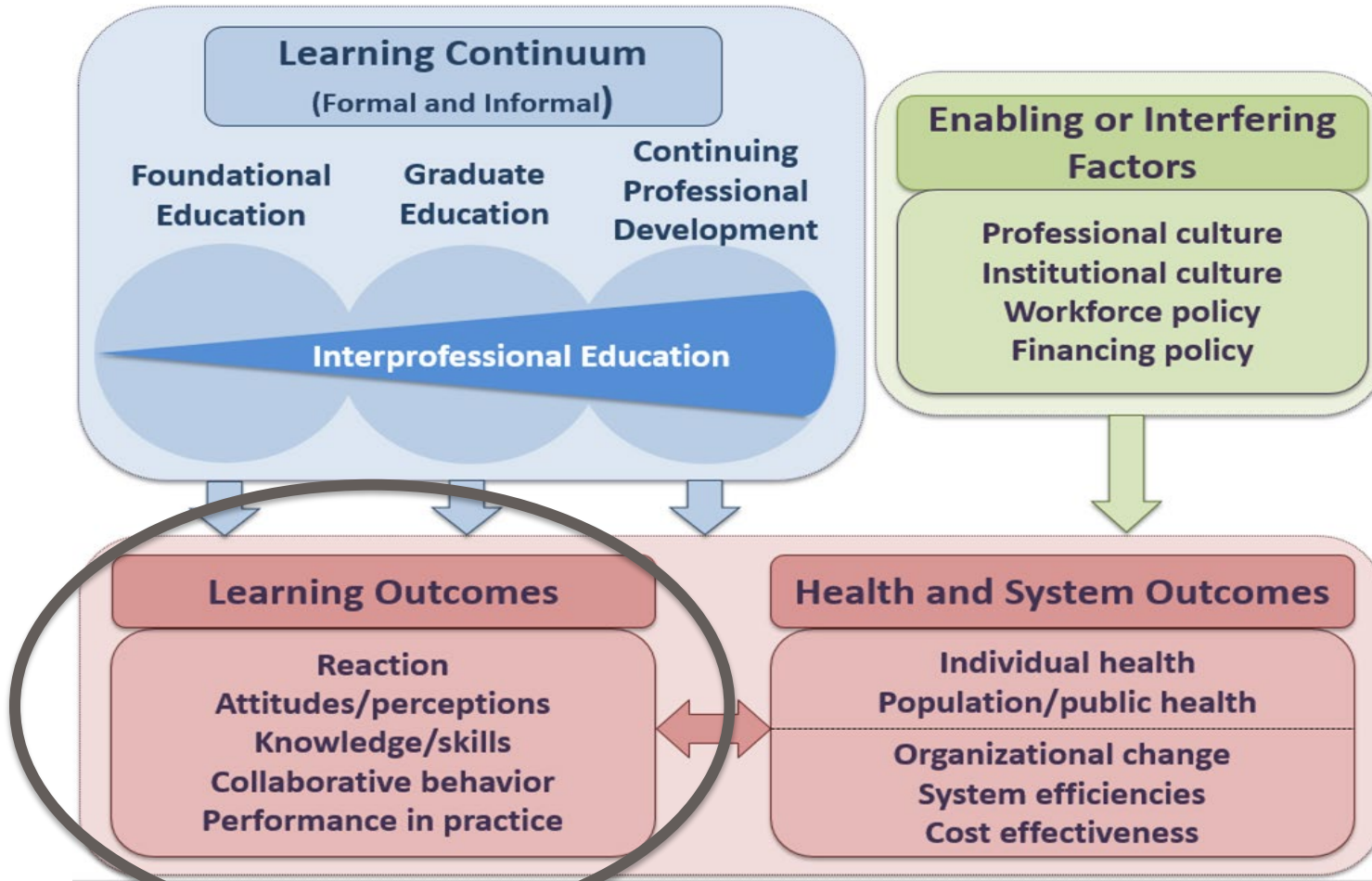
Continuing Professional  
Development

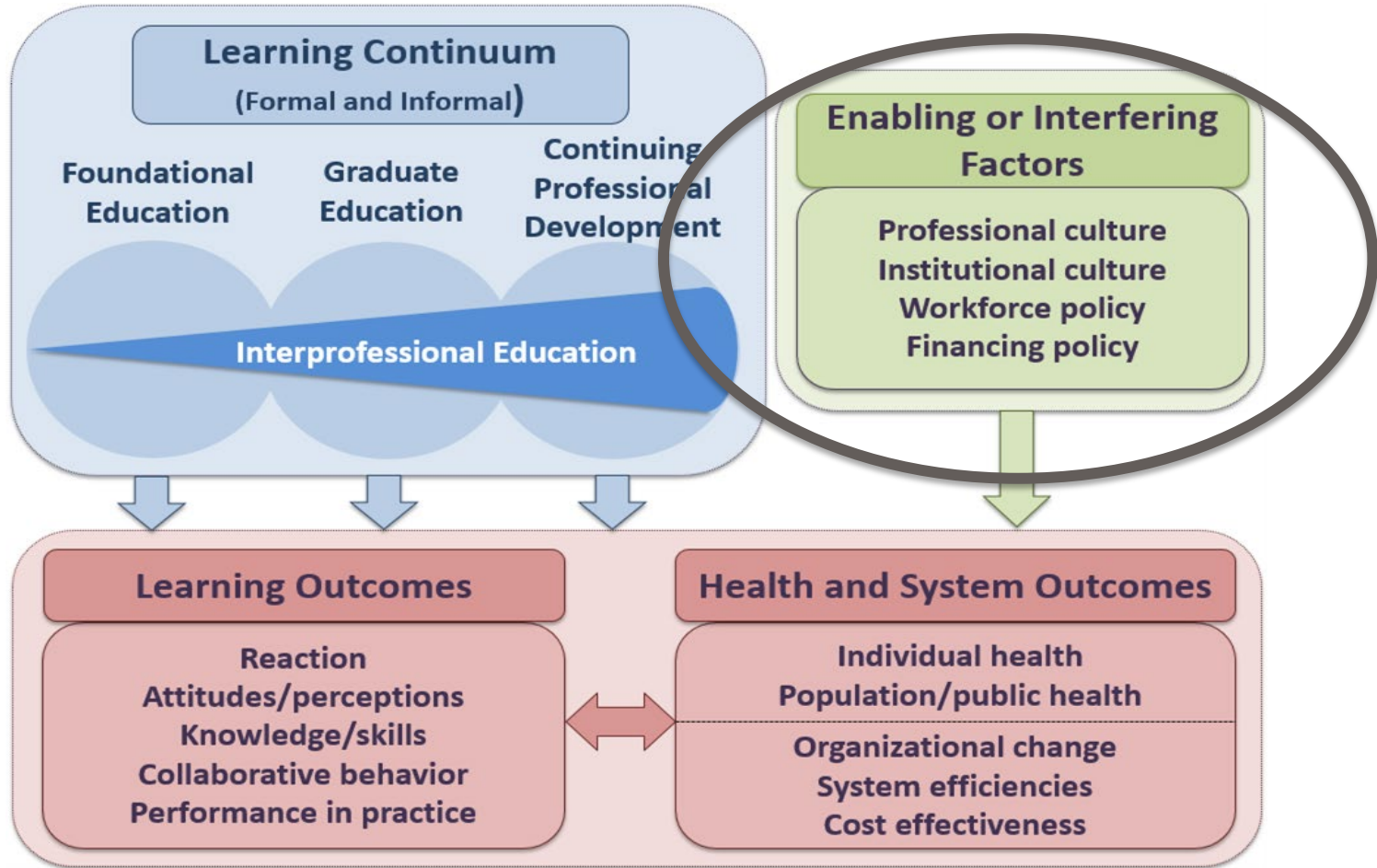
Interprofessional Education Tomorrow

Interprofessional Education Today



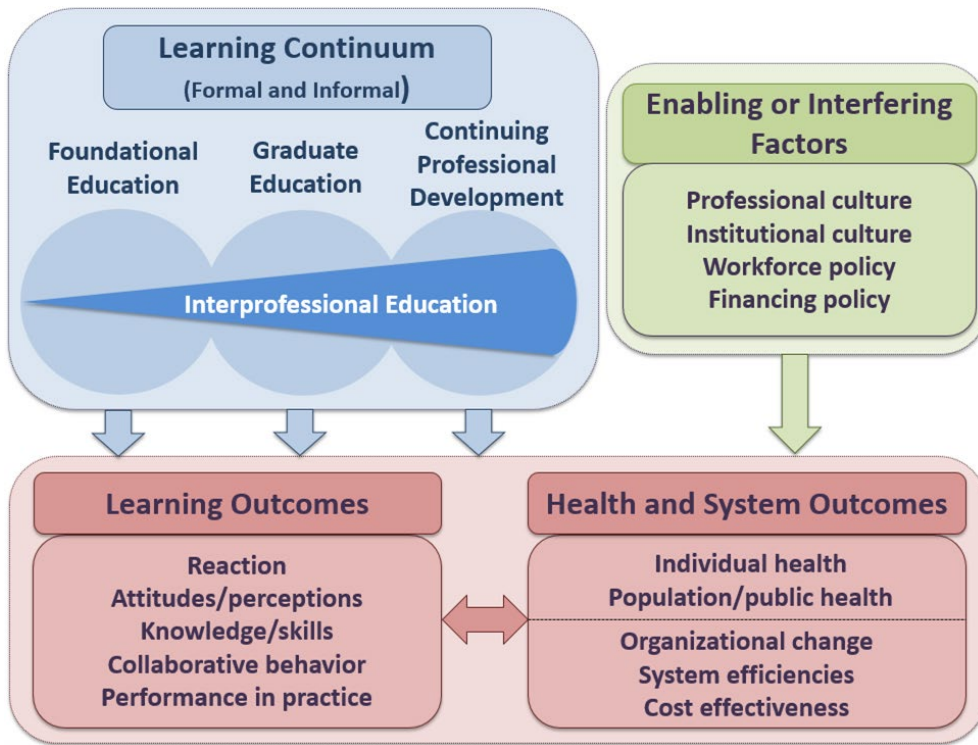








We acknowledge everyone is a learner – training for all and all are part of the team

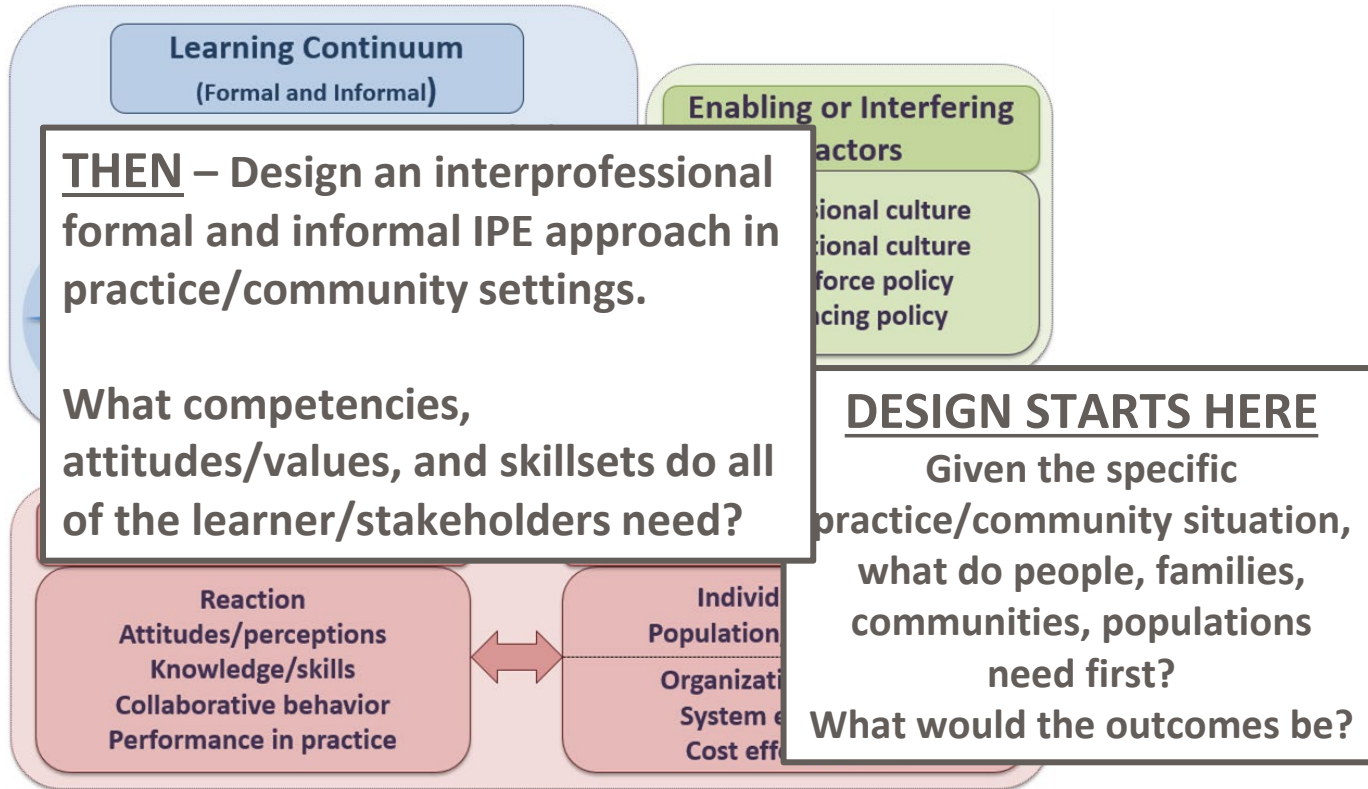


Challenge of implementing collaborative care in RVU system – opportunity to advance value-based payments

ACE-15 for clinicians; Qualitative assessment – Huddle experience

Structured metric plan focused on the Quadruple Aim

# IOM Interprofessional Learning Continuum Model

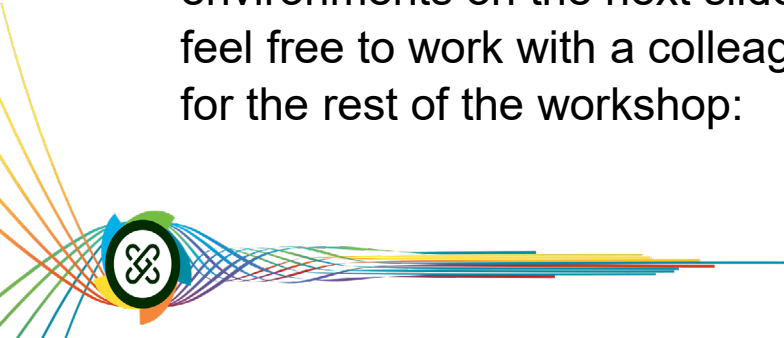


Institute of Medicine. (2015). *Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes*. The National Academies Press. <https://doi.org/10.17226/21726>



# Using the IOM IPLC Model

- If you have an interprofessional clinical learning environment from your home institution in mind, use that example to work through this exercise!
- If not -pick one of the hypothetical environments on the next slide and feel free to work with a colleague for the rest of the workshop:



# Interprofessional Clinical Learning Environment Examples

**Surgical ICU:** A busy surgical ICU unit in your quaternary care hospital cares for the most complex post-operative patients. Formal interprofessional rounds happen most days, but not all attending surgeons participate. Physical therapy has been working to implement early mobilization protocols but have not regularly participated in daily rounds. Formal learners include medical, BSN and advanced practice nursing, and respiratory therapy students; other students who may visit individual patients; surgical residents and fellows; informal learners include the entire ICU team.

**Primary Care:** Your organization has recently contracted to participate in an Accountable Care Organization and your primary care service line needs to transform to succeed in value-based contracts. Your flagship academic primary care practice includes physicians, PAs, MAs, one nurse, and part-time social worker and pharmacist. Formal learners include medical, PA, pharmacy, public health, and MA students and family medicine residents. No formal structures are in place to support team-based care, and the practice has traditionally been largely used to fee-for-service payments.



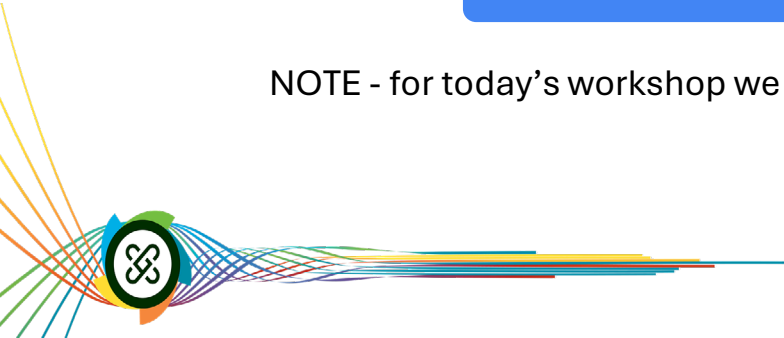
# Breakout 1: Work Individually or in Pairs

*Section 1: Start with the End in Mind*

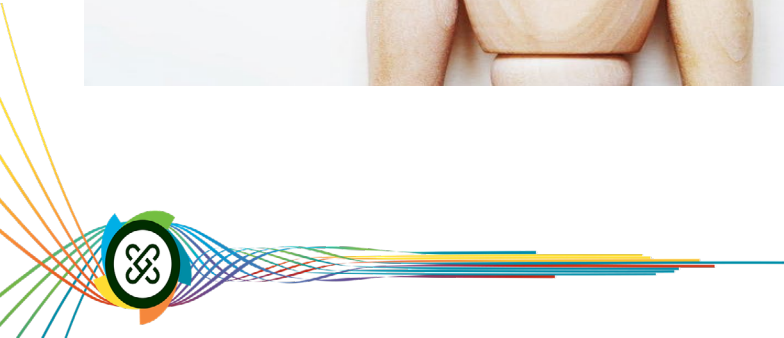
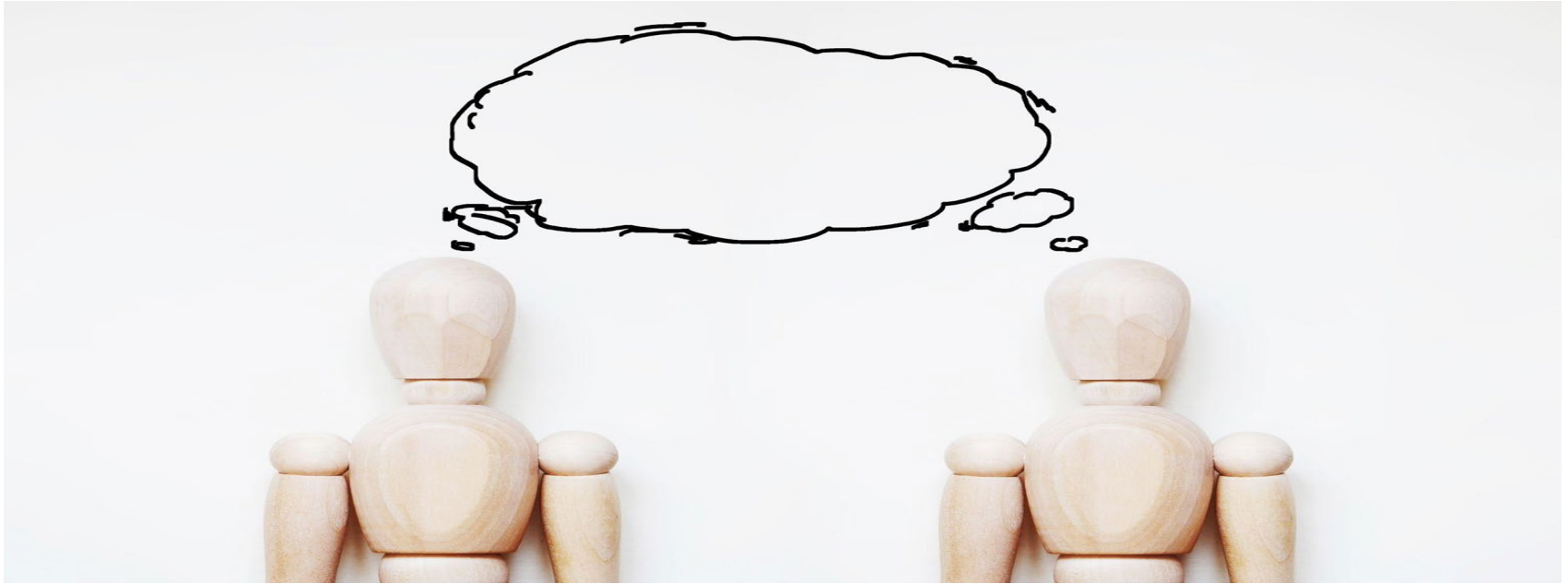
*Section 2: Your Learners and  
Interprofessional Education Activities*

*Section 4: Enabling and Interfering  
Environmental Factors*

NOTE - for today's workshop we will SKIP Section 3, Levels of Learning Outcomes for Impact



# Transition to Small Groups



# Small Group Session



Each share a **brief** overview of the interprofessional clinical learning environment project you are thinking about, and how the IOM IPLC Model and Worksheet have helped reframe or expand your thinking (2 minutes each).



Identify some common opportunities/ challenges and one or two “aha moments” that your small group experienced during this exercise.



Be ready to share with the larger group.



# Small Groups Report Out and Wrap Up







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