In 2012, the Global Forum held its first two workshops, focusing on linkages between interprofessional education (IPE) and collaborative practice. The workshops set the stage for understanding IPE and provided living histories of speakers from around the world who shared experiences working in and between interprofessional education and interprofessional or collaborative practice. This report summarizes the workshops.


Discussions at the workshop helped describe these competencies and explored the challenges, opportunities, and innovations in assessment across the education-to-practice continuum.


The content covered at the workshop and captured in this summary report involves assessing core competencies particularly within interprofessional education and health professional collaborations that include patient-centered health care teams. Discussions at the workshop helped describe these competencies and explored the challenges, opportunities, and innovations in assessment across the education-to-practice continuum.


If you would like to receive any of these publications in hard copy, please send your name, mailing address, and phone number to us at IHPEGlobalForum@nas.edu.
Building Health Workforce Capacity Through Community-based Health Professional Education (2014)

In setting the stage for the workshop that is summarized in this report, the first speaker reminded participants of the importance of learning from and with communities for understanding the values and challenges faced by the community they serve. It was later remarked that health systems are of the community reinforcing the importance of bi-directional learning. Innovative examples of community-based learning that followed this idea were presented and discussed. www.nationalacademies.org/hmd/Reports/2014/BuildingHealthWorkforceCapacity.aspx


Experts in women’s empowerment, development, health systems’ capacity building, social enterprise and finance, and nursing and midwifery explored the intersections between and among these domains. Innovative and promising models for more sustainable health care delivery that embed women’s empowerment in their missions were examined. The report highlights examples and explores broad frameworks for existing and potential intersections of different sectors that could lead to better health and well-being of women around the world, and how lessons learned from these examples might be applied in the United States. A dissemination event for this workshop summary was held March, 2015. The videos are available online at the meeting website. www.nationalacademies.org/hmd/Reports/2015/Empowering-Women-Strengthening-Health-Systems.aspx

Envisioning the Future of Health Professional Education (2015)

This report summarizes a workshop where Forum members focused on envisioning the future of health professional education in light of the Lancet Commission Report. The workshop aimed to explore the implications that shifts in health, policy, and the health care industry could have on health professional education and workforce learning; to identify learning platforms that could facilitate effective knowledge transfer with improved quality and efficiency; and to discuss opportunities for building a global health workforce that understands the role of culture and health literacy in perceptions and approaches to health and disease. www.nationalacademies.org/hmd/Reports/2015/Envisioning-the-Future-of-Health-Professional-Education.aspx
Exploring the Role of Accreditation in Enhancing Quality and Innovation in Health Professions Education (2016)

The purpose of accreditation is to build a competent health workforce by ensuring the quality of training taking place within those institutions that have met certain criteria. It is the combination of institution or program accreditation with individual licensure—for confirming practitioner competence—that governments and professions use to reassure the public of the capability of its health workforce. This workshop explored global shifts in society, health, health care, and education, and their potential effects on general principles of program accreditation across the continuum of health professional education. This document summarizes the workshop.


Health workforce shortages affects people’s access to quality health care around the globe, and can result in untreated sickness, disability, and adverse economic consequences. Chronic underinvestment in health workforce education and training creates a mismatch between strategies to educate the right number and mix of health professionals and meeting the needs of the population particularly within remote and underserved communities. Addressing this mismatch while considering how supply and demand drive decisions within education and health was the topic of the workshop summarized in this document. The workshop sought to explore resources for financing health professional education in high-, middle-, and low-income countries, and to examine innovative methods for financially supporting investments in health professional education within and across professions.

Over the past half century, there have been ebbs and flows of interest in linking what is now called interprofessional education (IPE) with interprofessional collaboration and team-based care. Whereas considerable research has focused on student learning, only recently have researchers begun to look beyond the classroom and beyond learning outcomes for the effect of IPE on such issues as patient safety, patient and provider satisfaction, quality of care, health promotion, population health, and the cost of care. In 2013, the Global Forum held two workshops on IPE. At these workshops, a number of questions were raised, the most important of which was “What data and metrics are needed to evaluate the effect of IPE on individual, population, and system outcomes?” To answer this question, the Forum’s individual sponsors requested that an IOM consensus committee be convened to examine the existing evidence on this complex issue and consider the potential design of future studies that could expand this evidence base.

The IOM report, *Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes*, was released April, 2015. The committee members were Malcolm Cox (chair), Barbara Brandt, Janice Palaganas, Scott Reeves, Albert Wu, and Brenda Zierler.

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A Framework for Educating Health Professionals to Address the Social Determinants of Health (2016)

The World Health Organization defines the social determinants of health as “the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life.” These forces and systems include economic policies, development agendas, cultural and social norms, social policies, and political systems. Educating health professionals in and with communities negatively affected by the social determinants of health can generate awareness among those professionals about the potential root causes of ill health, contributing to more effective strategies for improving health and health care for underserved individuals, communities, and populations. This is the context in which the expert committee of the National Academies of Sciences, Engineering, and Medicine developed a high-level framework for educating health professionals to address the SDH. The committee’s framework aligns education, health, and other sectors to better meet local needs in partnership with communities.

A dissemination event was held on March 9, 2016, to discuss the framework and the recommendations in the report. Videos of this event can be found on the meeting website.

The committee members were Sandra Lane (chair), Jorge Delva, Julian Fisher, Bianca Frogner, Cara V. James, Malual Mabur, Laura Magaña Valladares, Spero M. Manson, Adewale Troutman, and Antonia M. Villarruel.


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**Measuring the Impact of Interprofessional Education (IPE) on Collaborative Practice and Patient Outcomes (2015)**

Institute of Medicine Consensus Study Reports Funded by the Individual Sponsors of the Forum

**A Framework for Educating Health Professionals to Address the Social Determinants of Health (2016)**

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The Global Forum on Innovation in Health Professional Education (Global Forum) is an ongoing, convening activity of the National Academies of Sciences, Engineering, and Medicine that brings together stakeholders from multiple nations and professions to network, discuss and illuminate issues within health professional education. Several members of the Global Forum have discussed topics of interest in further detail through National Academy of Medicine Perspectives. These perspectives, either in the form of discussion papers or commentaries, are available on the National Academy of Medicine website. The following is a list of individually authored NAM Perspectives associated with activities of the Global Forum on Innovation in Health Professional Education of the National Academies of Sciences, Engineering, and Medicine.

Visit nam.edu/perspectives-from-members-of-the-global-forum-on-innovation-in-health-professional-education

**Defining Community-Engaged Health Professional Education: A Step Toward Building the Evidence (2017)**

Authors: Zohray Talib (Forum Member), Bjorg Palsdottir (Forum Member), Marion Briggs, Amy Clithero, Nadia Miniclier Cobb, Brahmaputra Marjadi, Robyn Preston, and Sara Willems

The Innovation Collaborative on Learning through Community Engagement (the IC) is a member-driven activity that aims to address research challenges to spreading and scaling-up innovations in community-engaged health professional education. Through a consultative and iterative process, Collaborative members developed a definition for “community-engaged health professional education.” Individuals authored this discussion paper describing the definition and its various elements.

Visit nam.edu/defining-community-engaged-health-professional-education-a-step-toward-building-the-evidence

**Perspectives**, published by the National Academy of Medicine (NAM), are individually authored by Roundtable and Forum members and outside experts in health and health care. The views expressed in these papers are those of the authors and not necessarily of the authors’ organizations or of the NAM. Perspectives are intended to help inform and stimulate discussion. They have not been subjected to the review procedures of and are not reports of the NAM or the National Academies of Sciences, Engineering, and Medicine.
An interprofessional group of members of the Global Forum on Innovation in Health Professional Education are working together to illuminate issues concerning stress and burnout of health professionals and the role of health professional education to mitigate the negative effects of prolonged stress. Sandeep Kishore and several other members of the Global Forum on Innovation in Health Professional Education wanted to draw attention to the problem of medical student and physician suicide. Kishore and three others wrote a discussion paper, Breaking the Culture of Silence on Physician Suicide, which was published by the National Academy of Medicine (NAM). This paper draws attention to the tragedy of stress and suicide in health professional students and practitioners, specifically focusing on doctors and surgeons. The authors of this NAM discussion paper called for others to bring their voice to the conversation around depression and suicide in doctors and doctors in training as part of the Culture of Silence series.

Breaking the Culture of Silence on Physician Suicide (2016)

Authors: Sandeep Kishore (Forum Member), Douglas E. Dandurand, Angela Mathew, and David Rothenberger

nam.edu/breaking-the-culture-of-silence-on-physician-suicide

I Felt Alone but I Wasn’t: Depression Is Rampant Among Doctors in Training (2016)

Authors: Elisabeth Poorman and Sandeep Kishore (Forum Member)

nam.edu/i-felt-alone-but-i-wasn’t-depression-is-rampant-among-doctors-in-training

100 Days of Rain: A Reflection on the Limits of Physician Resilience (2017)

Author: Miguel Paniagua (Forum Member)

nam.edu/100-days-of-rain-a-reflection-on-the-limits-of-physician-resilience
A Multifaceted Systems Approach to Addressing Stress Within HealthProfessions Education and Beyond (2017)

Authors: Darla Spence Coffey, Kathrin Eliot, Elizabeth Goldblatt, Catherine Grus, Sandeep P. Kishore, Mary E. (Beth) Mancini, Richard Valachovic, and Patricia Hinton Walker (Forum Members)

An interprofessional group of individual Forum members came together to propose a systems-based approach to addressing stress that includes everyone across the health professions.

To develop a foundation for dialogue among the professions, individual members of the Global Forum from various health professions volunteered to write perspectives that summarize the types of stresses affecting their profession. These authors examine systems-level stressors from each of their individual perspectives, and explore how their profession responds to stress within education and practice. The hope is to gather input from health professionals, faculty, students, trainees, and administrators who experience unique stressors in order to add insight into a multifaceted systems approach to mitigating stress, and to identify potential interprofessional interventions that could improve the settings for everyone and create an environment in which all professionals can work together toward health and well-being for all.

Promoting Well-being in Psychology Graduate Students at the Individual and Systems Level (2017)

Authors: Catherine L. Grus (Forum Member), Kimberly E. Bodner, Justine Kallaugher, Suzanne H. Lease, Rebecca A. Schwartz-Mette, David Shen-Miller, and Nadine Kaslow

The importance of practicing self-care is clear.

To promote well-being, the leadership for graduate psychology training must actively promote self-care strategies and trainers must provide environments in which such efforts are modeled and actively supported as part of professional behavior.

Students, trainees, faculty, and health professionals all affirm that stress has a direct human toll on productivity, efficiency, quality, and the human capital of the workforce.

A strategic move is necessary to shift the paradigm and create a new normal—one that is life-affirming, health oriented, and drives durable changes for the next generation.

Download the paper at nam.edu/Perspectives.

Authors: Robert G. G. Piccinini, Kenya D. McRae, John W. Becher, Anna Z. Hayden, Caleb B. Hentges, Angela Kalcec, Pooja Kinkhabwala, Vanessa W. Halvorsen, Adrienne White-Faines (Forum Member), David Escobar

nam.edu/addressing-burnout-depression-and-suicidal-ideation-in-the-osteopathic-profession-an-approach-that-spans-the-physician-life-cycle

Burnout, Stress, and Compassion Fatigue in Occupational Therapy Practice and Education: A Call for Mindful, Self-Care Protocols (2017)

Authors: Emily A. Zeman and Neil Harvison (Forum Member)


Stress-induced Eating Behaviors of Health Professionals: A Registered Dietitian Nutritionist Perspective (2017)

Authors: Katie Eliot (Forum Member) and Kathy Kolasa

nam.edu/stress-induced-eating-behaviors-of-health-professionals-a-registered-dietitian-nutritionist-perspective