

Strengthening the Connection between Health Professions Education and Practice: A Joint Workshop with the National Center for Interprofessional Practice and Education



November 13-14, 2018

DAY 1: November 13

Keck Center of the National Academies, Room 100
500 Fifth Street NW, Washington DC 20001

WORKSHOP OBJECTIVE: To explore ways of effectively educating the needed health workforce in settings appropriate for high quality clinical practice, while also assessing the necessary investments and potential outcomes of new models of care with learning.

9:00am	Welcome <ul style="list-style-type: none"> IHPE Global Forum Co-Chair
SESSION I: SETTING THE STAGE	
9:05am	<p style="text-align: center;">Foundation of the Workshop</p> <p>Objective: To understand the goals of health professions education at the intersection of practice within the clinical environment.</p> <p>Barbara Brandt, Workshop Co-Chair</p> <p>Workshop foundations:</p> <ol style="list-style-type: none"> 1. Education and practice are working toward the same goal: to improve the health of patients and populations without compromising the health and wellbeing of the education or practice workforce 2. Facilitating greater alignment between education and practice will better target workforce needs and improve workforce development. 3. Technology is a potential lever for innovation and cost containment for both education and health care.
SESSION II: WORKFORCE DEVELOPMENT	
9:30am	<p style="text-align: center;">Workforce and Training Data</p> <p>Objective: To review the current workforce and education data on who is in the health workforce; where they provide care; where they train; and why some health systems/ organizations are not training health professionals</p> <p>Moderator: Reamer Bushardt, George Washington University</p> <ul style="list-style-type: none"> Erin Fraher, UNC-Chapel Hill Joanne Spetz, University of California, San Francisco Chris MacDonell, CARF International
10:45am	BREAK

11:15am	<p align="center">Patients' role within Care and Education Innovations</p> <p>Objective: To engage in conversation on keeping the patient at the center of education and care delivery within rapidly changing health systems</p> <p>Facilitator: Miguel Paniagua, National Board of Medical Examiners</p> <ul style="list-style-type: none"> • June Eilers, University of Nebraska College of Nursing <p>Table discussions</p>
12:00	LUNCH
1:00pm	<p align="center">The role of health care in developing the health workforce</p> <p>Moderator: Warren Newton, American Board of Family Medicine</p> <ul style="list-style-type: none"> • Gaurdia Banister, Massachusetts General Hospital & Mary Knab, MGH Institute of Health Professions • Charnetia Young, CVS Health
2:00pm	BREAK
SESSION III: MEETING NEEDS OF POPULATIONS, STUDENTS, AND EDUCATORS	
2:30pm	<p align="center">Learning from Examples</p> <p>Objective: To learn from innovative examples of health professional training that meets patient and/or population needs</p> <p>Facilitator Kennita Carter, HRSA</p> <p>Adapted apprenticeship: LVN to RN within a California prison Barbara Barney-Knox & Jane Robinson, California Correctional Health Care Services</p> <p>Classroom to Community: Implementing Patient-centered Care in Public Housing Shirley Dinkel, Washburn University, Topeka, Kansas</p>
4:00pm	<p align="center">Breakout Groups: Envisioning Future Educators</p> <p>Objective: To explore the next generation of health educators, knowing that the role of the educator is rapidly changing and will likely include an ability to educate using technology; knowledge of legal issues; understanding of changes in the clinical environment; and interprofessional learning with collaborative practice</p> <p>With this understanding, respond to the following forward-looking questions:</p> <ol style="list-style-type: none"> What are pipeline opportunities for attracting/developing future health professions educators? What core skills will the health professional educators need? How will instructors keep up to date on clinical, education, IT, and legal needs of the health professions in changing clinical and educational environments? <p>The Why: Launette Woolforde, National League for Nursing & Reamer Bushardt, George Washington University</p> <p>The How: Instructions by Steven Chesbro, American Physical Therapy Association</p> <p>Directions: Each person will receive a card with a room and group assignment. Go to your assigned room and gather with your group at your assigned flip chart number that corresponds to the above 3 questions (note: some groups will start at question 2 or 3). You will have 10min</p>

	<p>for the first question and 6min for your second and third questions. Write your input on the flipchart or star others’.</p> <p><u>Breakout room coordinators:</u></p> <p>Room 101: Steven Chesbro, American Physical Therapy Association Room 103: Ronald Cervero, Uniformed Services University of the Health Sciences. Room 105: Sara Fletcher, Physician Assistant Education Association Room 106: Alex Johnson, MGH Institute of Health Professions</p>
5:00pm	ADJOURN (from breakout groups)

DAY 2: November 14, 2018
Keck Center of the National Academies, Room 208
500 Fifth Street NW, Washington DC 20001

<i>A continental breakfast will be available starting at 7:30am</i>	
7:30am	Breakfast in room 207
SESSION III: NEXT STEPS	
8:00am	<p>Facilitated discussions</p> <p>Objective: To build upon ideas from the previous day’s discussions that focus on next steps for how education and educators can drive the incorporation of care delivery innovation into education</p> <p style="color: red; text-align: center;">Each participant is asked to pick a track based on the description noted below</p> <p><u>Track 1: Aligning disruption with innovation (Room 208)</u></p> <p>Facilitator: Barbara Brandt</p> <p>Assisted by:</p> <ul style="list-style-type: none"> • Christine Arenson, Thomas Jefferson University • Gerri Lamb, Arizona State University, Center for Advancing Interprofessional Practice, Education & Research <p><u>Track 2: Building a pipeline of disruptive innovators in health professions education (Room 201)</u></p> <p>Facilitators: Reamer Bushardt, George Washington University & Launette Woolforde, Northwell Health</p> <ul style="list-style-type: none"> • Breakout room coordinators discuss responses to previous day’s questions • Understanding of the views and experiences of rural clinical preceptors (virtual) <ul style="list-style-type: none"> - Julia Blitz, Centre for Health Professions Education, Stellenbosch University, South Africa & Marietjie De Villiers, Faculty of Medicine and Health Sciences, Stellenbosch University • Explore a “bridging model”
11:00am	ADJOURN

Track 1: Aligning disruption with innovation

“The world is moving so fast these days that the man who says it can't be done is generally interrupted by someone doing it.”

-- Elbert Hubbard (1856 – 1915)

Technology has changed society. People are no longer *asking* for more convenient services at more affordable prices, they are demanding it. While some within health and education sectors are reluctant to adapt to this new, faster, more technologically engaged world order, others are embracing change by introducing innovations that may soon remake the face of both industries. These innovations follow other industries in providing more consumer-driven products and services.

For students—who are the consumers of education—there is a greater demand for experiential learning that more closely aligns with [job training](#). This is according to the observations of Andrew Roth, the former president and CEO of Notre Dame College. Other of his observations were supported by studies finding that students embrace [blended learning](#); shorter, less expensive [programs](#); and a more [personalized experience](#) facilitated through technology. Roth further described how student-consumers are influenced by an Amazon culture that effectively guides buyers through their online product options, and has raised students' expectations of schools. In response, Austin Peay State University in Clarksville, Tennessee developed a predictive analytic [model](#) that recommends courses to students based on data collected from hundreds of thousands of former students' grades and course of study.

Like education innovators, health care innovators are also shifting toward a more consumer-driven market. In a study by [Deloitte](#) on what matters to health care consumers, the researchers uncovered four priorities. These include personalization, financially justifiable choices, convenience, and technologically enabled care. While [Amazon](#) has not yet announced how it intends to enter the health care market, it is clear that given its well-developed infrastructure and business model, it will be a major disruptor of currently fragmented, expensive, and often slow systems of care.

Given the high degree of overlap between consumer demands within care and education, it is time for all health professionals within education and practice to work together in coming up with the next generation of innovations or risk being left behind in a changing society.

Track 2: Building a pipeline of disruptive innovators in health professions education

“People don't want to buy a quarter-inch drill. They want a quarter-inch hole.”

-- Clayton M. Christensen, [The Innovator's Solution: Creating and Sustaining Successful Growth](#)

The current generation of health professional educators has a unique opportunity to shape the future of health professional education that will be creating the world's next innovators. To do that, educators will need to align their thinking with that of current innovators within education and care delivery. These innovators are looking at consumer-driven services. As such, it may be necessary to introduce health professionals to health care [supply chains](#) that are key assets to [Amazon's](#) success. Other areas might include exposing learners to [analytics](#) and new technologies that promote [personalized learning](#) and a fuller understanding of health care [finance](#). Key to all of these educational opportunities will be understanding the demographics and needs of the consumer. For example, an older student population may have different requirements than [younger students](#) raised in an era of smartphones and the internet. Knowing other aspects of the student's background can also help create a learning environment that engages each student from a personal level, and improves the likelihood of successful completion of the health profession's education program.

To thrive during this period of change, educators will have to think differently. They will be forced to rethink traditional silos and reach across to other health professions, other sectors, and into the professional space to provide an innovative educational experience at reasonable costs, or risk being left behind in a changing society.