

Veterans Health Administration - Office of Academic Affiliations

Critical resources for interprofessional clinical learning environments
from leaders in the field

Part 2

Themes:

Health and Education Infrastructure; Curriculum, Trainees and Faculty Integration; Evaluating Success

Click icons to link to the associated topics



THEME: Health and Education System Infrastructure

1. *What is the importance of interprofessional education in the clinical workplace?*
2. *What are examples of systemized strategies to support the development of interprofessional clinical learning environments?*

Stakeholders: Decision/Policy Maker, Project Leaders, Academic Partners, Accrediting Body Representatives



Clinical Learning Environment Review: National Report of Findings 2018 (JGME)

The Accreditation Council for Graduate Medical Education released a special open access supplement of the Journal of Graduate Medical Education the Clinical Learning Environment National Report of Findings. Following the 2016 report (above) findings include an assessment of almost 300 ACGME accredited programs supporting residencies and fellowships and the themes that emerged from this review around progress and opportunities for patient safety and quality, the alignment of GME and clinical learning environment leadership, the investment in the development of faculty to lead efforts to improve patient safety and quality, and increased investment in interprofessional education.



Clinical Learning Environment Review: National Report of Findings 2016 (JGME)

The Accreditation Council for Graduate Medical Education released a special open access supplement of the Journal of Graduate Medical Education the Clinical Learning Environment National Report of Findings. Laying the groundwork for the 2018 report, the 2016 report identified opportunities for exploration in interprofessional learning, teamwork and collaborative practice. the report identifies residency and fellowship programs that have success in six focus areas: focus: patient safety, health care quality, care transitions, supervision, duty hours/fatigue management and mitigation, and professionalism



National Collaborative for Improving the Clinical Learning Environment (NCICLE).

Key Publications:


















Achieving the Optimal Interprofessional Clinical Learning Environment: Proceedings from an NCICLE Symposium 2019

The Role of the Clinical Learning Environment in Preparing New Clinicians to Engage in Quality Improvement Efforts to Eliminate Health Care Disparities 2019.

Envisioning the Optimal Interprofessional Clinical Learning Environment: Initial Findings From An October 2017 NCICLE Symposium

The Role of Clinical Learning Environments In: Preparing New Clinicians to Engage in Patient Safety 2017







	<p>The National Center for Interprofessional Practice and Education.</p> <p>The National Center is housed in the University of Minnesota. Initially funded through the US Department of Health and Human Services, the organization is supported by Josiah Macy Jr. Foundation, Robert Wood Johnson Foundation, the Gordon and Betty Moore Foundation and UM to support evaluation, research, data and evidence that “ignites the field of interprofessional practice and education and leads to better care, added value and healthy communities”. The NEXUS provides multiple resources supporting and has some focus on evaluating and closing gaps between health professions education and health care delivery.</p>
   	<p>The Josiah Macy Jr. Foundation</p> <p>The Foundation has a focus on interprofessional education and teamwork, new curriculum, new models for clinical education, education for the care of underserved populations and career development in health professions education.</p> <p><i>Transforming Patient Care: Aligning Interprofessional Education With Clinical Practice Redesign</i></p> <p><i>Improving Environments for Learning in the Health Professions: Conference Recommendations.</i></p> <p><i>Innovations in Graduate Medical Education: Aligning Residency Training with Changing Societal Needs</i></p>
	<p>American Interprofessional Health Collaborative (AIHC)/National Center</p> <p>Resources to transform learning, policy, practice and scholarship for improved health and wellness.</p> <p>AIHC Collaborating Across Borders Conference Series Annual Meeting that addresses collaboration in healthcare.</p>
	<p>The Interprofessional Education Collaborative IPEC</p> <p><i>Core Competencies for Interprofessional Collaborative Practice (2011 plus 2016/update)</i></p>
	<p>Canadian Interprofessional Health Collaborative CIHC</p>
  	<p>World Health Organization</p> <p><i>Framework for Action on Interprofessional Education and Collaborative Practice</i></p> <p>Transformative Education for Health Professionals</p>











	<i>Interprofessional Practice and Education in Clinical Learning Environments. Academic Medicines Frontline Perspective</i>
	<i>Toward a system where workforce planning and interprofessional practice and education are designed around patients and populations not professions.</i>
	<i>Disentangling residents' engagement with communities of clinical practice in the workplace.</i>
	<i>World Association of Interprofessional Practice and Education</i>












THEME: Structured Learning in the Interprofessional Clinical Workplace and Learning Environment

1. *What does interprofessional clinical training look like?*
2. *What are key stakeholder roles?*
3. *How are faculty developed and integrated?*
4. *How are trainees integrated and what do they think about the clinical educational workplace?*
5. *What are critical components for successful interprofessional learning environments?*
6. *What are some curriculum examples?*

Stakeholders: Trainees, Current and Potential Faculty, Frontline Clinicians and Staff, Project Leaders

	<i>Interprofessional Education Collaborative Expert Panel. Core Competencies for Interprofessional Collaborative Practice: Report of An Expert Panel.</i>
	<i>Nursing students' perceptions of the clinical learning environment in nursing homes.</i>
	<i>National Center for Interprofessional Practice and Education Resource Center – Books, Articles, Webinars</i>
	<i>Improving Clinical Learning Environments for tomorrow's physicians. NEJM Perspective on Competency development and CLER</i>
	<i>The clinical learning environment in nursing education: a concept analysis.</i>
	<i>The Clinical Learning Environment: Improving the Education Experience and Patient Outcomes Within Magnet® Organizations</i>

	<i>Quality Clinical Learning Environment: Professional Guidance</i>
	<i>Hidden Curricula, Ethics, and Professionalism: Optimizing Clinical Learning Environments in Becoming and Being a Physician: A Position Paper of the American College of Physicians</i>
	<i>Building a bigger tent in point-of-care ultrasound education: a mixed-methods evaluation of interprofessional, near-peer teaching of internal medicine residents by sonography students.</i>
	<i>Best practices on team communication: interprofessional practice in oncology.</i>
	<i>Building capacity to use and undertake applied health research: establishing a training programme for the health workforce in the West of England.</i>
	<i>A Brief Mindfulness-Based Self-Care Curriculum for an Interprofessional Group of Palliative Care Providers.</i>
	<i>Interprofessional education for cancer care.</i>
	<i>New Educator Roles for Health Systems Science: Implications of New Physician Competencies for U.S. Medical School Faculty.</i>
	<i>Navigating Communication Challenges in Clinical Practice: A New Approach to Team Education.</i>
	<i>Developing Tomorrow's Leaders: A Medical Student Distinction Track in Health System Transformation and Leadership.</i>
<p style="text-align: center;">Theme: Program Evaluation</p> <ol style="list-style-type: none"> 1. <i>What are some assessment strategies?</i> 2. <i>What kind of outcomes have been achieved?</i> 3. <i>What are some valuable lessons learned?</i> <p style="text-align: center;">Stakeholders: Decision/Policy Maker, Project Leaders</p>	

	Institute of Medicine: <i>Measuring-the-impact-of-interprofessional-education-on-collaborative-practice-and-patient-outcomes</i> . Consensus Study Report
	<i>Measuring students perceptions of interprofessional clinical placements: development of the Interprofessional Clinical Placement Learning Environment Inventory.</i>
	<i>Interprofessional clinical training in mental health improves students' readiness for interprofessional collaboration: a non-randomized intervention study.</i>
	National Center for Interprofessional Practice and Education. <i>Assessment and Evaluation Tools and Resources</i>
	<i>Evaluation of students' attitudes towards pharmacist-physician collaboration in Brazil.</i>
	<i>Pilot Qualitative Study of Informal Teachers in Interprofessional Collaboration and Practice.</i>
	<i>Professionalism lapses and hierarchies: A qualitative analysis of medical students' narrated acts of resistance.</i>
	Institute of Medicine. <i>Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes</i> . Washington, DC: National Academies Press; 2015.
	<i>The effects of training institution practice costs, quality, and other characteristics on future practice. Annals of Family Medicine</i>
	<i>An exploratory analysis of an interprofessional learning environment in two hospital clinical teaching units.</i>
	<i>Journal of Research in Interprofessional Practice and Education</i>

Editor: [Laural Traylor](#), MSW. Inquiries 562.826.5974.