

Interprofessional Education in Practice: Meeting ACEND Competencies and Cultivating Collaborative-Ready Practitioners

Nutrition and Dietetics Educators Member Interest Group
Webinar Presentation: September 19, 2024





Speaker Disclosures

Katie Eliot, PhD, RDN, FAND, FNAP

- Associate Professor and ID/IPE Program Faculty Coordinator
- The University of Oklahoma Health Sciences
- Volunteer representative of the Academy of Nutrition and Dietetics for the IPEC and NASEM Global Forum on Innovation in Health Profession Education
- There are no commercial interests to disclose.

Stephanie N. Petrosky, DCN, RDN, FAND, FNAP

- Associate Professor and Department Chair
- Nova Southeastern University
- Volunteer reviewer for ACEND programs
- Volunteer Chair, National Academies of Practice Nutrition and Dietetics Academy
- There are no commercial interests to disclose.



Learning Objectives

1. Identify two organizations that provide an avenue for advocacy and involvement in interprofessional collaborative practice and education
2. Evaluate ideas for learning activities that meet ACEND competencies in Interprofessional Educations (IPE)
3. Discuss an IPE mentorship opportunity organized by the NDEP IPE committee





Interprofessional Collaborative Practice (IPCP)

Interprofessional work involving various health and social care professionals who come together regularly to solve problems, provide services, and enhance health outcomes.

Interprofessional Education (IPE)

Occurs when students (learners) from two or more professions ***learn about, from, and with each other*** to enable effective collaboration and improve health outcomes.



WHY IPE?



Collaborative -ready Practitioners



- Academy - First 100 years
- Commission on Dietetic Registration
- AND Visioning Report 2017
- ACEND: pre-professional programs
- Academy's HOD Critical Issue Motion 2022

Interprofessional Education and Collaborative Practice in Nutrition and Dietetics 2020: An Update



Editor's Note: This article is part of a series developed by the Nutrition and Dietetic Educators and Preceptors (NDEP) group on emerging topics of interest in dietetics education.

INTERPROFESSIONAL EDUCATION (IPE) and interprofessional collaborative practice (IPCP) directly promote the achievement of a healthier and more fiscally responsible health care system by enabling a framework that prepares all health care professionals to collaborate effectively and creatively. In 2015, Eliot and Kolasa¹ called attention to the value of incorporating collaborative-ready nutrition and dietetics practitioners into the workforce. At that time, minimal IPE standards for the profession had been set and few nutrition and dietetics education programs were formally integrating IPE into their curricula. Since then, the overall landscape of IPE has moved from a primary focus of implementation to building bridges between education and practice.² This shift is also now evident in the essential practice competencies (knowledge, skills, and attitudes) for all credentialled nutrition and dietetics practitioners certified by the Commission on Dietetic Registration.³

*This article was written by **Kathrin A. Eliot, PhD, RDN, LD, FAND**, assistant professor, The University of Oklahoma Health Sciences Center, Oklahoma City; **Amy Morel L'Horsert, PhD, RDN**, lecturer, Rutgers, School of Health Professions, Newark, NJ; **Karen Gibson, DCN, RDN, CD, CSD**, professor, Viterbo University, LaCrosse, WI; and **Stephanie Petrosky, MHA, RDN, LDN, FAND**, assistant professor and chair, Nova Southeastern University, Fort Lauderdale, FL.*

<https://doi.org/10.1016/j.jand.2020.08.010>
Available online September 30, 2020

In 1972, the Institute of Medicine initiated a national effort for “interdisciplinary education” among health professions.⁴ As stated in the World Health Organization Framework for Action on Interprofessional Education and Collaborative Practice report,⁵ IPE “occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” The World Health Organization explicitly articulated that the purpose of IPE is to enable collaboration with the intentional goal of improving health outcomes. IPCP “occurs when multiple health workers from different professional backgrounds provide comprehensive health services by working with patients, their families, caregivers, and communities to deliver the highest quality of care.”⁶

In spite of ongoing efforts to increase collaboration and improve the quality of care provided, the health care system in the United States continues to experience an unacceptable rate of medical errors and burnout of providers across all professions. Many of these challenges result from a health care force that has been inadequately trained to practice in teams and systems that do not support collaborative practice. Lack of collaboration in practice affects not only patient safety and provider satisfaction, but is also responsible for making the United States one of the most expensive health care systems among developed countries in the world with poor outcomes.⁷⁻⁹ One of the initiatives driving change in health care education and practice is the “Triple Aim,” which calls for the system to address individual outcomes, population and community health, and the cost-effectiveness of health care.¹⁰ Furthermore, IPE and IPCP contribute to the achievement of the “Quadruple

Aim,” which incorporates the health of the provider as a core aim added to the original Triple Aim.¹¹ IPCP received significant momentum in 2015 with bipartisan Congressional support for the Medicare Access and Child Health Insurance Plan Reauthorization Act.¹² US health care is now moving in the direction that no one provider, profession, or model can change the processes of care or address the systemic issues independently. The shift toward team-based care models challenges assumptions about what it means to be a health professional; who should lead teams; and how to shape new relationships with patients, families, and communities to maintain their own health and participate fully as members of the team. As a result, the US health care system is redesigning operations around value-based payments, while recognizing the need to retain the health workforce for new models of team-based care.¹³

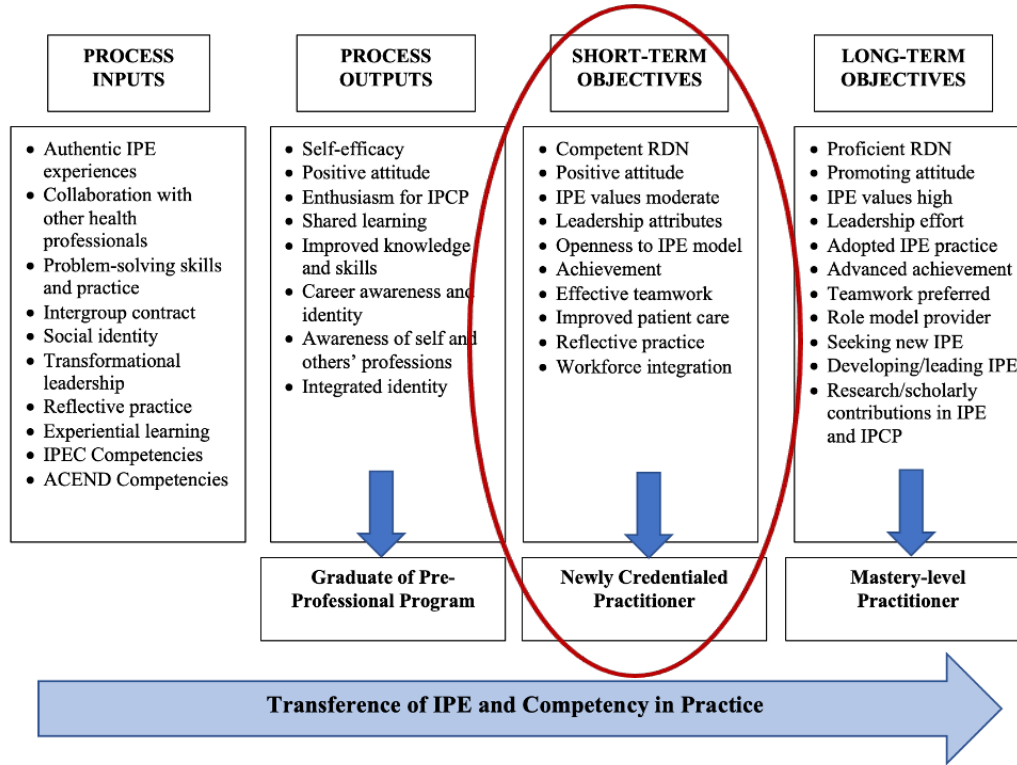
None of this can happen without education in effective teamwork from the very beginning of the health provider’s educational journey and continued training throughout their career. Exemplars of care and educational innovation are rare, and systematic integration of IPE and IPCP is difficult to find. A quick scan of most health professions schools, where many nutrition and dietetics programs are housed, reveals a collection of siloed educational structures and processes working in parallel to transform practice independently and to be accountable to a number of affiliated practice organizations with little dialogue, integration, or collaboration.¹⁴ The purpose of this article is to provide an update on the progress of IPE within nutrition and dietetics and to call attention to the need for further integration of IPCP into the practice of the profession.

“for us all, as students, educators, clinicians, and researchers, to take up the mantle and lead the efforts in our learning and workplaces to engage in IPCP while pushing the boundaries of leadership in teaching, research, and practice.”

ACEND ACCREDITATION STANDARDS RELATED TO INTERPROFESSIONAL PRACTICE

KRDN 2.2	Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.
KRDN 2.5	Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services
CRDN 2.3	Demonstrate active participation, teamwork and contributions in group settings.
CRDN 2.4	Function as a member of interprofessional teams.
CRDN 2.6	Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
GP 5.2.10	Understands and respects roles and responsibilities of interprofessional team members.
GP 7.2.2	Works with and facilitates intraprofessional and interprofessional collaboration and teamwork.

Interprofessional education activities and new practitioner competence: Implications for practice in nutrition and dietetics education





Interprofessional Education Collaborative

Connecting health professions for better care

- 2009 IPEC formed from six national education associations of health professions
- 2016 invited additional professions to membership
- 2017 Academy of Nutrition and Dietetics joined
- 2024 Includes 21 health professions

Website: <https://www.ipecollaborative.org/>



Interprofessional Education Collaborative (IPEC)

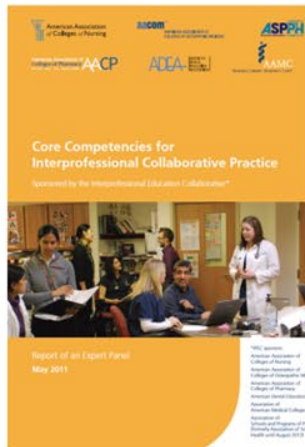
Mission: Ensure that new and current health professionals are proficient in the competencies essential for patient -centered, community - and population -oriented, interprofessional, collaborative practice

Key Strategy: Develop and promote core competencies for interprofessional collaborative practice

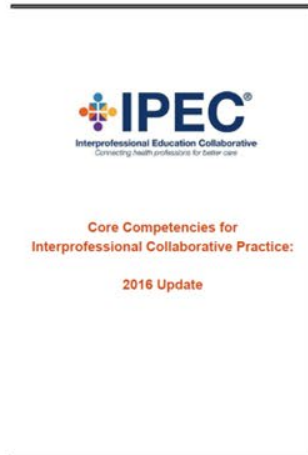


Interprofessional Education Collaborative (IPEC) Core Competencies For Interprofessional Collaborative Practice

2011



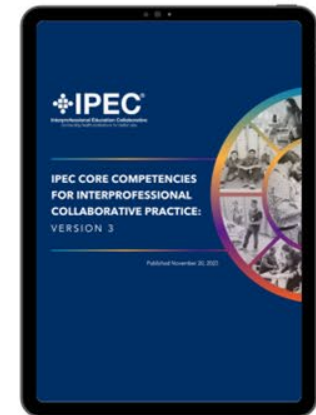
2016



2023



2023





IPEC Collaborative Practice Competency Domains

Values and Ethics

- Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.

Teams and Teamwork

- Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes.

Communication

- Communicate in a responsive, responsible, respectful, and compassionate manner with team members.

Roles and Responsibilities

- Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

VALUES AND ETHICS

Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.

VE1.

Promote the values and interests of persons and populations in health care delivery, One Health, and population health initiatives.

VE2.

Advocate for social justice and health equity of persons and populations across the life span.

VE3.

Uphold the dignity, privacy, identity, and autonomy of persons while maintaining confidentiality in the delivery of team-based care.

VE4.

Value diversity, identities, cultures, and differences.

VE5.

Value the expertise of health professionals and its impacts on team functions and health outcomes.

VE6.

Collaborate with honesty and integrity while striving for health equity and improvements in health outcomes.

VE7.

Practice trust, empathy, respect, and compassion with persons, caregivers, health professionals, and populations.

VE8.

Apply high standards of ethical conduct and quality in contributions to team-based care.

VE9.

Maintain competence in one's own profession in order to contribute to interprofessional care.

VE10.

Contribute to a just culture that fosters self-fulfillment, collegiality, and civility across the team.

VE11.

Support a workplace where differences are respected, career satisfaction is supported, and well-being is prioritized.

ROLES AND RESPONSIBILITIES

Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes.

RR1.

Include the full scope of knowledge, skills, and attitudes of team members to provide care that is person-centered, safe, cost-effective, timely, efficient, effective, and equitable.

RR2.

Collaborate with others within and outside of the health system to improve health outcomes.

RR3.

Incorporate complementary expertise to meet health needs including the determinants of health.

RR4.

Differentiate each team member's role, scope of practice, and responsibility in promoting health outcomes.

RR5.

Practice cultural humility in interprofessional teamwork.

COMMUNICATION

Communicate in a responsive, responsible, respectful, and compassionate manner with team members.

- C1.** Communicate one's roles and responsibilities clearly.
- C2.** Use communication tools, techniques, and technologies to enhance team function, well-being, and health outcomes.
- C3.** Communicate clearly with authenticity and cultural humility, avoiding discipline-specific terminology.
- C4.** Promote common understanding and teamwork towards shared goals.
- C5.** Practice active listening that encourages ideas and opinions of other team members.
- C6.** Use constructive feedback to connect, align, and accomplish team goals.
- C7.** Examine one's position, power, role, unique experience, expertise, and culture towards improving communication and managing conflicts.

TEAMS AND TEAMWORK

Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

TT1.

Describe evidence-informed processes of team development and team practices.

TT2.

Appreciate team members' diverse experiences, expertise, cultures, positions, power, and roles towards improving team function.

TT3.

Practice team reasoning, problem-solving, and decision-making.

TT4.

Use shared leadership practices to support team effectiveness.

TT5.

Apply interprofessional conflict management methods, including identifying conflict cause and addressing divergent perspectives.

TT6.

Reflect on self and team performance to inform and improve team effectiveness.

TT7.

Share team accountability for outcomes.

TT8.

Facilitate team coordination to achieve safe, effective care and health outcomes.

TT9.

Operate from a shared framework that supports resiliency, well-being, safety, and efficacy.

TT10.

Discuss organizational structures, policies, practices, resources, access to information, and timing issues that impact the effectiveness of the team.

Teaching IPEC Core Competencies





Values and Ethics

VE3: Value the expertise of health professionals and its impacts on team functions and health outcomes.

» Learners relate to roles and responsibilities of others

- First year students play “name that profession”
- Review scope of practice and ethical framework for all professions during All Professions Day

» Debrief from team engagements

What went well? / What did not?

What would we want to do differently next time?



Roles and Responsibilities

RR4. Differentiate each team member's role, scope of practice, and responsibility in promoting health outcomes.

- Learners must understand their own role and scope of practice before they can engage in teamwork
- First year dietetics students prepare an “elevator pitch” for the profession to articulate what they can offer as a team member



Communication

C7. Examine one's position, power, role, unique experience, expertise, and culture towards improving communication and managing conflicts.

- First and second year dietetics students write reflections after attending Unity Clinic specifically focused on:

How they contributed to the team

How they resolved any conflicts that arose



Teams and Teamwork

TT4: Use shared leadership practices to support team effectiveness.

- First-year students learn about leadership styles in clinical orientation
- Leadership reflection paper focuses on their role as leader in the team

Food is Medicine Initiatives



Ending Hunger and Reducing Diet-Related Diseases and Disparities



September 28, 2022, First White House Conference on Hunger, Nutrition, and Health in over 50 years to bring Americans together to achieve a bold goal: End hunger and increase healthy eating and physical activity by 2030, so that fewer Americans experience diet-related diseases like diabetes, obesity, and hypertension.

March 24, 2023, Renewed call to action by launching the White House Challenge to End Hunger and Build Healthy Communities.

Millions of Americans are affected by food insecurity and diet -related diseases — including heart disease, obesity, and type 2 diabetes — which are some of the leading causes of death and disability in the U.S. Lack of access to healthy, safe, and affordable food, and to safe outdoor spaces, contributes to hunger, diet-related diseases, and health disparities. The COVID-19 pandemic has exacerbated these challenges further.



Proceedings of the Summit on Medical Education in Nutrition

Documenting Three Days
of Discussion

Chicago, Illinois | March 12-14, 2023

The Summit was inspired in part by ACGME engagement with the US House of Representatives' "Food Is Medicine" Caucus and participation in the White House Conference on Hunger, Nutrition, and Health held in September 2022, which set forth a transformational vision to end hunger and reduce diet-related disease in the US by 2030. As participants in the conference, the ACGME and AAMC committed to hosting this Summit on Medical Education in Nutrition.

Website: <https://www.acgme.org/globalassets/pdfs/nutritionsummit/nutrition-summit-proceedings.pdf>



The NEW ENGLAND
JOURNAL of MEDICINE

SPECIALTIES ▾

TOPICS ▾

MULTIMEDIA ▾

CURRENT ISSUE ▾

LEARNING/CME ▾

AUTHOR CENTER


PUBLICATIONS ▾



EDITORIAL



Nutrition in Medicine — A New Review Article Series

Authors: Clement D. Lee, M.D. , C. Corey Hardin, M.D., Ph.D., Dan L. Longo, M.D., and Julie R. Ingelfinger, M.D. [Author Info & Affiliations](#)

Published April 10, 2024 | N Engl J Med 2024;390:1324-1325 | DOI: 10.1056/NEJMe2313282 | [VOL. 390 NO. 14](#)

“We hope that these reviews will highlight how food is selected, ingested, digested, and metabolized, allowing clinicians to tailor it as prevention and intervention for many common diseases. Let us move toward abandoning “food for thought” and adopting “food as practice” to improve the health of our patients worldwide.”



- *The* alliance of professionals collaborating to transform health and well -being
- Developed as a non-profit organization to advise governmental bodies on the health care system
- Dedicated to affordable, accessible, and coordinated quality health care
- Nutrition and Dietetics Academy formed in 2023

Academies	Membership
Athletic Training	
Audiology	
Dentistry	
Nursing	
Nutrition and Dietetics	
Occupational Therapy	
Optometry	
Pharmacy	
Physical Therapy	
Physician	
Podiatric Medicine	
Psychology	
Respiratory Care	
Social Work	
Speech-Language Pathology	
Veterinary Medicine	



NATIONAL
ACADEMIES
of PRACTICE

Nutrition
& Dietetics

Transforming Interprofessional Healthcare



GET INVOLVED!

- Annual Forum in Washington, DC
March 13-15, 2025 - Advocacy Day on the Hill
<https://www.napractice.org/annual-meeting-forum>
- Journal of Interprofessional Education (JIPE) -
free publication for members
- Associate membership anytime or apply for
Distinguished Fellow during open nominations

NASEM Global Forum on Innovation in Health Care Education

NATIONAL
ACADEMIES *Sciences
Engineering
Medicine*

- The Academy of Nutrition and Dietetics - member since 2012
- Diverse group of stakeholders network, discuss and illuminate about critical issues for the benefit and promotion of health professional education
- 37 member-sponsors of the Forum - academic experts and health professionals
- 17 different disciplines represented from multiple developed and developing countries
- Opportunity to attend virtual workshops and contribute comments to work groups



Other Resources and Organizations

- National Center for Interprofessional Education and Practice <https://nexusipe.org/>
- Association of Schools Advancing Health Professions <https://www.asahp.org/>
- American College of Lifestyle Medicine <https://lifestylemedicine.org/>
- American College of Culinary Medicine <https://culinarymedicine.org/>
- MedEdPortal <https://www.mededportal.org/>
- Nutrition and Dietetics Educators and Preceptors (NDEP) - Academy of Nutrition and Dietetics, Interprofessional Education Committee
 - NDEP portal
 - Mentorship opportunities



NDEP- Interprofessional Education Committee Opportunities for Educators

As an educator, would you like to get input and advice from someone with more experience designing and implementing an Interprofessional Educational (IPE) activity to help you achieve your program competencies?

The NDEP, IPE committee is offering a mentoring partnership to help you brainstorm or just bounce ideas for providing IPE activities in your program. The time required is variable based on the needs of the mentee but the amount of time you can plan to invest in a mentoring partnership is approximately 1 hour per month.

Please sign-up through the appropriate link below.

After you sign up, the NDEP IPE Committee will pair experienced IPE RDNs with those who desire a mentee. You can sign up to be a MENTOR or to be a MENTEE, please indicate on your form.

Thank you for participating!

[NDEP IPE Mentee link](#)

Questions?
ndepipecommittee@gmail.com





Breakout Room Objectives & Instructions

Breakout room objectives:

Each room will have a facilitator to lead the discussion and q/a. The objectives of the breakout session will be

1. Discuss how IPE competencies are met in your specific program (DPD, DI, CP, GP)
2. Discuss how challenges are faced and overcome in your specific program (DPD, DI, CP, GP)
3. Determine what factors contribute to successful IPE events.

At the bottom of your Zoom Screen hover over “BREAKOUT ROOMS” you will find a selection of rooms to choose from. Choose the room that best suits your needs and click on “JOIN”

Breakout Rooms & Facilitators:

- Didactic Program in Dietetics: Stephanie Petrosky
- Dietetic Internship: Sandra Mayol-Kreiser, Christine Meissner
- Coordinated Program: Katie Eliot
- Graduate Program: Faciliator Jennifer Bridenbaugh

If you have chosen the wrong room, simply hover over “BREAKOUT ROOMS” and select a different room to join.

For the last 5 minutes of the webinar we will join back into the main room. If you are exiting the room and would like to return to the Main Room, click on the lower right icon to “LEAVE ROOM” and choose “LEAVE BREAKOUT ROOM”

Be careful if you choose “LEAVE MEETING” you will leave the meeting.



NDEP- Interprofessional Education Committee Opportunities for Educators

[NDEP IPE Mentee link](#)

Questions?

ndepipecommittee@gmail.com





"A journey of a thousand miles begins with a single step."