

Welcome!

- **At your table find one unique thing that your group has in common.**
 - It should be unique to your group -- other groups will not have that in common (Example of a non-unique answer: “We attended CAB V.”).
- **Debrief**
 - Anything unique?

Making it Stick: Transformational Leadership to Successfully Implement and Sustain Interprofessional Innovations



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SCHOOL OF NURSING



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HOME OF SIDNEY KIMMEL MEDICAL COLLEGE



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Learning Objectives

By the end of the this session, participants will be better able to:

- Apply the theory of diffusion of innovations to recognize the stages and types of adopters in interprofessional initiatives
- Analyze strategies to maximize success for each stage and type of adopter in order to effectively lead and sustain interprofessional innovations
- Identify successful strategies to implement for each level of adopter to apply to existing programs in their own settings

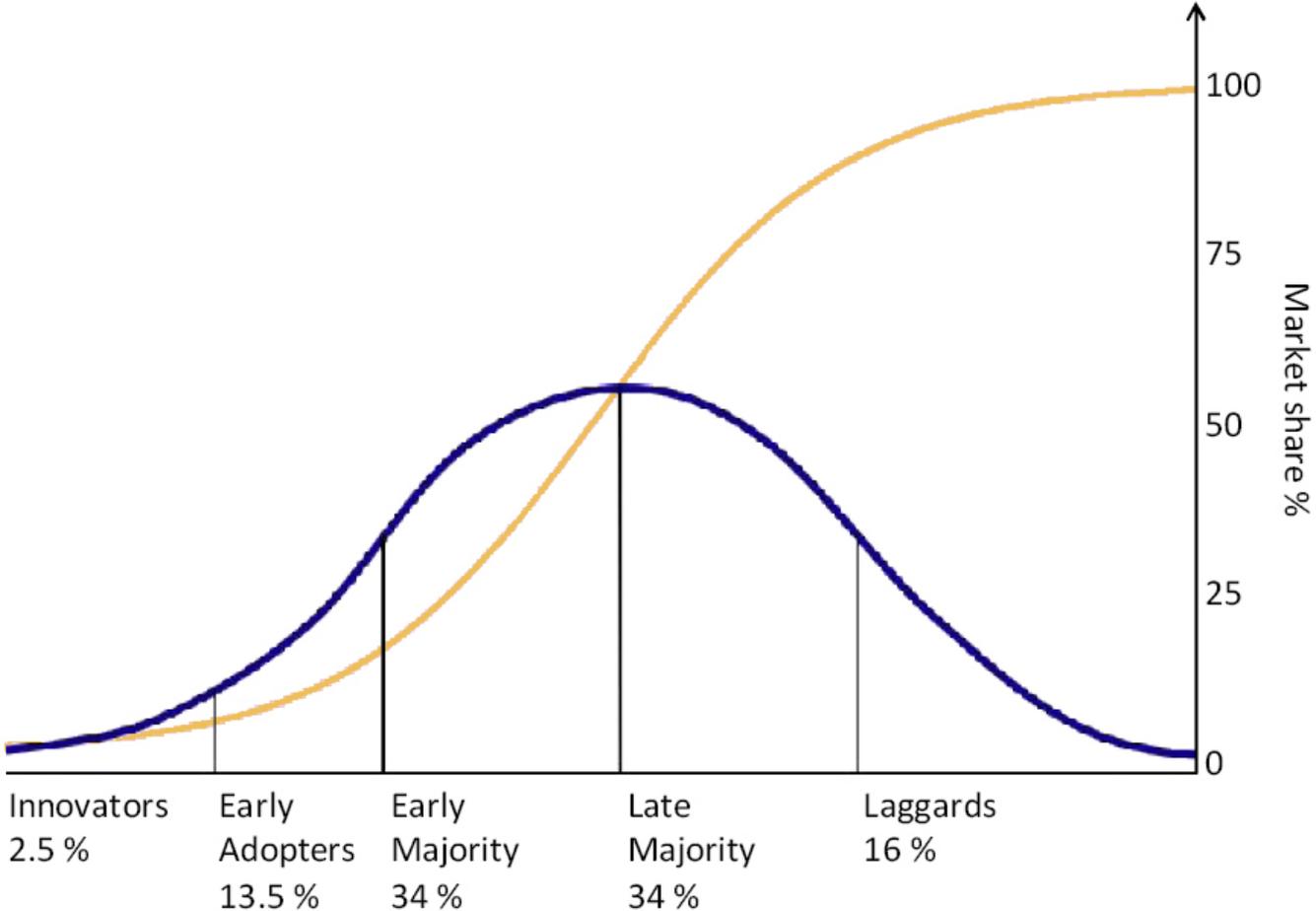
What is Diffusion of Innovations?

A **process** by which any **innovation** is **diffused** through certain channels and then **adopted over time** among members of a social system (e.g., a culture, subculture, organization, etc.)

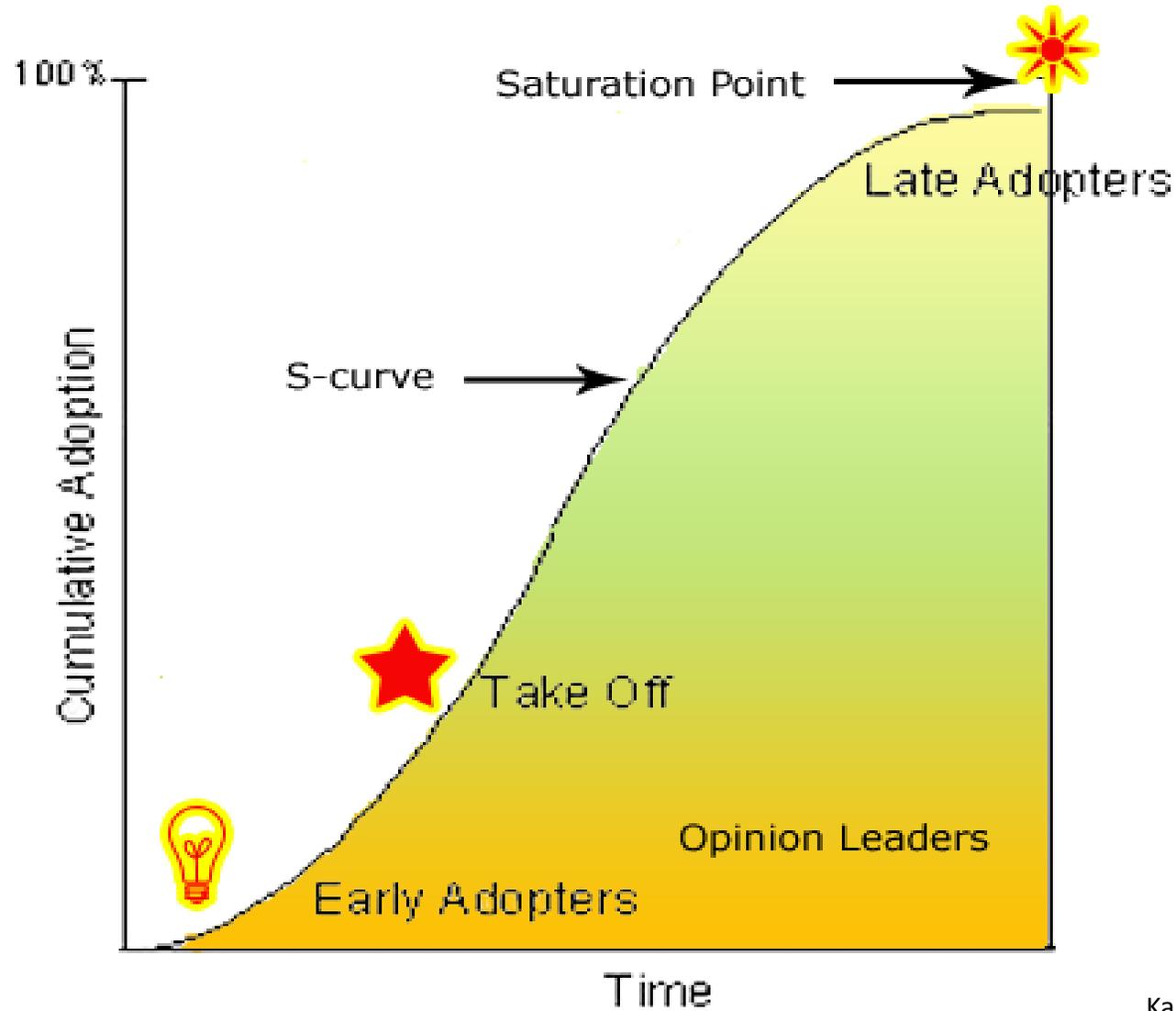
The process by which people adapt to a new idea



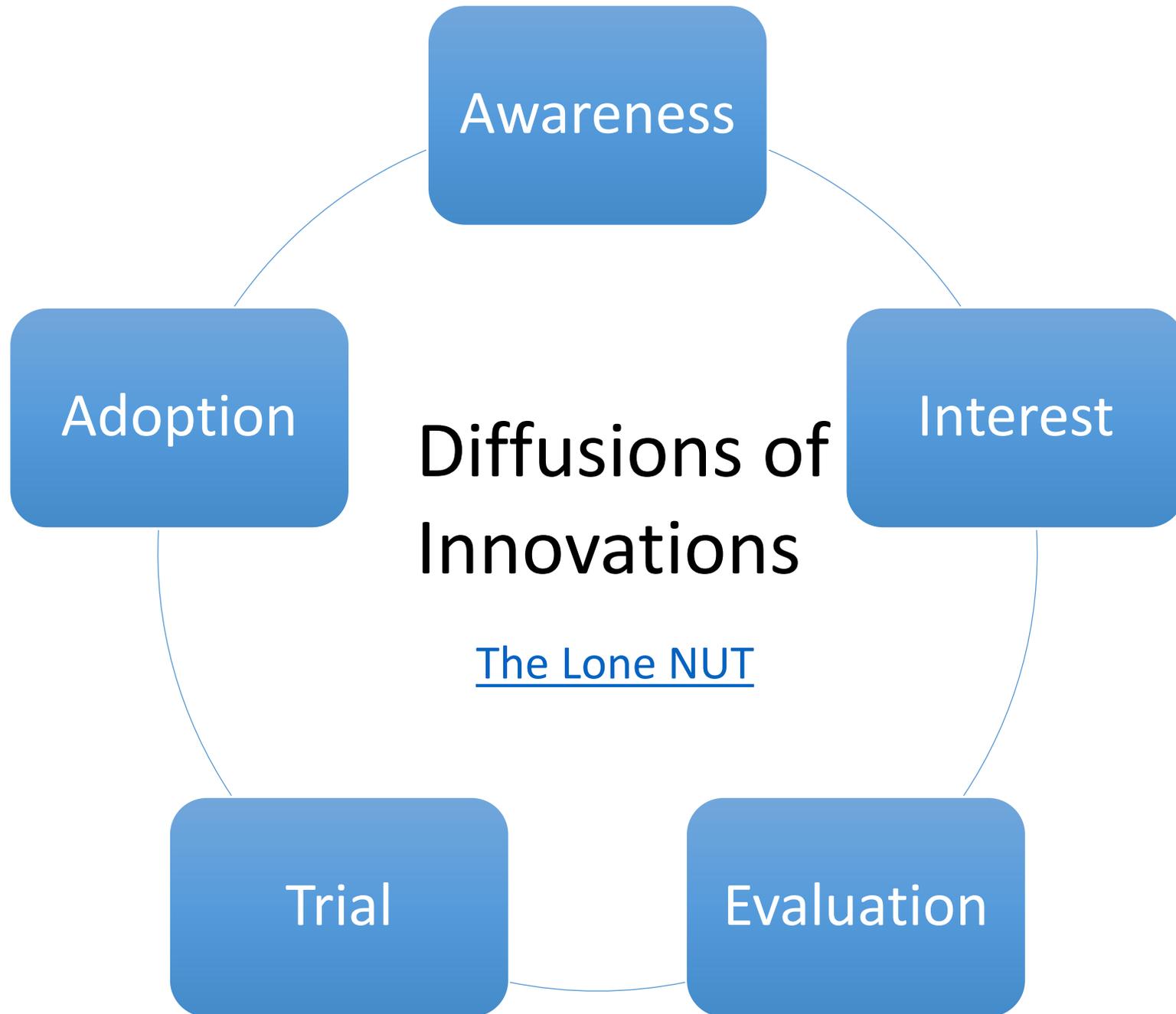
Theory of Diffusion of Innovations and Transformational Leadership



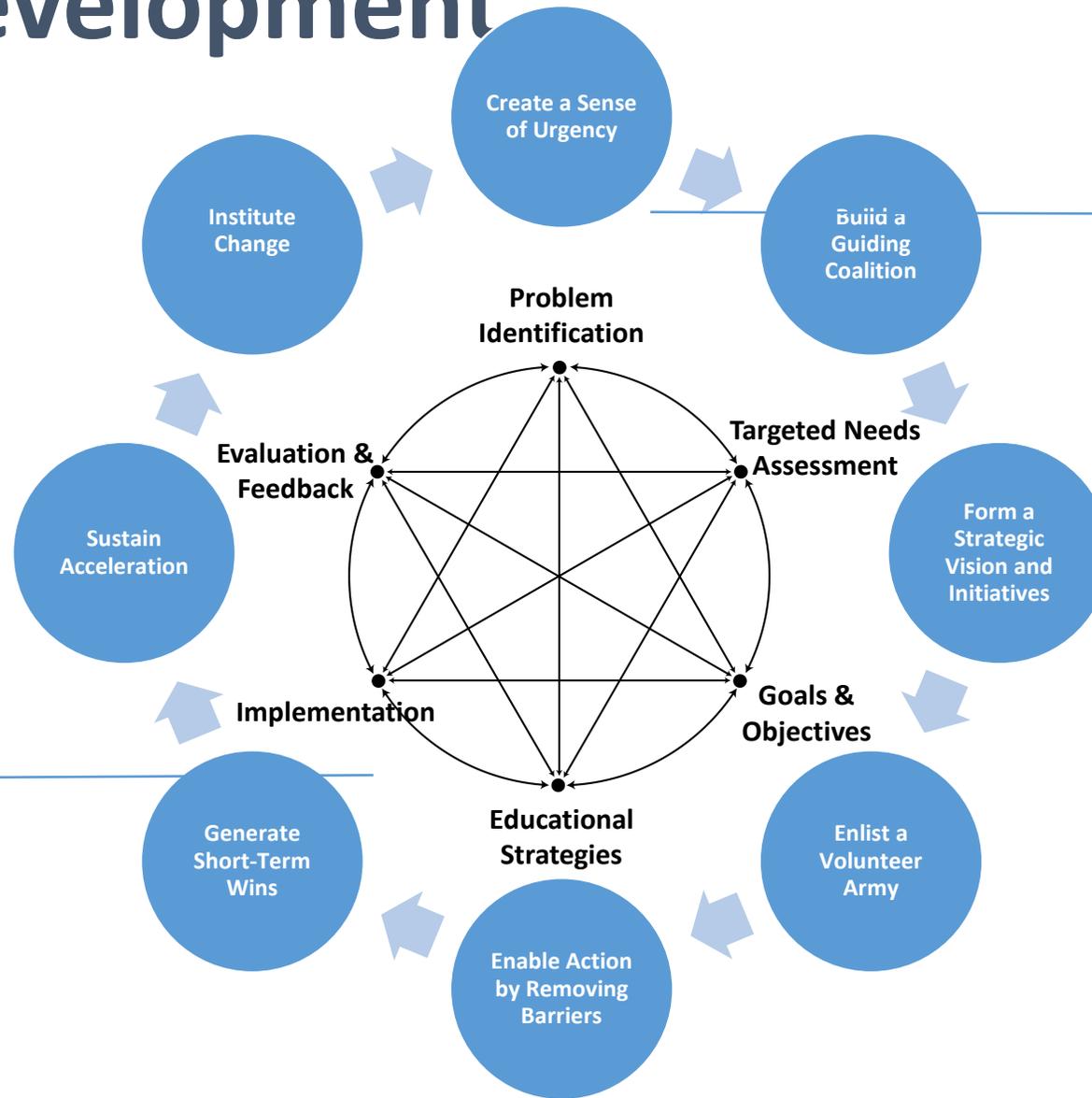
Diffusion Process



Kaminski, J. (Spring 2011). Diffusion of Innovation Theory
Canadian Journal of Nursing Informatics, 6(2). Theory in Nursing
Informatics Column. <http://cjni.net/journal/?p=1444>



Optimizing Development & Change Processes – Integrating Kotter & Kern



Kotter: Stepped Model for organizational change

<http://www.kotterinternational.com/the-8-step-process-for-leading-change/>

Kern: Systematic approach to curriculum development

Kern DE, et al: Curriculum Development for Medical Education – A Six-Step Approach. Baltimore: The Johns Hopkins Univ. Press. 2009

Case Study

Over the last three years, you have served as a Faculty Team Advisor for a new Interprofessional Student Hotspotting program at your University that brings together interprofessional students to work with “super-utilizer” patients in the community following a curriculum developed by the Camden Coalition. As part of this program, you provide support for your student team as they work to identify super-utilizers, enroll these patients as participants in the program, and navigate care delivery systems to assist patients. Over the last three years, you have found the experience to be tremendously rewarding for your senior-level students who have gained a deeper appreciation of causes for high-utilization of resources, and the role of social determinants of health, trauma-informed care, and motivational interviewing in caring for complex patients. Additionally, there is preliminary data to suggest that the program reduced healthcare utilization for the participating patients.

Case Study – cont'd

You are eager to scale up this program at your University and expand it from one student team to eight student teams. You are interested in integrating the program as a co-curricular offering and would like to have some students get “elective” credit or use it as a basis for their “capstone” work. A few colleagues from other are interested in potentially serving as Team Advisors. However, you currently have no money to support the growth of the program. The Deans and Provost at your University believe in the importance of training students in collaborative practice and know that that IPE is part of the accreditation requirements for all students on your campus, but they are not yet aware of your interest in expanding this program. As a member of the Provost’s Council and an Associate Dean in your profession, you know that academic funding took a hit this year and you worry about asking for additional funding or salary support given the current financial climate. Yet, you know that this innovative program has the potential to improve training at your institution, to engage senior level students in a dynamic collaborative practice and scholarly opportunity, and to help make a difference in your local community.

Small Group Work (20 min)

Guiding Questions on Handout



Large Group – Learning from each other

Group 1: **Knowledge** – *person becomes aware of an innovation and has some idea of how it functions*

Group 2: **Persuasion** – *person forms a favorable or unfavorable attitude toward the innovation*

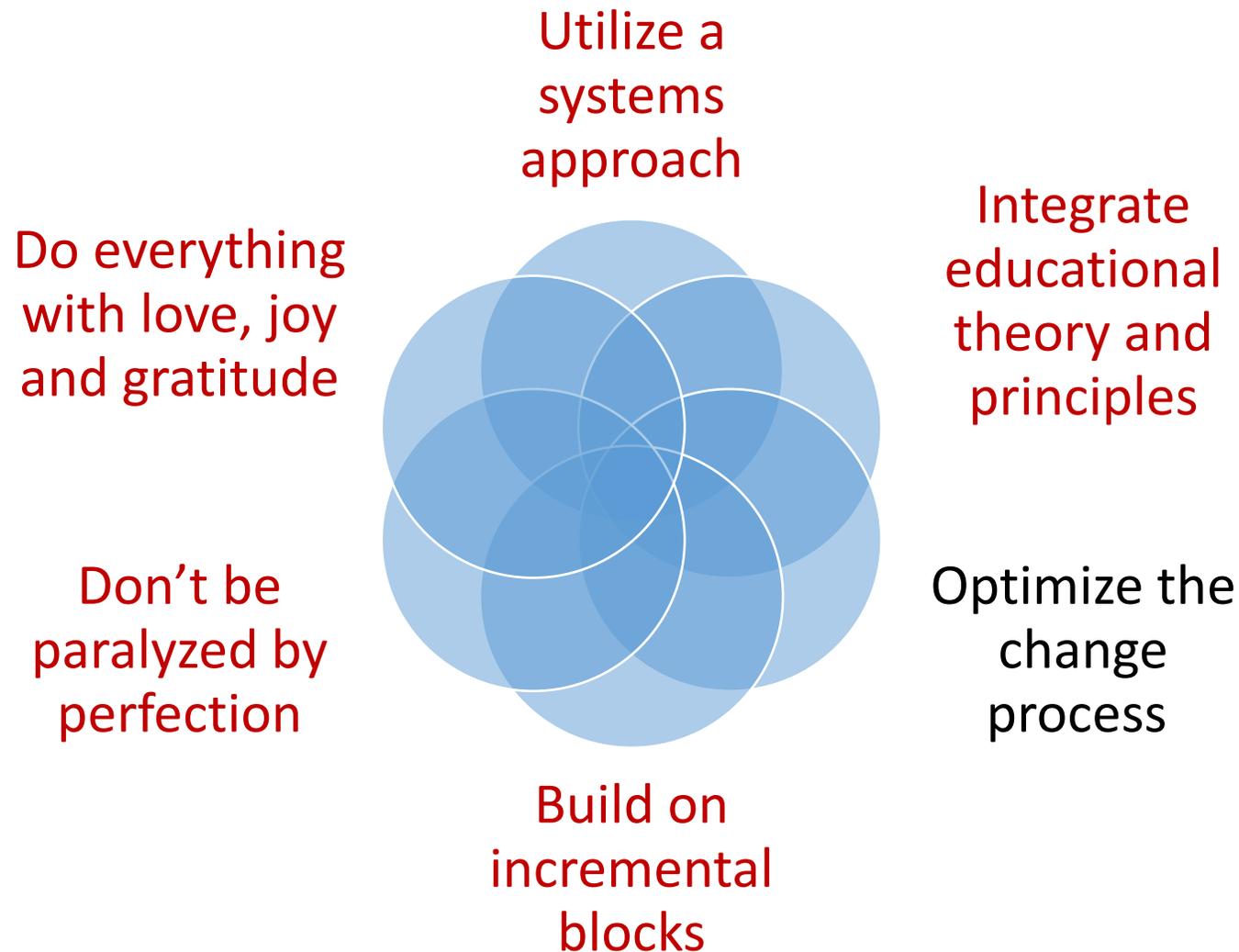
Group 3: **Decision** – *person engages in activities that lead to a choice to adopt or reject the innovation*

Group 4: **Implementation** – *person puts an innovation into use*

Reflection Exercise – Let's Make Action Plans



Wrap up and Key Take Home Lessons



Although IPE can be viewed as curriculum (what material is learned) or an instructional method (how material is learned), **its real promise lies in its role as a lever for promoting change.**
Dow & Thibault, NEJM 2017

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