## INNOVATIVE COLLABORATIVE PRACTICE: A JOURNEY TO INTERINSTITUTIONAL TRANSFORMATION

Elissa Foster, PhD; Donna Kiel, EdD; Kay Thurn, PsyD, RN



- ---Pedagogical best practices
  ---Education expertise
  - ---Communication expertise
    - ----Reflective teaching model
      - ---Research resources
        - ---Practitioner-centered approach to professional development

What happens
when university educators
interested in improving
health care
partner with
health care clinicians
interested in
improving education?

## Rush University Medical Center INPUT

---Awareness and identification of needs

- ---Resources for collaboration with non-clinical professionals
  - ---Leadership support for professional development
- ---Time away from clinical practice and teaching



## **Collaboration Features**

---Dialogic development
of learning
experiences
----Developmental
approach

with scaffolding of learning

---Responsiveness to evolving needs



## DePaul University OUTCOMES

---Expanding relationships and opportunities for collaboration ---Learning and insights into: pedagogy,

- communication, culture, systems level of practice
  - ---Direction for future collaboration

Rush University
Medical Center
OUTCOMES

---Redesigned student-centered,
engaged, curriculum
---Reflective practitioner
model of teaching

---More positive course evaluations
---Tools to address current challenges
---External perspectives on practice

What did you learn?... A few words from the participants... "Correcting, directing, empowering"
"Being mindful of the way I talk to patients"

Findings
Why is collaboration important?
-Brings new value
to both institutions
-Grounds research and theory in
contemporary context
-Power of bringing different expertise
together

"Being ready to engage in difficult conversations"

"Being more aware of emotions; both mine and the patients/families"

"Increase team cohesion"