

The Big Opportunity: Advancing a Culture of Interprofessionalism

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The Kotter's Accelerated Model for Change

**Based on John Kotter's 8-Step Process*



Definitions

- 1) **“BIG OPPORTUNITY”** is the center/core of Kotter’s model defined as the motivator or the key reason for change.
- 2) **“ACCELERATORS”** circle around the core. There are 8 energetic bodies that interact with various segments of the hierarchical structure or organizational structure, constantly looking for opportunities to interact
- 3) **INDIVIDUAL “ACCELERATORS”** can and will form simultaneously, initiatives and actions will influence one another, feedback loops are formed and essential for evaluation and sustainment of the “Big Opportunity”
- 4) **“VOLUNTEER ARMY”**, employees from within the hierarchy, form spontaneous groups, become accelerators, differ in roles and points of intersection, and are committed to change.

Disclaimer: This project is supported in part by funds from the Division of Nursing (DN), Bureaus of Health Professions (BHP), health Resources and Services Administration (HRSA), Department of Human services (HHS) under grant number D09HP25915 and title, Interprofessional Education Pediatrics through Aging (IPEPA) for \$1,119,455. The information or content and conclusions are those of the authors and should not be construed as the official position or policy of, nor should any endorsement be inferred by the DN, BHP, HHS or the U.S. Government.

“Accelerators” in Action

CREATE a sense of urgency, the core reason for cultural change

- ❖ Interprofessional education (IPE) chosen as a quality improvement program for accreditation through the Higher Learning Commission (HLC)
- ❖ Credentialing bodies for health care education added IPE as one of the standards for competency based education
- ❖ Human Resources and Services Administration (HRSA) grant for IPE obtained and provided start-up resources
- ❖ Grass roots movements from the students and faculty

BUILD a coalition: Linking the organizational hierarchy to accelerators

- ❖ Hospital: “Crew” initiative for quality and safety
- ❖ University: Academic Affairs, Student life, Deans, Curriculum Committees, Department of Marketing and Communication, and faculty

FORM strategies, vision and initiatives: Eliminating siloed education

- ❖ HRSA grant activity guide
- ❖ Integration into the University strategic plan
- ❖ Curricular IPE gap analysis

ENLIST a volunteer army

- ❖ Hospital: Committees for the development of Just Culture, Quality, and Safety initiatives
- ❖ University: Faculty development workshops, grant and IPE Champions, Roosevelt University, Rush Medical College initiatives, and IPE curricular committee

ENABLE action and remove barriers

- ❖ University Curriculum Committee (UCC) accepted definitions for IPE and Interprofessional Collaborative Practice (IPCP), meeting with the University leaders, deans and curriculum
- ❖ Evening workshops
- ❖ Innovative technology for Education Learning Activities.

GENERATE AND CELEBRATE short-term wins

- ❖ Success breeds success, 1125 students and 301 faculty attendees from 39 disciplines at IPE workshops
- ❖ Additional sources of funding, Student Life and Deans of Colleges
- ❖ IPE abstracts accepted at national conferences
- ❖ Monthly team meetings acknowledged and celebrated IPE accomplishments and contributions of volunteers

SUSTAIN acceleration

- ❖ Newly formed IPE Curriculum Sub-Committee with own cost center
- ❖ Approval of unified academic calendar across all colleges
- ❖ Recruitment at student orientations
- ❖ HLC quality and improvement proposal completed and submitted

INSTITUTE CHANGE: Transforming educational culture to IPE

- ❖ IPE included in University vision, mission, and strategic plan
- ❖ IPE curricular initiative developed and accepted by UCC and University Leadership and Deans
- ❖ IPE curricular initiative begins Fall of 2016 across all four colleges
- ❖ Certificate of completion of IPE activities on transcripts through Registrar

Historically, education has been siloed by disciplines leaving little room for interprofessional education to take place. Culture within an academic organization determines the strategies, modes of operation, goals, values, and terminal student learning outcomes. Using Kotter’s accelerated change management model, as a worksheet for educational cultural change, is an effective method to break complacency, generate ideas, align people, and overcome resistance to change.