INNOVATIVE COLLABORATIVE PRACTICE: A JOURNEY TO INTERINSTITUTIONAL TRANSFORMATION
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What happens when university educators interested in improving health care partner with health care clinicians interested in improving education?

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

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

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

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

“Being ready to engage in difficult conversations”
“Being more aware of emotions; both mine and the patients/families”
“Increase team cohesion”