Building Your IPE Curriculum Using the Bolman and Deal's Four Framework Approach

National Summit on the Future of IPE

Joy Doll, OTD, OTR/L, Associate Professor Ann Ryan Haddad, PharmD, Professor Gail Jensen, PhD, PT, FAPTA, Professor Katie Packard, PharmD, Associate Professor Meghan Potthoff, PhD, APRN-NP, Assistant Professor Center for Interprofessional Practice, Education and Research (CIPER)







This activity has been planned and implemented by the National Center for Interprofessional Practice and Education.

The National Center for Interprofessional Practice and Education is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE) and the American Nurses Credentialing Center (ANCC), to provide continuing education for the health care team.

Physicians: The National Center for Interprofessional Practice and Education designates this live activity for a maximum of **1.5** *AMA PRA Category 1 Credits*[™].

Physician Assistants: The American Academy of Physician Assistants (AAPA) accepts credit from organizations accredited by the ACCME.

Nurses: Participants will be awarded up to **1.5** contact hours of credit for attendance at this workshop.

Nurse Practitioners: The American Academy of Nurse Practitioners Certification Program (AANPCP) accepts credit from organizations accredited by the ACCME and ANCC.

Pharmacists: This activity is approved for 1.5 contact hours (.15 CEU) UAN: 0593-0000-16-017-L04-P





Disclosures

The National Center for Interprofessional Practice and Education has a conflict of interest policy that requires disclosure of financial interests or affiliations of organizations with a direct interest in the subject matter of the presentation.

Anna Maio, Ann Ryan Haddad, Katie Packard, Joy Doll, Cindy Costanzo, Meghan Pothoff, Gail Jensen

do not have a vested interest in or affiliation with any corporate organization offering financial support or grant monies for this interprofessional continuing education activity, or any affiliation with an organization whose philosophy could potentially bias his/her presentation.





Interprofessional continuing education credit will be awarded to participants that paid the continuing education credit fee while registering for the Summit.

Those participants that paid the interprofessional continuing education credit fee must do the following for each workshop attended to secure credit for the session:

- 1) Sign the session attendance roster.
- 2) Complete the session evaluation.

Session Objectives

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

- Understand Bolman and Deal's Four Framework Approach to Leadership
- Concentrate on one frame in the model (i.e. structural, human resources, political or symbolic) and its impact on your IPE effort
- Identify opportunities and challenges related to that frame and the implementation to your IPE curriculum



The Plan

- Introductions
- Introduce Bolman & Deal Framework
- Share our Story
- Your Application
- Sharing Your Story
- The Road Ahead
- Your Advice

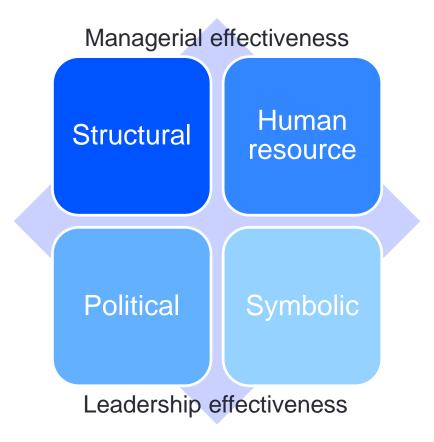


Welcome and Introductions

- Why are you here in this workshop?
- What are your goals?



Bolman and Deal's Framework





Structural

- Goal setting
- Accountability
- Policy generation



Human resource

- Relationships
- People focused how to ensure a fit between people and organization



Political

- Addressing conflict
- Building collaboration
- Negotiation

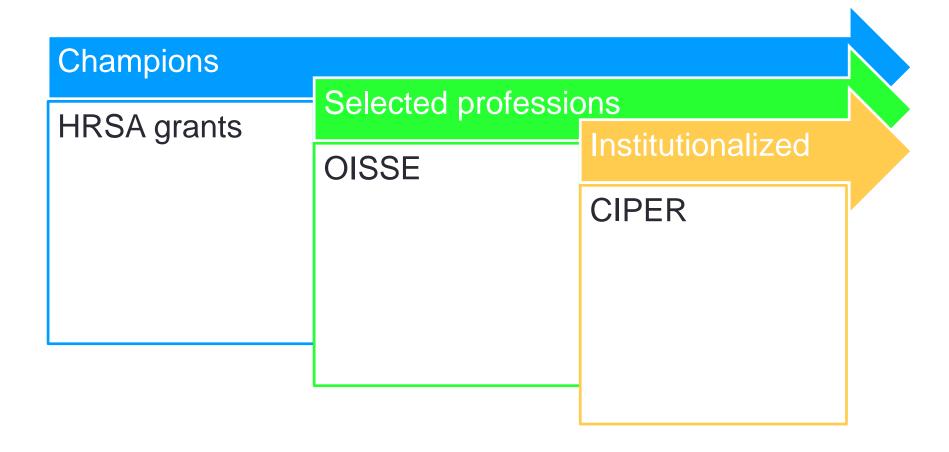


Symbolic

Culture



Our story



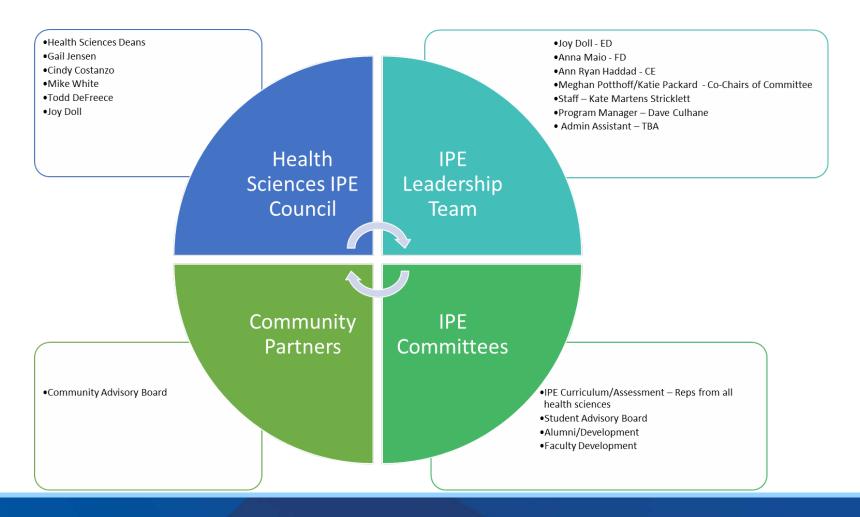


The real journey!





How Did We Get Here?





Our story

- Accreditation guidelines
- Developed logic model
- Multiple proposals to final CIPER
- Leadership changes
- Gender bias
- Resource competition
- Lack of understanding of IPE/IPCP

Managerial effectiveness

Structural

Human resource

- Passionate team
- Champions and experts
- Grit founded in moral agency

Political

Symbolic

- Mission
- Educational imperative
- Professional formation

Leadership effectiveness



Leadership changes

Strategies

Accreditation guidelines; involve the National Center to educate leadership



Gender bias

Strategies

Female champions in higher leadership on team; recognize the barrier; involve male leadership to support



Resource competition

Strategies

Leverage shared resources; Dean's council representative with IPE champion; creative strategies by stakeholders



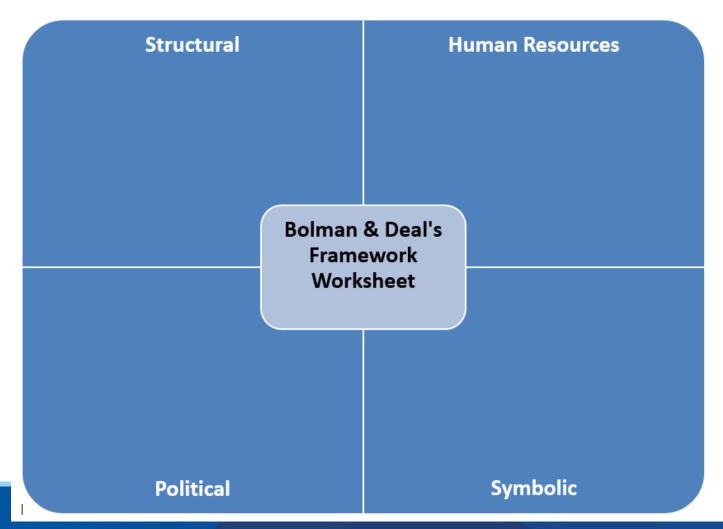
Lack of understanding of IPE/IPCP

Strategies

Create educational tools; approach as hub to support, rather than dictate; moral agency as a buy-in strategy

Your Turn!

Choose one of the four frames that is your most challenging to reflect upon



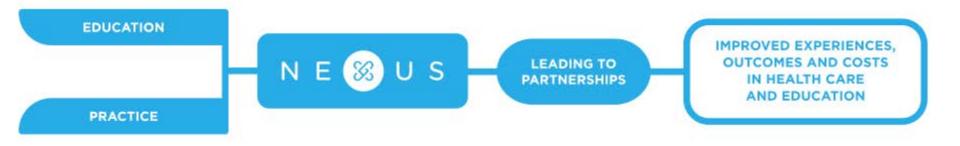


Share your Story



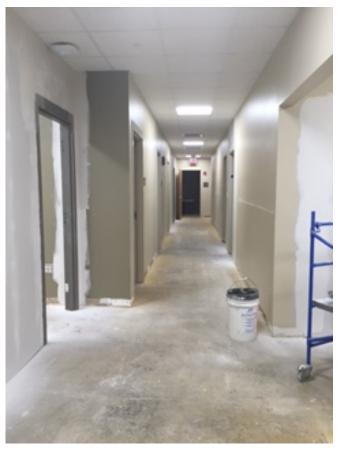


Tie to the National Picture





Our wins...



- Space centrally located
- FTEs
- Established IPE course
- Commitment for Committee



The ongoing battle...





What advice do you have to give?





Closing

- Thank you!
- Visit us here:
 https://healthsciences.creighton.edu/interprofessional-essional-education/center-interprofessional-practice-education-research-ciper
- Facebook: <u>https://www.facebook.com/CreightonCIPER/?</u> ref=aymt_homepage_panel



References

- Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human Resource Management*, 30(4), 509-534.
- Ho, K., Jarvis-Selinger, S., Borduas, F., Frank, B., Hall, P., Handfield-Jones, R., ... & Ferdinands, L. (2008). Making interprofessional education work: The strategic roles of the academy. *Academic Medicine*, 83(10), 934-940.
- Institute of Medicine (2015). Measuring the impact of interprofessional education on collaborative practice and patient outcomes. Washington DC: Institute of Medicine.
- Lutfiyya, M. N., Brandt, B. F., & Cerra, F. (2016). Reflections from the intersection of health professions education and clinical practice: The state of the science of Interprofessional Education and Collaborative Practice. Academic Medicine.



Creighton UNIVERSITY