Welcome!

BCH Academy
Spring Education Retreat
April 12, 2024
To receive credit for today’s BCH Academy Seminar:

Text 4655 ➔ 617-648-7950
Disclosures

The speaker(s) do not have any financial relationships to disclose.
Announcements
### 2024 Health Professional Education Innovation Grant Award Winners

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
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<tbody>
<tr>
<td>Caitlin O'Brien, MSN, RN, CCRN &amp; Anne Sullivan, MD</td>
<td>Development and evaluation of a novel virtual reality simulation curriculum to improve neonatal intensive care multidisciplinary team essential skills and knowledge.</td>
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<tr>
<td>Jill O'Hara, MD, MPH</td>
<td>Development and implementation of a longitudinal spaced-repetition deliberate practice curriculum in a pediatric critical care medicine fellowship.</td>
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<tr>
<td>Michael Fishman, MD</td>
<td>Finding meaning in variation: Exploring how trainees experience and identify variation in clinical management.</td>
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<tr>
<td>Hadley Bloomhardt, MD</td>
<td>Increasing pediatric resident preparedness and engagement in facilitating interdisciplinary team-family meetings through interprofessional communication skills.</td>
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# Upcoming BCH Academy Seminars

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Wed, May 15, 2024</td>
<td>12 – 1pm</td>
<td>Instructional Design Excellence: Harnessing Technology for Educational Success</td>
</tr>
<tr>
<td>Mon, June 11, 2024</td>
<td>12 – 1pm</td>
<td>Understanding and Addressing Imposter Syndrome in Health Professional Learners</td>
</tr>
<tr>
<td>Mon, Sep 16, 2024</td>
<td>12 – 1pm</td>
<td>Mastering the Art of Advanced Small Group Teaching: Strategies for Engaging and Empowering Learners</td>
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[https://dme.childrenshospital.org/professional-development/events/](https://dme.childrenshospital.org/professional-development/events/)
https://dme.childrenshospital.org/professional-development/academy-session-archive/

Please Note: To receive Academy participation credit for watching the archived sessions, you will need to send 3 take-home points to BCHAcademy@childrens.harvard.edu
2024 – 2025 Request for Applications for the BCH Academy

June 3, 2024
BCH Academy Membership Annual Report

Distributed on June 19th
Due August 1st
It Takes a Village – Learning About, With, and From the Diversity of Health Professions
Meet the Keynote Speakers

Kelsey Miller, MD, EdM
Pediatric Emergency Medicine Physician
Boston Children’s Hospital

Andrea M. Barker, MPAS, PA-C
Physician Assistant & Clinician Educator,
Veterans Affairs Medical Center
Salt Lake City, UT
This Afternoon

- Presentation
- Panel
- Facilitated Activity
This Afternoon

Why care about interprofessional workplace learning?

Recognizing interprofessional workplace learning

Understanding interprofessional workplace learning

What can we do to promote interprofessional workplace learning?
This Afternoon

Why care about interprofessional workplace learning?

Recognizing interprofessional workplace learning

Understanding interprofessional workplace learning

What can we do to promote interprofessional workplace learning?
What are we talking about?
Why talk about this?
Multiple health workers from different professional backgrounds work together with patients, caregivers, and communities to deliver the highest quality of care.
Why talk about this?

Someone who has learned how to work in an interprofessional team and is competent to do so.
Students from two or more professions learn about, from and with each other to enable effective collaboration.
IPE = Necessary Step

Beyond the Lamppost: A Proposal for a Fourth Wave of Education for Collaboration
Elise Paradis, MA, PhD, and Cynthia R. Whitehead, MD, MScCH, PhD

Can We Realize Our Collaborative Potential? A Critical Review of Faculty Roles and Experiences in Interprofessional Education
Francesca M. Cimino, MD, Lara Varpio, PhD, Abigail W. Konopasky, PhD, Andrea Barker, MPAS, PA-C, Renée E. Stalmeijer, MSc, PhD, and Ting-Lan Ma, PhD

From interprofessional education to interprofessional practice: exploring the implementation gap
Jackie Ravet*
What happened to the workplace?
TEAMING, Not TEAMS

• TEAM = stable group of people cooperating to pursue a common goal

• Collaborations in the workplace are often spontaneous with people coming together briefly with little personal familiarity = TEAMING
Learning Potential of the Workplace

• Learners are present for and participating in these interactions

• When, how, and what might they be learning?

• How we might harness these interactions to develop competent, collaborative health professionals?
This Afternoon

- Why care about interprofessional workplace learning?
- Recognizing interprofessional workplace learning
- Understanding interprofessional workplace learning
- What can we do to promote interprofessional workplace learning?
Intraprofessional Education
Intraprofessional Education

Interprofessional Education

Social Work
MD/DO
Pharmacy
PA
Nursing
PT/OT
Intraprofessional Education

Interprofessional Education

Collaborative Practice

Social Work

MD/DO

PT/OT

Nursing

Pharmacy

PA
Intraprofessional Education

Interprofessional Education

Collaborative Practice
Intraprofessional Education

Interprofessional Education

Collaborative Practice

Social Work

PT/OT

MD/DO

Pharmacy

Nursing

PA
What do we know about these interactions?
What do we know about these interactions?

Ad hoc and transient
What do we know about these interactions?

Informal (outside formalized education structure)
What do we know about these interactions?

New, unfamiliar settings for learners
What do we know about these interactions?

Related to patient care/safety
What do we know about these interactions?

Hierarchy is different
What do we know about these interactions?

Impacted by professional boundaries
The goal of interprofessional learning in the workplace should be focused on how to view everyday practices as opportunities to optimize learning, collaboration, and teaming.

Who have you interacted with *outside your profession* that impacted your development?
Workplace Guidance

All that health professionals do (or intentionally not do) to support learners' professional development

Learning from patient care

Teach clinical knowledge/skills
Procedures
Educationally valuable cases
Workplace Guidance

All that health professionals do (or intentionally not do) to support learners' professional development

Learning from patient care
- Teach clinical knowledge/skills
- Procedures
- Educationally valuable cases

Demonstrating
- Orientation to clinical system
- Patient care coordination
- Time management
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Support
- Offer professional/emotional help
- Safe learning environment
- Reassure or encourage

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**Socialization**
- Team member roles
- Typical communication flow
- Familiarize with preferences/practice styles
Workplace Guidance

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Feedback
- Formative, informal
- Patient care plans
- Patient safety
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**Involvement in evaluations**
- Summative, formal
- Invited to provide input
- Insight into professionalism
Who *outside your profession* have you guided in the workplace?
What type of guidance have you provided to individuals outside your profession?
This Afternoon

Presentation

- Why care about interprofessional workplace learning?
- Recognizing interprofessional workplace learning
- Understanding interprofessional workplace learning
- What can we do to promote interprofessional workplace learning?
Goals of Health Professions Education

• Professional competence

• Collaborative practice-ready
How can we achieve these goals?

According to socio-cultural learning theories, learning:

• occurs through (progressively) participating

• is fundamentally social
How can we achieve these goals?

According to socio-cultural learning theories, learning:

• occurs through (progressively) participating
  Develop competence through authentic experience
• is fundamentally social
How can we achieve these goals?

According to socio-cultural learning theories, learning:

• occurs through (progressively) participating

• is fundamentally social

  Guidance from more experienced members of the workplace
Becoming a competent healthcare professional vs. a competent member of healthcare teams
Becoming a competent healthcare professional vs. a competent member of healthcare teams

Understanding roles, role boundaries, and what is required to be an effective member of your profession on healthcare teams

Credit: Stalmeijer & Varpio, 2021
Becoming a competent healthcare professional vs. a competent member of healthcare teams

Understanding roles, role boundaries, and what is required to be an effective member of your profession on healthcare teams

Shared understanding of goals and repertoire of skills/expertise
Common language and resources

Credit: Stalmeijer & Varpio, 2021
Knowledgeability

Understanding roles, role boundaries, and what is required to be an effective member of your profession on healthcare teams

Shared understanding of goals and repertoire of skills/expertise
Common language and resources
Learning in the *Landscape of Practice*

Learning to interact with all the communities that have the *shared purpose* of patient care
Learning in the *Landscape of Practice*

Learning to interact with all the communities that have the *shared purpose* of patient care by crossing *boundaries* between communities.
What is a boundary?

Socio-cultural difference that may lead to discontinuity in action or interaction.
What is a boundary?

- Differences in language (profession-specific acronyms)
- Differences in workflows (EHR)
- Differences in practices (call vs page)
- Differences in roles (order vs administer)
What “boundaries” have you encountered in working with colleagues from other professions?
Learning through *Boundary Crossing*

Learning through *Boundary Crossing*

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Learning through *Boundary Crossing*

- Identification
- Coordination
- Perspective Making & Taking
- Transformation

How to work together to accomplish a shared task?
Learning through *Boundary Crossing*

- Identification
- Coordination
- Perspective
- Making & Taking
- Transformation

How do our practices differ? What do you need from me, what do I need from you?
Learning through *Boundary Crossing*

- Identification
- Coordination
- Perspective Making & Taking
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Adjusting practices when practices do not align
# Learning through *Boundary Crossing*

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What are we talking about?

Support
What are we talking about?

Demonstrating and socializing
What are we talking about?

Different knowledge
What are we talking about?

Who am I, who are you, how do we interact?

How to work together to accomplish a shared task?

How do our practices differ?
What are we talking about?

- Increased participation (card flip)
- Profession-relevant knowledge (different types of CVLs)
- Collaborative skills (asking RT on rounds)
What are we talking about?

Feedback

Learn from patient care
What are we talking about?

Socialization
What are we talking about?
What are we talking about?

Who am I, who are you, how do we interact? (Identification)

How do our practices differ? (Perspective-taking)
Potential of Interprofessional Workplace Learning

- Support and influence opportunities to participate
- Access to different professional and collaborative knowledge
- Unique feedback perspective
This Afternoon

Presentation

Why care about interprofessional workplace learning?

Recognizing interprofessional workplace learning

Understanding interprofessional workplace learning

What can we do to promote interprofessional workplace learning?
What are some potential barriers to learning from interprofessional interactions in clinical workplaces?
3 Major Barriers

Ad hoc, transient and informal – may go unrecognized by learners

Different languages and practices – may be difficult to translate

Siloed training systems and professional hierarchies – may be undervalued by learners
Opportunities

- Socialize
- Scaffold
- Model
- Formalize
- Reflect
Thank You

- Our PhD teams: **Renee Stalmeijer**, Lara Varpio, Abigail Konopasky, Michael Soh, Anique de Bruin, Jonathan Ilgen, Martin Pusic

- Salt Lake City VA MSK Center of Excellence team and BCH Division of Emergency Medicine and Office of Faculty Development

- BCH planning team: Alan Leichtner, Lori Newman, Ginny Do, Eva Gomez
Remainder of Afternoon: Explore Opportunities

- Presentation
- Panel
- Facilitated Activity
Meet the Panelists

Jennifer Kesselheim, MD, MEd, MBE
CIO, Graduate Medical Education
Program Director, Pediatric Hem/Onc Fellowship

Ellen Brennan, PT, DPT, PCS
Manager, Education & Compliance,
Departments of PT and OT

Anna Gardner, PA-C
Director, Physician Assistant Services

Florence Gagné, MD
Complex Care Fellow

Ali Henry, MSW II, LICSW
Clinical Social Worker, Division of Gastroenterology, Hepatology, and Nutrition

Eva Gómez, MSN, RN, NPD-BC, CPN
Sr. Director, Patient Care Diversity, Inclusivity, and Professional Advancement

Eva Gómez, MSN, RN, NPD-BC, CPN
Sr. Director, Patient Care Diversity, Inclusivity, and Professional Advancement

Florence Gagné, MD
Complex Care Fellow

Erin Tibbetts, PharmD, BCPPS
Program Director, PGY-2 Pediatric Pharmacy Residency
Remainder of Afternoon: Explore Opportunities

- Presentation
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Facilitated Activity

1. Map all the people in your workplace.
2. Add learner(s) from your own profession and/or other professions who engage in your workplace.
3. Indicate which people the learner(s) interact with.
4. Indicate the strength of the interactions between learner(s) and the other health professionals.
5. Identify factors that influence the strength of the interactions.
Musculoskeletal Center of Excellence Clinic

One workroom with 6 outpatient clinic rooms in hallway

Interdisciplinary & Interprofessional

Regular rotation of physician learners

Intermittent rotation of other learners

No direct nursing or social work support
Musings on Mapping

Which interprofessional interactions seem important to increase or strengthen for learners in your workplace?
This Afternoon

Presentation → Panel → Facilitated Activity
Key Takeaways

Goal of training is competent, collaborative health professionals

Interprofessional workplace interactions facilitate learning by
• Increasing learner participation
• Providing access to greater knowledge
• Catalyzing boundary crossing

Opportunity to better capitalize on learning potential of interprofessional workplace interactions
Vision For The Future

• Empowering and scaffolding interprofessional workplace learning at the individual and systems level

• Increased research attention on interprofessional workplace learning

• Better realize the goal of preparing professionally competent, collaborative-ready healthcare professionals
Exploring the contribution of interprofessional workplace learning to the development of physicians across the spectrum of training.
Exploring the educational contributions of PAs and NPs to GME Workplace Learning

How Advanced Practice Clinicians Support Education For and Contribute To Education Of Residents: A Critical Literature Review

Andrea M. Barker, MPAS, PA-C, Abigail W. Konopasky, PhD, Lara Varpio, PhD, Michael Soh, PhD, Brian R. Poole, MD, and Renée E. Stalmeijer, MSc, PhD
Commitments For the Future

What is one thing you will start doing to realize the learning potential of interprofessional workplace interactions?
Thank You

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• BCH planning team: Alan Leichtner, Lori Newman, Ginny Do, Eva Gomez

• Panelists and educational leads

Contact info: kelsey.miller@childrens.harvard.edu and andrea.barker@va.gov