

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

Caitlin O'Brien, MSN, RN, CCRN & Anne Sullivan, MD	Development and evaluation of a novel virtual reality simulation curriculum to improve neonatal intensive care multidisciplinary team essential skills and knowledge.
Jill O'Hara, MD, MPH	Development and implementation of a longitudinal spaced-repetition deliberate practice curriculum in a pediatric critical care medicine fellowship
Michael Fishman, MD	Finding meaning in variation: Exploring how trainees experience and identify variation in clinical management
Hadley Bloomhardt, MD	Increasing pediatric resident preparedness and engagement in facilitating interdisciplinary team-family meetings through interprofessional communication skills



Upcoming BCH Academy Seminars

Wed, May 15, 2024 12 – 1pm	Instructional Design Excellence: Harnessing Technology for Educational Success
Mon, June 11, 2024 12 – 1pm	Understanding and Addressing Imposter Syndrome in Health Professional Learners
Mon, Sep 16, 2024 12 – 1pm	Mastering the Art of Advanced Small Group Teaching: Strategies for Engaging and Empowering Learners

<https://dme.childrenshospital.org/professional-development/events/>



BCH Academy Session Archive Page

<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**

Submitting Successful Education Grant Applications

Connect with prior grant winners

Collaborate with others

Plan your Calendar and Costs

Clear and Compelling

Meet the Criteria

Copyedit!

Share with a Colleague

The Cs of Successful Grant Writing

Watch on YouTube

BCH Academy Seminar Archive 59 Videos

- Submitting Successful Education G... 1:01:12
- Effective Strategies to Promote Crit... 1:02:34
- Making Near Misses Count: Turning ... 57:48
- Effective Lecturing/Enhanced Learn... 1:02:16
- Promoting a Gender-Inclusive Learni... 56:16
- Developing Effective Curricula: A Si... 1:12:51
- Making it OK to Say You Can Do Bette... 43:32

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*

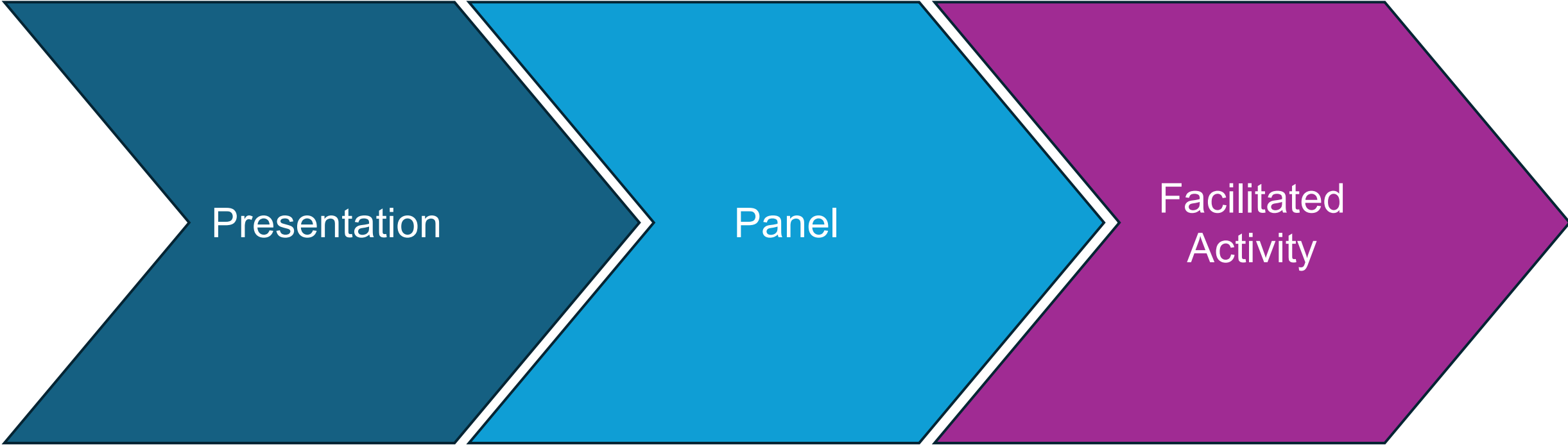


Andrea M. Barker, MPAS, PA-C

*Physician Assistant & Clinician Educator,
Veterans Affairs Medical Center
Salt Lake City, UT*



This Afternoon



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?

This Afternoon



Presentation

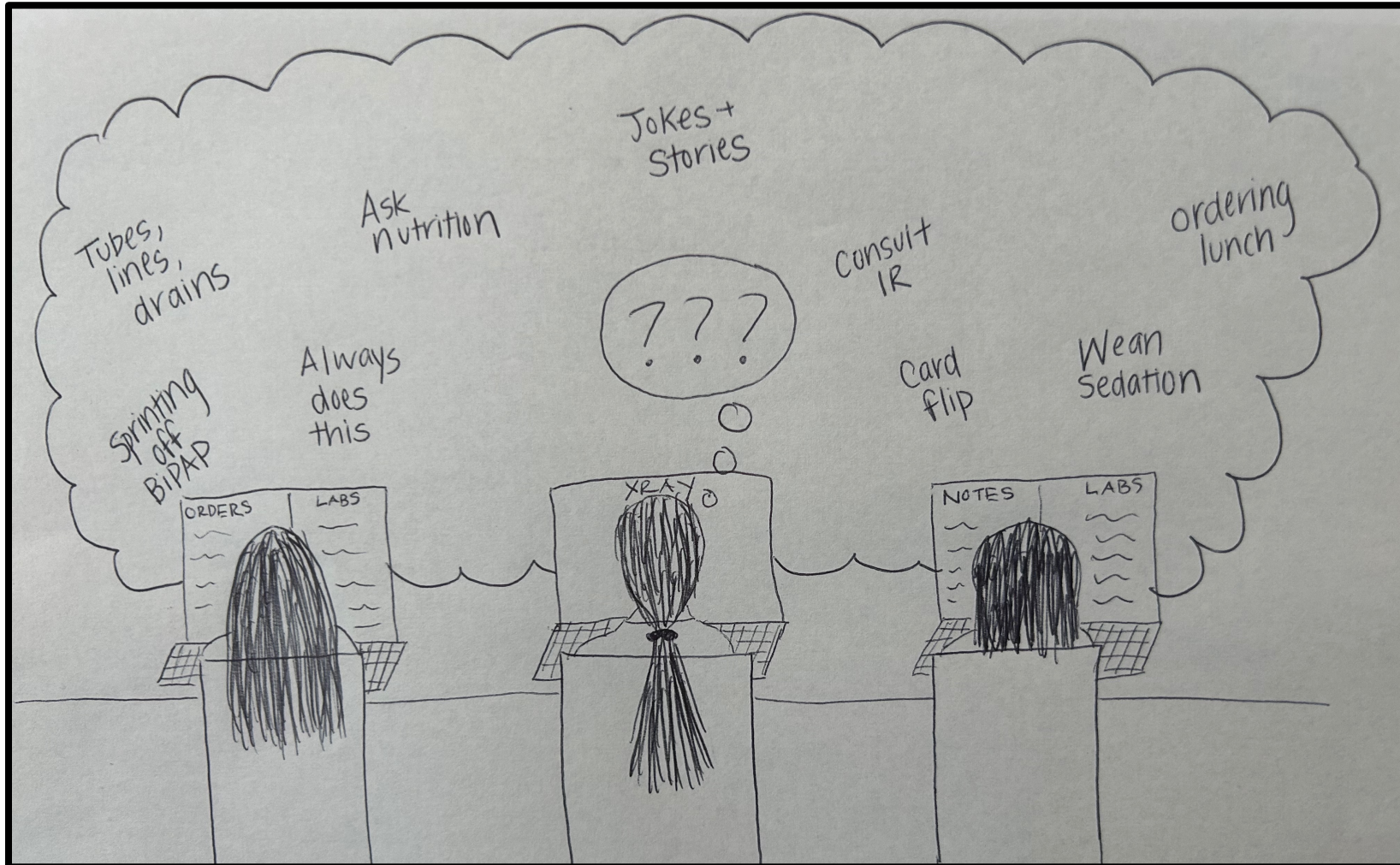
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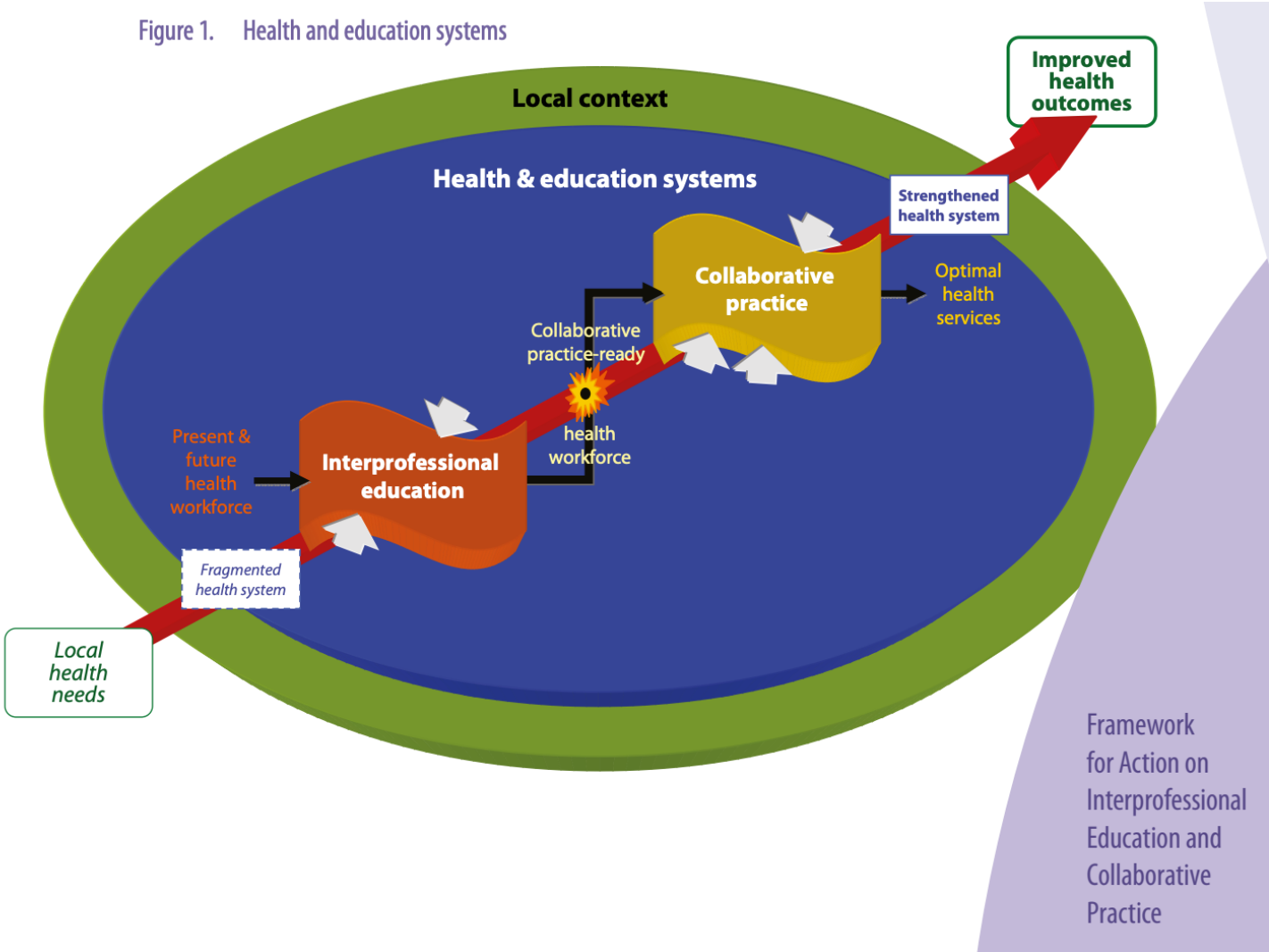
What can we do to promote interprofessional
workplace learning?

What are we talking about?



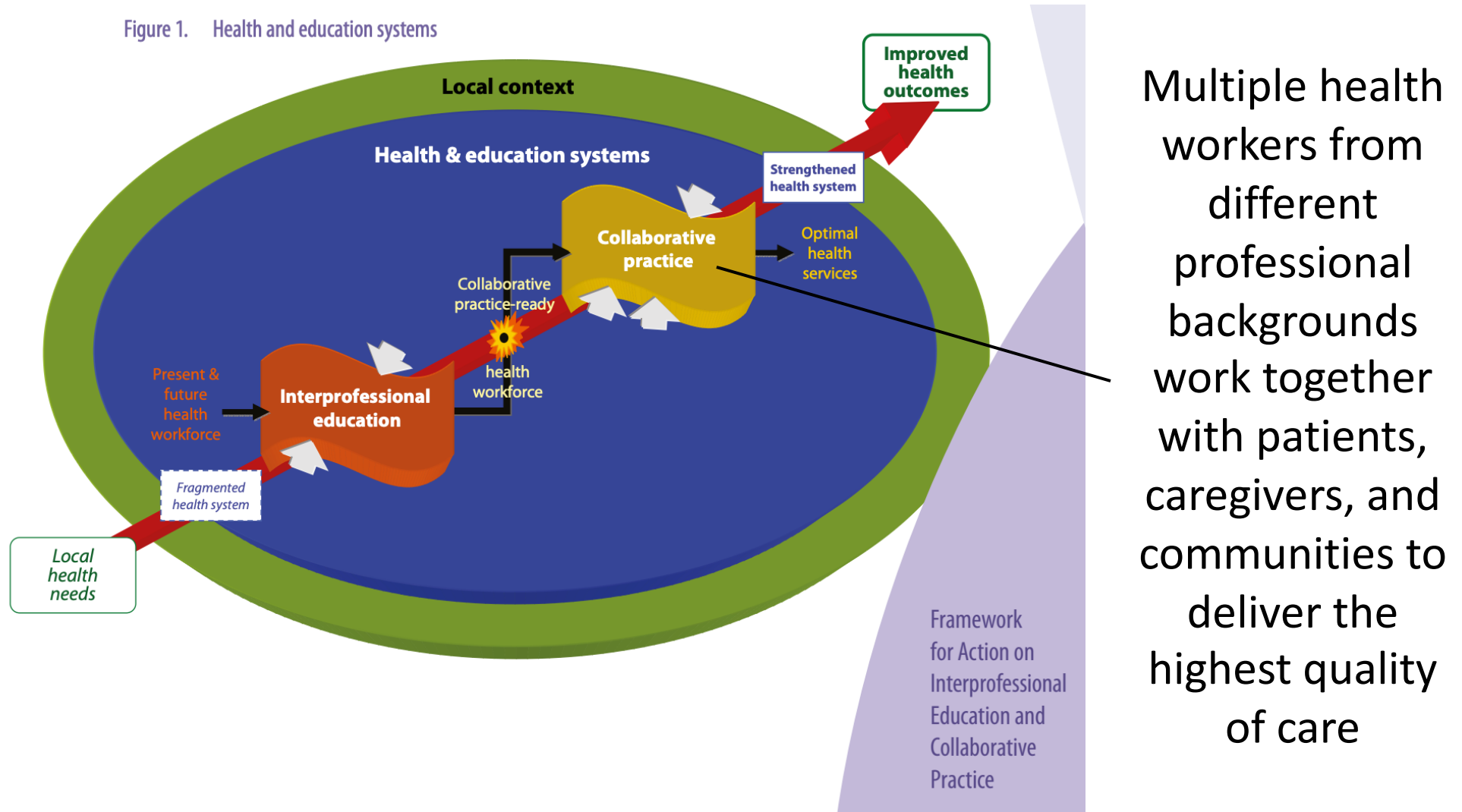
Why talk about this?

Figure 1. Health and education systems



Why talk about this?

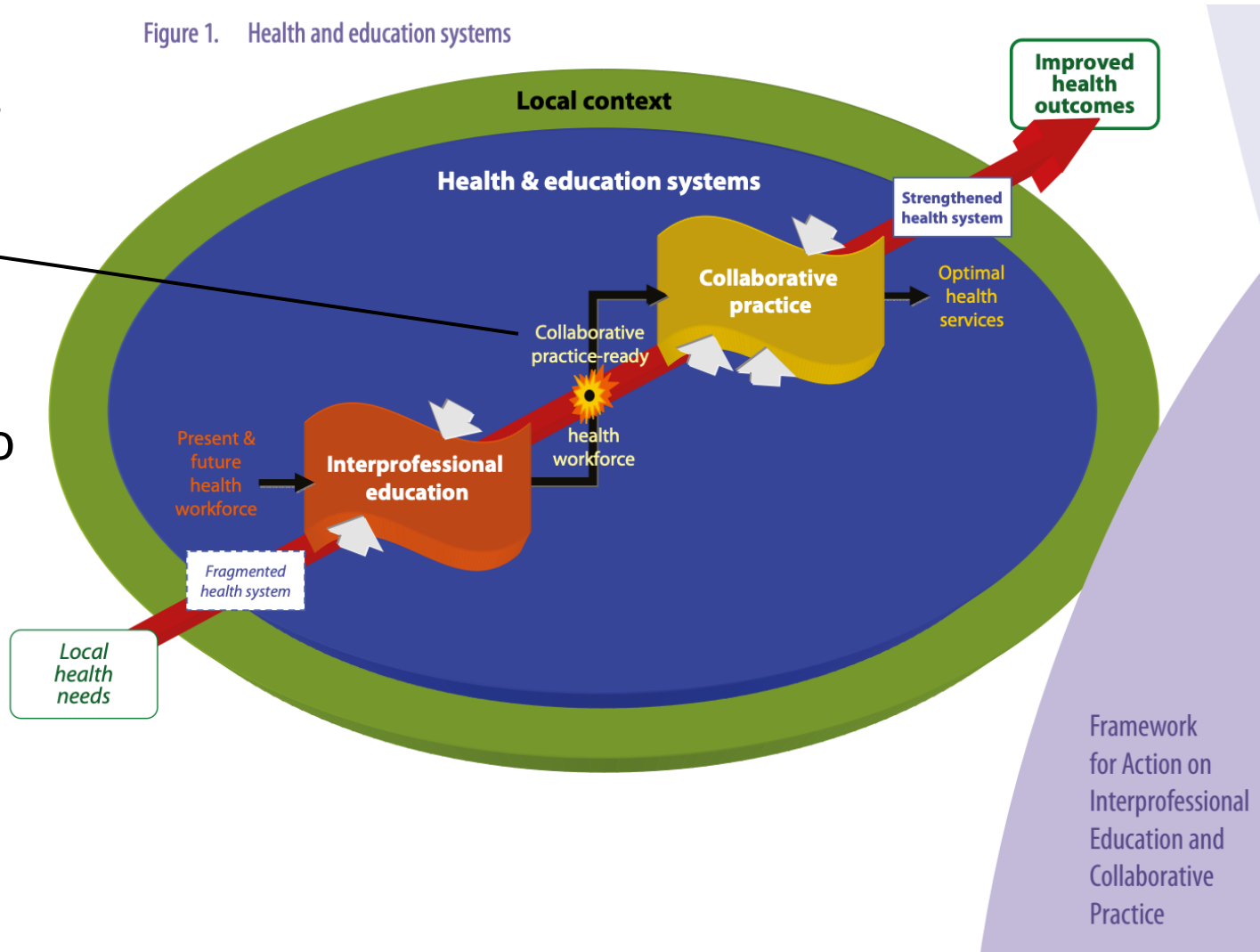
Figure 1. Health and education systems



Why talk about this?

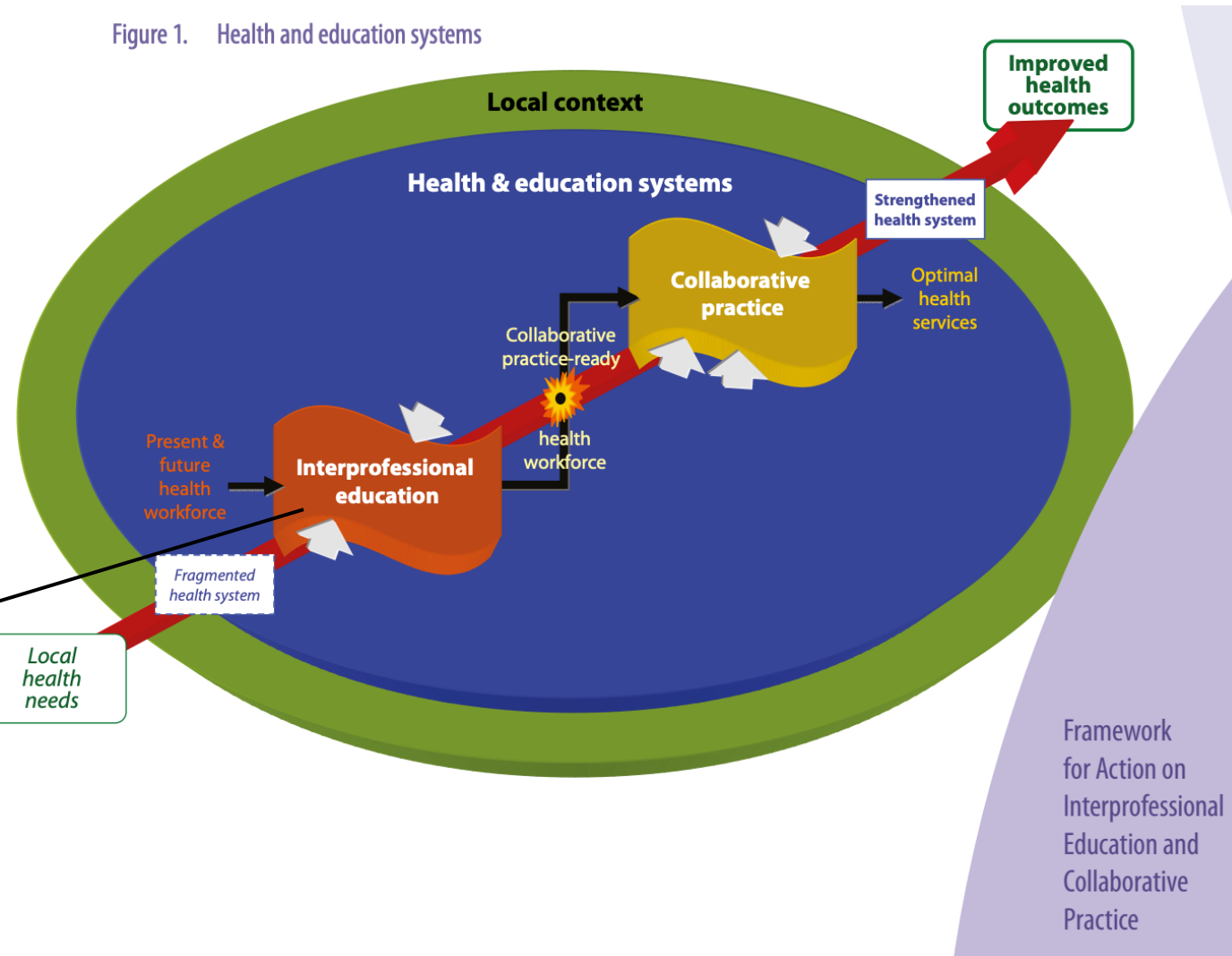
Figure 1. Health and education systems

Someone who has learned how to work in an interprofessional team and is competent to do so



Why talk about this?

Figure 1. Health and education systems



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

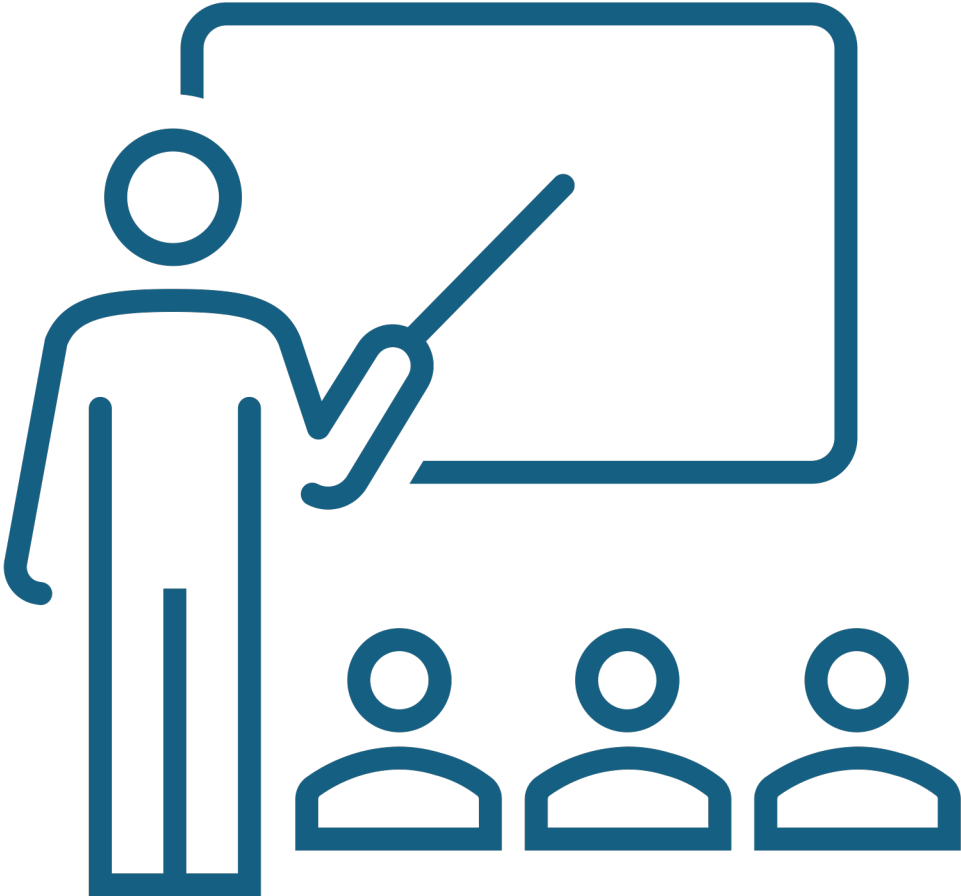
Can We Realize Our Collaborative Potential? A Critical Review of Faculty Roles and Experiences in Interprofessional Education

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

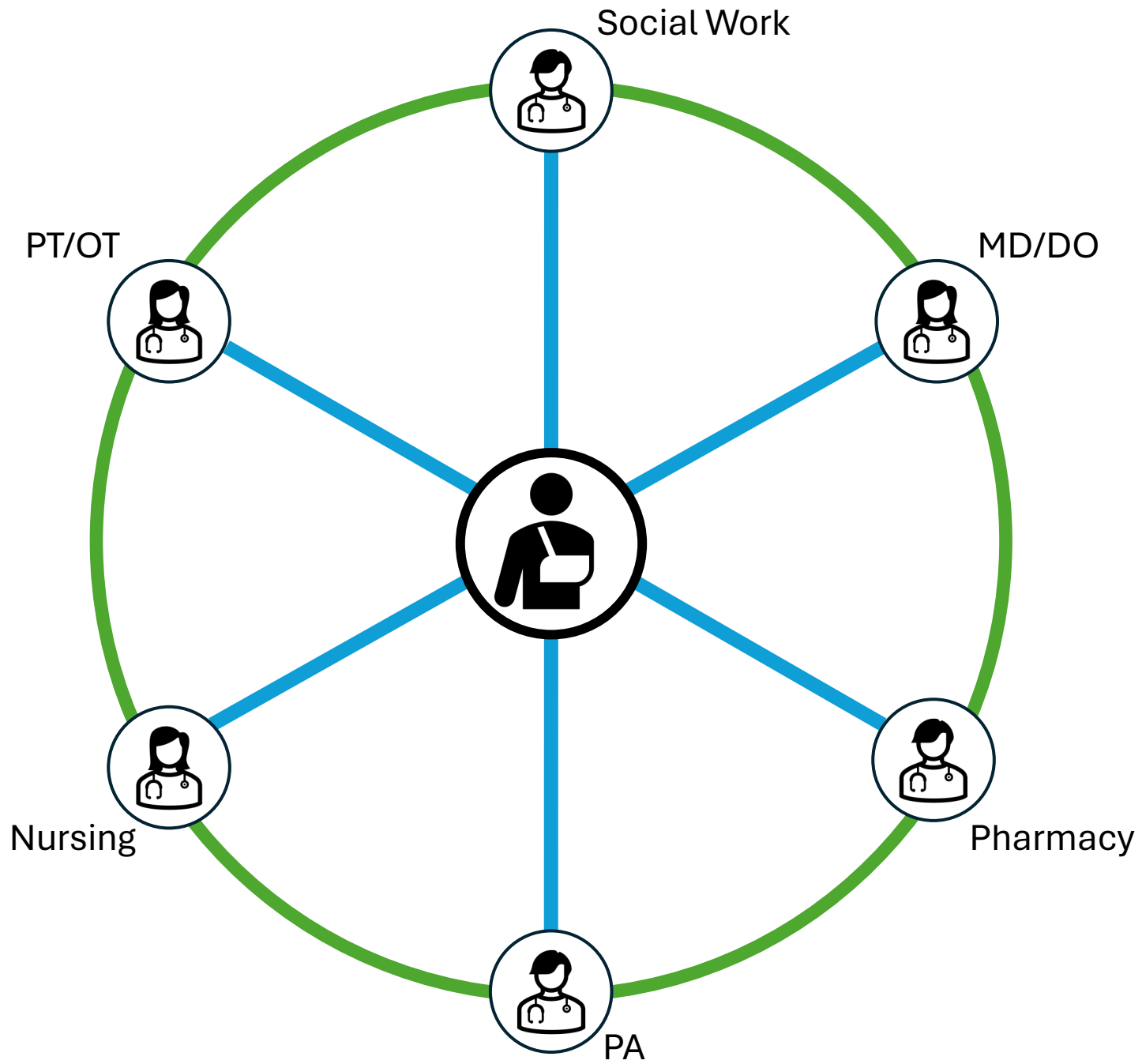
Jackie Ravet*

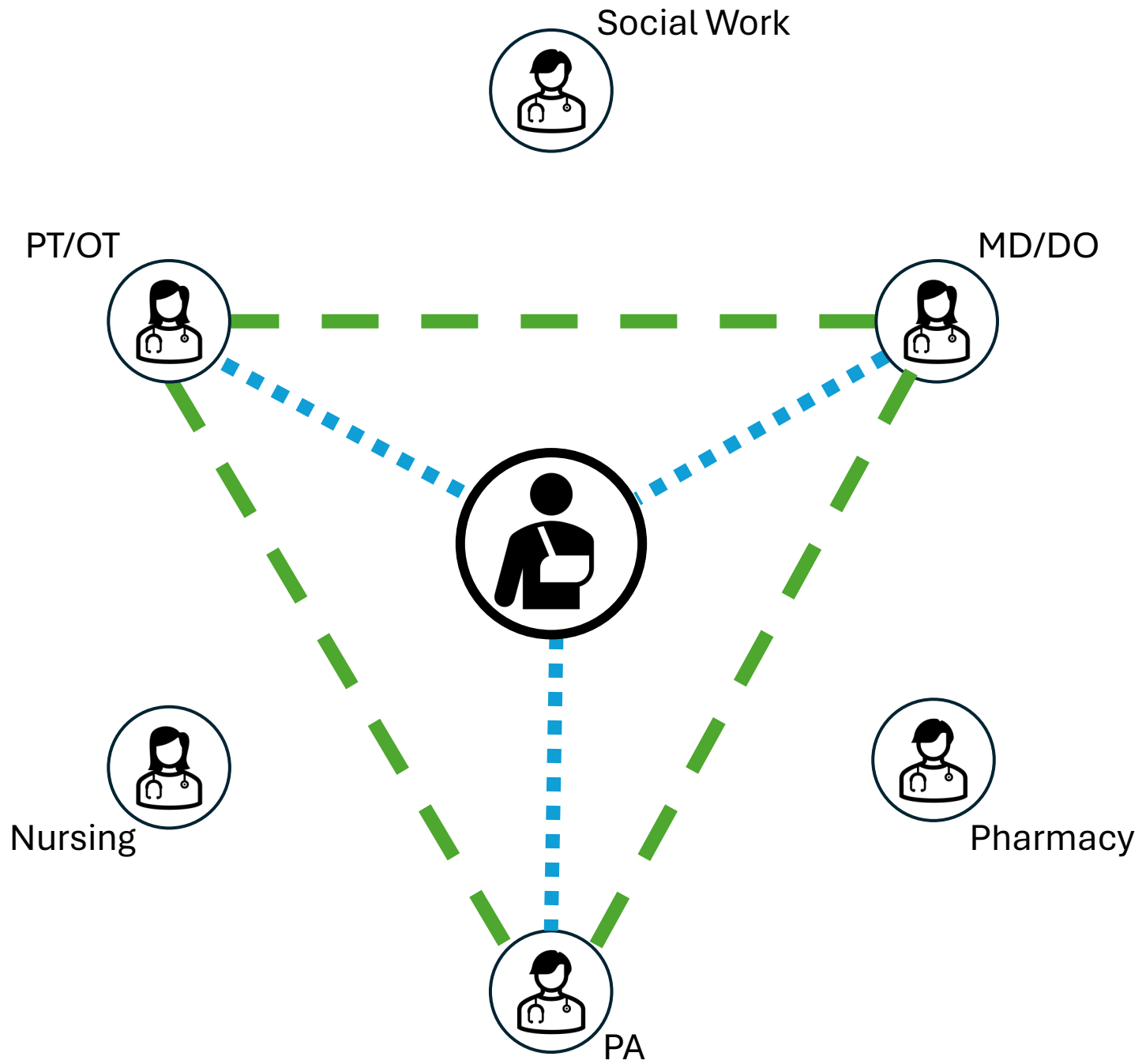
What happened to the workplace?

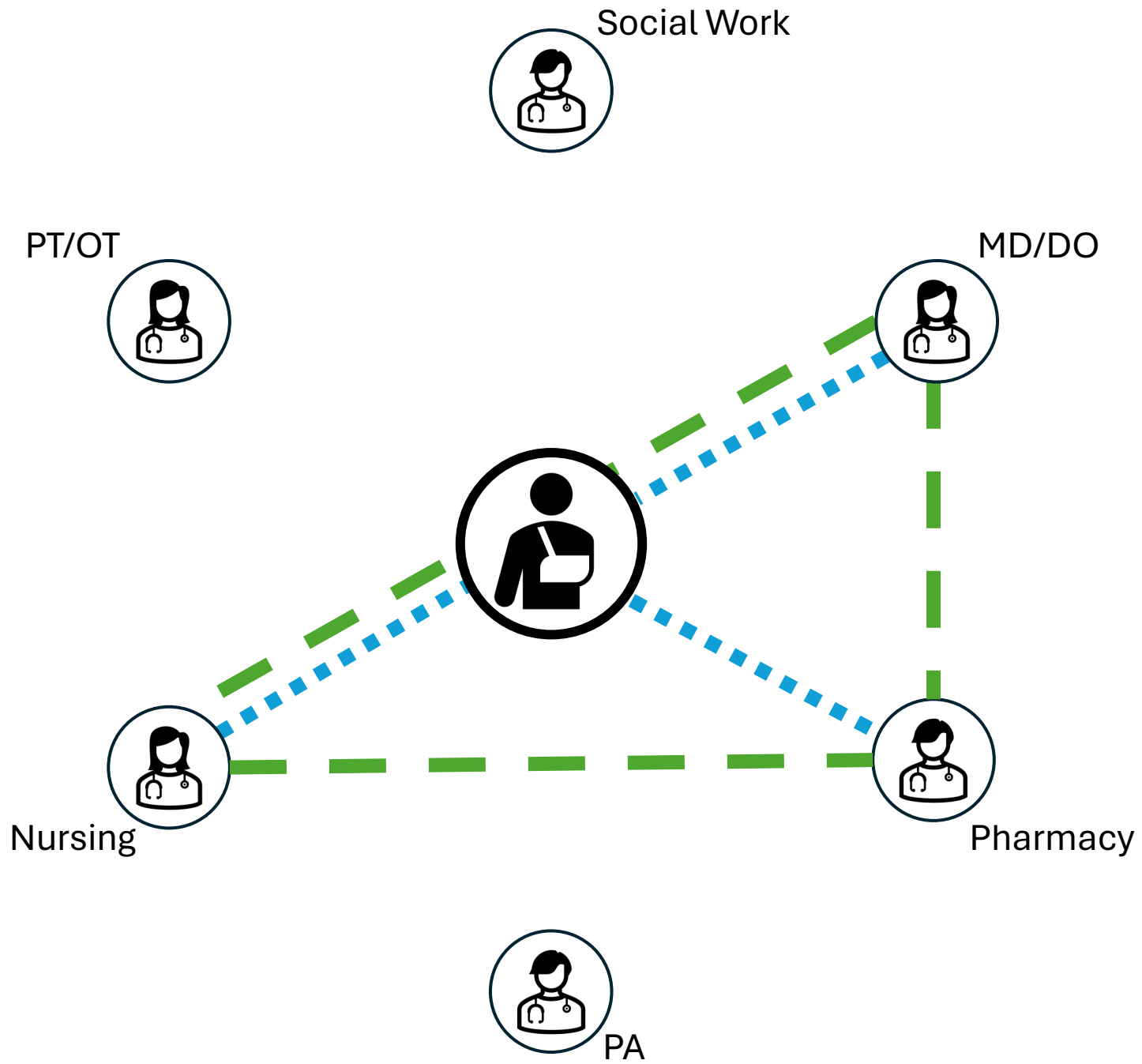


TEAMING, Not TEAMS

- 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

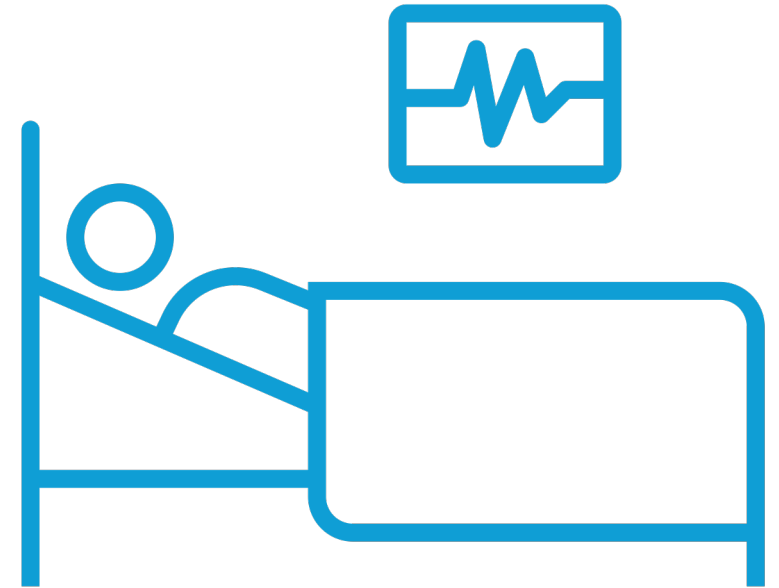






Learning Potential of the Workplace

- 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



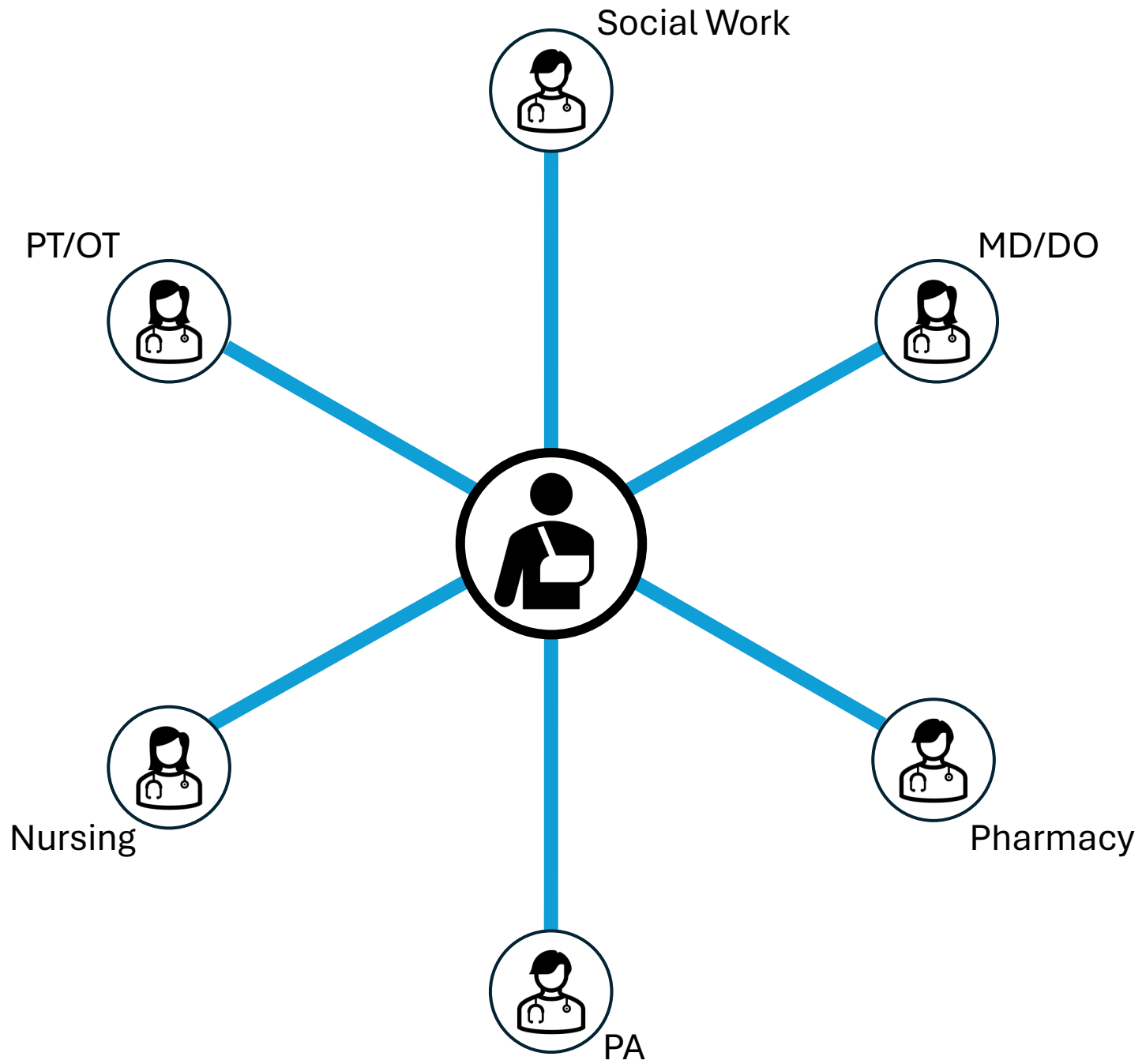
Presentation

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workplace learning?

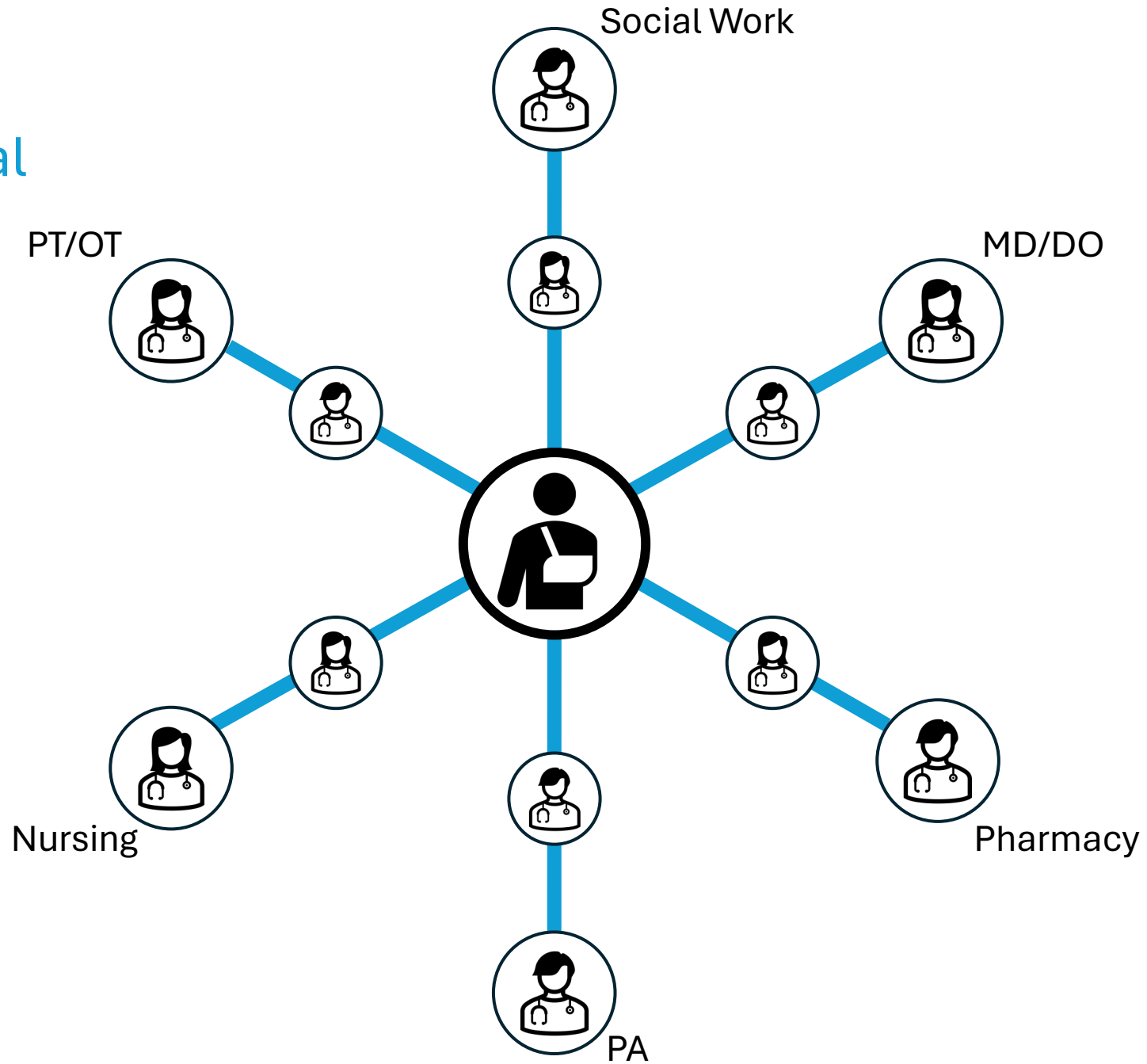
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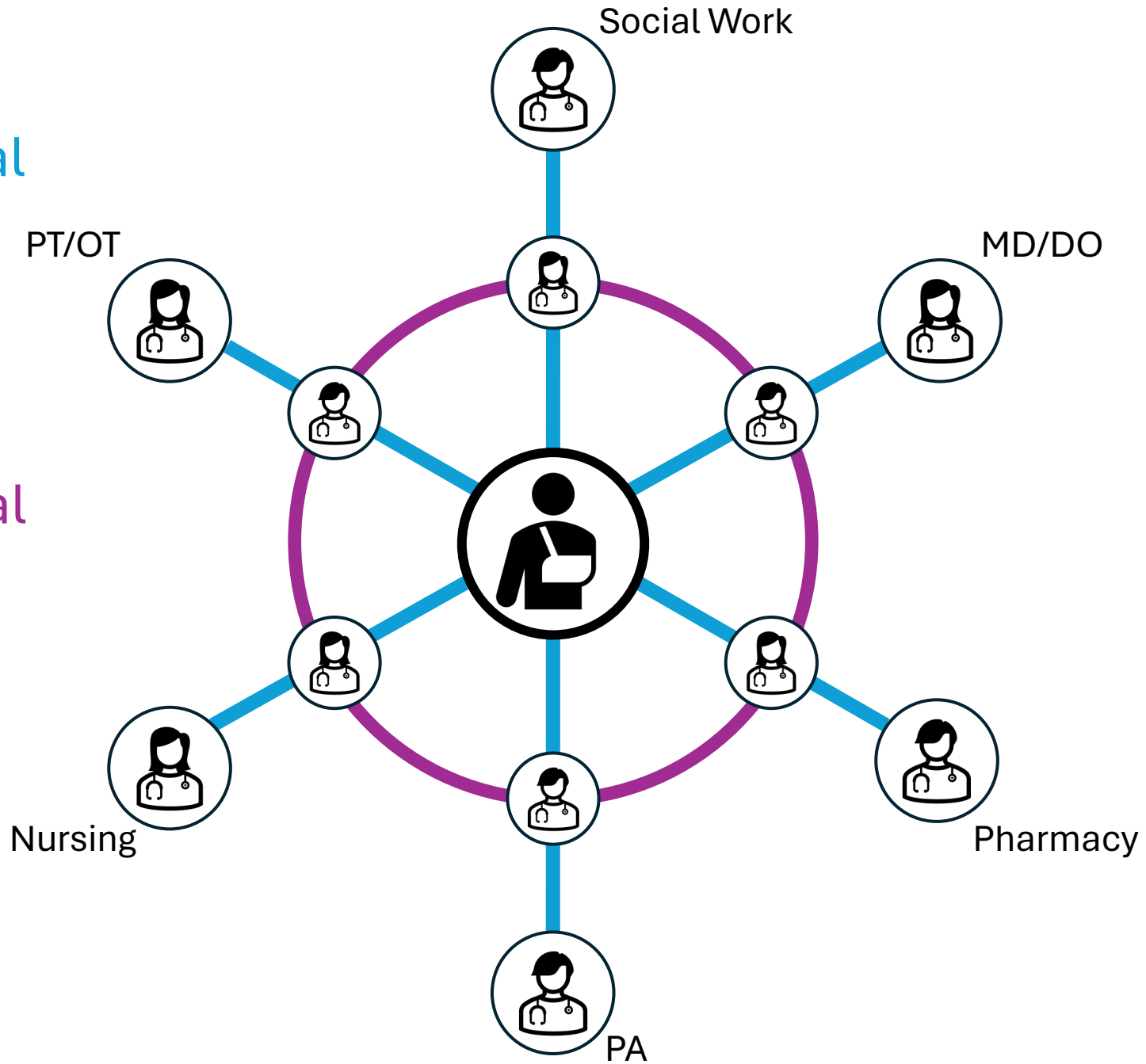


Intraprofessional Education



*Intraprofessional
Education*

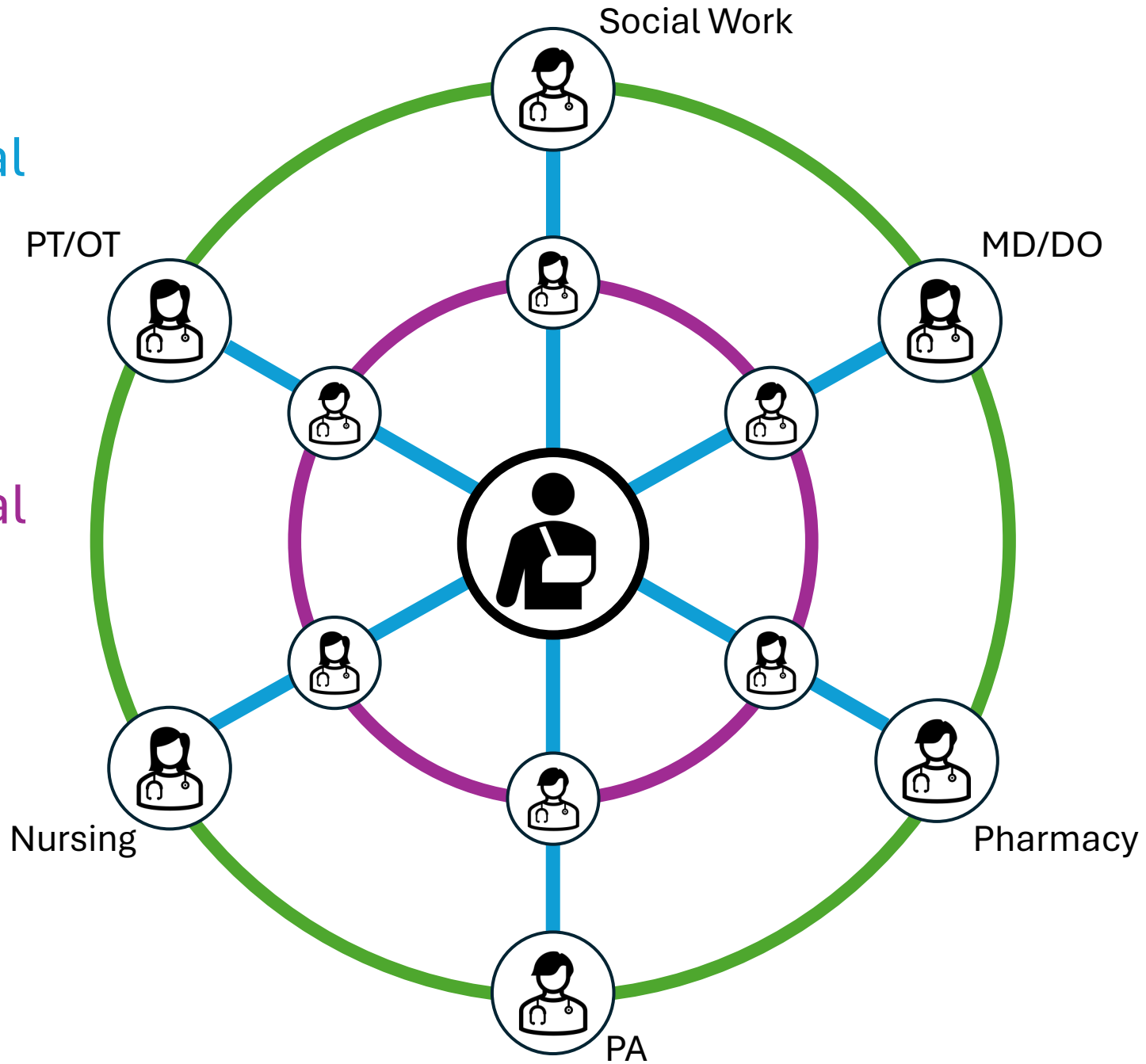
*Interprofessional
Education*



*Intraprofessional
Education*

*Interprofessional
Education*

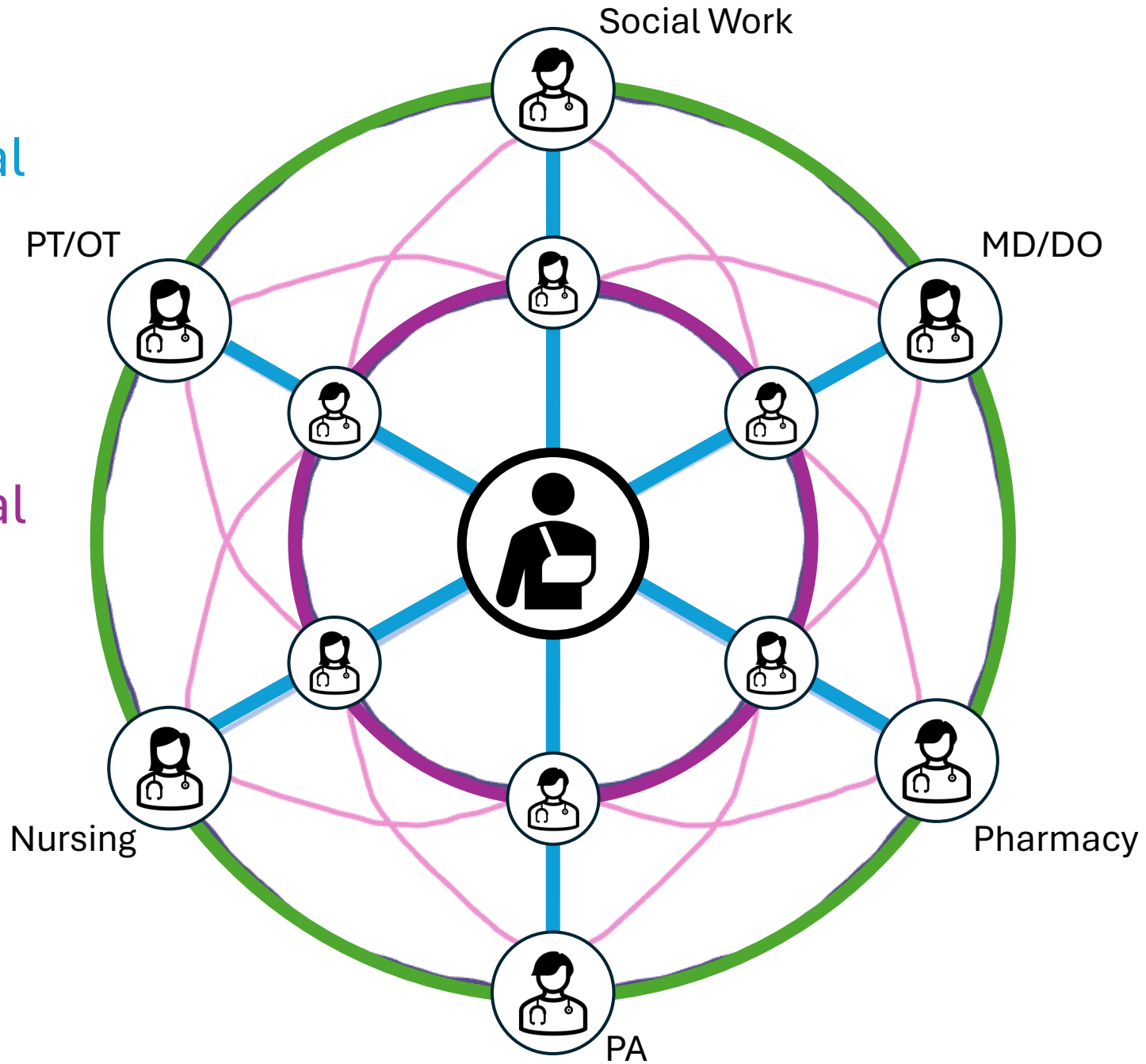
*Collaborative
Practice*



*Intraprofessional
Education*

*Interprofessional
Education*

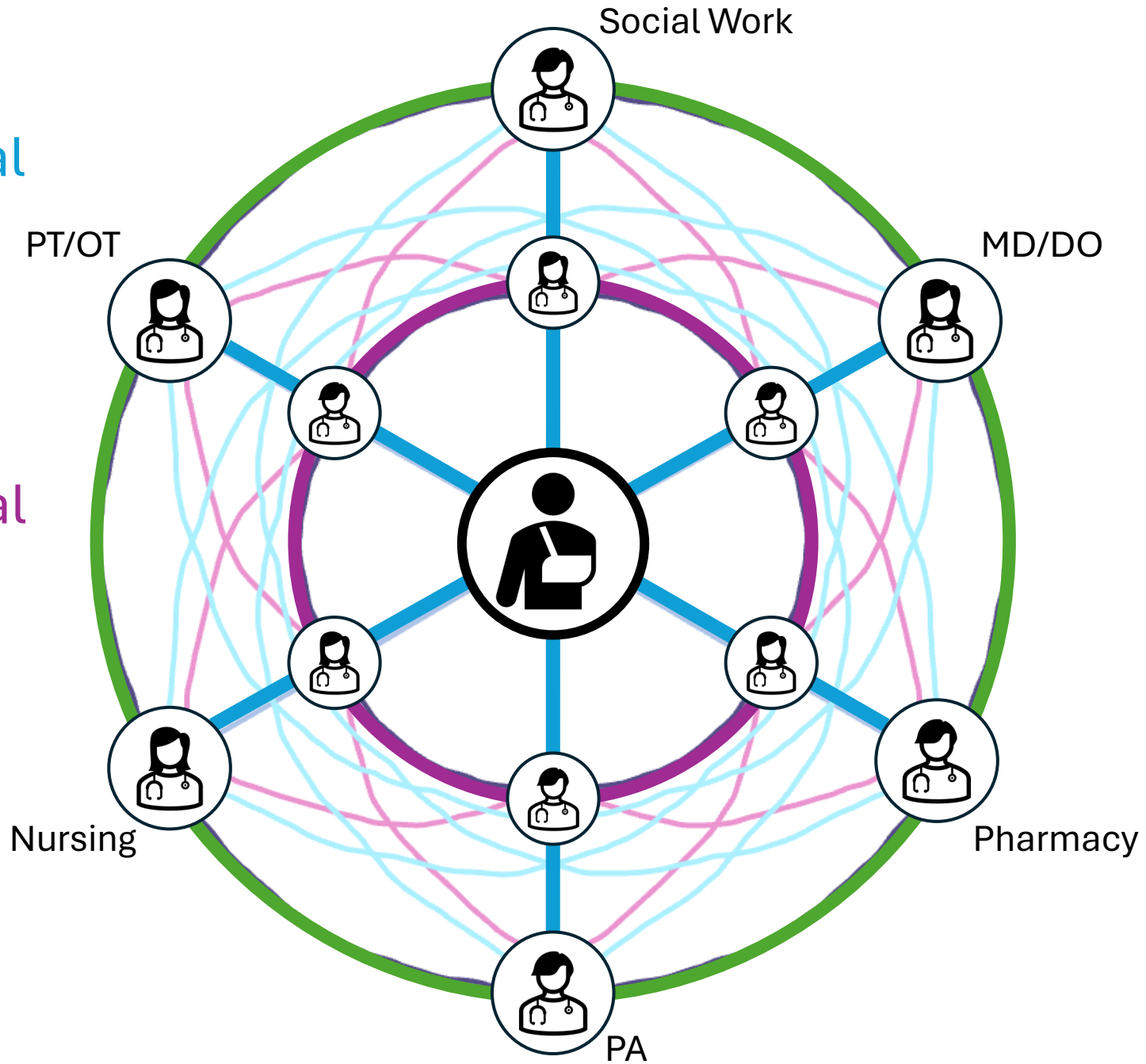
*Collaborative
Practice*



*Intraprofessional
Education*

*Interprofessional
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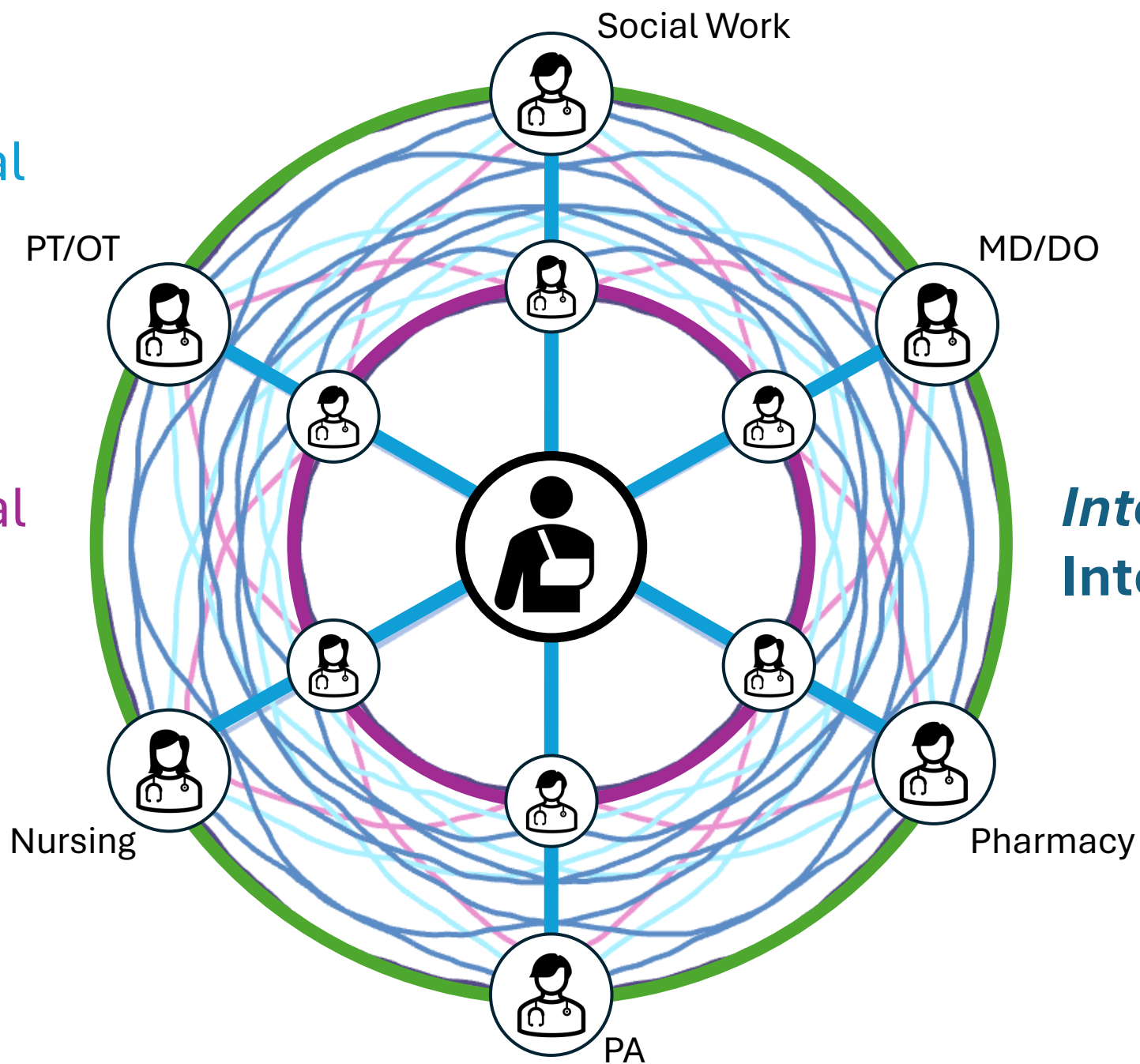
*Collaborative
Practice*



*Intraprofessional
Education*

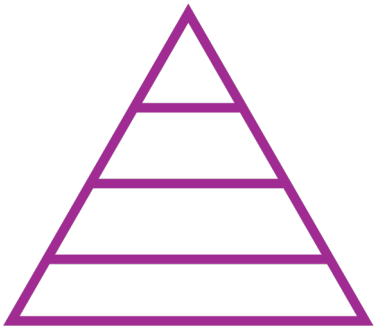
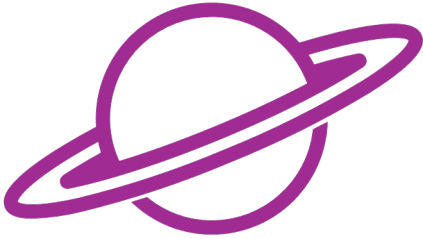
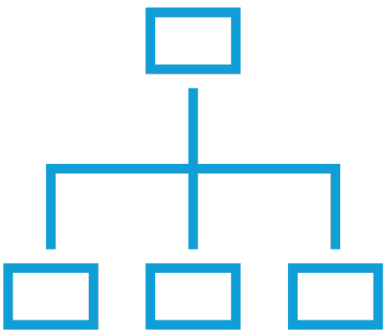
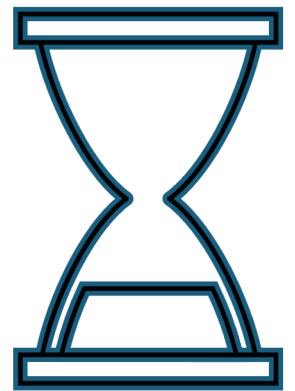
*Interprofessional
Education*

*Collaborative
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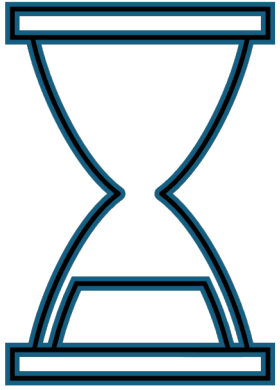


*Interprofessional
Interactions*

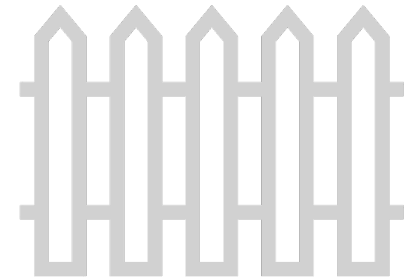
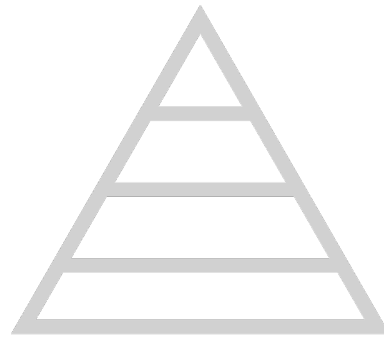
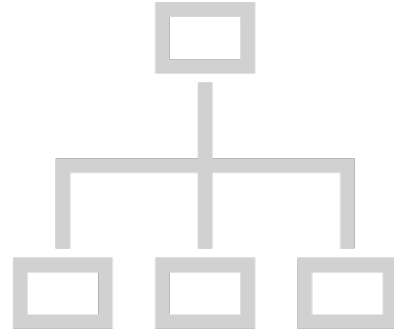
What do we know about these interactions?



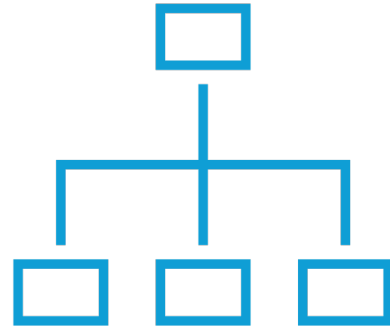
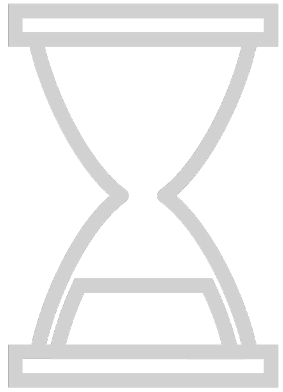
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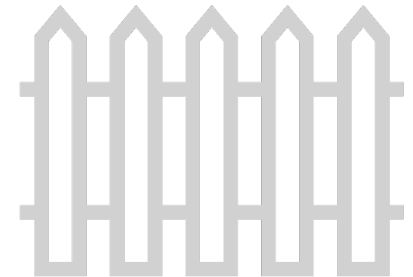
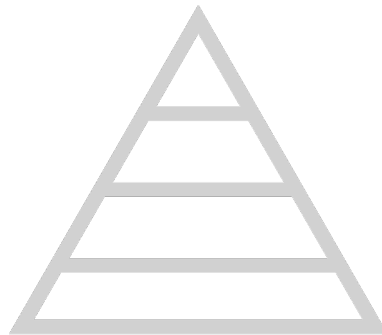
Ad hoc and transient



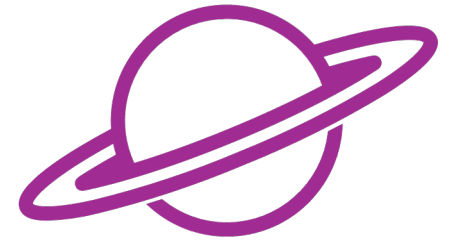
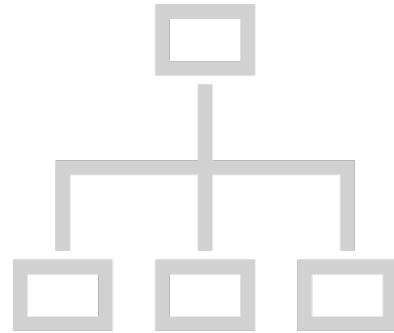
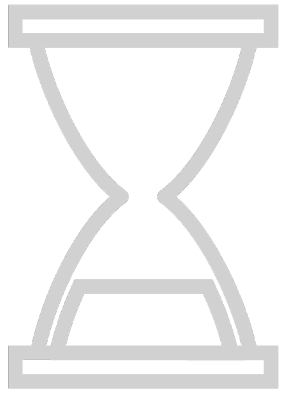
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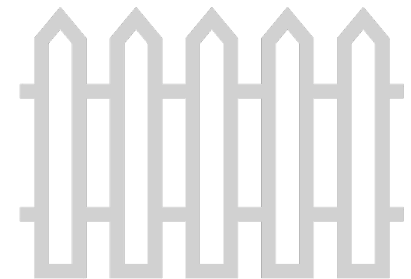
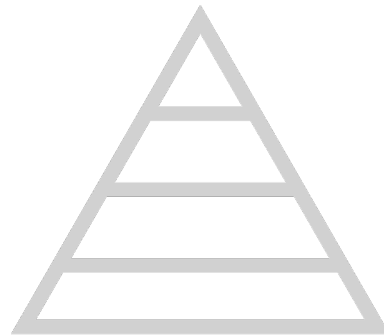
Informal (outside formalized education structure)



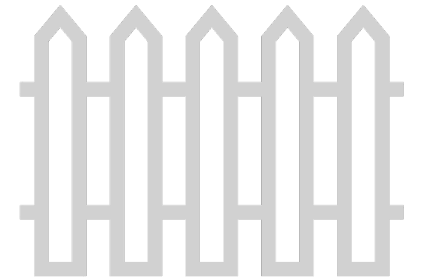
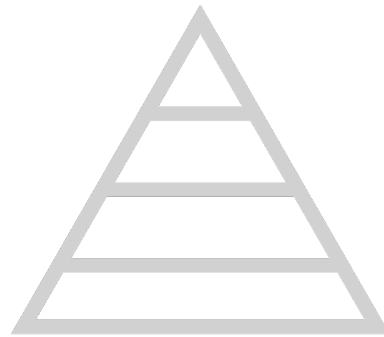
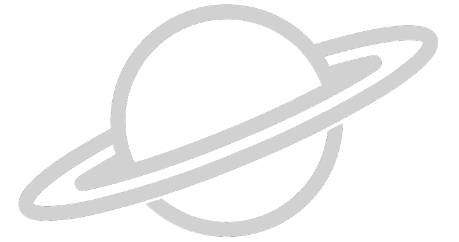
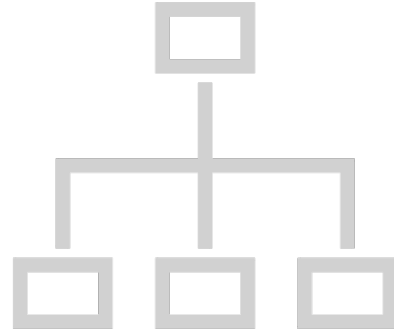
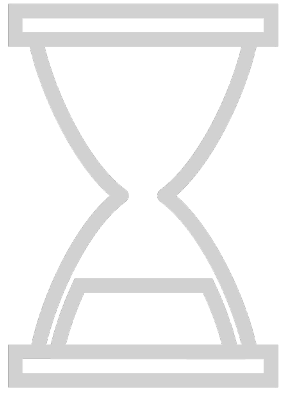
What do we know about these interactions?



New, unfamiliar
settings for learners

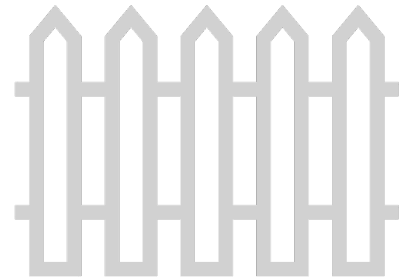
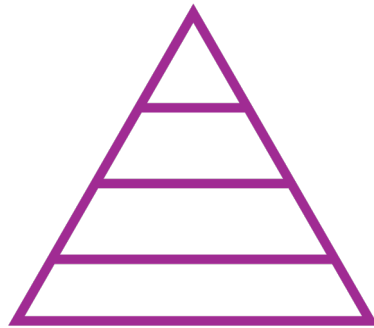
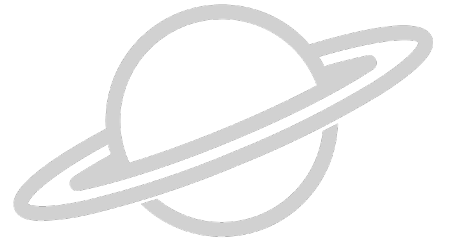
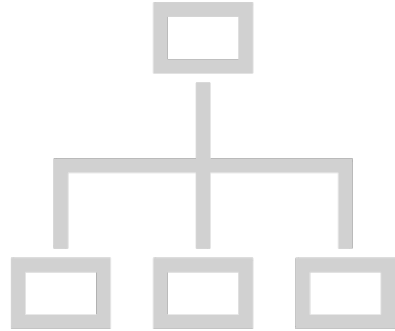
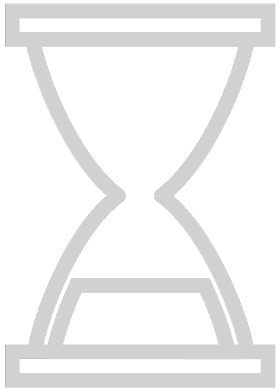


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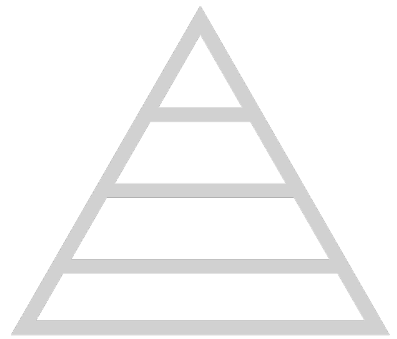
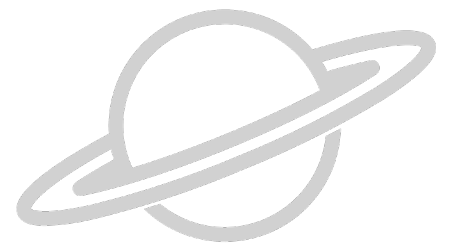
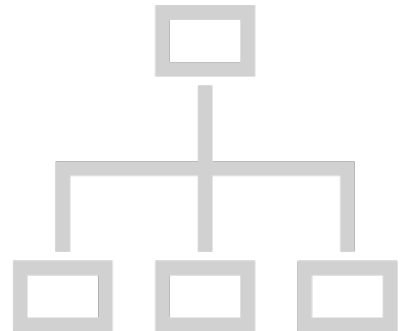
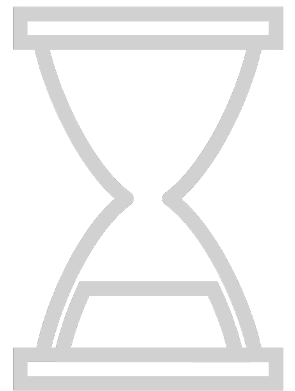
Related to patient care/safety

What do we know about these interactions?



Hierarchy is different

What do we know about these interactions?

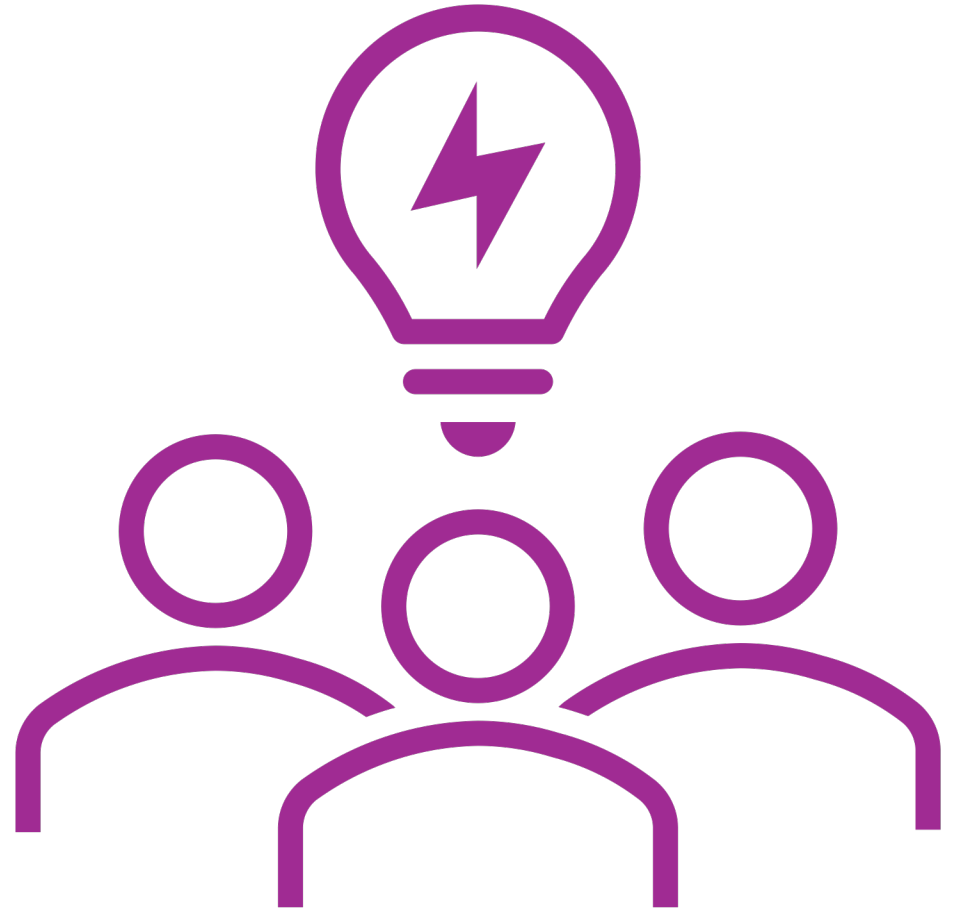


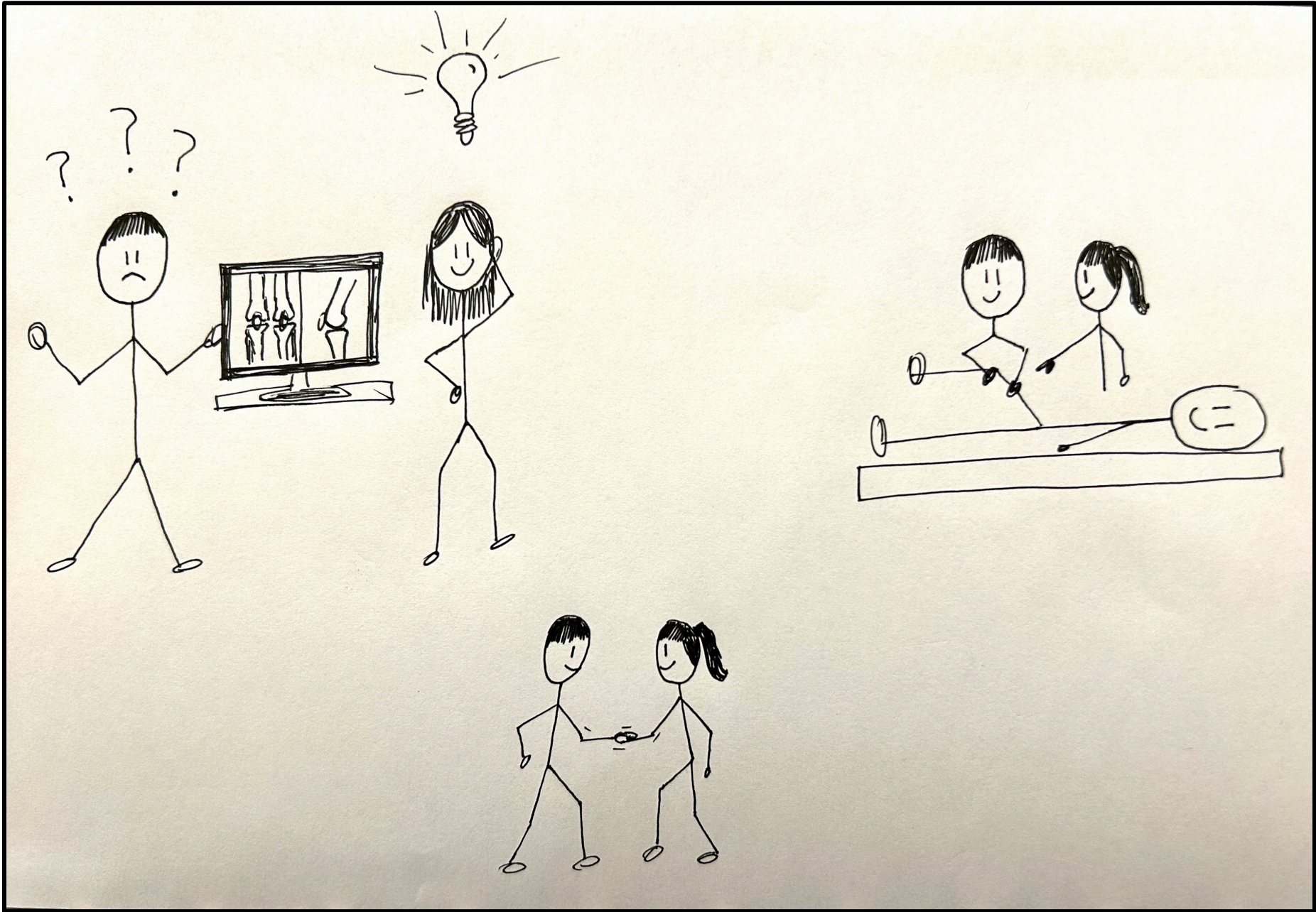
Impacted by
professional boundaries



*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

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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

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Feedback

Formative, informal
Patient care plans
Patient safety

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Feedback

Formative, informal
Patient care plans
Patient safety



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?



**Learning from
patient care**



Demonstrating



Support



Socialization



Feedback



**Involvement in
evaluations**

This Afternoon



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What can we do to promote interprofessional
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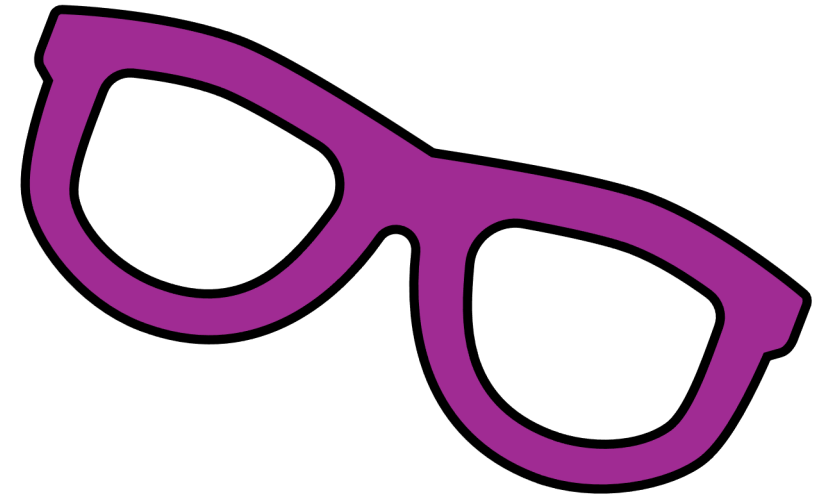
Goals of Health Professions Education

- Professional competence
- Collaborative practice-ready

How can we achieve these goals?

According to **socio-cultural learning theories**, learning:

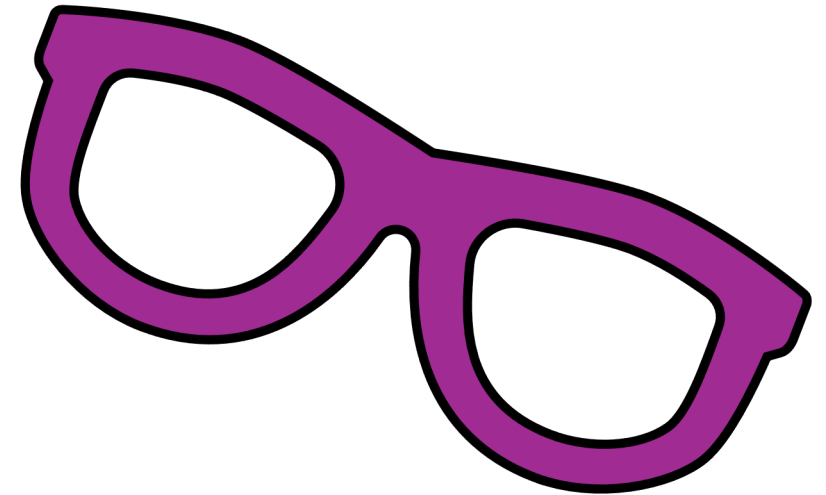
- occurs through (progressively) participating
- is fundamentally social



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



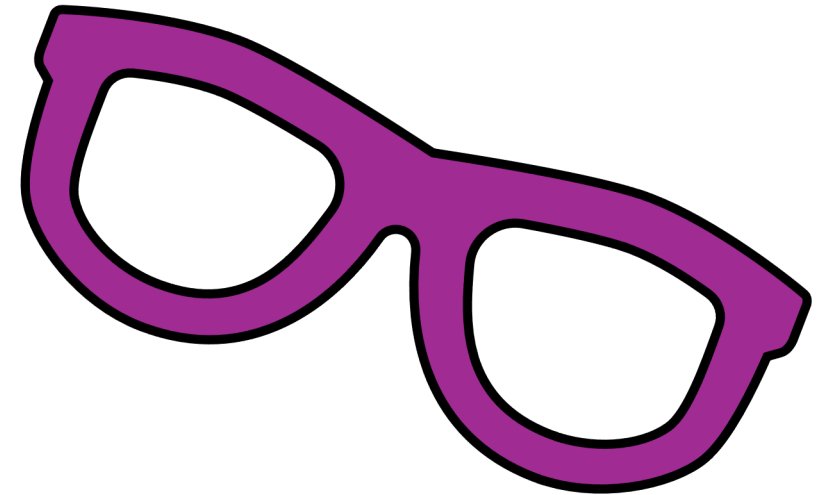
How can we achieve these goals?

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

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

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

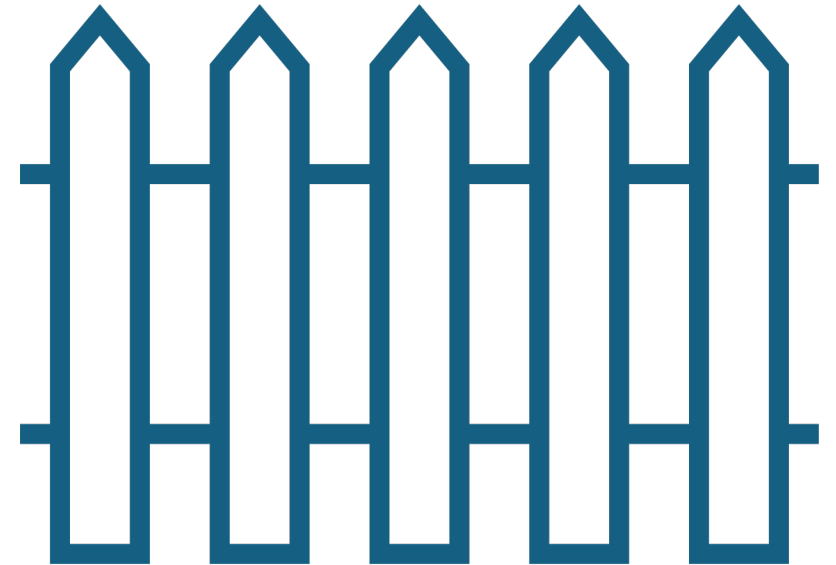
Learning in the *Landscape of Practice*



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*

Identification

Coordination

**Perspective
Making & Taking**

Transformation

Akkerman, Sanne F., and Arthur Bakker. 2011. "Boundary Crossing and Boundary Objects." *Review of Educational Research* 81 (2): 132–69.

Learning through *Boundary Crossing*

Identification

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

Coordination

**Perspective
Making & Taking**

Transformation

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
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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**

Transformation

Adjusting practices when
practices do not align

Learning through *Boundary Crossing*

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

Coordination

How to work together to accomplish a shared task?

**Perspective
Making & Taking**

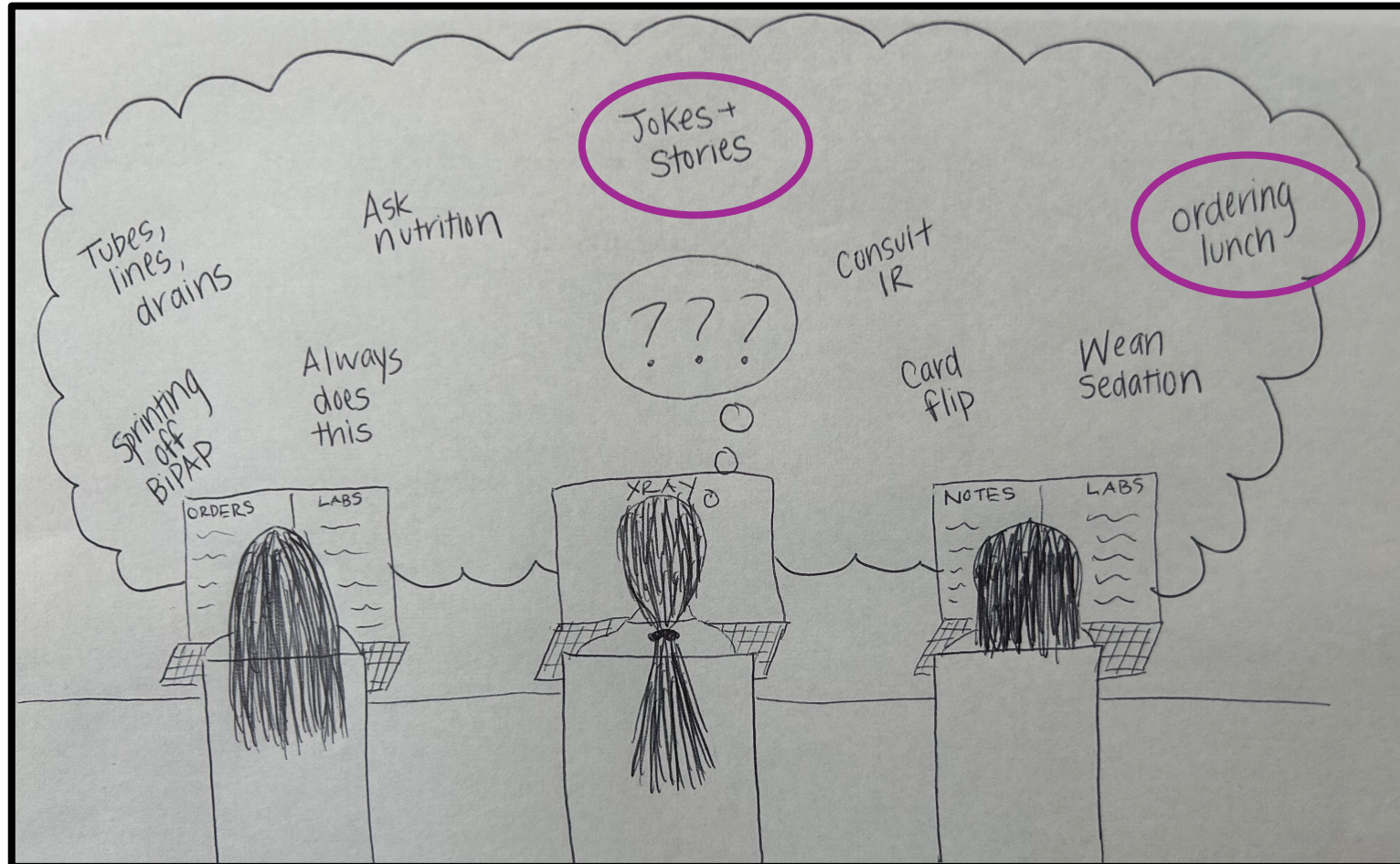
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Transformation

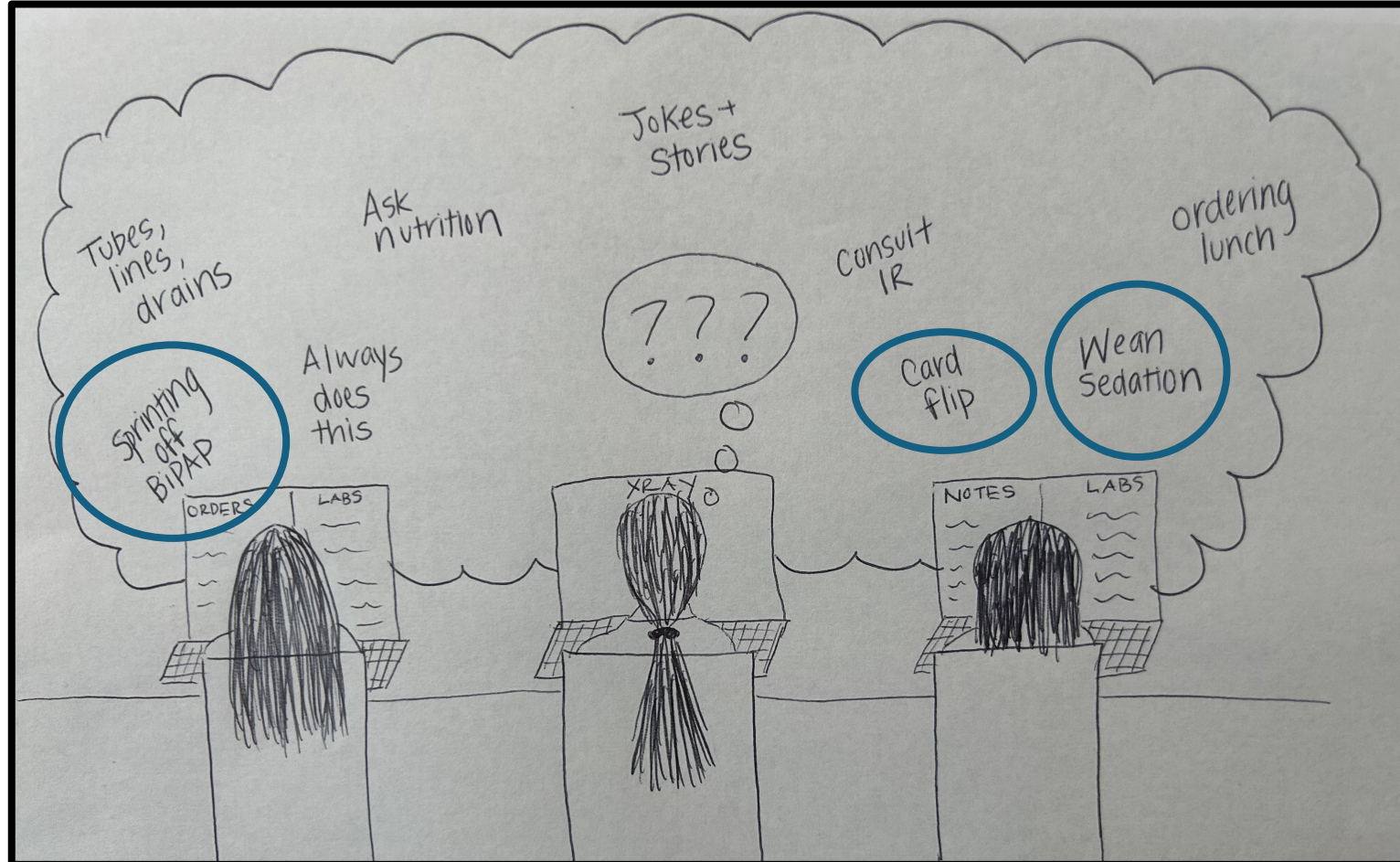
Adjusting practices when practices do not align

What are we talking about?

Support



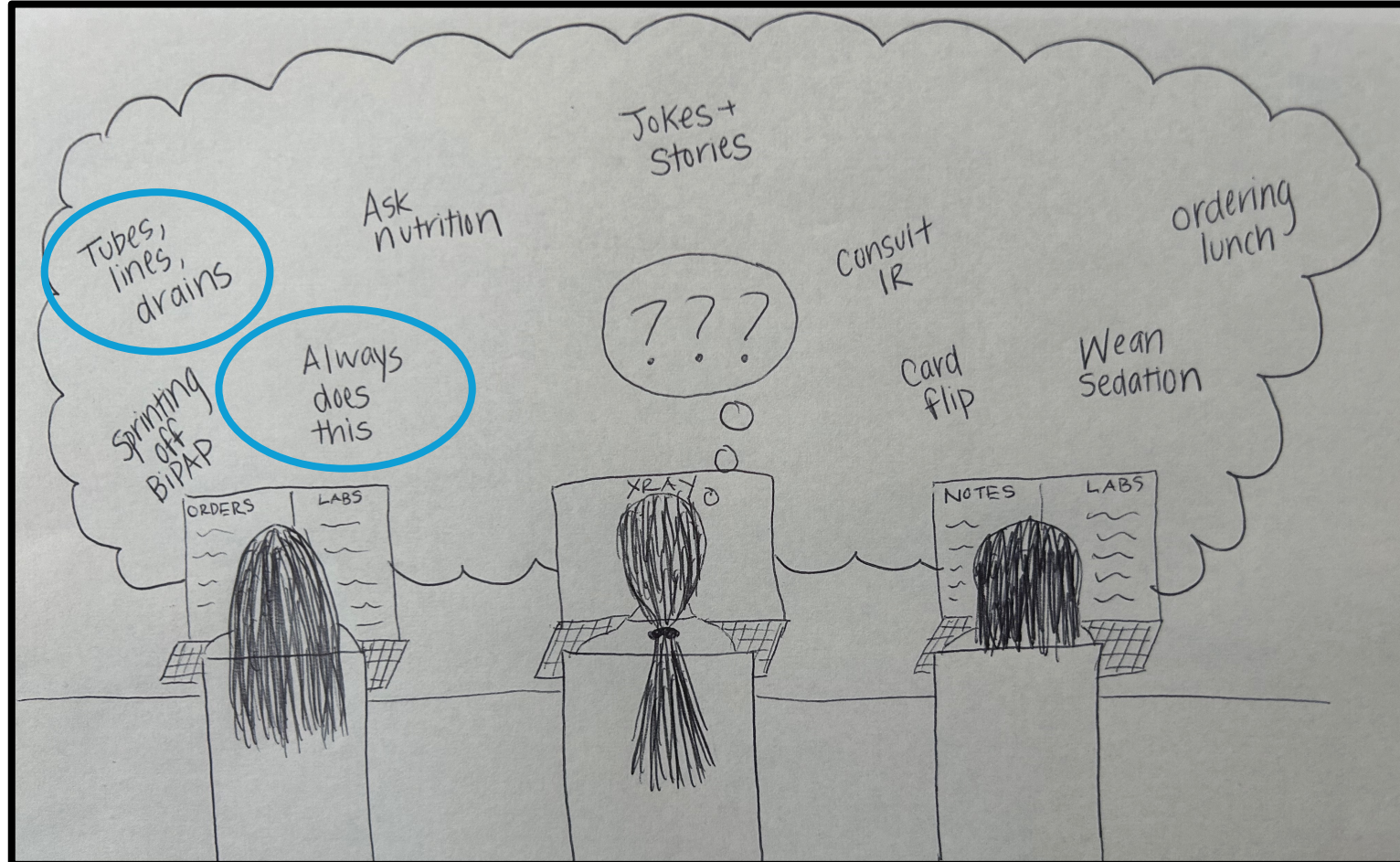
What are we talking about?



Demonstrating
and socializing

What are we talking about?

Different
knowledge

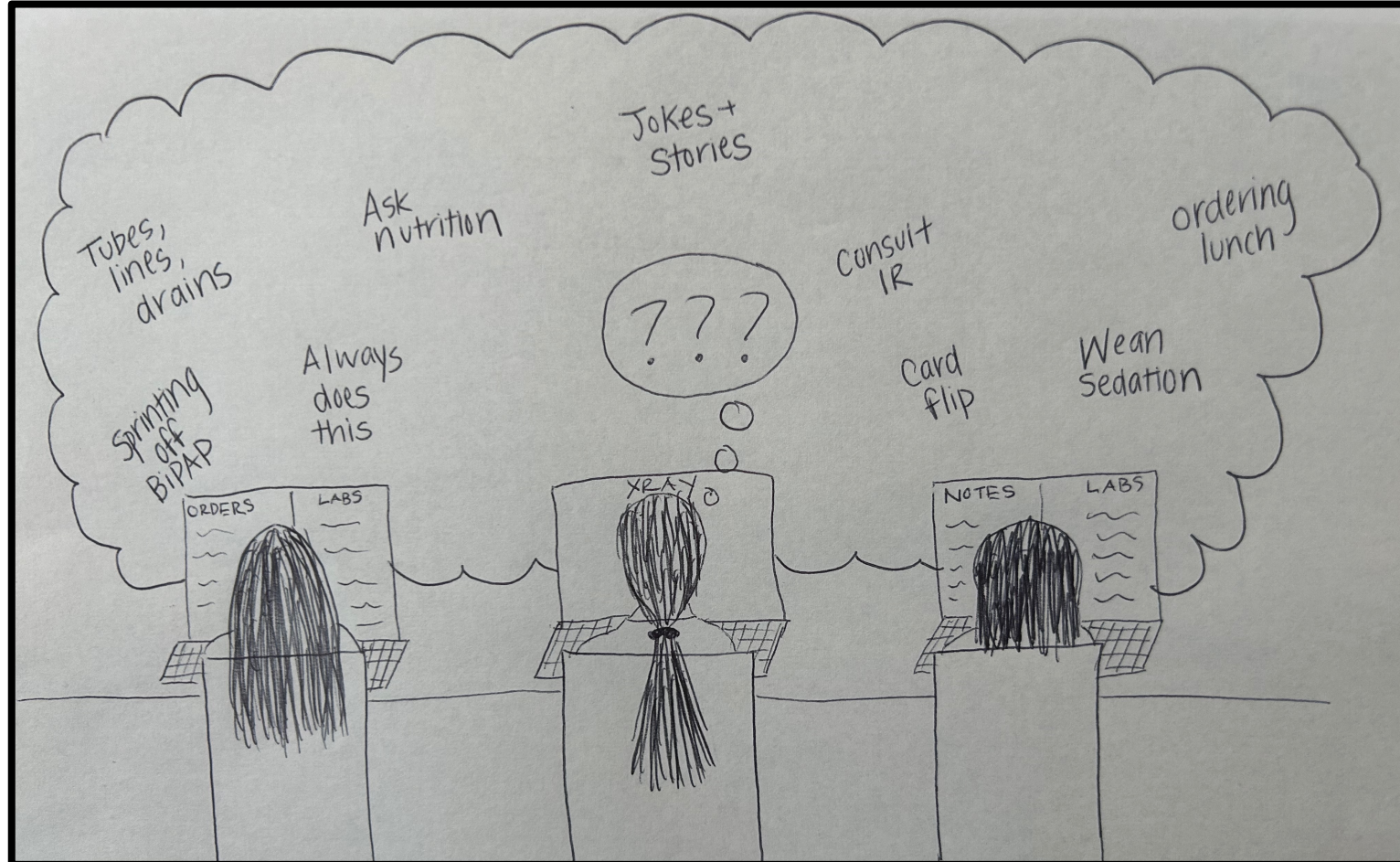


What are we talking about?

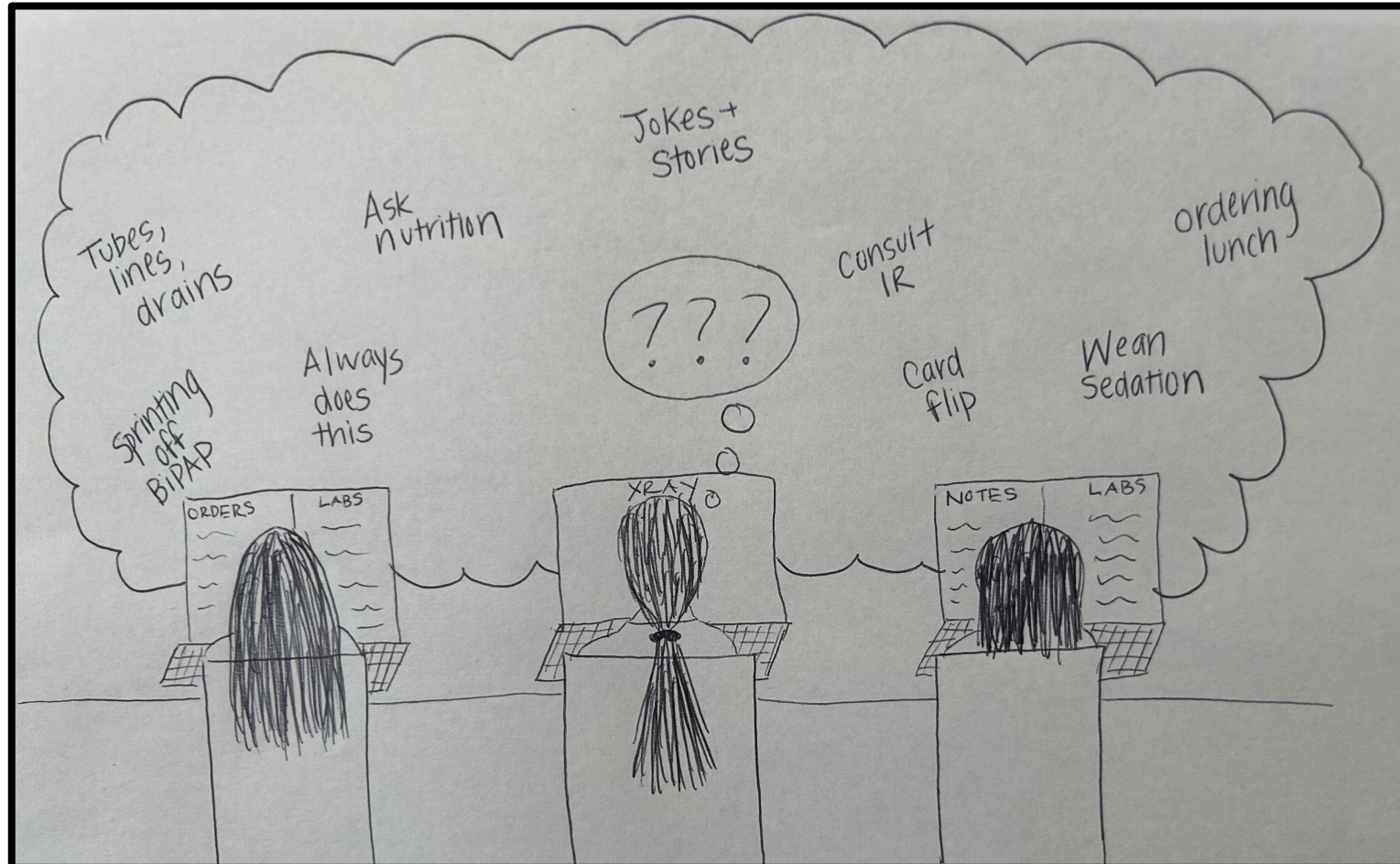
Who am I, who are you, how do we interact?

How to work together to accomplish a shared task?

How do our practices differ?



What are we talking about?



Increased participation (card flip)

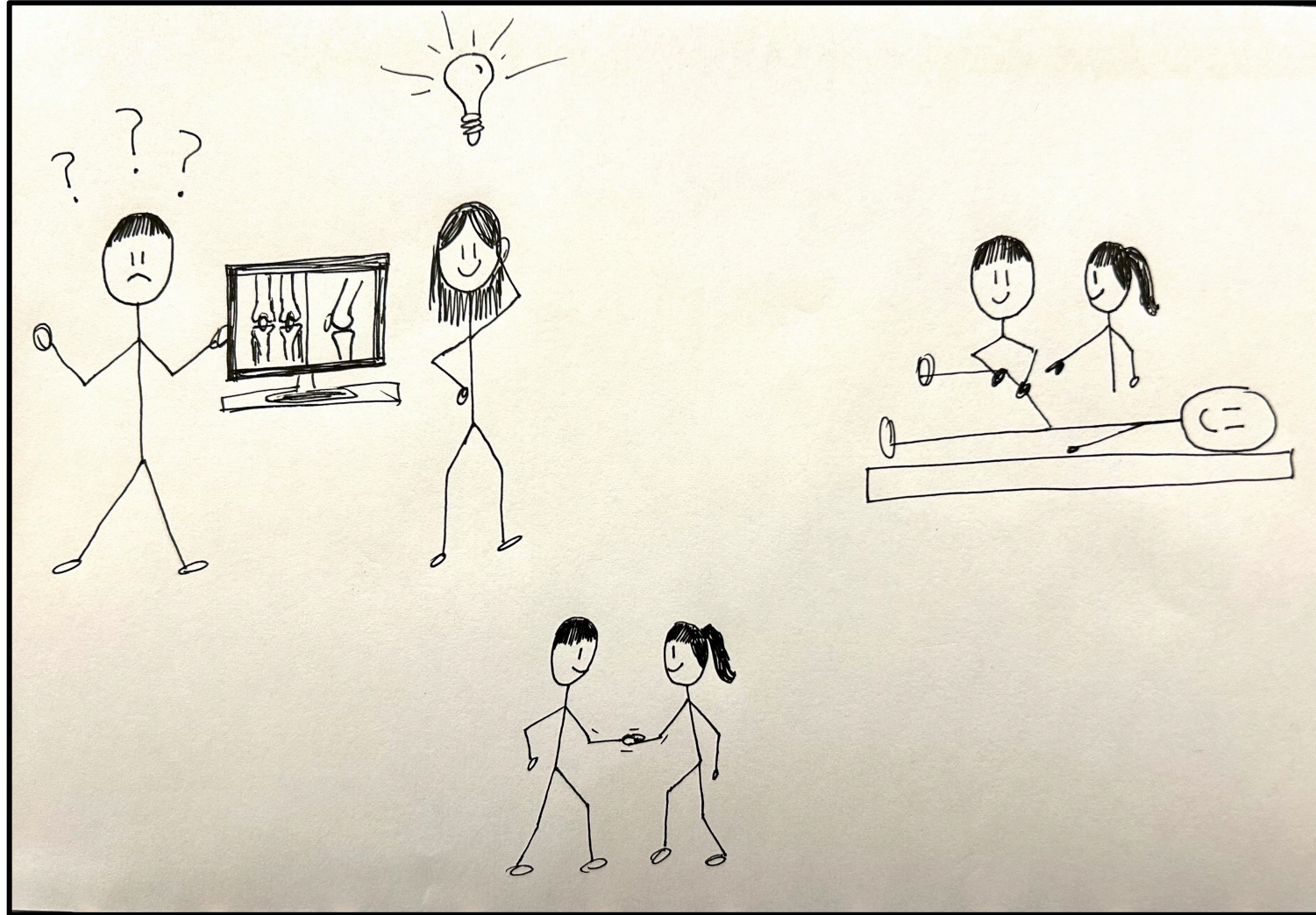
Profession-relevant knowledge (different types of CVLs)

Collaborative skills (asking RT on rounds)

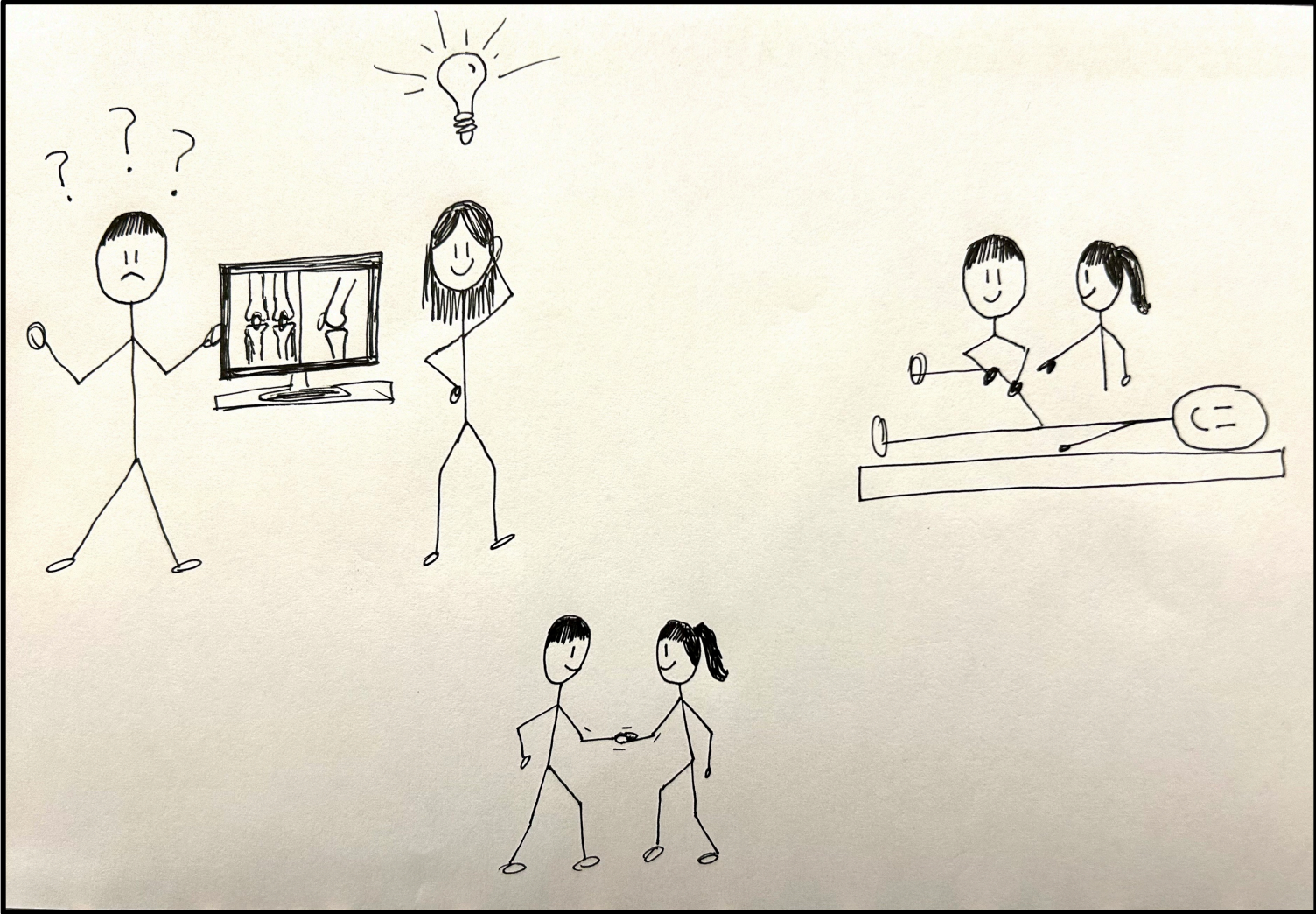
What are we talking about?

Feedback

Learn from
patient care

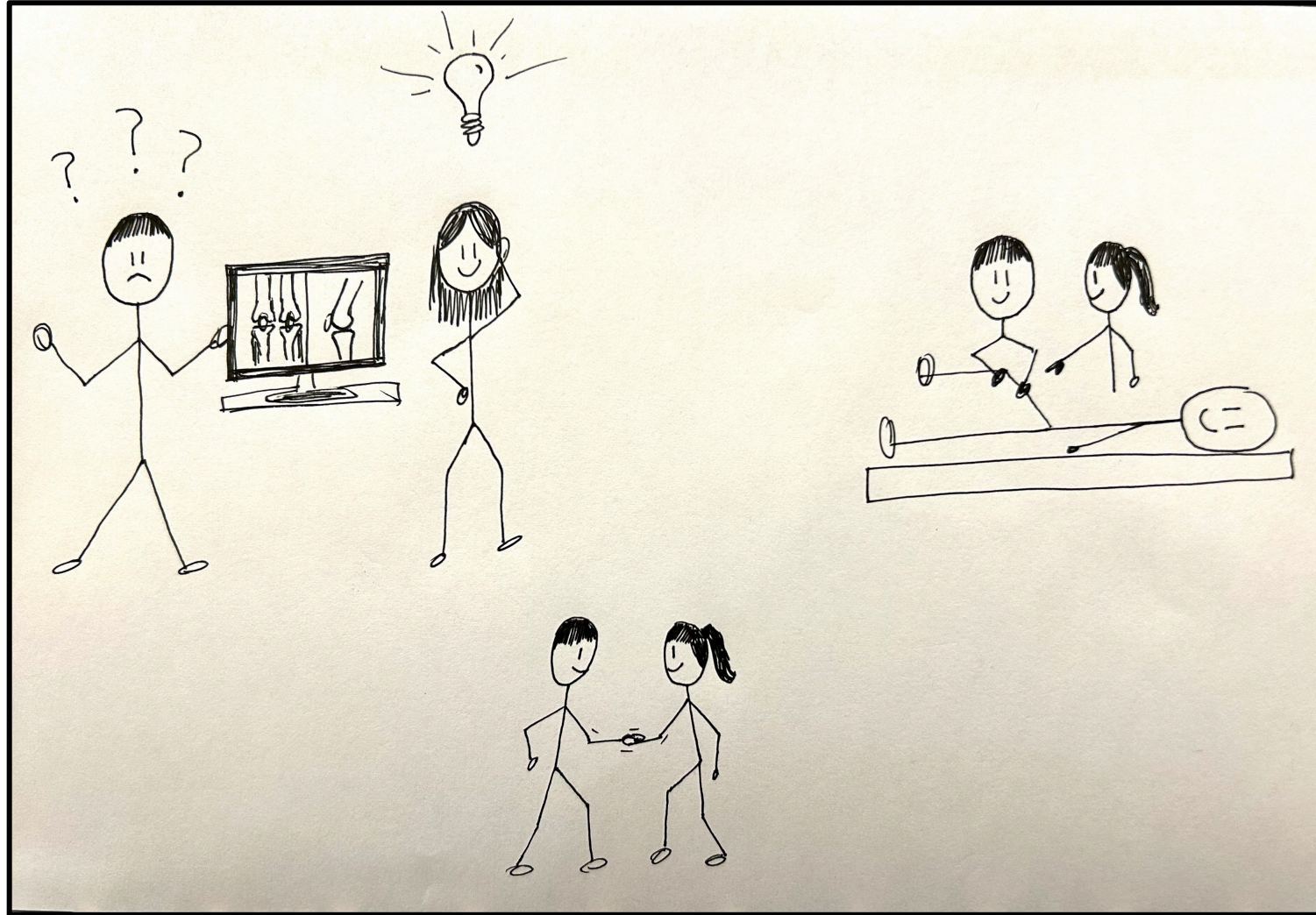


What are we talking about?



Socialization

What are we talking about?



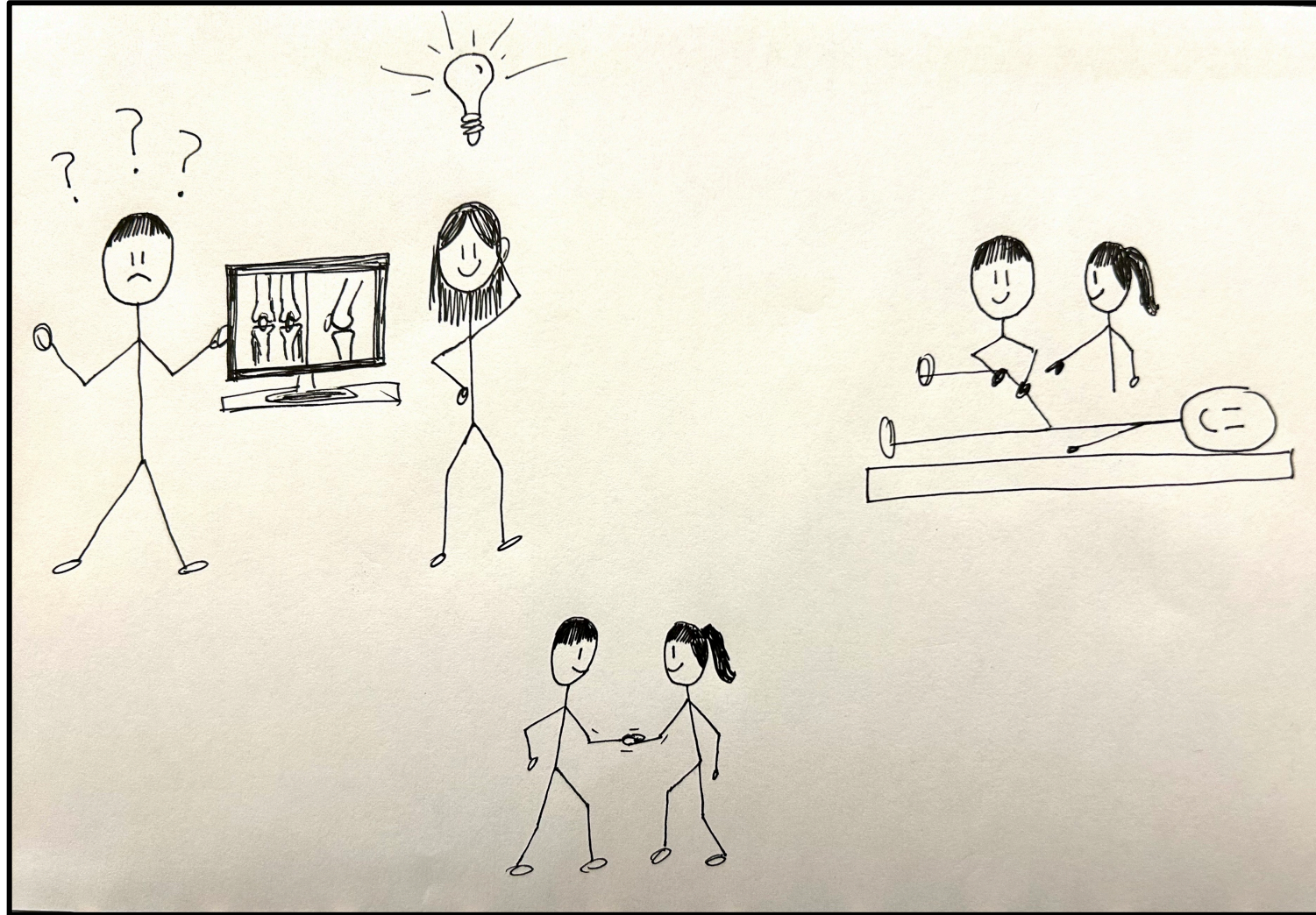
Learn from
Patient Care

Support

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?

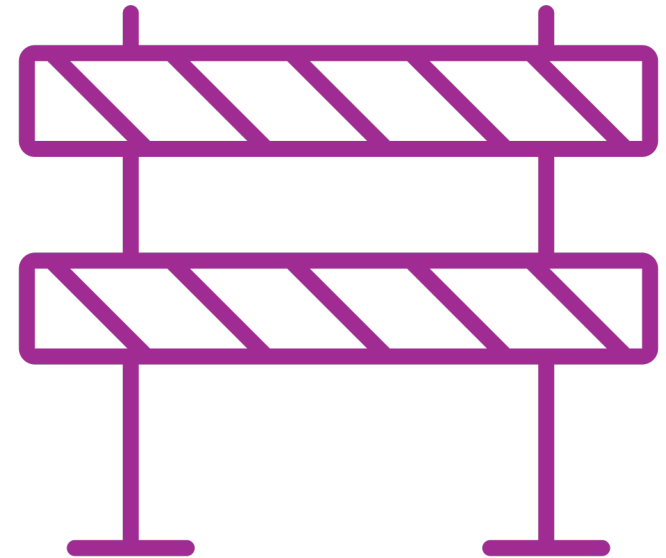


3 Major Barriers

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

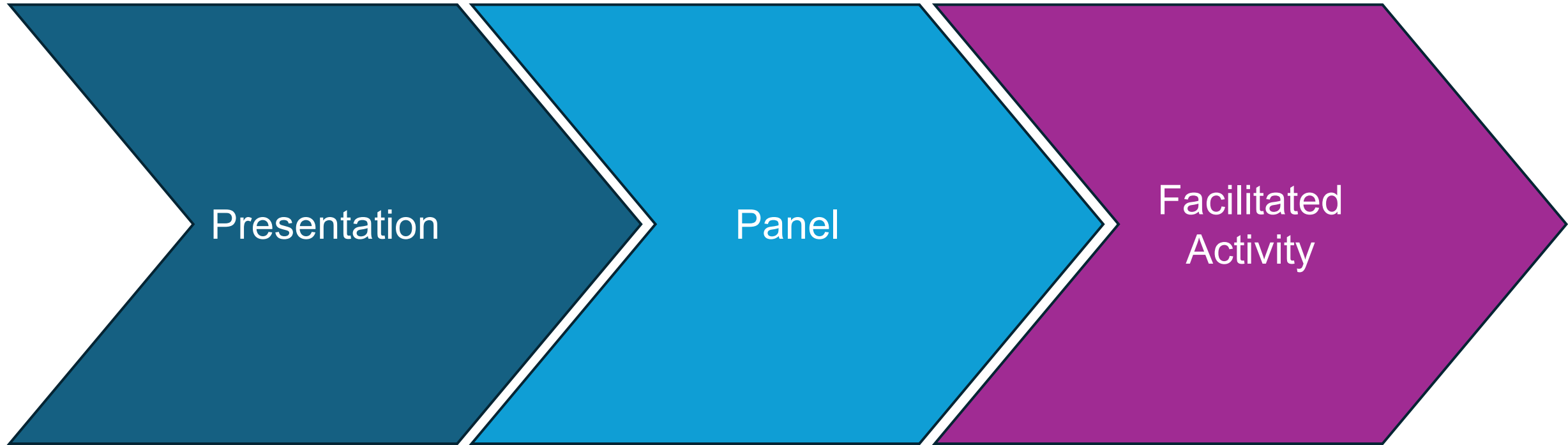
FORMALIZE

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



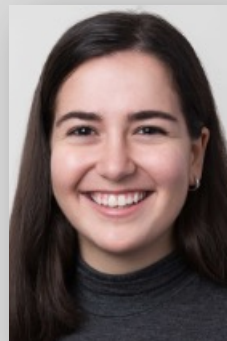
Meet the Panelists



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



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



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

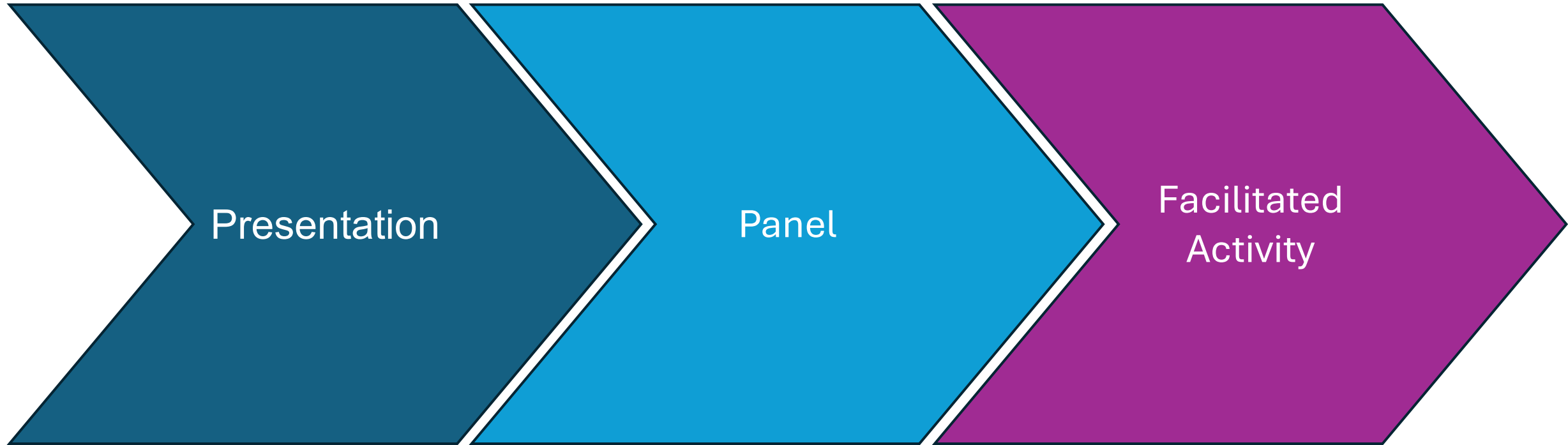


Eva Gómez, MSN, RN, NPD-BC, CPN
*Sr. Director, Patient Care Diversity, Inclusivity, and
Professional Advancement*



Erin Tibbetts, PharmD, BCPPS
*Program Director, PGY-2 Pediatric
Pharmacy Residency*

Remainder of Afternoon: Explore Opportunities



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**

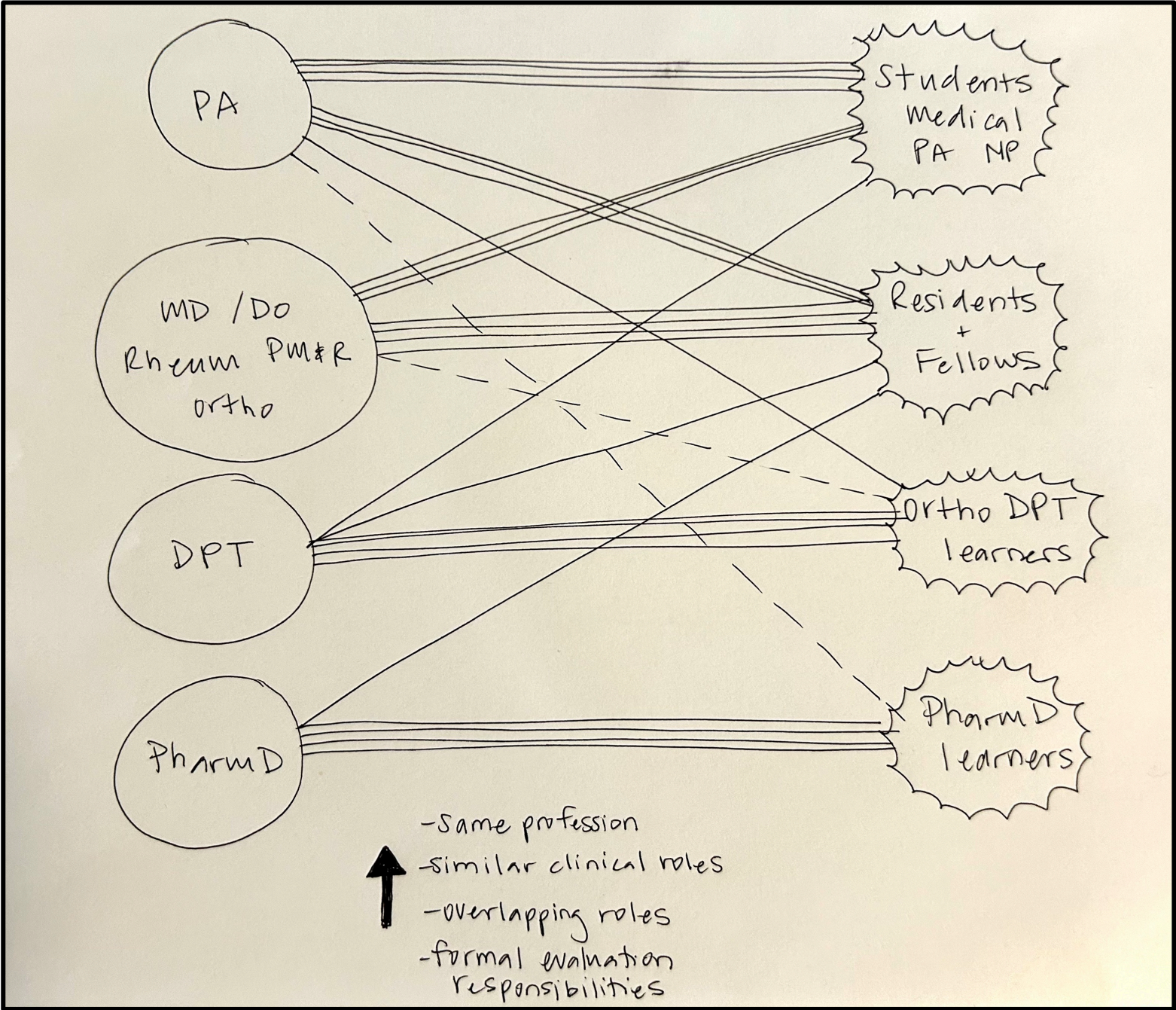
One workroom with 6
outpatient clinic
rooms in hallway

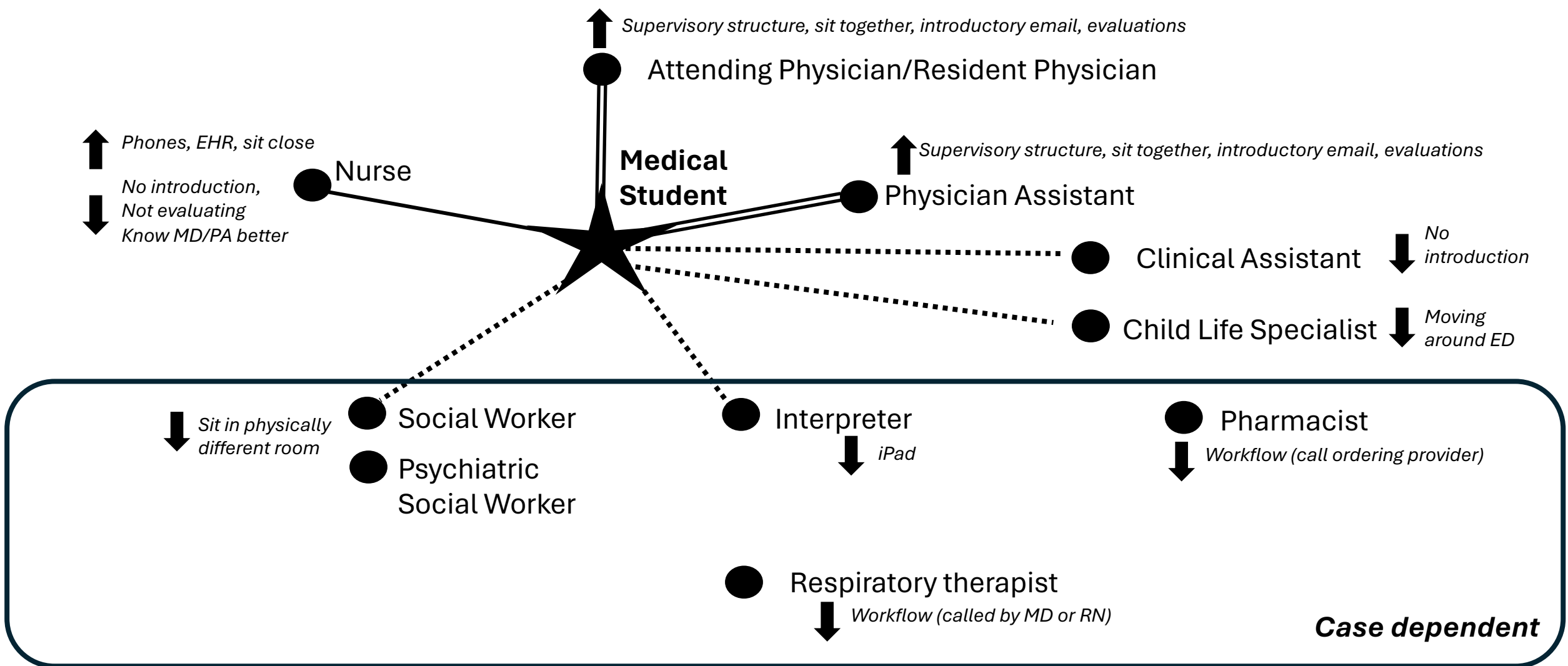
Interdisciplinary &
Interprofessional

Regular rotation of
physician learners

Intermittent rotation of
other learners

No direct nursing or
social work support



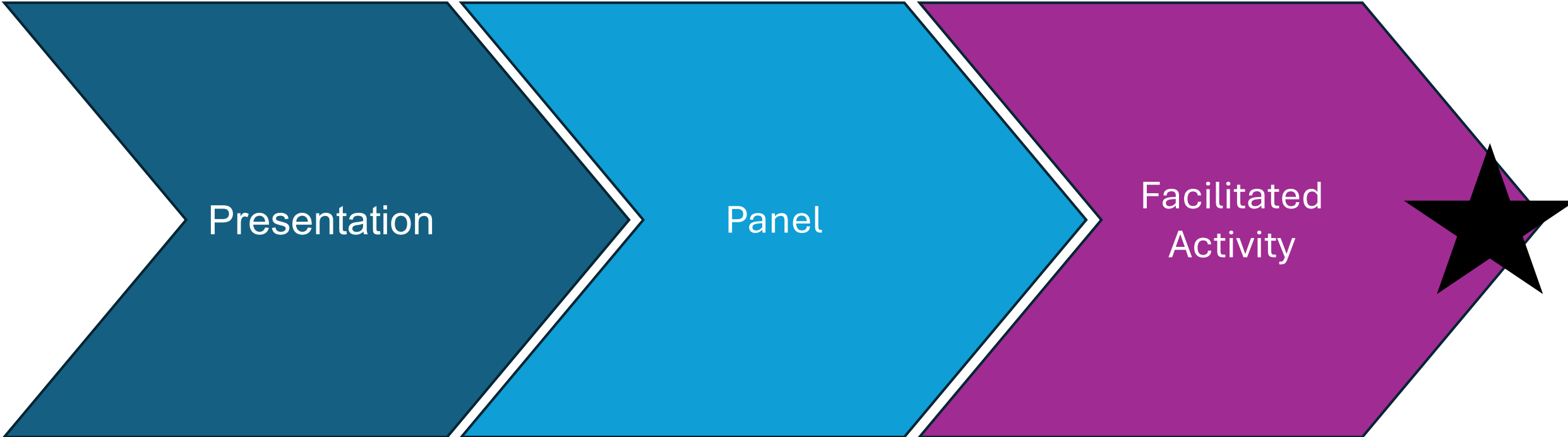


Musings on Mapping



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

This Afternoon



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

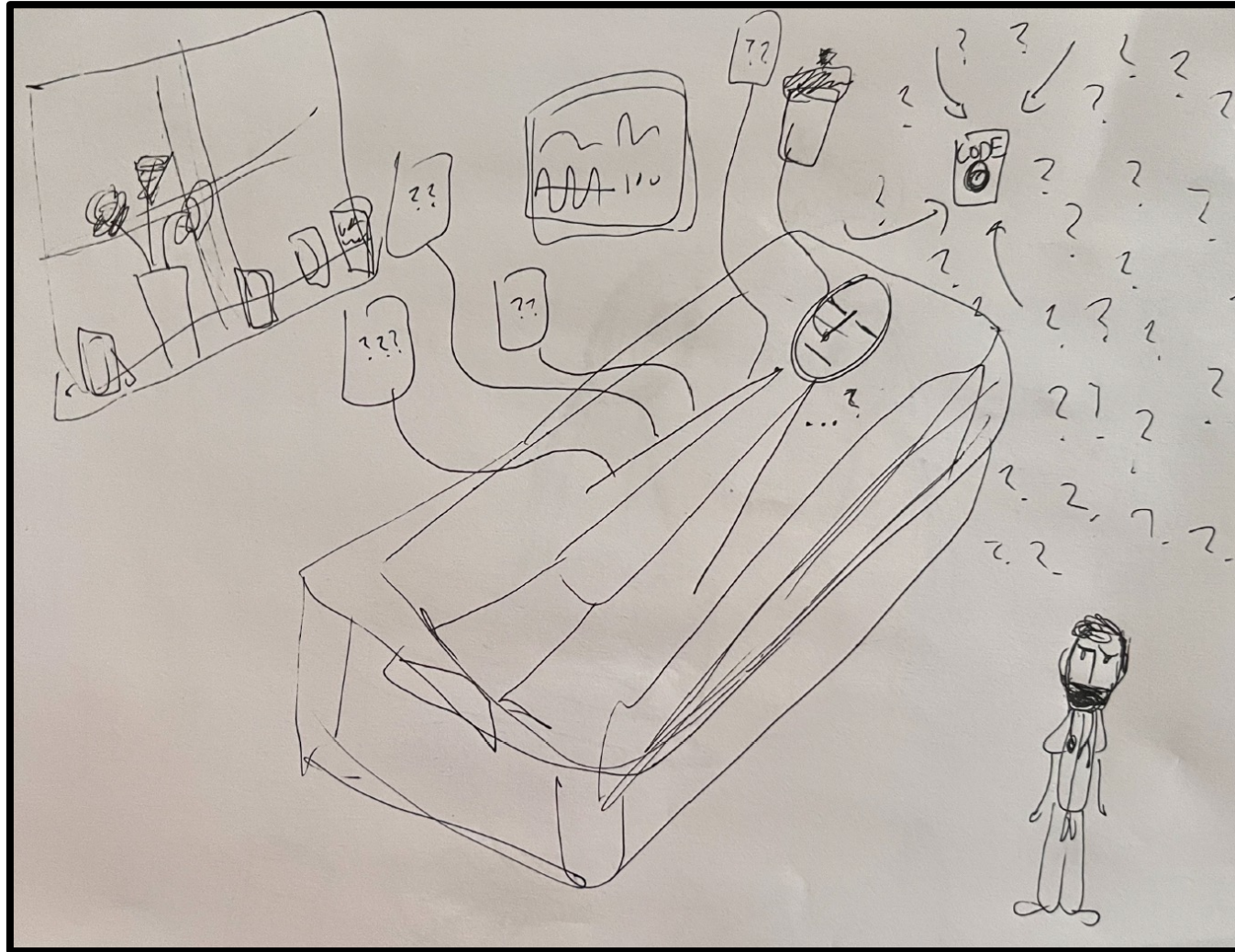
Opportunity to better capitalize on learning potential of interprofessional workplace interactions



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.

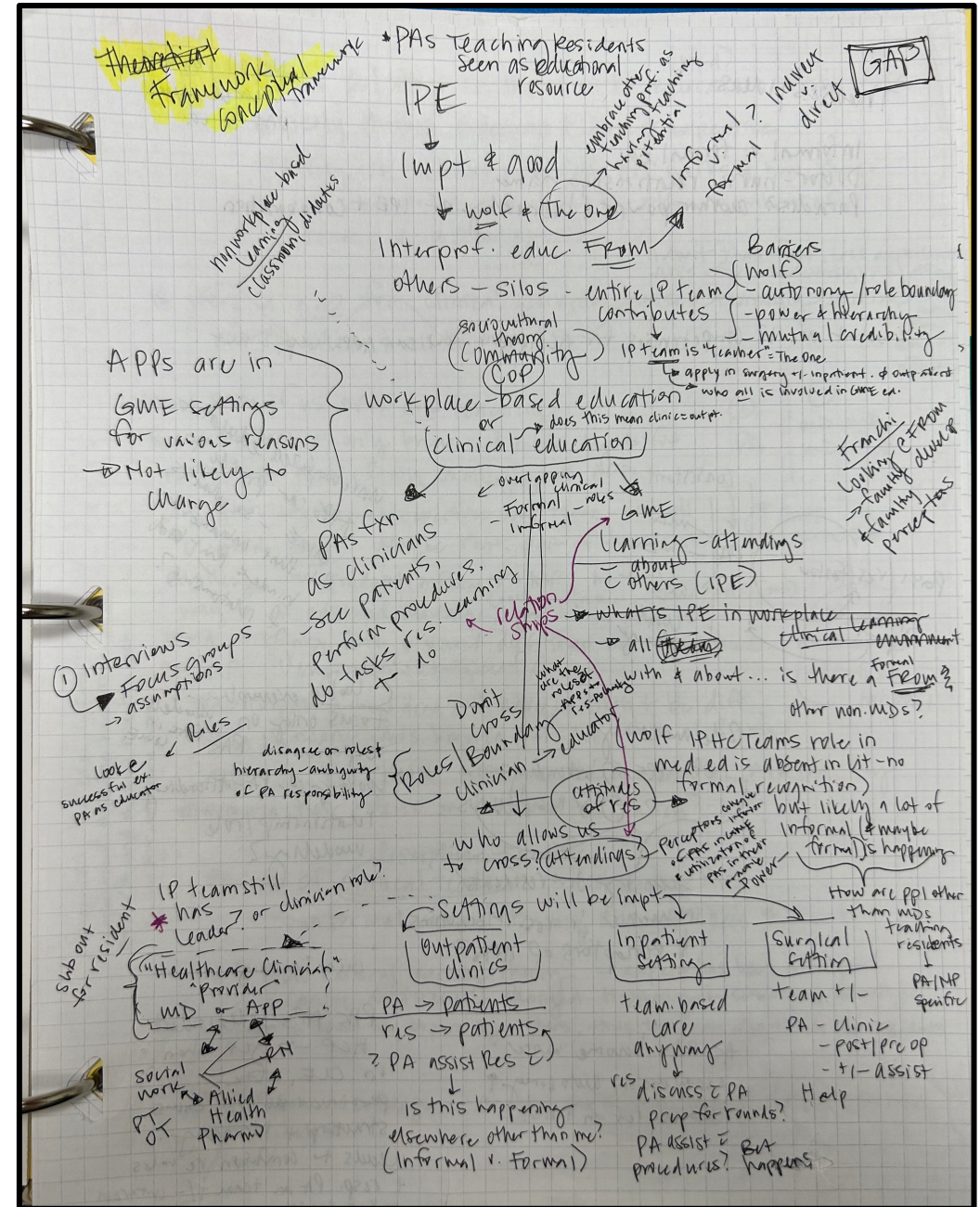
Exploring the educational contributions of PAs and NPs to GME Workplace Learning

Accepted!!

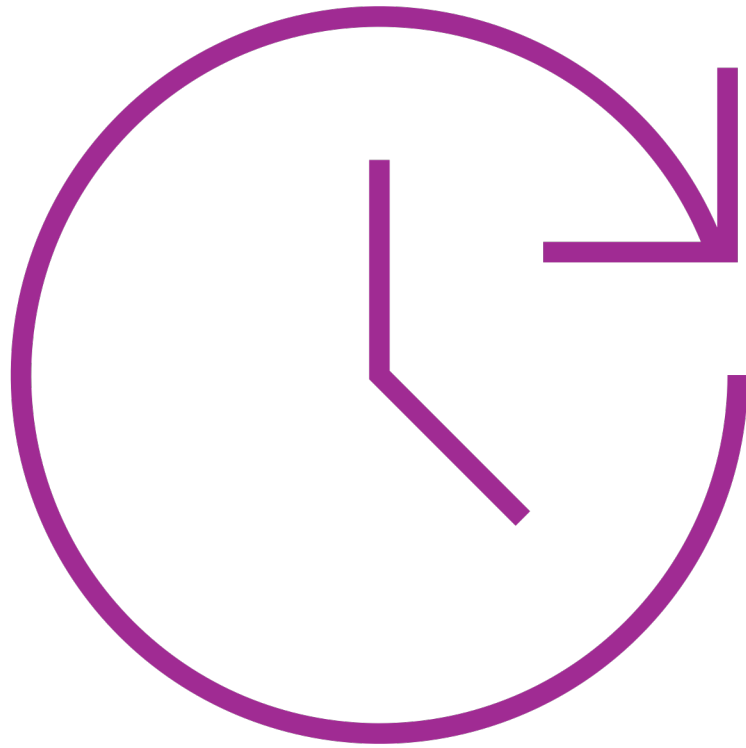


How Advanced Practice Clinicians Support Education For and Contribute To Education Of Residents: A Critical Literature Review

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

- 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
- **Panelists and educational leads**

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