



GSA 2023

Building Bridges > Catalyzing Research > Empowering All Ages

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Development and Evaluation of an Interprofessional Leadership in Health Care Certificate

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Health Resources and Services Administration (HRSA) Geriatric Academic Career Awards (GACA)

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I have no commercial relationships to disclose



LEARNING OBJECTIVES

By the end of the session, attendees will be able to describe:

1. The skills and knowledge that leaders of interprofessional teams need and want to be effective in their roles.
2. The challenges and successes of developing and implementing an interprofessional continuing education program.
3. How the certificate program impacted participants leadership and collaborative practice skills in their own workplaces.



AGENDA

- 1. Overview of Leadership of Interprofessional Teams**
- 2. Interprofessional Leadership in Healthcare Certificate**
 - Development
 - Curriculum
 - Continuing Education
- 3. Evaluation Data**





LEADERSHIP OF INTERPROFESSIONAL TEAMS

The interprofessional team is in a unique position where:

1. There needs to be a designated leader
2. The team also needs to share leadership responsibilities, as is characteristic of interprofessional collaboration.

(Reeves et al., 2010; Slater & Cusick, 2019)

Facilitate Shared Leadership

Transformation and Change

Personal Qualities

Goal Alignment

Creativity and Innovation

Communication

Team Building

Leadership Clarity

Direction Setting

External Liaison

Clinical & Contextual Expertise

(Smith et al., 2018)



CERTIFICATE DEVELOPMENT

Collaboration between: Boston University School of Social Work
College of Health and Rehabilitation Sciences: Sargent College

Non-credit online **Interprofessional Leadership in Healthcare Certificate** which aimed to:

- increase health professionals' knowledge and skills in interprofessional leadership.
- prepare health professionals with the skills to better coordinate and deliver services which ultimately will result in better health care outcomes.

Support from BU Digital Education Incubator Grant & BU Office of Distance Education

Interprofessional Alumni Advisory Board representing 10 professions



CURRICULUM

Five month certificate program involving:

ASYNCHRONOUS

Five courses on Blackboard Learn:

1. The Interprofessional Team
2. Effective Communication
3. Effective Supervision
4. Business Acumen
5. Interprofessional Leadership in Healthcare

LIVE CLASSROOM

- Weekly live discussions using Zoom
- Project ECHO® model: 'All Teach. All Learn.'
- Authentic case studies
- Alumni mentors are group facilitators

Content mapped to:

- Core Competencies for Interprofessional Collaborative Practice (IPEC, 2016)
- Leadership Competencies for Healthcare Services Managers (ACHE, 2015)



Technology-enabled collaborative learning.

Developed by Dr. Sanjeev Arora at the University of New Mexico Health Sciences Center in Albuquerque.

Specialists sharing their expertise and providing telementorship to help health teams deliver high-quality specialized services to clients in their own communities globally.

Interprofessional Leadership in Healthcare Certificate

To explore real issues relating to teamwork and leadership, and draw on the vast expertise and perspectives of the group to identify effective management strategies.



CONTINUING EDUCATION UNITS



Boston University
Intermediate Level
4.2 ASHA CEUs



CE credit hours: 40



Boston University Henry M. Goldman
School of Dental Medicine



*Boston University Henry M. Goldman School of
Dental Medicine is an ADA CERP recognized provider*
CE credit hours: 40 (20 self-instruction, 20 live)



Boston University School of Social Work

*Boston University School of Social Work, 1121, is
approved to offer social work continuing education
by the Association of Social Work Boards (ASWB)
Approved Continuing Education (ACE) program.*
CE credit hours: 40

Committee on Dietetic Registration

*This program meets Committee on Dietetic
Registration (CDR) criteria for Activity Type 171 – Live
Webinar*



School of Medicine

*Boston University School of Medicine is accredited by
the ACCME to provide continuing medical education
for physicians. Boston University School of Medicine
designates this other activity (blend of online and live
content) for a **maximum of 40 AMA PRA Category 1
Credits™***



PARTICIPANTS

Participants cross 4 cohorts ($n = 110$)
Survey respondents ($n = 103$)

Profession	<i>n</i>	%
Occupational Therapy	32	31.1
Dentistry	11	10.7
Medicine	11	10.7
Speech Language Pathology	11	10.7
Athletic Training	9	8.7
Physical Therapy	9	8.7
Social Work	8	7.8
Nutrition & Dietetics	5	4.9
Nursing	2	1.9
Other	5	4.9



METHODS

Survey at the end of each of the five courses:

28 multiple choice questions covering:

- learning objectives
- course content
- course delivery
- interprofessional learning

4 short answer questions about:

- participants' experience in the certificate
- anticipated integration of learning in workplaces

Boston University IRB determined that the study protocol (5658X) did not require IRB review



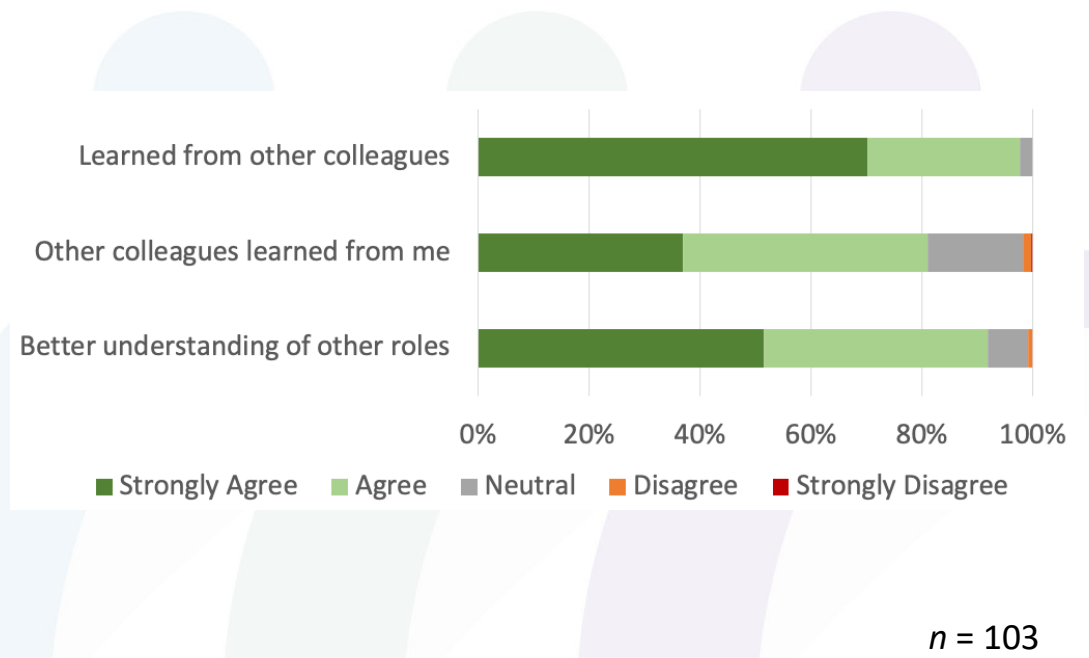
RESULTS

Meeting of Learning Objectives by Course*



*combined data across 12 learning objectives per course

Perception of Interprofessional Collaboration**



**combined data across all courses



RESULTS

- Interprofessional Collaborative Competency Attainment Scale (ICCAS)
(MacDonald et al., 2010; Schmitz et al., 2017)
- Leadership Competency Self-Evaluation (LCSE)

Instrument	<i>n</i>	Before the certificate, <i>mean ± SD</i>	After the certificate, <i>mean ± SD</i>	6-months after certificate, <i>mean ± SD</i>	<i>p</i>
ICCAS (20 items)	19	2.92 ± 0.59	4.20 ± 0.48	4.11 ± 0.37	< 0.001
LCSE (5 items)	19	2.54 ± 0.78	4.06 ± 0.53	4.07 ± 0.61	< 0.001

IRB Exempt Human Subject Research



QUALITATIVE THEMES

1. Enhanced Listening and Communication Skills

I am more of an active listener, I feel confident interjecting my thoughts and ideas, I feel more comfortable providing constructive criticism, and overall feel like a more valuable member of the interprofessional team.

2. Better Understanding of Roles

Now that I have a better understanding and respect for all health professionals, I am more patient and understanding when a conflict arises.



QUALITATIVE THEMES

3. Increased Collaboration

I have been able to contribute more and work in collaboration instead of being more passive as I have been in the past.

4. Improved Leadership Skills

This learning experience has changed the way I conduct meetings, evaluations, and provide and receive feedback.



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