

Applying Kotter's 8-Step Process to Sustain A Mandatory IPE Curriculum

Presenter:

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UNM HSC IPE Program

IPE Program structure

- IPE Director
- IPE Coordinators
 - College of Pharmacy
 - School of Medicine
 - College of Nursing
 - Health Professions and Public Health Programs
- IPE Program Coordinator
 - Diane Bessette
- IPE Community Liaison
 - Yvette Ramirez-Ammerman

IPE Team

- Michel Disco
- Cindy Arndell
- Loren Kelly
- Amy Levi
- Krista Salazar
- Betsy Vanleit

Learner Objectives

1. Describe the change steps in Kotter's 8-Step Process for transformational change.
2. Analyze and identify a way to apply Kotter's 8-step Process to IPE curricula implementation at one institution.

Mandatory IPE Curriculum Background

- Change is difficult.
- Evidence-based best practice supports that IPE ought to be a mandatory curriculum yet, IPE is optional in many academic settings.
- Most health professions programs have accreditation standards that require integration of IPE, but expectations are more explicit in some programs compared to others.
- Necessary changes must be made in academic health centers to sustain IPE.

Leading Change: Kotter's 8-step Process

- The process is designed to
 - Systematically implement change strategies
 - Reengineer processes to improve quality
 - Address barriers through cultural transformation
- The process identifies that
 - Barriers related to change are inevitable
 - Errors and consequences commonly related to change are not inevitable
- The process application in an IPE context: To change culture to increase potential for IPE sustainability.

Cultural transformation is...

- The antithesis of a linear process
- The working of “wheels within wheels”



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Leading Change: Kotter's 8-step Process

- **Step 1:** Establish a sense of urgency
- **Step 2:** Create a guiding coalition with power and influence
- **Step 3:** Develop a vision and strategy about the importance
- **Step 4:** Communicate the vision and strategy
- **Step 5:** Enable action
- **Step 6:** Recognize the work being done
- **Step 7:** Consolidate gains and produce more change
- **Step 8:** Anchor new approaches in the culture.

Step 1: Establish a sense of urgency about the need for a mandatory IPE curriculum

- Development of:
 - IPE logo
 - IPE Newsletter: “The IPE Insight”
 - IPE Web site (<http://hsc.unm.edu/ipe/index.html>)
- IPE at new faculty orientation: “QuickStart”
- Highlight common accreditation goals for all programs
- Utilize the Health Sciences Center (HSC) strategic plan to include IPE outcomes and communicate a singular goal
- Outcome: create a critical mass who will begin to feel this sense of urgency

Step 2: Create a guiding coalition with power and influence to lead change related to IPE

- I. **Expertise:** IPE guiding coalition: the IPE team
 - multiple IPE workshops and conferences → facilitating faculty development workshops, working with others to develop a longitudinal curriculum
- II. **Position power:** HSC organizational structure includes IPE
 - executive committee comprised of one representative from each program
 - IPE council to serve as a wider steering committee
- III. **Credibility:** People with good reputations and multiple layers of support
 - strategic placement of deans and other University officials
- IV. **Leadership:** IPE leadership that is inclusive of others is our hallmark
 - IPE activity and infrastructure attends to the needs of the partnership members

Step 3: Develop a vision and strategy about the importance of IPE

- IPE Team has intentionally used the Nationally-recognized *Core Competencies for Interprofessional Collaborative Practice* as
 - The core strength in curricular planning
 - Curriculum development
 - Programmatic evaluation
 - Learning assessment
- HSC has incorporated IPE within the Strategic Plan
- UNM HSC IPE Mission and Vision are easily located

Step 4: Communicate the vision and strategy to stakeholders to get buy-in for IPE

- Health Sciences Student Council
- IPE Newsletter: “The IPE Insight”
 - Highlights IPE current events and upcoming events, stimulates IPE dialogue
- IPE Web site (<http://hsc.unm.edu/ipe/index.html>)
 - Institution goals for IPE, highlights IPE activity on campus, IPE based faculty development
- IPE at new faculty orientation: “QuickStart”

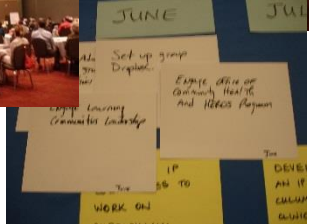
Step 5: Enable action about how to achieve IPE

- Faculty Development
 - Skills that lead to a productive IPE attitude eliminates barriers to empowerment.
- Change systems or structures that undermine the change vision
 - Envision the *possibilities*
- Encourage risk taking and nontraditional ideas, activities and actions
- Identify local champions
 - Within the academy
 - In practice sites
 - In the community

Step 6: Recognize the IPE work being done



IPE Retreat



Public Health
Emergency Disaster Prep



IPE Team



AOC Clinic

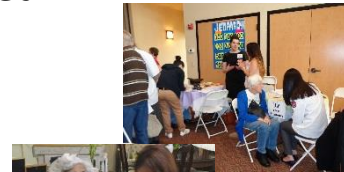


Lobo Wings



HSC Education Day

National conferences



Community
Centers



IPE Case Competition



Geriatric Health Fair



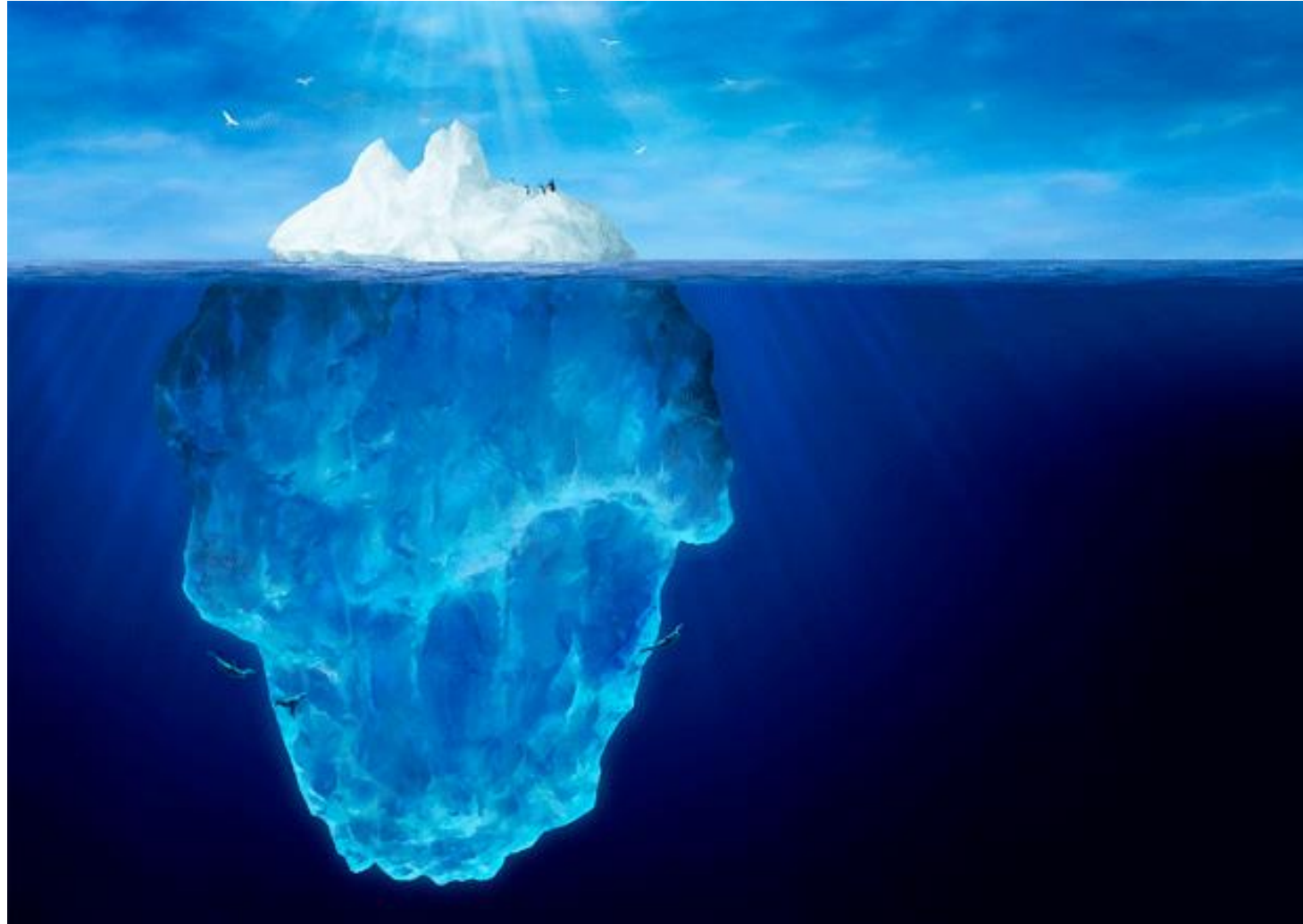
Flu Shot clinics



Step 7: Consolidate IPE gains and produce more IPE change

- Networking among faculty: We talk to each other on a more regular basis, and know each other outside our siloed areas
- Physical spaces : discussions about space for interprofessional groups of students
- Tuition system: pharmacy students will be on 2 semesters (July-Dec. and Jan-Jun)
- The registrar is interested in helping support courses that can be cross-listed to help make course logistics easier

Step 8: Anchor new IPE approaches in the culture



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Kotter's 8-Step Process

Assessing Progress

- Activity within each step does not imply completion, but instead presents the work we have done to date
- It is difficult to determine how much progress has occurred within each step
- Through this process, we can inventory what else
 - *Should* be done AND *could* be done...to focus efforts toward developing a sustainable IPE curriculum.