Building Healthy Organizational Change Behavior: An Appreciative Inquiry Approach to Implementing Interprofessional Education

Presentation to the AACOM 2012 Annual Meeting by Robin Cooper, PhD and Stacey Pinnock, MSW Nova Southeastern University, College of Osteopathic Medicine
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- Its contents are solely the responsibility of the authors and do not necessarily represent the official views of HRSA.
Outline of Presentation

- Context of Interprofessional Education (IPE) initiative at NSU–COM
- Barriers to IPE implementation identified in the literature related to organizational change
- Overview of Appreciative Inquiry (AI)
- Elements of AI–informed IPE initiative at NSU–COM
- Lessons learned and next steps
Context of IPE initiative

- Awarding of 5-year Interprofessional Joint Degree Grant from HRSA (DO–MPH)
- Nova Southeastern University
  - 8th largest private, not-for-profit university in U.S.
  - Enrollment over 28,000
  - Main campus in Fort Lauderdale, FL
  - 7 schools in Health Professions Division: Dental Medicine, Health Care Sciences, Medical Sciences, Nursing, Optometry, Osteopathic Medicine, Pharmacy
  - Shared physical space for Health Professions Division
Barriers to IPE implementation

- Structural issues: varied locations, schedules, curricula (Bridges, Davidson, Odegard, Maki, & Tomkowiak, 2011; Mackintosh, Adams, Singer–Chang, & Hruby, 2011)
- Cultural issues: varied professional cultures, academic cultures (Hall, 2005)
- Psychological issues: resistance to change, fear re: loss of power, us vs. them thinking (Pecukonis, Doyle, & Bliss, 2008)
Overview of Appreciative Inquiry (AI)

- Positive organizational change process
- Combines social constructionist theory and participatory action research methods
- Developed in the 1980s by David Cooperrider at Case Western Reserve University, now widely used for organizational development
Al’s 4–D Cycle

- Discover: Appreciating the best of what is
- Dream: Envisioning what might be
- Design: Co-construction what should be—the ideal
- Destiny: Sustaining positive change through empowerment and adjustment

(Cooperrider & Whitney, 1999)
“...a fundamental pre-condition for all organization change work—whether focused on process innovation, stakeholder relationships, business strategy, organizational culture, diversity, the capability to adapt and improve, or team effectiveness—is to shift the flow of ‘issue framing dialogues’ in the direction of health rather than pathology in order to shift the flow of dialogue from an analysis of malfunction to a holistic understanding of moments of optimal performance. The choice to focus on moments of optimal performance and our conscious use of inquiry are powerful interventions in and of themselves” (Watkins & Mohr, 2001, p. 33).
Basic steps of the AI process

- **Affirmative Topic Choice.** Choose the positive as the focus of inquiry.
- **The Appreciative Interview.** Inquire into stories of life-giving forces.
- **Qualitative Data Analysis.** Locate themes that appear in the stories.
- **The AI Summit.** Create shared images for a preferred future.
- **Ongoing Delivery.** Find innovative ways to create that future. Assess and adjust.
The 1st D: Discover

- Affirmative Topic Choice: being solution-focused and collaborative
- AI interviews conducted among NSU–COM leadership and professional development group and several department chairs
- “The core task of the discover phase in this model is to appreciate the best of ‘what is’ by focusing on times of organizational excellence—when people have experienced the organization as most alive and effective....” (Watkins & Mohr, 2001, p. 43).
The Appreciative Interview

- **Core AI questions**
  - For example: Tell me about an experience when you felt most alive and engaged in your work at COM. What did it feel like? Who was involved?
  - Without being humble, what do you value most about the way you do your work and the skills and gifts you bring to COM?

- **Topic-focused questions**
  - For example: How have you and your colleagues collaborated meaningfully in the past to find solutions and resolve problems? Please share an example.
Pause for Reflection

- Without being humble, what skills and gifts do you bring to your work that would enhance interprofessional collaboration?

- Think of an experience when you collaborated with students, faculty, or clinicians from other health professions. What did it feel like? Who was involved?
The dream phase involves challenging the status quo by envisioning a preferred future and describing that future in a ‘macro’ provocative proposition….Thus, the dream phase is both practical, in that it is grounded in the organization’s history, and generative, in that it seeks to expand the organization’s potential” (Watkins & Mohr, 2001, p. 44).
Dream into the future: Your university offers an effective, successful interprofessional education program. What does this healthy program look like, what is happening? What three things have been done to help bring you to this point?
Qualitative Data Analysis

- Interpretative Phenomenological Analysis (IPA) chosen for analysis of interview data (Smith, Flowers, and Larkin, 2009)
- Descriptive Comments
- Linguistic Comments
- Conceptual Comments
- Development of Themes
Examples from IPA analysis

Descriptive comments:
- Times of open communication foster sense of engagement with COM
- Colleagues showing confidence in your abilities is fulfilling

Linguistic comments:
- I see repetition of the word share, sharing, shared—both in terms of personal sharing of lives/cultures outside work but also sharing of information, feedback, trust

Conceptual comments:
- Being empowered and trusted to do work or implement innovations seems to make employees feel most engaged at work
Themes

- Sense of Mission
- Values/Attitudes
- Communication
- Interaction
- Development

Core Competency Domains of Interprofessional Collaborative Practice: values/ethics, interprofessional communication, roles/responsibilities, teams/teamwork
The 3rd D: AI–informed Curricular Design

- Where in the curriculum are any of the core competencies of IP being addressed?
  - Medicine, Health, and Society course for M1s
    - Revision: Section on Professional Relationships, addition of new class on IPEP
  - MPH program
    - Special Studies option

- Where is IP collaboration happening at HPD?
  - Geriatric Education Center—discipline heads
    - Building on these relationships to include students and faculty from PT, OT, Dentistry, and Pharmacy in IP session
Launch of Interprofessional Leadership Program
  ◦ First Cohort of 17 students
  ◦ Interprofessional Journal Club
  ◦ HPD Connections Café
  ◦ Falls Prevention Clinic Observation
  ◦ Research Projects
Sample IP Journal Club Flyer

Interprofessional Journal Club

Presented by NSU-COM’s Interprofessional Leadership Program

Please join us as we explore:
“Relationships of power: implications for interprofessional education”

When: January 9th, 3:15pm-4pm
Where: HPD, Room 1247

Refreshments will be provided
DeJong v. Owen Sound General

A psychiatric patient under the care of a psychiatrist, a psychologist, nursing staff and a social worker broke out of a window and was injured in traffic.

Each team member subject to individual liability on the basis of how the team performed.

The court found the physician and some nurses to be negligent in need for observation of patient and that observation had not been carried out by Nurse O.

Team Failure: no conference and no designation to specific team member and no practice of verification to observe patient.
Sample HPD Connections Café Flyer

HPD
Connections Café
An Interprofessional Look At...

Patient Safety
Hosted By:
Ravi Patel and Weber Wu

Please join us for a panel discussion on patient safety from the perspective of various healthcare professionals.

When: January 23, 2012, 12pm-1pm
Where: HPD, Room 1247

Lunch Provided!
First come, first served

Presented By:
The Interprofessional Leadership Program
ILP members lead HPD Connections Cafe
Student IP Research Projects

- Baseline data on osteopathic medical students perceptions of IP health care competencies and training
- Survey research on impact of IP experience at rural medical outreach fair on attitudes toward IPEP of students from multiple health professions
- Study using Second Life to provide training in Electronic Medical Records and relationship to interprofessional practice.
The 4th D: Destiny — Ongoing Delivery

- Organizational culture:
  - NSU–COM’s mission statement revision
  - NSU Dateline Health program on IPE
  - HPD student video project
- Faculty support:
  - ILGE faculty development program
  - Faculty–led interprofessional education projects
  - Clinical IP contest suggested by Pharmacy faculty
- Curriculum:
  - IP experience in the simulation lab
  - IP experience with standardized patients
  - IP clinical rotation opportunities
Lessons Learned

- Go slow but steadily
- Communicate, over-communicate
- Identify areas of receptivity
- Build on existing strengths
- Challenge to fulfill AI goal of engaging all stakeholders
- Can’t ignore underlying and structural obstacles (Dematteo & Reeves, 2011)
- Don’t expect a “completion” of AI process


