

# Avoiding One and Done: A Practical Model for Sustaining IPE Programs

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Arizona State University

National Center for Interprofessional Practice and Education

Webinar

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# Acknowledgements

*This research was originally conducted with the generous support of the **Health Resources and Services Administration (HRSA)** in cooperation with the **Arizona Geriatric Education Center** under the leadership of **Dr. Linda Phillips**.*



# Special Thanks



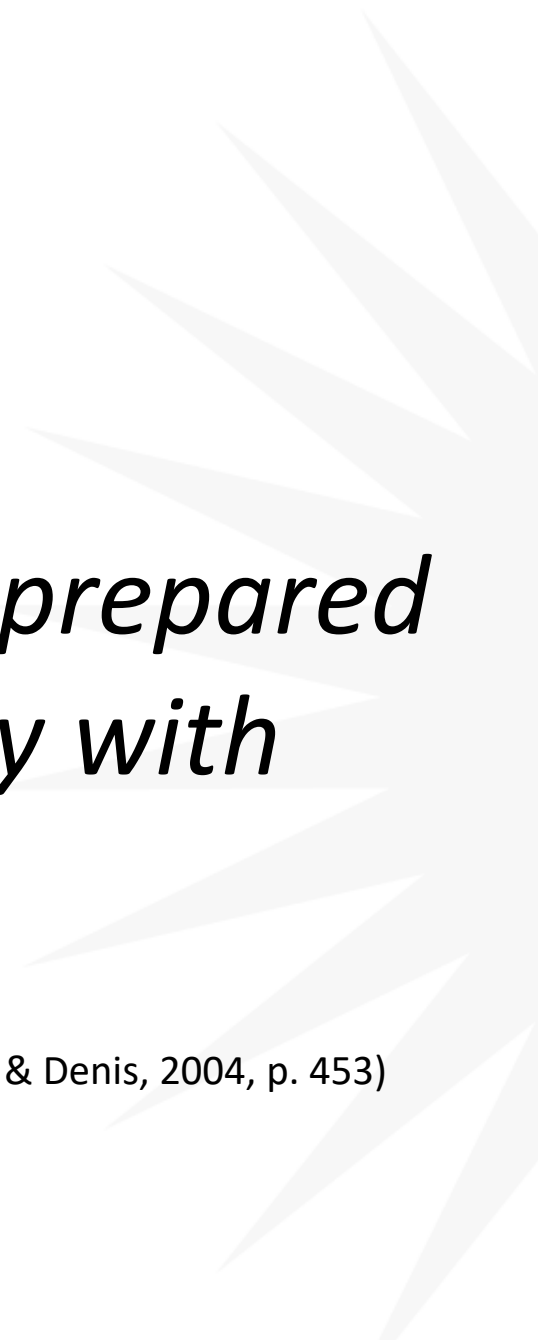
***National Center for Interprofessional Practice and Education***



- ❖ ***Gerri Lamb, The Macy Project, Arizona State University***
- ❖ ***Liz Harrell & Karen Saewert, Interprofessional by Design™, Arizona State University***

# Learning Objectives

- ❖ Define four approaches to sustainability
- ❖ Identify factors that foster and hinder sustainability
- ❖ Discuss current interprofessional practice and education (IPE) initiatives using the Kennedy Model of Sustainability © 2008

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- *“...sustainability must be prepared in advance, concomitantly with implementation.”*

(Pluye, Potvin, & Denis, 2004, p. 453)

# Research: Geriatric Education Centers (GECs)

- ❖ Funded by Health Resources and Services Administration (HRSA)
- ❖ Predecessor to current Geriatric Workforce Enhancement Program (GWEP)
- ❖ Promoted interdisciplinary geriatric education and training for more than 35 health professions disciplines
- ❖ GECs were charged with becoming self-sustaining beyond their period of funding
- ❖ ***Undertaken when GEC funding was temporarily eliminated nationwide***

# Strategies to Foster Sustainability

**KENNEDY MODEL OF SUSTAINABILITY** © 2008

# Sustainability

Four (4) major conceptions of sustainability emerged:

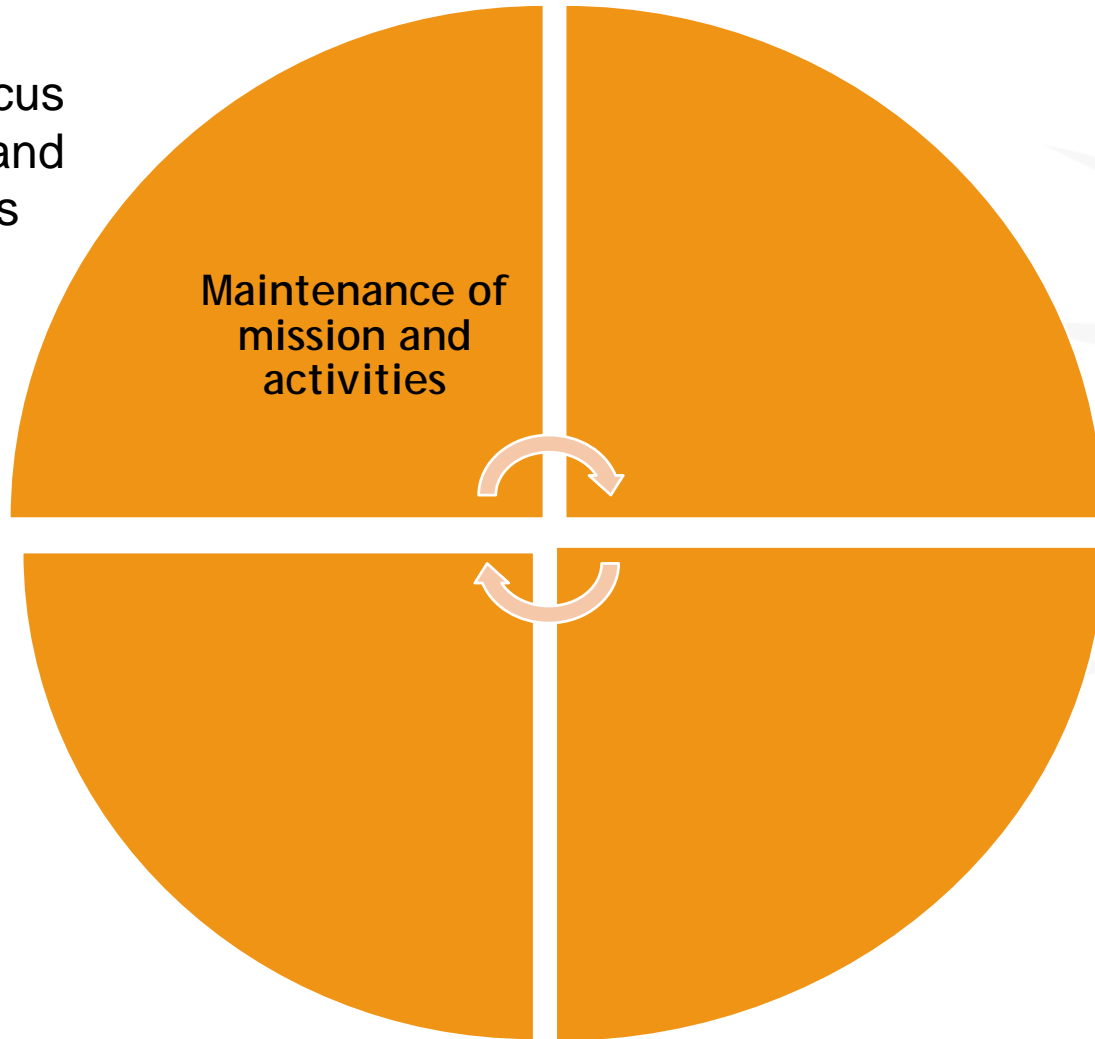
- ❖ *Maintenance of mission and activities*
- ❖ *Institutionalization of organizational infrastructure*
- ❖ *Community visibility*
- ❖ *Strategic response to change*

(Kennedy, 2008, 2009)



# Kennedy Model of Sustainability © 2008

The ability to maintain the focus of the mission and related activities with or without funding.



(Kennedy, 2008, 2009)

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# Maintenance of Mission and Activities

## ❖ Institutional infusion efforts

- ❖ Weaving content into curricular activities

## ❖ Decentralizing involvement of faculty, staff, and students

- ❖ Weaving change across programs, faculty, & curricula
- ❖ Developing support across departments and disciplines
- ❖ Inviting/offering opportunities for others to be involved

# Maintenance of Mission and Activities

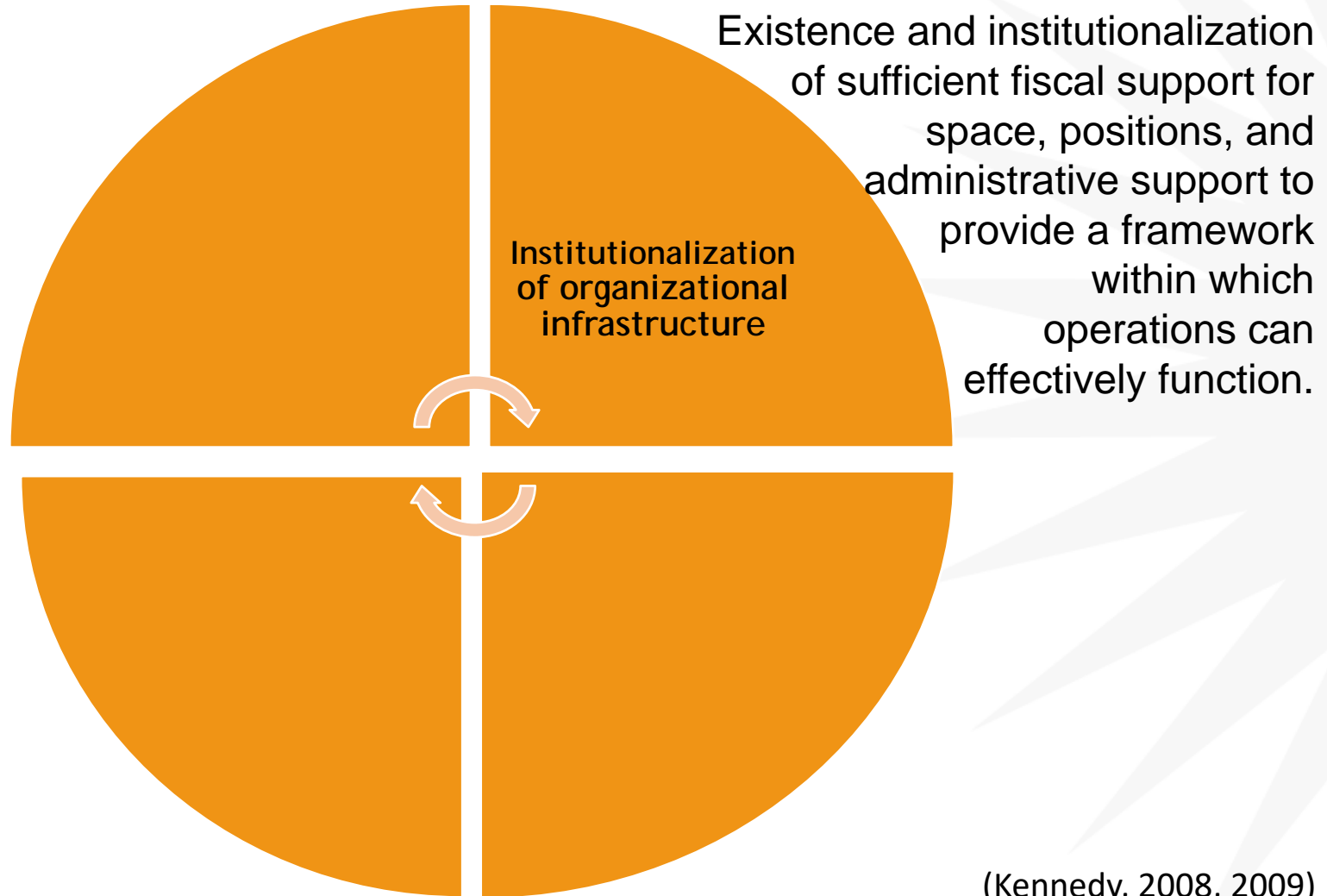
## ❖ Administrative support

- ❖ Support for continuation of initiatives, with or without external funding
- ❖ Presence of dean/director who values the importance of initiative

## ❖ Infusion of activities at the level of the culture of the department or discipline (*acculturation*)

- ❖ Changes at the level of organizational culture result in the ability to thread/ingrain initiatives within the system

# Kennedy Model of Sustainability © 2008



(Kennedy, 2008, 2009)

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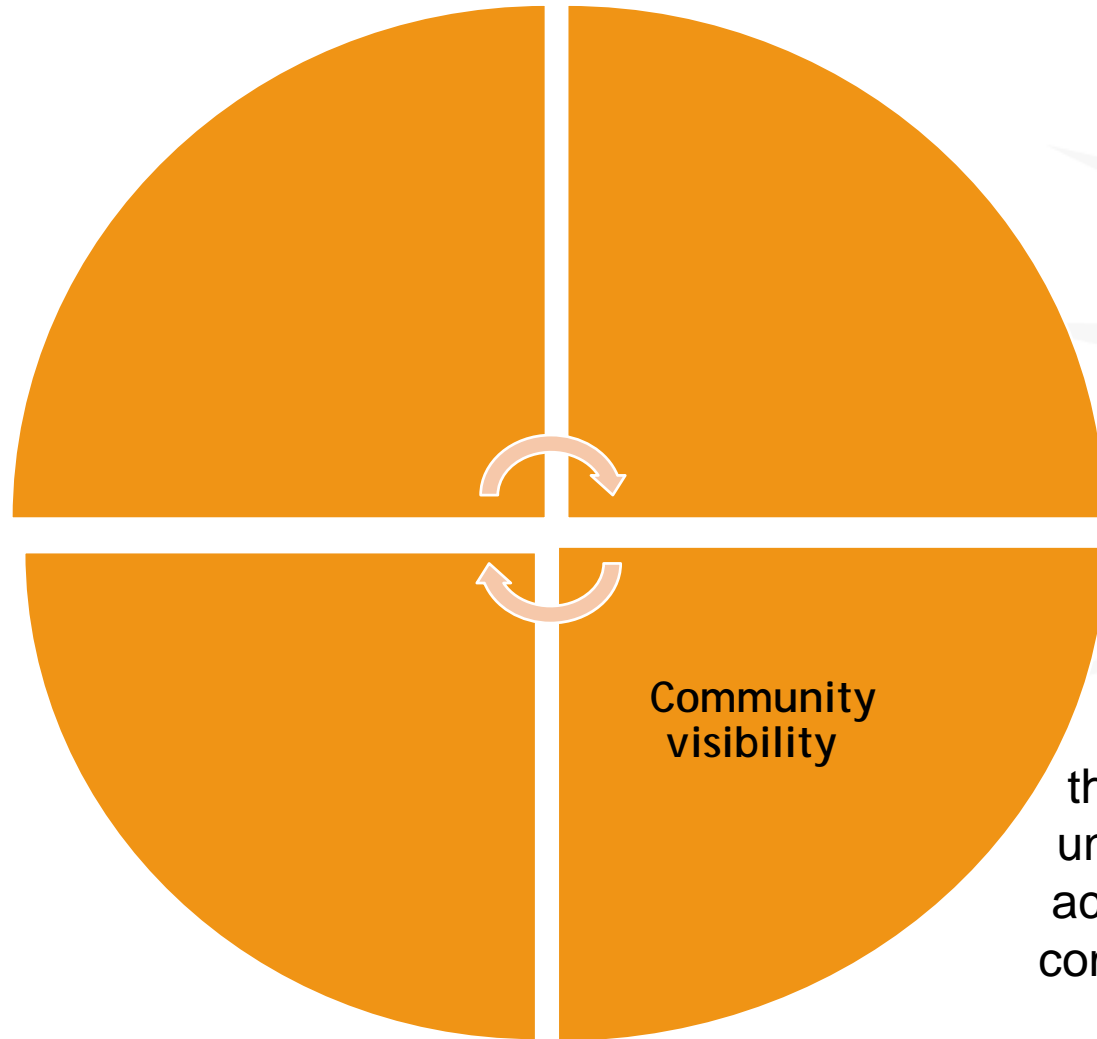
# Institutionalization of Organizational Infrastructure

- ❖ Includes fiscal and administrative support
- ❖ Sufficient to maintain a base level of staff support and basic operations
- ❖ Often provided by universities as their portion of match for external funding
- ❖ Portions of staff time/position cobbling (%FTE, summer salary)

# Institutionalization of Organizational Infrastructure

- ❖ **Location of the program within the structure of the university/community and its ability to create a need within and between other programs and departments**
  - ❖ Co-location of programs within a research center/office
  - ❖ Symbiosis between programs or units (*one program benefits from the existence of the other*)

# Kennedy Model of Sustainability © 2008



Become “*the source*” for information and therefore integral to the culture of both the university and broader academic and practice communities over time.

(Kennedy, 2008, 2009)

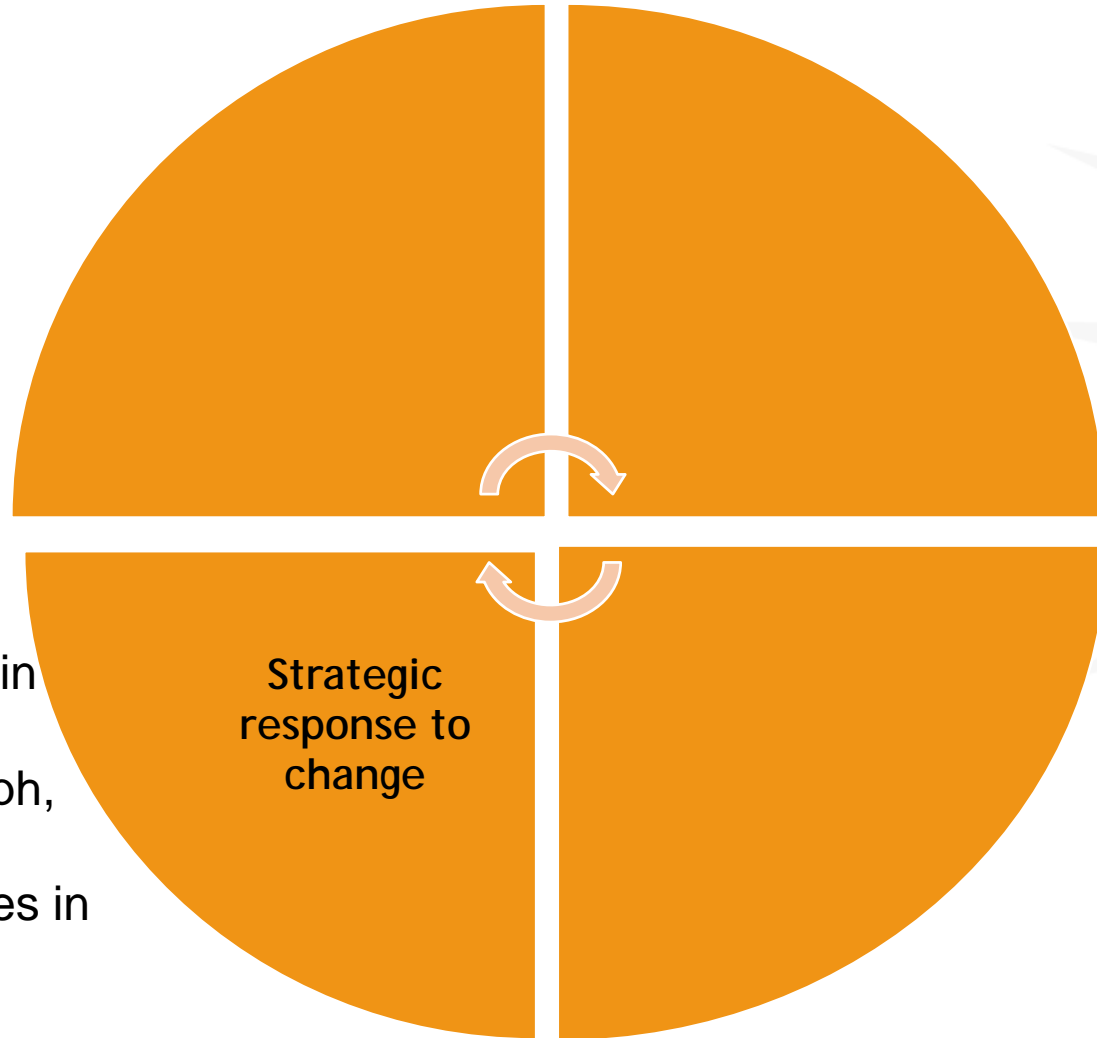
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# Community Visibility

- ❖ **The creation of markets and circuits of knowledge**
- ❖ **The ability to attract consumers through building relationships, tracking contacts, maintaining mailing lists, responding to demand for educational needs**
- ❖ **Leading the market by creating demand for programs and services**
  - ❖ As visibility increases, consumer demand pulls supply



# Kennedy Model of Sustainability © 2008



Ability to maintain operations and structurally morph, as needed, to maintain activities in the midst of change.

(Kennedy, 2008, 2009)

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# Strategic Response to Change

- ❖ **Ability to maintain stability of mission and purpose amidst changing conditions**
  - ❖ **Sustaining activities through changes in leadership and funding**
- ❖ **Ability to respond to changing environments, whether market, funding, or political in nature**

# Strategic Response to Change

- ❖ **A proactive response to change could be supported by building institutional and community capacity through the development of relationships, including networks and consortia**
- ❖ **Responding to the changing priorities of funders**

# Kennedy Model of Sustainability © 2008

The ability to maintain the focus of the mission and related activities with or without funding.

Maintenance of mission and activities

Existence and institutionalization of sufficient fiscal support for space, positions, and administrative support to provide a framework within which operations can effectively function.

Institutionalization of organizational infrastructure

Ability to maintain operations and structurally morph, as needed, to maintain activities in the midst of change.

Strategic response to change

Become “*the source*” for information and therefore integral to the culture of both the university and broader academic and practice communities over time.

Community visibility

(Kennedy, 2008, 2009)

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# Summary: Strategies to Foster Sustainability

Types of Sustainability	Strategies to Foster Sustainability
Maintenance of mission and activities	<ul style="list-style-type: none"> <li>❖ <i>Institutional infusion efforts</i></li> <li>❖ <i>Decentralizing involvement of faculty, staff, students</i></li> <li>❖ <i>Administrative support</i></li> <li>❖ <i>Infusion/embedding at the level of culture (acculturation)</i></li> </ul>
Institutionalization of organizational infrastructure	<ul style="list-style-type: none"> <li>❖ <i>Fiscal/administrative support</i></li> <li>❖ <i>Maintain basic operations (F&amp;A; match)</i></li> <li>❖ <i>Cobbling staff time/positions (%FTE; summer salary)</i></li> <li>❖ <i>Co-location of programs (center/office)</i></li> <li>❖ <i>Symbiosis between programs/unites</i></li> </ul>
Community visibility	<ul style="list-style-type: none"> <li>❖ <i>Creation of markets/circuits of knowledge</i></li> <li>❖ <i>Attract consumers through relationship building</i></li> <li>❖ <i>Lead the market by creating demand</i></li> </ul>
Strategic response to change	<ul style="list-style-type: none"> <li>❖ <i>Maintain stability of mission and purpose amidst changing conditions (e.g., leadership, funding)</i></li> <li>❖ <i>Respond to changing environments (market, funding, politics)</i></li> <li>❖ <i>Proactive response to change (anticipate change)</i></li> <li>❖ <i>Respond to changing priorities</i></li> </ul>

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# **Factors that Foster & Hinder Sustainability**

## **OPPORTUNITY STRUCTURES**

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# Opportunity Structures

- ❖ *Factors that originate outside of an organization that may serve to either limit or empower the efforts of collective actors*
- ❖ *May serve to **foster** or **hinder** sustainability of initiatives*

# Opportunity Structures & Sustainability: National Level

Themes	Hinder	Foster
Climate	Changing political/fiscal climate	IPE supported by HRSA, foundations, national healthcare initiatives and organizations
Accreditation	Accreditation standards for IPE vary by health profession	National efforts to harmonize accreditation standards
Data Collection	Use of multiple, non-validated instruments	Use of standardized, validated instruments
	Lack of pooled data	National Center Data Repository
Level of Coordination Between IPE Sites	Lack of communication, collaboration, duplication of efforts	National Center as IPE Nexus

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# Opportunity Structures & Sustainability: Institutional Level

Themes	Hinder	Foster
Support	Lack of institutional/ administrative support  Siloed professional support	Institutional/administrative support  Interprofessional support
Resources	Lack of space  Scarce resources	Space and operational expenses provided as part of F & A (indirect) or match Ability to leverage institutional resources
Level of Commitment	Lack of commitment to sustain projects beyond funding period	Administrative commitment to sustain projects
Faculty/ Practitioner Issues	Siloed engagement: <ul style="list-style-type: none"> <li>• Faculty: entrepreneurs</li> <li>• Practitioners: side-by-side vs collaborative team</li> </ul>	Interprofessional engagement: <ul style="list-style-type: none"> <li>• Faculty research agendas/ workload</li> <li>• Practitioner workload</li> </ul>

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# Interprofessional Practice & Education (IPE) at Arizona State University: A Developmental Perspective

## APPLYING THE KENNEDY MODEL OF SUSTAINABILITY © 2008



**Example**

**THE MACY PROJECT:  
ARIZONA STATE UNIVERSITY, PHOENIX, ARIZONA**

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# The Macy Project: Arizona State University

Trying out Modules  
Michele/Robin - Med/Sw  
event  
SHOW  
Robin - courses  
Adv Practi  
Socio  
Gero Med  
Socio  
Dennis - opp?  
Kathy K - undergrad. Fin  
Broda M - RA/ID  
Tina  
Postb  
Phil  
Kane - preceptor - Team A

Tim-Sustainability model.  
Center for Adv I PER

Macy  
SHOW  
New Med  
Robin/Tie

Leana  
Cecily  
Carmel

Advising  
independent  
Colleg Program

Resource Team  
Preceptor Robin  
IP Mentors

Look at greatest impact  
Curriculum requires Continuing Ed  
Fac Develop - ~~behind~~ Student involvement  
Student Experience

Tim-Sustainability model.  
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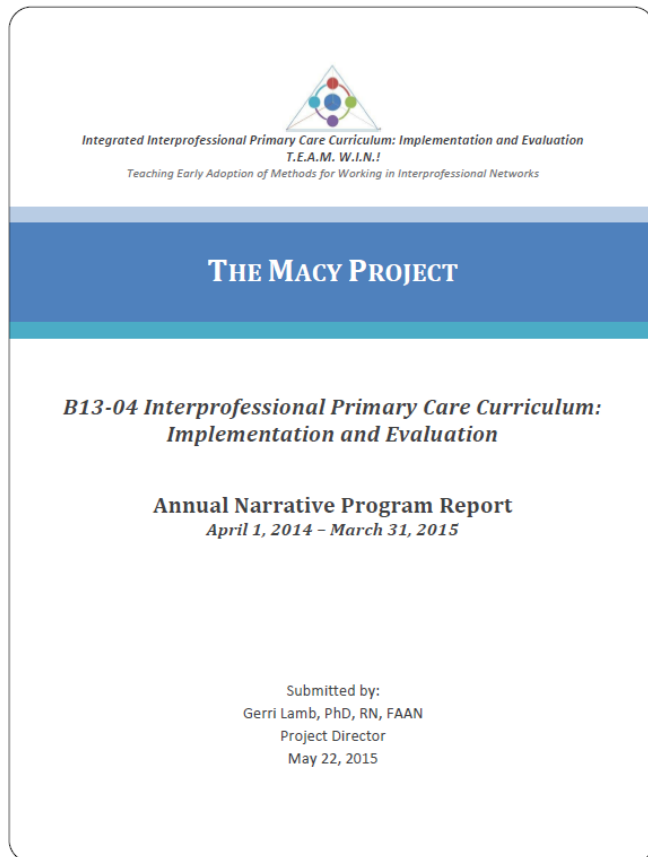


# The Macy Project: Arizona State University

<b>Types of Sustainability</b>	<b>Strategies to Foster Sustainability</b>
Maintenance of mission and activities	<ul style="list-style-type: none"><li>• Infusing IPE modules within existing courses, initiatives &amp; events</li><li>• Embedding IPE content across faculty &amp; preceptor development activities</li><li>• Harnessing student participation in governance</li></ul>
Institutionalization of organizational infrastructure	<ul style="list-style-type: none"><li>• Center: achieving critical mass</li><li>• Centralizing core functions (e.g., evaluation)</li><li>• Identification of stakeholders (advisory) &amp; teams</li><li>• Inviting interested collateral partners</li></ul>
Community visibility	<ul style="list-style-type: none"><li>• Branding</li><li>• Dissemination</li><li>• Outreach</li></ul>
Strategic response to change	<ul style="list-style-type: none"><li>• Noting &amp; tracking ripples</li><li>• Assessing &amp; responding to readiness</li></ul>

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# The Macy Project: Arizona State University



*“We discovered that we were inadvertently attending to each of these factors since the inception of this project. We now are systematically planning for each.”*

Lamb, G. (2015, May 22). *B13-04 Interprofessional Primary Care Curriculum: Implementation and Evaluation: April 1, 2014-March 31, 2015*. Annual Narrative Report. Arizona State University: Phoenix, AZ. Used with permission.

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## The Macy Project

B13-04 Interprofessional Primary Care Curriculum:  
Implementation and Evaluation

### Annual Narrative Program Report

April 1, 2015 – March 31, 2016

Submitted by:  
Geri Lamb, PhD, RN, FAAN  
Project Director  
May 26, 2016

*“We have adopted a framework to guide the analysis and evaluation of our sustainability efforts...We evaluate our key accomplishments contributing to sustainability through this lens.”*

Lamb, G. (2016, May 26). *The Macy Project: B13-04 Interprofessional Primary Care Curriculum: Implementation and Evaluation: April 1, 2015 – March 31, 2016. Annual Narrative Program Report.* Arizona State University: Phoenix, AZ. Used with permission.

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#### Maintenance of Mission and Activities:

##### Strategy: Leadership Development

Members of the Macy team lead national, state, and local initiatives to advance interprofessional practice and collaboration, including the American Interprofessional Health Collaborative (AIHC), the Arizona Nexus, the tri-university student-run clinic for homeless individuals (S.H.O.W.). They have presented 34 papers, workshops at state and national meetings. Awards, Committee leadership and presentations are described in Appendix 13. We also mentor faculty and PhD students interested in building expertise in IPE and currently are working with 3 PhD students who plan to study IPE related topics in their dissertation research.

##### Strategy: Infusing IPE modules within existing courses, initiatives, and events

Developing shared learning modules and activities, embedding them within and integrating them across the curriculum of our four health professions programs has been essential to the institutionalization and sustainability of IPE/CP. Our incremental approach, taking time to learn about each other's programs, credentialing requirements, and schedules, and investing time in longitudinal dialogues with senior academic leaders, faculty, students, and clinical partners has laid the groundwork for the adoption of a common core of IP competencies and evaluation standards across health professions programs and between public and private universities.

##### Strategy: Harnessing student participation in governance

Students represent the future of healthcare and the promise of IPE/CP. Our project has sought to

Macy team members initiated and lead the Arizona Nexus, a pioneer Nexus Innovation Incubator with the National Center for Interprofessional Practice and Education. The Arizona Nexus currently has 5 academic members (ASU, UA, NAU, A.T. Still University, Midwestern University) and 1 clinical organization member, HonorHealth. Nexus members have submitted and received approval for 4 IPE projects with the National Center Data Repository, with a

#### Institutionalization of Organizational Infrastructure:

##### Strategy: Building administrative support

The deans, vice deans, and associate deans for our four collaborating programs are committed champions for IPE. They attended and actively participated in the biannual Senior Leadership meetings and in advisory meetings with our consultants. They provided the impetus for faculty working together on the common core evaluation metrics. They have fully supported the development of a new Center housed within the College of Nursing & Health Innovation and have invited dialogue about ongoing engagement in collaborative IPE activities. Their evaluation of the Macy Project's impact are in Appendix 1.

##### Strategy: Centralizing core functions

Sustainability is enhanced when core function can be conducted through a shared or par process. To this end, and with the support University of Arizona and ASU senior leaders we initiated and implemented an Interprofessional Evaluation Team with representation from each of the Macy Project partner programs. This team has been charged with the responsibility of developing and implementing a common core of IP competencies and evaluation standards across health professions programs and between public and private universities.

##### Strategy: Formalization and institutionalization

Sustainability is fostered by locating a program within the structure of the university and creating a need for this program within and between programs or departments. We recognize that sustainability of IPE/CP requires the existence and institutionalization of sufficient fiscal resources for space, positions, and administrative support to provide a framework within which operations can effectively function. The Macy Project has provided the foundation for a new Center for Advancing

#### Community Visibility:

##### Strategy: Branding

The Macy Project has produced signature projects including the Westward Ho clinic, SHOW, a coaching model, Macy Student Workshops, and interprofessional student projects. Each project has been branded as a Josiah Macy Jr. Foundation legacy project and will continue to operate and flourish with the support of CAIPER. The Macy Project and Westward Ho student clinic have each been approved for the National Center for Interprofessional Practice and Education's Nexus Incubator and National Center Data Repository (NCDRI), and we are developing a local data management system for the NCDRI.

##### Strategy: Leadership Development:

Membership in the Nexus Incubators provides an extensive national network for dissemination of findings and resources. The Arizona Nexus has built a network for IPE collaboration within

##### Strategy: Dissemination

ASU's Macy Project accomplishments provided a strong presence during the Collaborating Across Borders V conference in Roanoke, Virginia. ASU submitted 13 abstracts related to Macy curriculum, clinical practice, evaluation, and sustainability activities, seven of which were accepted for presentations, workshops and/or posters. Select presentations are being developed as manuscripts for submission to professional journals. Foundation and primary care centered distance education modules have been disseminated via the National Center for Interprofessional Practice and Education website and will appear on the new CAIPER website.

Arizona. The CAIPER team is in the process of developing new and building upon existing clinical partnership sites to translate IPE into training crucibles that advance models of collaborative team practice.

#### Strategic Response to Change:

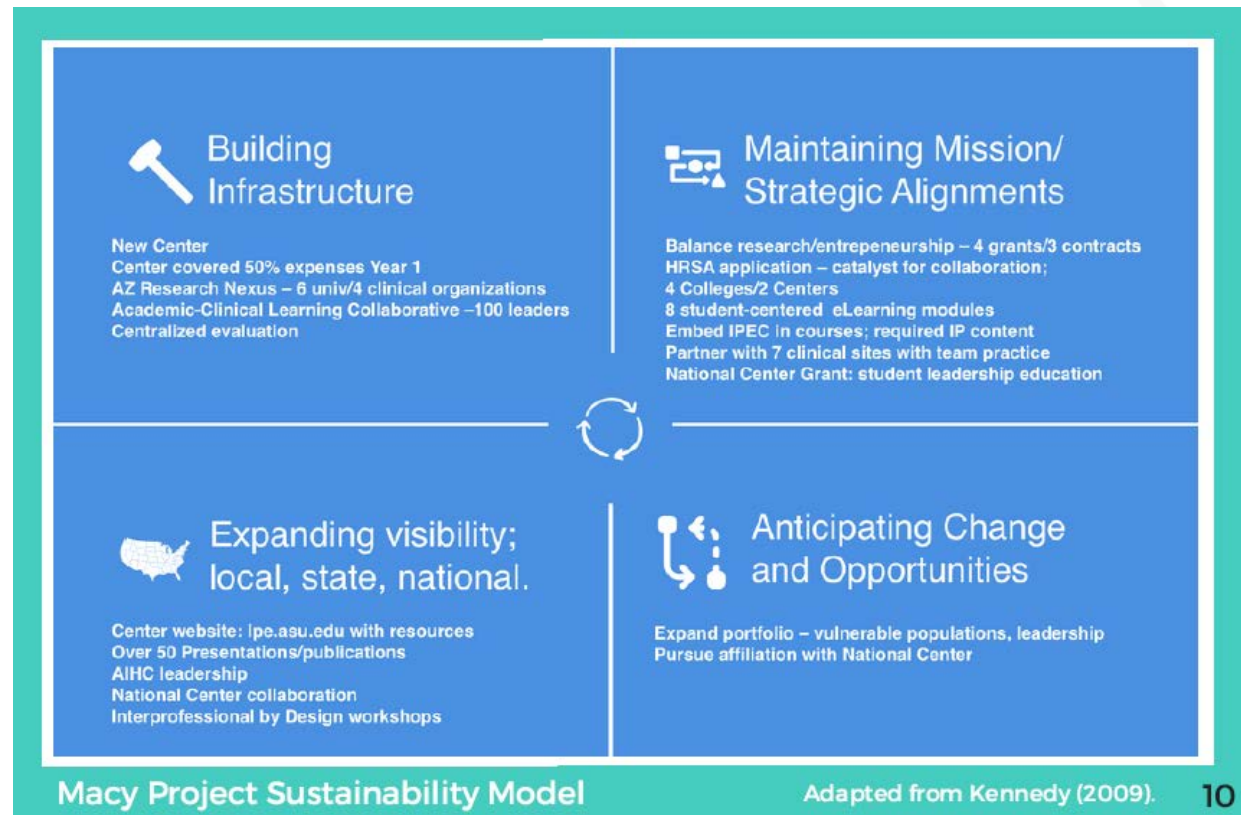
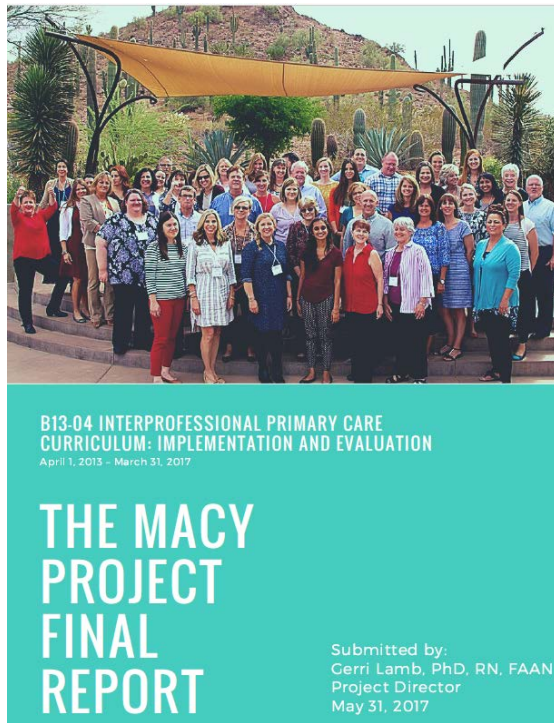
##### Strategy: Noting and tracking ripples

Throughout our project, we have identified, explored, and expanded off-shoots of our Macy-funded initiatives. We have referred to these off-shoots as "ripples" to highlight our learning process of constantly extending and optimizing opportunities that presented themselves in IPE/CP. Many of our ripples are now more embedded, institutionalized, and part of a strong and much more visible infrastructure for interprofessional practice and education at Arizona State University and our expanding group of academic and clinical partners.

##### Strategy: Assessing and responding to readiness

We recognize the need to plan for and respond to change as a cornerstone of sustainability. As we build CAIPER upon the foundation of the Macy Project, we are proactively addressing sustainability as a critical part of our strategic planning through the development of our mission, vision, and goals, institutional and community capacity, mentoring, and leadership succession planning.





*“Each component of this model...has been embedded in the DNA of this project.”*

Lamb, G. (2017, May 31). *B13-04 Interprofessional Primary Care Curriculum: Implementation and Evaluation: April 1, 2013-March 31, 2017*. The Macy Project Final Report. Arizona State University: Phoenix, AZ. Used with permission.

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## ACCELERATING INITIATIVE

Accelerating Interprofessional  
Community-Based Education and Practice

In collaboration with:

- ❖ *Robert Wood Johnson Foundation*
- ❖ *The John A. Hartford Foundation*
- ❖ *Josiah Macy Jr. Foundation*
- ❖ *Gordon and Betty Moore Foundation*



# Example

# INTERPROFESSIONAL BY DESIGN™: ARIZONA STATE UNIVERSITY, PHOENIX, ARIZONA

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# Interprofessional by Design™: Arizona State University



## Interprofessional by Design™:

Meeting at the Crossroads to Accelerate  
Leadership Competency and Readiness for  
Transition to Interprofessional Practice

### Sustainability Plan

We recognize the importance of planning for sustainability in interprofessional initiatives so that insights and products endure and advance beyond grant funding. We use the Kennedy Model for Sustainability (2008) developed and tested by a member of the project leadership to guide sustainability efforts. This framework incorporates four factors associated with sustainability of grant-funded initiatives: institutionalization of organizational infrastructure, maintenance of mission and activities, community visibility, and strategic response to change. Strategies in place and/or planned for each of these factors are described.

Harrell, L. & Saewert, K. J. (2016, July 15). *Interprofessional by Design: Meeting at the Crossroads to Accelerate Leadership Competency and Readiness for Transition to Interprofessional Practice*. Accelerating Interprofessional Community-Based Education and Practice. Application. Arizona State University: Phoenix, AZ. Used with permission.

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## Sustainability Plan

# Accelerating Application:

Institutionalization of Organizational Infrastructure: This project represents a pivotal component of ASU's strategic planning for accelerating interprofessional community-based practice and education (Goal #1). It is part of a rapidly growing IP infrastructure that includes ASU's Center for Advancing Interprofessional Practice, Education and Research (CAIPER) and strong leadership and university support. The SHOW program has Arizona Board of Regents support as a tri-university initiative. As a member of the Arizona Nexus and participant in the National Center Data Repository, SHOW has built an evaluation infrastructure that will be expanded to support this project. In addition, the project expands SHOW's strategies for embedding IP practice and education across health professions' curricula, including providing course credit for clinical practice and special projects with Crossroads.

Maintenance of Mission and Activities: Providing competency-based leadership development (Goal #2) is purposely aimed at enabling successful transitions for students and preparing students, faculty, and curricula for expanding IP academic-clinical initiatives. SHOW is designed as a best-practices learning laboratory for IP community-based education and practice. Integrating leadership education and practice will strengthen and accelerate this goal and sustainability. The project also will integrate strong IP learning resources, including distance modules on IPEC® competencies and teamwork for primary care and community practice. Constant infusion and embedding of IPE modules in courses and clinical experiences associated with the project will grow IPE awareness and knowledge throughout the grant and afterward.

Community Visibility: The project will extend SHOW's already visible profile. Expanding the network of active academic and community partners serving a highly vulnerable population will provide an important vehicle for demonstrating the power and value of IP practice and education. SHOW's faculty and students have presented workshops and papers at local and national conferences including CAB V and will continue with this project.

Strategic Response to Change: Sustainability relies on continuous monitoring and adaptation to change. Since its inception, SHOW has used a CQI model to assess IP experience and impact. Students, faculty, patients and community partners play an important role in recognizing and responding to opportunities for improvement. The evaluation plan for the project is designed to provide data to guide needed changes. As a member of the Arizona Nexus, SHOW has resources in place to support the necessary data collection and analysis for rapid cycle improvements.

*“We recognize the importance of planning for sustainability in IP initiatives so that insights and products endure and advance beyond grant funding... Strategies in place and/or planned for each of these factors are described.”*

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# Interprofessional by Design™:

## Arizona State University

Types of Sustainability Strategies to Foster Sustainability	
Maintenance of mission and activities	<ul style="list-style-type: none"><li>• integration</li><li>• infusion/embedding</li><li>• administrative support (support of dean/director)</li></ul>
Institutionalization of organizational infrastructure	<ul style="list-style-type: none"><li>• center (achieving critical mass)</li><li>• institutional support</li><li>• centralizing core functions</li><li>• identification of stakeholders</li><li>• course credits</li></ul>
Community visibility	<ul style="list-style-type: none"><li>• branding</li><li>• outreach</li><li>• dissemination</li></ul>
Strategic response to change	<ul style="list-style-type: none"><li>• noting &amp; tracking ripples (CQI model)</li><li>• data</li><li>• rapid cycle improvements</li></ul>

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# Sustainability Worksheet

<b>Types of Sustainability</b>	<b>Strategies to Foster Sustainability</b>
Maintenance of mission and activities	
Institutionalization of organizational infrastructure	
Community visibility	
Strategic response to change	

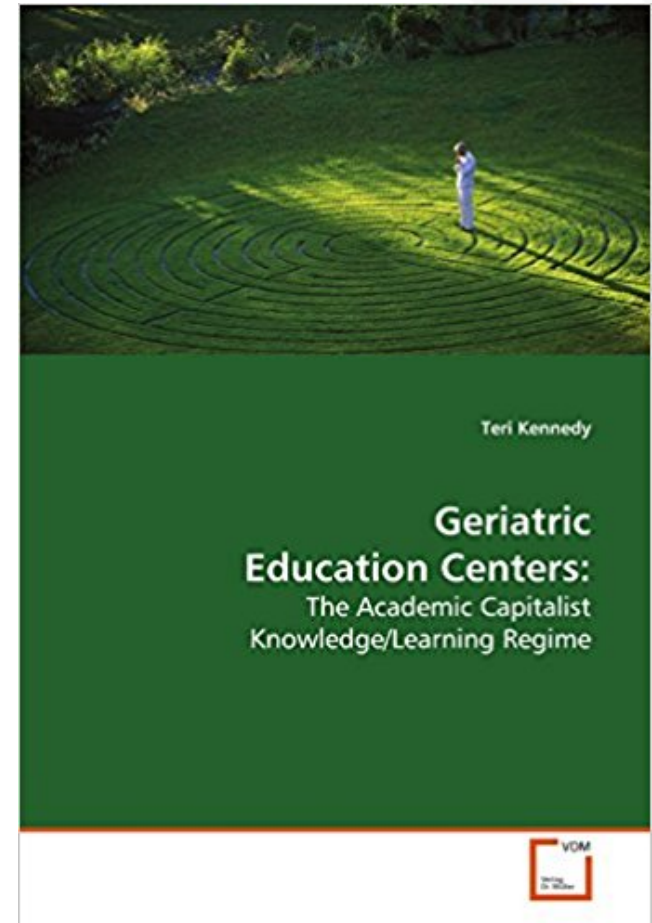
Kennedy Model of Sustainability © 2008

# For Additional Information

Kennedy, T. (2009). *Geriatric Education Centers and the academic capitalist knowledge/learning regime*. Germany: VDM Verlag.

Available at Amazon.com

<https://www.amazon.com/Geriatric-Education-Centers-Capitalist-Knowledge/dp/3639180550>



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# Questions?

Type your question into the Q&A box in the bottom right corner on the WebEx screen

# Thank You!

## Questions after the webinar?

Email [nexusipe@umn.edu](mailto:nexusipe@umn.edu)