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

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National Center for Interprofessional Practice and Education
Webinar
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Acknowledgements

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Special Thanks

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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
“...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

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Strategies to Foster Sustainability

KENNEDY MODEL OF SUSTAINABILITY © 2008

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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.
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

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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

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Institutionalization of organizational infrastructure

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

(Kennedy, 2008, 2009)
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)

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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*)

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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)
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

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

Strategic response to change

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(Kennedy, 2008, 2009)
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.

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

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

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

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(Kennedy, 2008, 2009)
## Summary: Strategies to Foster Sustainability

<table>
<thead>
<tr>
<th>Types of Sustainability</th>
<th>Strategies to Foster Sustainability</th>
</tr>
</thead>
</table>
| Maintenance of mission and activities | ✰ Institutional infusion efforts  
✰ Decentralizing involvement of faculty, staff, students  
✰ Administrative support  
✰ Infusion/embedding at the level of culture (acculturation) |
| Institutionalization of organizational infrastructure | ✰ Fiscal/administrative support  
✰ Maintain basic operations (F&A; match)  
✰ Cobbling staff time/positions (%FTE; summer salary)  
✰ Co-location of programs (center/office)  
✰ Symbiosis between programs/unites |
| Community visibility | ✰ Creation of markets/circuits of knowledge  
✰ Attract consumers through relationship building  
✰ Lead the market by creating demand |
| Strategic response to change | ✰ Maintain stability of mission and purpose amidst changing conditions (e.g., leadership, funding)  
✰ Respond to changing environments (market, funding, politics)  
✰ Proactive response to change (anticipate change)  
✰ Respond to changing priorities |

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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

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# Opportunity Structures & Sustainability: National Level

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

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## Opportunity Structures & Sustainability: Institutional Level

<table>
<thead>
<tr>
<th>Themes</th>
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<tbody>
<tr>
<td>Support</td>
<td>Lack of institutional/administrative support</td>
<td>Institutional/administrative support</td>
</tr>
<tr>
<td></td>
<td>Siloed professional support</td>
<td>Interprofessional support</td>
</tr>
<tr>
<td>Resources</td>
<td>Lack of space</td>
<td>Space and operational expenses provided as part of F &amp; A (indirect) or match</td>
</tr>
<tr>
<td></td>
<td>Scarce resources</td>
<td>Ability to leverage institutional resources</td>
</tr>
<tr>
<td>Level of Commitment</td>
<td>Lack of commitment to sustain projects beyond funding period</td>
<td>Administrative commitment to sustain projects</td>
</tr>
<tr>
<td>Faculty/Practitioner Issues</td>
<td>Siloed engagement:</td>
<td>Interprofessional engagement:</td>
</tr>
<tr>
<td></td>
<td>• Faculty: entrepreneurs</td>
<td>• Faculty research agendas/workload</td>
</tr>
<tr>
<td></td>
<td>• Practitioners: side-by-side vs collaborative team</td>
<td>• Practitioner workload</td>
</tr>
</tbody>
</table>

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

APPLYING THE KENNEDY MODEL OF SUSTAINABILITY © 2008

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Example

THE MACY PROJECT:
ARIZONA STATE UNIVERSITY, PHOENIX, ARIZONA

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The Macy Project:
Arizona State University

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<table>
<thead>
<tr>
<th>Types of Sustainability</th>
<th>Strategies to Foster Sustainability</th>
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<tbody>
<tr>
<td>Maintenance of mission and activities</td>
<td>• Infusing IPE modules within existing courses, initiatives &amp; events</td>
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<td></td>
<td>• Embedding IPE content across faculty &amp; preceptor development activities</td>
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<tr>
<td></td>
<td>• Harnessing student participation in governance</td>
</tr>
<tr>
<td>Institutionalization of organizational</td>
<td>• Center: achieving critical mass</td>
</tr>
<tr>
<td>infrastructure</td>
<td>• Centralizing core functions (e.g., evaluation)</td>
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<td></td>
<td>• Identification of stakeholders (advisory) &amp; teams</td>
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<td></td>
<td>• Inviting interested collateral partners</td>
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<tr>
<td>Community visibility</td>
<td>• Branding</td>
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<tr>
<td></td>
<td>• Dissemination</td>
</tr>
<tr>
<td></td>
<td>• Outreach</td>
</tr>
<tr>
<td>Strategic response to change</td>
<td>• Noting &amp; tracking ripples</td>
</tr>
<tr>
<td></td>
<td>• Assessing &amp; responding to readiness</td>
</tr>
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</table>
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.”

“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.”

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

INTEGRATING 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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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.

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.”
## Interprofessional by Design™: Arizona State University

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## Sustainability Worksheet

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Kennedy Model of Sustainability © 2008

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Available at Amazon.com

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