INNOVATIVE COLLABORATIVE PRACTICE: A JOURNEY TO INTERINSTITUTIONAL TRANSFORMATION Elissa Foster, PhD; Donna Kiel, EdD; Kay Thurn, PsyD, RN

DePaul University INPUT

---Pedagogical best practices ---Education expertise ---Communication expertise

---Redesigned student-centered, engaged, curriculum ---Reflective practitioner model of teaching ---More positive course evaluations ---Tools to address current challenges ---External perspectives on practice

What did you learn? . . . A few words from the participants . . . "Correcting, directing, empowering" "Being mindful of the way I talk to patients"

---Reflective teaching model ---Research resources ---Practitioner-centered approach to professional development

What happens when university educators interested in improving health care partner with health care clinicians interested in improving education?

Collaboration Features ---Dialogic development of learning experiences ---Developmental approach with scaffolding of learning ---Responsiveness to evolving needs

Rush University Medical Center OUTCOMES

> Why is collaboration important? -Brings new value to both institutions -Grounds research and theory in contemporary context -Power of bringing different expertise together

Rush University Medical Center INPUT

---Awareness and identification of needs ---Resources for collaboration with non-clinical professionals ---Leadership support for professional development ---Time away from clinical practice and teaching

DePaul University OUTCOMES

---Expanding relationships and opportunities for collaboration ---Learning and insights into: pedagogy, communication, culture, systems level of practice

---Direction for future collaboration

"Being ready to engage in difficult conversations" 'Being more aware of emotions; both mine and the patients/families" "Increase team cohesion"

Findings



