

Inspiring leadership and interprofessionalism in psychiatry residents through an innovative educational thread



UNIVERSITY OF MINNESOTA

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AIM Statement:

The aim of this project is for interprofessional learners to collaboratively create a leadership and development curriculum for psychiatry residents

Figure 1: Process map for creating interprofessional curriculum

Introduction

- Healthcare is becoming more complex and interprofessional
- Physician leadership skills are critical for improving clinical outcomes and enhanced patient satisfaction.¹
- A training gap persists:²
 - Medical trainees feel ill prepared for leadership roles or do not recognize their role as clinical leaders.³
- Several core competencies developed by the Accreditation Council of Graduate Medical Education (ACGME) reference leadership capacity:⁴
 - systems-based practice
 - interprofessional communication
 - professionalism

Method

- Psychiatry residency has 4 years
- 8-10 residents per class
- Didactics broken into PGY 1-2 and PGY 3-4 on different days
- Started during residency-wide restructuring of didactic content
- Utilized resident-directed time to accommodate structured training
- 6 sessions of didactic content per group
- Interprofessional steering committee meets monthly

Reflecting and revising

- Zoom sessions are hard
 - Prioritized in-person sessions
- Didactics split months apart per scheduling
 - Reviewed past content to prime residents' memory
 - Began previewing next session to enhance residents' receptibility

New didactic structure

- Tracks- main silos of content
- Threads- overarching topics integrated throughout

Make Steering committee

- Participants: medicine, nursing, psychology, social work representation
- Varying learner stages of development

Facilitating didactics

- What does it mean to be a leader?
- The Empowerment dynamic
- Interpersonal Effectiveness Skills (based in DBT)

Creating content

- Using divergent thinking
- Literature/popular culture review
- What are the most important topics to include?

Next steps

- Continue content development for all four years
 - A/B schedule to maintain freshness and interest
- Story behind the Story lunches
 - Department leaders sharing their journey into leadership with learners from interprofessional backgrounds
- Leadership moments
 - Case-based scenarios from current leaders' experiences for learners to discuss

Conclusion

- Leadership skills are important to teach residents
- Curriculum development is iterative
- Maintaining the interprofessional emphasis is essential

References

1. Blumenthal, D., Bernard, K., Bohnen, J., & Bohmer, R. (2012). Addressing the leadership gap in medicine: Residents' need for systematic leadership development training. *Academic Medicine*, 87(4), 513-522.
2. Cerrone, S., Adelman, P., Akbar, S., Yacht, A., & Fornari, A. (2017). Using Objective Structured Teaching Encounters (OSTEs) to prepare chief residents to be emotionally intelligent leaders. *Medical Education Online*, 22(1), 1320186.
3. Dickerman, J., Sánchez, J., Portela-Martinez, M., & Roldan, E. (2018). Leadership and Academic Medicine: Preparing Medical Students and Residents to Be Effective Leaders for the 21st Century. *MedEdPORTAL*, 14, 10677.
4. Macaluso M, Kinzie M, Cowley D, et al. The Psychiatry Milestones 2.0: How Did We Get from 1.0 to 2.0 and What Can Users Expect?. *Acad Psychiatry*. 2020;44(6):779-784.
5. Linehan, M. (1993). *Cognitive-behavioral therapy of Borderline Personality Disorder*. Guilford Publications. .

Health System Skills

- Systems thinking
- Interdisciplinary Leadership
- Change Management
- Transforming Healthcare through Quality Improvement

Communication Skills

- Interpersonal Effectiveness
- Presentation Skills
- Inclusive Team Building
- Motivate/Inspire/Empower Others
- Resolving Conflict

Business Skills

- Project and Time Management
- Financial management
- Risk management
- Strategic planning and marketing
- How to Write a Policy Brief



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Tracks- main silos of content
Threads- overarching topics integrated throughout

- Participants: medicine, nursing, psychology, social work representation
- Varying learner stages of development
- Voluntary membership

- Using divergent thinking
- Literature/popular culture review
- What are the most important topics to include?

- What does it mean to be a leader?
- The Empowerment dynamic
- Interpersonal Effectiveness Skills (based in DBT)

Figure 2: Leadership topics for future discussions

Potential Interprofessional Leadership Topics

Health System Skills

- Systems thinking
- Interdisciplinary Leadership
- Change Management
- Transforming Healthcare through Quality Improvement

Communication Skills

- Interpersonal Effectiveness
- Presentation Skills
- Inclusive Team Building
- Motivate/Inspire/Empower Others
- Resolving Conflict
- Relationship Investment

Business Skills

- Project and Time Management
- Financial management
- Risk management
- Strategic planning and marketing
- How to Write a Policy Brief

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