

Waisman Center
University of Wisconsin-Madison

STRATEGICALLY SUPPORTING EXEMPLARY INTERDISCIPLINARY CLINICS FOR TRAINING IN CHALLENGING TIMES

*AUCD Annual Conference
November 13, 2018*

*Dedicated to the advancement of knowledge about human development,
developmental disabilities, and neurodegenerative diseases throughout the lifespan.*

INTRODUCTIONS

Amy Whitehead, MPA

- Clinic Program Manager
- Family Member
- LEND Faculty

Anne B Harris, PhD, MPH, RD

- WI LEND Director
- Clinical Professor

Sharon Gartland, OTD, OTR/L

- Clinical Assistant Professor
- LEND Faculty

PRESENTATION OUTLINE

Context – Waisman Center clinics

Amy Whitehead

LEND Perspective

Anne B Harris

Clinician Perspective

Sharon Gartland

Q/A and Interactive Discussion - Everyone!

The Waisman Center UCEDD University of Wisconsin-Madison



WAISMAN CENTER CLINICS

Operate in the context of the UCEDD Core functions to provide a forum for:

- Interdisciplinary and disciplinary training
- Advancement of translational research
- Dissemination of information
- Direct clinical service

WAISMAN CENTER CLINICS

Operate in partnership with LEND to provide:

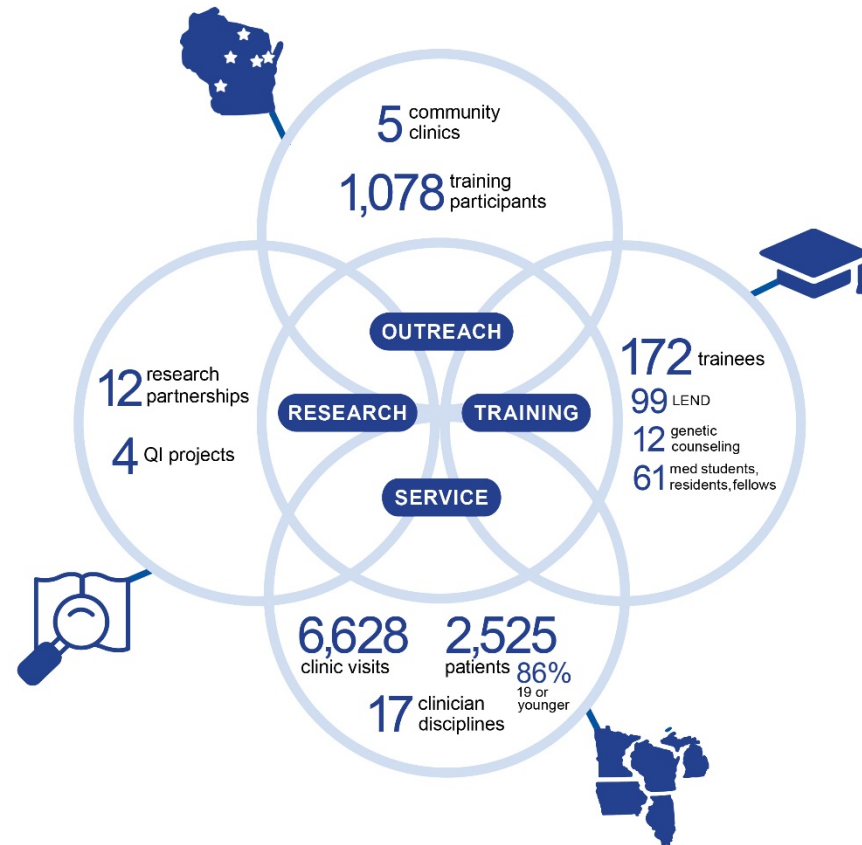
- Clinical Observations
- Short and long-term clinical practica
- Field placements
- Research and QI opportunities

WAISMAN CENTER CLINICS

Operate in partnership with large health system to provide:

- Pediatric outpatient specialty clinics
- With, or at risk for, a developmental disability or genetic condition
- Service not readily available in the community
- Service requires an interdisciplinary approach

WAISMAN CENTER CLINICS



WAISMAN CENTER CLINICS

Strategic planning

Why

Who

When

Where

What

[illegible]

Waisman Center Clinics, Strategic Plan 2015-2018

Strategic Planning Process

The Strategic Planning Process began in late 2014. The issues driving the current planning effort are the alignment of clinical services with the mission of the Waisman Center, the integration of clinical services with other Waisman Center programs-particularly the UCEDD, and allocations of limited resources to meet growing clinical expectations.



CLINICS STRATEGIC PLANNING GOALS

- 1) Infrastructure
- 2) Quality Clinical Service
- 3) Interdisciplinary Care**
- 4) Linkages to Research
- 5) Outreach

Family Feedback about interdisciplinary care

What did you like best about your visit?

“The multidisciplinary approach to care, I appreciated that **everyone spoke as a team** regarding my child's care.”

“Being able to address so many aspects of [patient's] development in one morning! The kindness, friendliness, and expertise of the staff were appreciated. It was also very helpful to receive the information-gathering phone call from the nurse in advance so that each provider came into the appointment **knowing what we wanted to address most.**”

“The information and expertise of all the providers is very helpful and we receive hints and tips that we don't get in other ways. Everyone is so skilled and kind. The team was really great with communicating their best ideas for her care and letting me **feel like I was a part of the team** not just being told what to do.”

-Quotes from clinic parents

INTERDISCIPLINARY CARE

GOAL THREE: Clinics serve patients and families through an exemplary interdisciplinary team model which equips and inspires trainees to replicate these practices in the future.

Goals

Strategies

3. Clinics serve patients and families through an exemplary interdisciplinary team model which equips and inspires trainees to replicate these practices in the future.

3.1: New staff and trainees are oriented and supported to function well in an interdisciplinary team model across all clinics.

3.2: Structured initial assessments are performed for each clinic team related to interdisciplinary service provision and training.

3.3: Structures and strategies are in place to support and maintain a strong vision and ongoing exemplary interdisciplinary practice within each clinic.

3.4: Leadership roles within clinics model and facilitate exemplary interdisciplinary practice and training.

3.5: Intentional training opportunities are established within each clinic to maximize exposure for trainees to exemplary interdisciplinary team practices.



LEND PROGRAMS STRATEGIC THINKING

AUCD Report February 2015

Strategic Thinking: LEND and DBP programs

Strategic Direction #2: Create models of training and clinical care that are accessible and can be sustained

- Acknowledged threats to interdisciplinary care and challenges in access

LEND PROGRAMS GUIDANCE – DEC 2015

Interdisciplinary practice is a team approach among professionals, family members, individuals with disabilities, and community partners, to improve the delivery of health services, training, policy, and research.

This approach includes:

- *A supportive environment which values and utilizes the **skills and expertise of each team member** to arrive at outcome-driven joint decisions;*
- ***Mutual respect** among disciplines; and*
- ***Shared leadership**, incorporating accountability and responsibility for outcomes.*

WAISMAN CENTER CLINICS DEFINITION

Interdisciplinary Practice is:

A collaborative team approach used to optimize outcomes of services and supports with meaningful inclusion of families, individuals and professionals.

It is characterized by:

- *Integration of Expertise*
- *Mutual Respect*
- *Shared Leadership*

WI LEND PROGRAM

28 faculty and staff (all funded 5-30% FTE)

- 17 clinicians, 15 disciplines (10 clinical)

50 long-term trainees (complete in 1-2 years)



WI LEND PROGRAM

2016 LEND Application
included:

Goal 2: Services and
Systems Integration
Objectives 2.1 & 2.2

– to provide interdisciplinary services (diagnosis and treatment) in at least five Waisman Center clinics practicing interdisciplinary care



TRAINEE ACTIVITIES

- **Orientation** – interdisciplinary training program
 - 2nd Year LEND trainee developed on-line module used to orient trainees and clinicians
- ALL long-term trainees complete 2 **clinical observations** – Autism/DD clinic and Genetics
 - observation “guides” focus on family experience and interdisciplinary team functioning
- Trainees in clinical disciplines complete 80-1800 **practicum** hours in interdisciplinary clinics

LEND

ID/FC
PRACTICE IS
ONE OF OUR
PROGRAM
AREAS





Photo by JeanMarie Kammer

Working It Out at the Clinical Level

CLINIC REALITY



Thebluediamond
gallery.com

- *Competing purposes*
 - *Clinical service delivery*
 - *Fiscal responsibility*
 - *Training*
 - *Family satisfaction*

GOAL 3: INTERDISCIPLINARY CARE

STRATEGIES

- 3.1 – Develop and disseminate a shared definition
- 3.2 – Perform assessments within each clinic
- 3.3 – New staff and trainees are oriented to function well in interdisciplinary teams
- 3.4 – Structures are in place to maintain exemplary interdisciplinary clinical practice
- 3.5 – Clinic leadership roles model interdisciplinary practice
- 3.6 – Intentional training opportunities in clinics maximize exposure for trainees to interdisciplinary practice

GOAL 3 ACTIVITIES

- Initial clinician focus group helped set goal
- Clinic discussions about clinic criteria
- Shared definition of IDFC care
- Clinic self assessment and discussion
- Key Elements created (see handout)

CLINICIANS AND CLINIC INVOLVEMENT

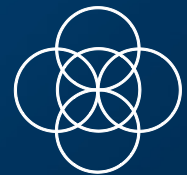


Pxhere.com

- We are a teaching institution – all clinicians involved
- Exemplary Interdisciplinary Practice
- Commitment to both discipline and IDFC process
- Processes to support collaboration, mutual respect and shared leadership



LEND Clinical Practicum Experiences



TRAINING IN CLINICS

1. Practicum is for LEND learning goals
2. May also be fieldwork experience for discipline
3. LEND Mentor helps process IDFC aspects
4. Preceptor supports discipline specific training.

PRACTICAL OUTCOMES

- Smoother team functioning
- Regular team meetings to collaborate and reflect
- Realistic strategies to serve families well in an integrated manner
- Improved team morale
- Better training experience for all learners
- More consistency with LEND goals

REFERENCES

Orchard, C. A., Curran, V., & Kabene, S. (2005). Creating a culture for interdisciplinary collaborative professional practice. *Medical Education Online*, 10(1), 4387.

Orchard, C.A., King, G.A., Khalili, H., & Bezzina, M.B. (2012) Assessment of interprofessional team collaboration scale (AITCS): Development and testing of the instrument. *Journal of Continuing Education in the Health Professions*, , 32(1), 58-67

Strategic Thinking Report: LEND and DPB Programs. AUCD, 2015

Request for Applications (RFA): LEND Programs (2016-2021) issued 2015



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QUESTIONS



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INTERACTIVE DISCUSSION

For those of you who have done similar work in a UCEDD/LEND, would you like to share your experiences?

What are some of the strategies that you have used to maintain interdisciplinary clinical practice?

How do your trainees get interdisciplinary clinical experience?



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Thank You!

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