It Takes Two to Tango:
Partnering with Academic Institutions to Solve Administrative Problems

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Disclosures

- Non-Declaration Statement: None of us have relevant relationships with ineligible companies to disclose within the past 24 months.

Educational Objectives:

- Analyze the needs of a health care practice or system and identify potential academic partners

- How to partner with academic institutions to strategically plan solutions to health care practice or system needs

- Coordinate the implementation and quality improvement of continuing education and other programming to achieve strategic goals

About us...

UPMC LIFE CHANGING MEDICINE

42 hospital payer-provider

Largest employer in PA

PA, NY, MD

4,000 APPs

University of Pittsburgh

State-related public university

28,000 undergrads • 10,000 grad students

Health science programs include
medicine, nursing, and physician assistant

NOT the same organization!

UPMC / University of Pittsburgh

- Separate, but share a long history.

- UPMC has a strong academic commitment

- Partners in the development of the PA program
  - Instructors
  - Clinical rotations / preceptors
  - Fundamentals of Surgery

"Great partnerships are not great because they have no problem.

They are great because both people care enough about the other person to find a way to make it work."

- Misty Copeland

Early Partnerships: Clinical Rotations

- Pitt / UPMC collaborated early to establish high quality clinical rotations

- Expanded network of sites to include non-Allegheny County sites.

- **Shared understanding…**

  – Health system capacity for rotations

  – University class size
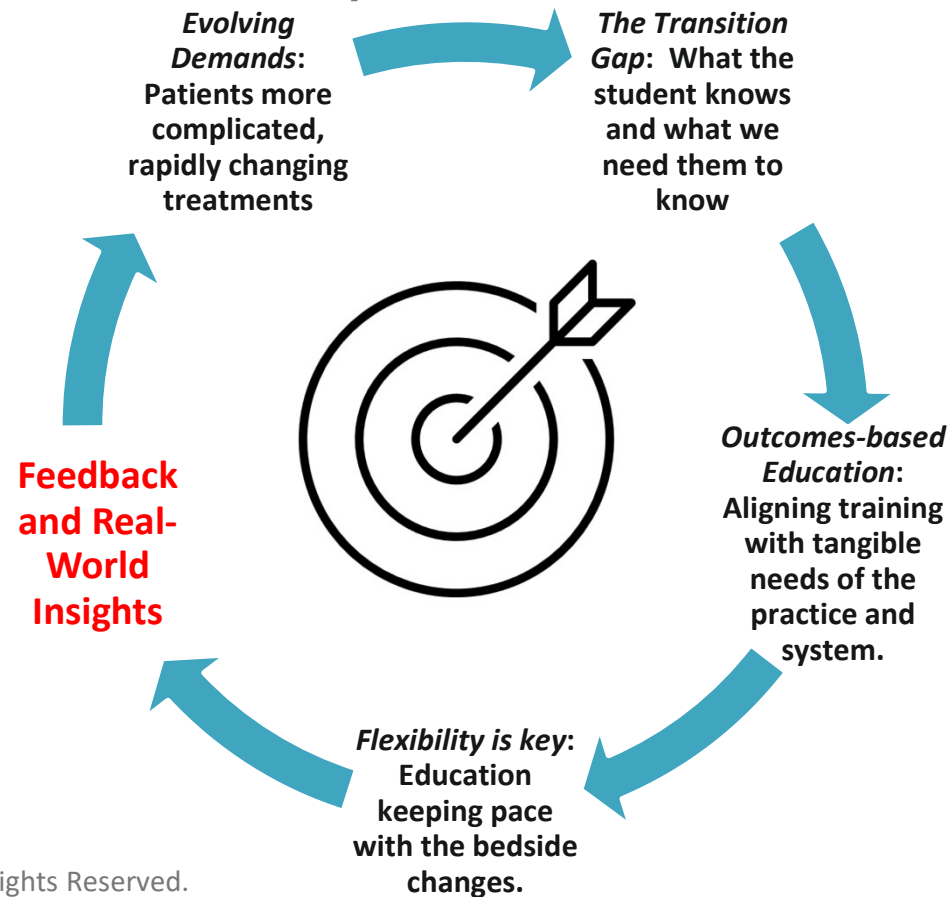
  – Economics of health care

Shared Understanding Matters:
The Health System / Academic Paradox...

- *Our stake*: Need graduates to fill positions.

- *The practice environment*: More patients, less time, higher cost.

- *The need*: High level, autonomous providers. LOTS of them.

- *The **BIG** problem*: Too many learners, too few spots.

- *The other **BIG** problem*: Teaching students = Fewer patients seen.

Shared Understanding Matters:
Planning for a Future beyond Graduation

Evolving Demands: Patients more complicated, rapidly changing treatments

The Transition Gap: What the student knows and what we need them to know

Outcomes-based Education: Aligning training with tangible needs of the practice and system.

Flexibility is key: Education keeping pace with the bedside changes.

Feedback and Real-World Insights

University of **Pittsburgh**

Shared Understanding Matters:
The Ongoing Needs of Ongoing Practice

- *Novel Programs:* Support recruitment in hard to fill specialties (ie. hospitalist medicine).

- *Special Skills:* Simulation training for privileging

- *Career Advancement:* Mentorship and resources, QI / PI, clinical ladder support

- *Postgraduate Education:* Rounding out the academic rigor of fellowships and transition to practice programs

University of Pittsburgh

University Interests and Needs

- Placements for Clinical Education

- Classroom Instruction Personnel

- New Academic Products

  – Degree Programming, Continuing Education, etc.

- Advancing the future of healthcare learning

  – Increasing accessibility (hybrid/online learning), etc.

- Grounding outcomes in the **reality** of practice

  – Protect against our nature
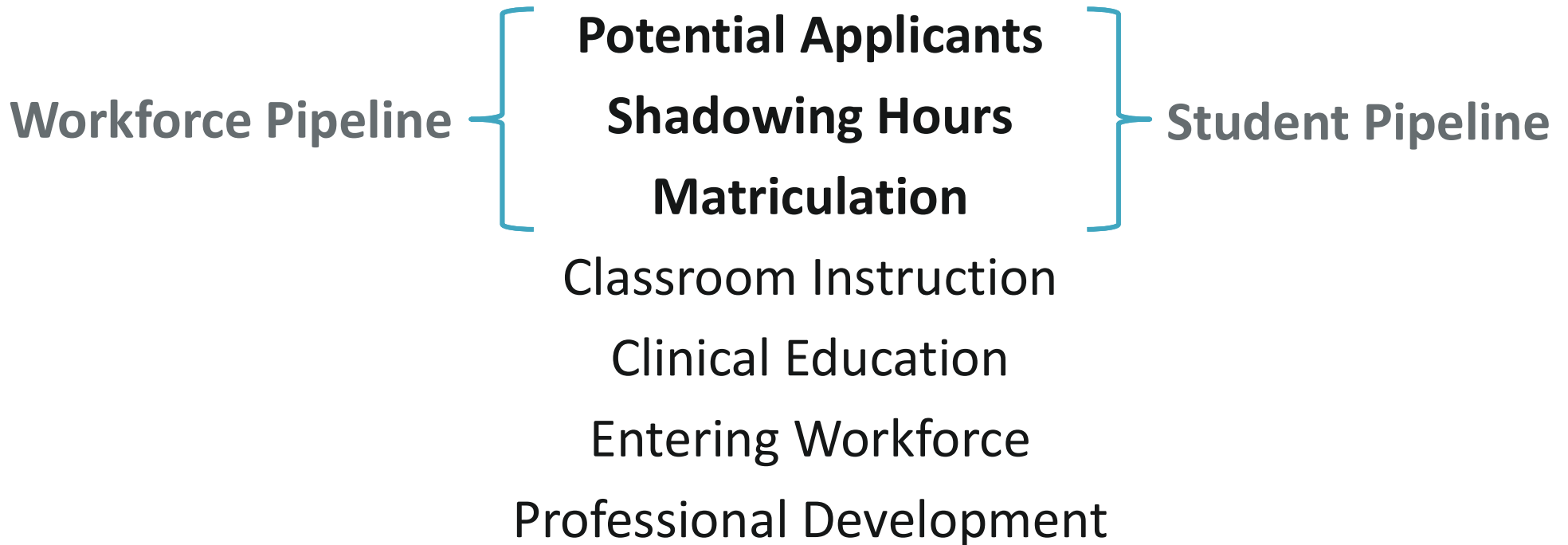
Perspective: Lifecycle of PAs and NPs

Potential Applicants

Shadowing Hours

Matriculation

Classroom Instruction

Clinical Education

Entering Workforce

Professional Development

Lifecycle of PAs and NPs

Potential Applicants

Shadowing Hours

Matriculation

Classroom Instruction

Clinical Education

Entering Workforce

Professional Development

Lifecycle of PAs and NPs

Workforce Pipeline

Potential Applicants

Shadowing Hours

Matriculation

Student Pipeline

Classroom Instruction

Clinical Education

Entering Workforce

Professional Development

Lifecycle of PAs and NPs

Potential Applicants

Shadowing Hours

Matriculation

Classroom Instruction

Clinical Education

Entering Workforce

Professional Development/Continuing Education

Teaching Opportunities

Mold Future Colleagues

Extended Interview/OJT

Personnel to Teach

Clinical Placements

Refreshed Curriculum

Lifecycle of PAs and NPs

Potential Applicants

Shadowing Hours

Knowledge of Curriculum

Matriculation

"Employment Rate" Outcome

Knowledge of Competence

Classroom Instruction

Alumni Satisfaction

Clinical Education

Collect on the OJT { **Entering Workforce** } **Stronger Network**

Continuous Professional Development

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Lifecycle of PAs and NPs

Potential Applicants

Shadowing Hours

Matriculation
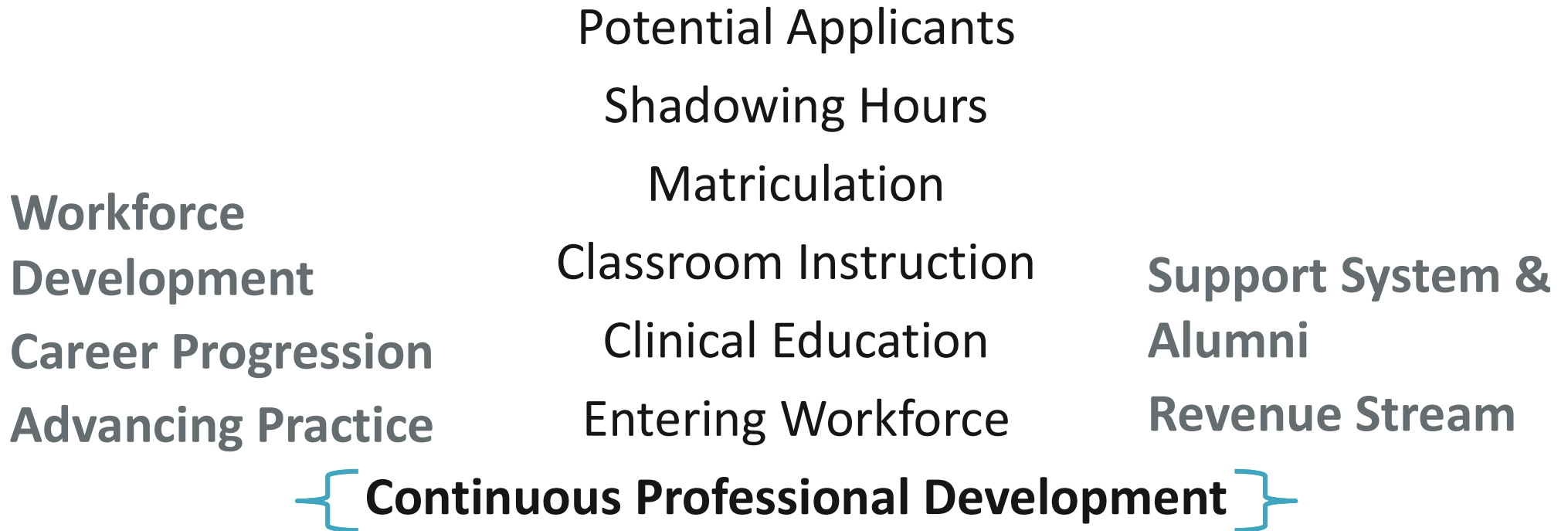
Workforce Development

Classroom Instruction

Support System & Alumni

Career Progression

Clinical Education

Advancing Practice

Entering Workforce

Revenue Stream

Continuous Professional Development

What Now?
Operations: Developing the Infrastructure & Plan Execution

Director of Advanced Practice Education: Monitoring the Pulse of the APP Workforce

✓ Transition to Practice

🤝 APP MentorME

👥 CME Conferences

🏠 Preceptor Academy

📋 Connection between UPMC and Academic Institutions

👥 **Find creative solutions to meet the needs of all three-interest groups: EXECUTION & CONTENT**

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Initial Needs Assessment

NON-DEGREE LEARNING OPPORTUNITIES

LEADERSHIP TRAINING

Turning Conversation into Action

APP Leadership Certificate Course

Aligned Incentives

- Integrating the course as a minimum requirement for promotion

- Making the cost of the course within the tuition benefit offered by UPMC

- Emphasizing favorability for management/leadership positions

- Offering scholarships to incentivize enrollment

Work Product Development

Health System Contribution

- Audience with a declared need
- Tuition Assistance Benefits
- Role with the capacity to Lead Program Development
- Content Experts & National Connections in the space

Academic Partner Contribution

- Budget
- Learning Platform and Design Experts
- Program Manager
- Academic Experts

Building the Team

- Executive Sponsors
- Co-Directors
- Interprofessional Leadership & Core Faculty: PA, CNM, CRNA, NP
- Course Lead: Curriculum Development
- Course Lead: Diversity, Equity, Inclusion, and Scholarship
- Consultants

Content Development

- Began with an outline and weekly interprofessional discussions
- Leveraged UMC & Pitt experts for content delivery
- Utilized national connections in the space for additional expertise
- Topic Areas

governmental affairs

effective communication strategies

clinical care delivery   healthcare finance

driving change management

effective app leader   executive essentials

healthcare system dynamics

maximizing resource utilization

leadership pathways

Practical Application: Why It Matters!

- Content Quiz: Material Retention
- Self-Reflection
- Activity to apply the material
- Tips for Building your Portfolio
- CV review by Senior HR Leadership
- Networking opportunities with classmates and faculty
- Synchronous Sessions to allow interpersonal connection and discussion

Size and Feedback
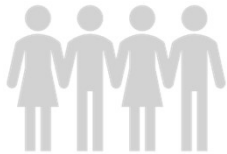
Considerations for the size of the class

Gathering feedback for continuous improvement

Examples of how feedback has shaped the course over iterations

Outcome Data: Attitudes Toward Leadership Survey Analysis One-year Post Course Spring 2021 and Fall 2021 Classes

Profession	Frequency	Frequency %
CNM	4	5.6
CRNA	3	4.2
CRNP	22	30.6
PA	43	59.7
Total	72	100.0

Impact	Frequency	Frequency %
Extremely impactful	14	19.4
Moderately Impactful	30	41.7
Somewhat impactful	19	26.4
Minimally impactful	8	11.1
Not at all impactful	1	1.4
Total	72	100.0

59.7% of the participants reported PA as their profession and **30.5%** reported NP as their profession

87.5% respondents reported that the Leadership certificate program impacted their career somewhat to extremely.

Outcome Data: Attitudes Toward Leadership Survey Analysis One-year Post Course Spring 2021 and Fall 2021 Classes

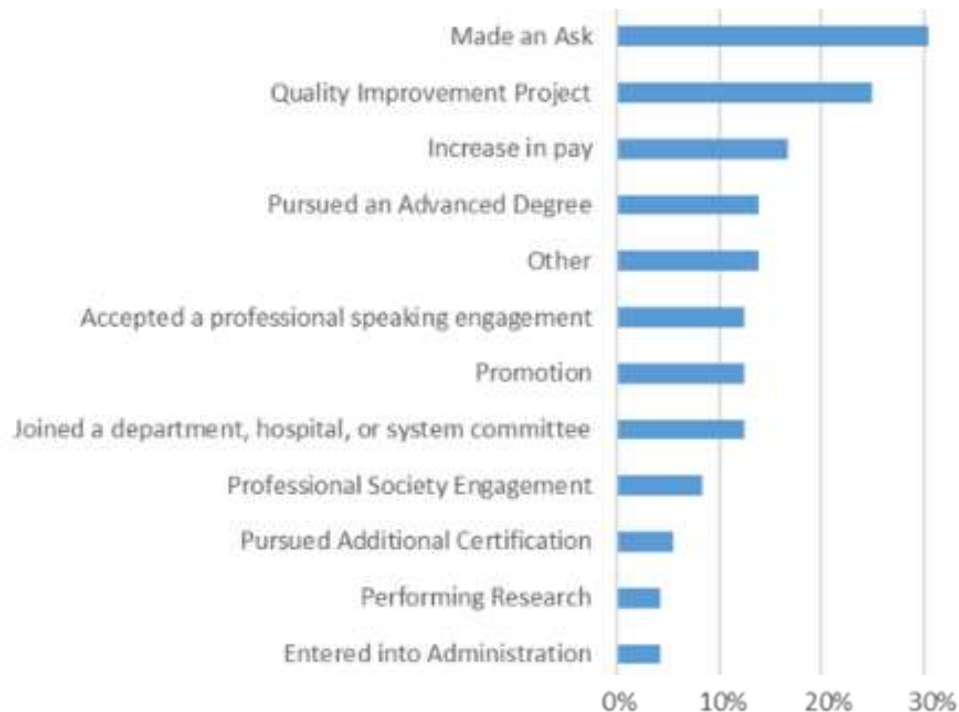Q48 Most Impactful Module from the Leadership Certificate Course

Outcome Data: Attitudes Toward Leadership Survey Analysis One-year Post Course Spring 2021 and Fall 2021 Classes

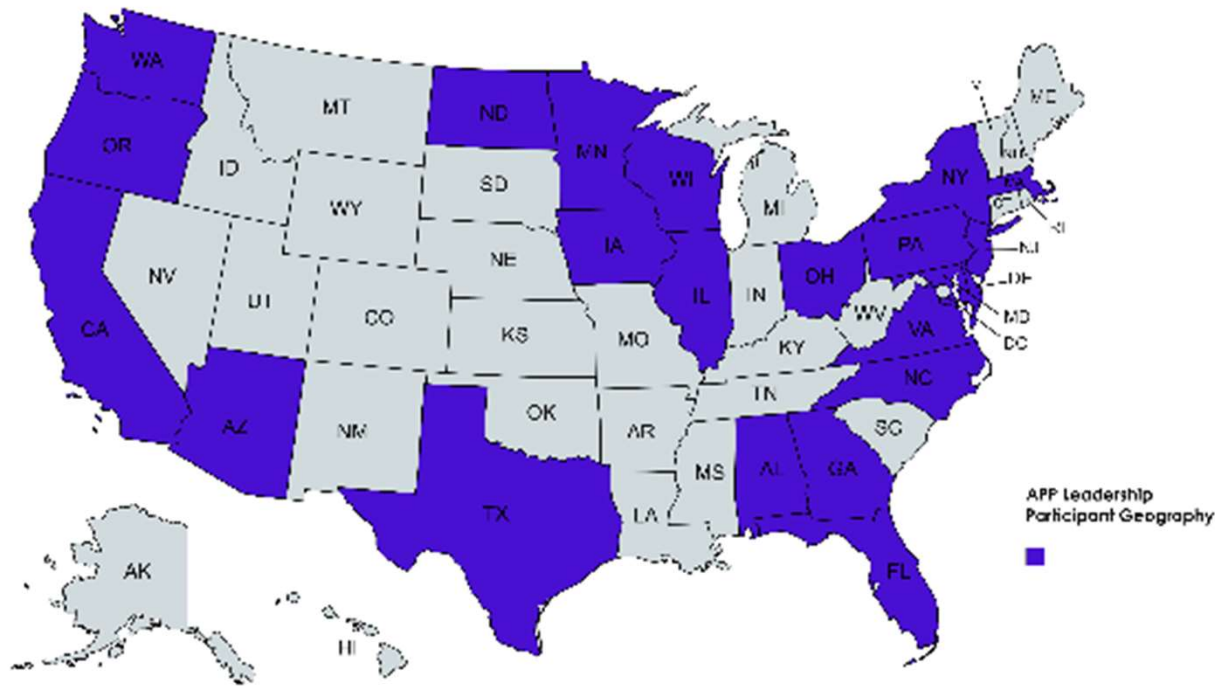**Q49 Leadership Course's Contribution to Career Advancement**

Internal Impact: UPMC Enrollees

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Total
PA	37	39	38	7	15	16	152
CNM	1	3	1	0	1	0	6
CRNA	3	5	3	40	32	31	114
CRNP	19	20	22	7	16	11	95
Total	60	67	64	54	64	58	367

National & International Footprint

APP Leadership
Participant Geography

High Value Proposition

Low-Cost	High Quality	High Impact

What's next?

Second generation of APP Leadership Course- 2024!
Transition to Practice Partnership
Exploring educational courses for credentialing & privileging needs

Take Home Points: **Get Started**

- Know thyself:
  - What do you need?
  - What do you have to offer?

- Know thy friends
  - What academic partner completes you?

- Know thy "enemies"
  - What are your blind spots?
              limitations?
              costs of doing this business?

Take Home Points: <u>**Guiding Principles**</u>

- **Know the puzzle:**
  - Make the pieces fit.
  - Bring it together through equity of contribution and voice
  - Build together.

- **Know the outcome:**
  - Stay true to the intention
  - Continuously evaluate what is working and what isn't
  - Be honest with each other
  - Open communication matters

Our Suggestion to APP Leaders on Finding Academic Partners:

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NEGATIVES

POSITIVES

Our Suggestion to APP Leaders on Finding Academic Partners:

JUST DO IT!

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