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March 8, 2012
BUILDING INTERDISCIPLINARY LEADERSHIP SKILLS AMONG HEALTH PROFESSIONALS IN THE 21ST CENTURY: AN INNOVATIVE TRAINING MODEL

A Regional Innovative Collaborative affiliated to the Global Forum on Innovation in Health Professional Education
Background

• Lancet Commission Report
• Three generations of educational reforms
  - Informative
  - Formative
  - Transformative
• Transformational education reforms – development of leadership skills and interdependence in health professions education
Background

• Future of Nursing Report
• Nursing professionals – potential to improve health systems
• Challenging job profiles covering a wide range of duties
• Need of 21st century – partnership of nursing professionals with physicians and other health professions
Objectives of RIC

• Identification of interdisciplinary health care leadership competencies relevant to the medical, nursing and public health professional education in India

• Development and piloting of an interprofessional training model to develop physician, nursing and public health leadership skills relevant for the 21st century health system in India
Recommendations into Action

• Lancet Commission Report – building of leadership skills through a competency-driven curriculum and focusing on interprofessional education

• Future of Nursing Report – identifying innovations with a potential to increase health care professionals’ ability to serve as collaborative care team members
Rationale for Initiative

• 21st century health care challenges demand transformational educational reforms
• Need to integrate medical, nursing and public health professions to develop leadership competencies
• Interdisciplinary leadership competencies will empower them to confront the 21st century challenges
## Team Members

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>ADDRESS</th>
<th>ADMINISTRATIVE POINT OF CONTACT</th>
<th>MEMBERS OF WORKING GROUP</th>
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<tbody>
<tr>
<td>Public Health Foundation of India</td>
<td>Public Health Foundation of India, ISID, 4 Institutional Area, Vasant Kunj, New Delhi- 110070, INDIA</td>
<td>Prof. Sanjay Zodpey</td>
<td>Dr. Preeti Negandhi</td>
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<td></td>
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<td>Ms. Kavya Sharma</td>
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<tr>
<td>Jawaharlal Nehru Medical College – constituent college under Datta Meghe Institute of Medical Sciences (Deemed University)</td>
<td>Paloti Road, Sawangi Meghe-442004; Wardha District; Maharashtra State; India</td>
<td>Pro-chancellor Dr. Vedprakash Mishra</td>
<td>Dr. Abhay Gaidhane</td>
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<td>Dr. Zahir Quazi</td>
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<tr>
<td>Symbiosis College of Nursing – constituent of Symbiosis International University</td>
<td>Symbiosis College Of Nursing (SCON) Senapati Bapat Road, Pune - 411 004, Maharashtra (INDIA)</td>
<td>Col. Jayalakshmi N.</td>
<td>Dr. Rajiv Yeravdekar</td>
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PHFI - Public Health School

• Launched in 2006 to address limited institutional capacity in India for strengthening training, research and policy development in public health.
• Offers 7 PG Diploma programmes, conducts trainings, undertakes research
• Involved in various initiatives related to health workforce development
DMIMS – Medical School

• Established in 1990
• Department of Medical Education (DOME)
• Offers PG Diploma in Health Professions Education, Masters in Health Professions Education
• Various collaborative activities with international universities
SCON – Nursing School

• Constituent of Symbiosis International Deemed University
• SCON trains and develops quality professionals to provide health care services at the grassroots and to meet the global demand
• The overall aim - to prepare a graduate nurse to work as a frontline worker in the clinical and community field and educational arena
RIC Work Plan – Step 1

CONSTITUTION OF RIC TEAM

• National Program Lead – Prof. Sanjay Zodpey

• Regional Program Leads – Dr. Vedprakash Mishra & Col. Jayalakshmi N

• Working Group – 2 members from each partner school
RIC Work Plan - Step 2

CONSTITUTION OF TAG (Proposed members)

- Dr. K Srinath Reddy, President, PHFI (Chairman)
- Dr. Sunil Khaparde (MoHFW, GoI)
- Dr. Rajiv Yeravdekar (MCI)
- Dr. Bipin Batra (NBE)
- Dr. Subhash Salunke (PHFI)
- Representative from INC
- Representative from ICMR
RIC Work Plan – Step 3

IDENTIFICATION OF LEADERSHIP COMPETENCIES

• Comprehensive literature search
• Indian and global published evidence
• Not restricted by language/ period of publication
• Search strategies: electronic databases, grey literature, newspaper articles, conference papers, hand searching
• Snowballing technique to be used
5 Country Network Study

• Situational analysis of medical, nursing and public health education
• National assessment
• Institutional assessment
• Graduate survey – current students and alumni
RIC Work Plan – Step 4

EXPERT GROUP MEETINGS

• Summarize literature search findings
• Preparation of report
• Review by TAG members
• Share report with IOM Global Forum on Innovation in Health Professional Education
RIC Work Plan – Step 5

CONSULTATION

• Two day meeting
• Agenda – presentations and group work
• Experts to be invited – MoHFW, MCI, INC, NBE, UGC, WHO, medical, nursing and public health schools, IAPSM, IPHA, IMA
• Suggestions and recommendations – basis for training program development
RIC Work Plan – Step 6

DEVELOPMENT OF TRAINING MODEL

• Training model designed to integrate competencies for all three streams
• Learning objectives
  1. Understanding of transformative learning
  2. Understand application of leadership competencies in local health care settings
  3. Understanding application of competencies to tackle emerging health care challenges
RIC Work Plan – Step 6 (Contd.)

• Target trainees – in-service medical, nursing and public health professionals and students
• Long term goal – integration of training of interdisciplinary leadership competencies with regular curriculum
• Trainers – faculty members from medical, nursing and public health institutes
• Training manual to be prepared
RIC Work Plan – Step 7

PILOTING TRAINING MODEL

• Participants – 4 batches (2 batches of in-service professionals, 2 batches of students)
• Size of each batch – 15 to 20 (6 to 7 from each stream)
• Trainers – faculty from partner institutes and experts (MoHFW, WHO, ICMR, professionals from medical, nursing and public health schools)
RIC Work Plan – Step 7 (Contd.)

• Duration – proposed for 3 days per batch
• Contents – didactic, case-studies and group work
Day 1: overview of interdisciplinary leadership competencies
Day 2: Application of leadership skills in local settings
Day 3: Open interactive sessions, evaluation, feedback
• Trainings to be conducted at the partner institutes
RIC Work Plan – Step 8

DISSEMINATION OF FINDINGS

• Preparation of final report
• Dissemination with stakeholders
• Publication – monograph, journal article
• Present findings to IOM Global Forum on Innovation in Health Professional Education
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<th>Activities</th>
<th>Year 1</th>
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<td>1&lt;sup&gt;st&lt;/sup&gt; quarter</td>
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<td>Literature search for interdisciplinary healthcare</td>
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Funding Support

• Indian Council of Medical Research
Thank You