



THE UNIVERSITY OF
CHICAGO

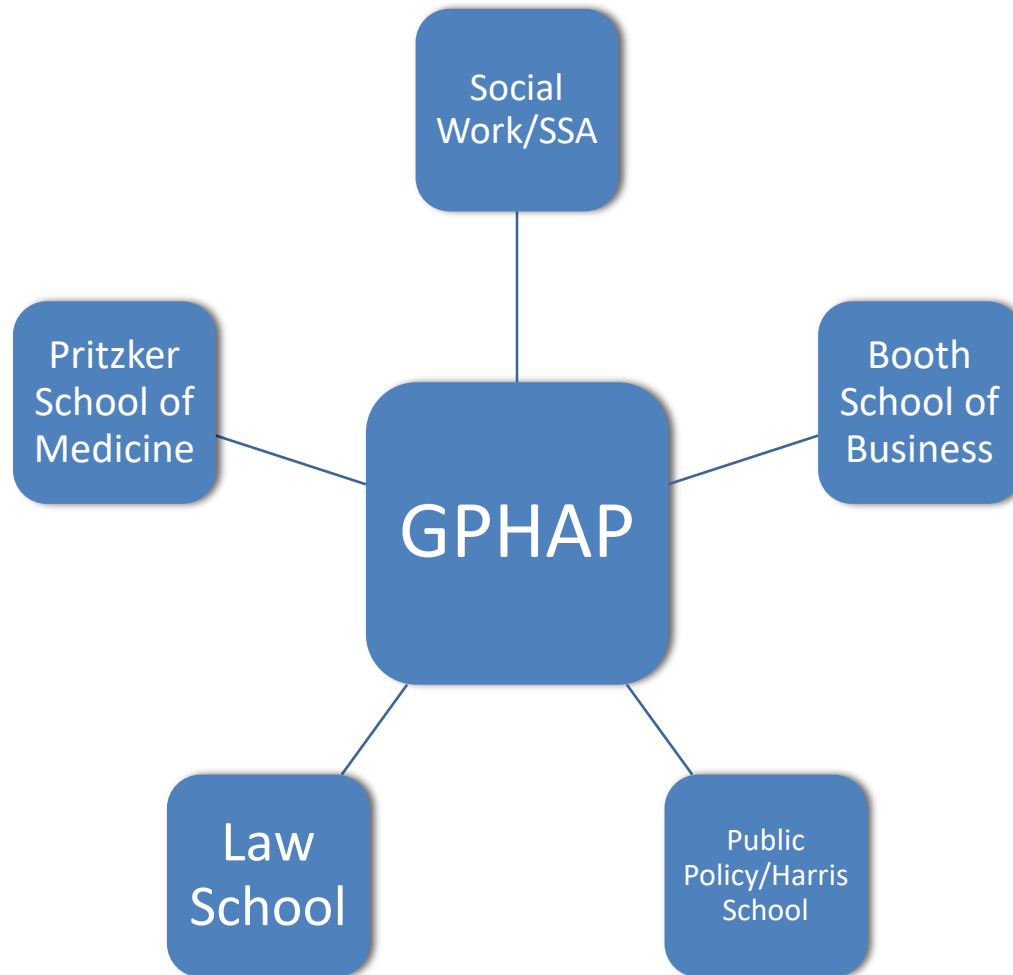
SCHOOL OF SOCIAL SERVICE ADMINISTRATION

Graduate Program in Health Administration & Policy (GPHAP)

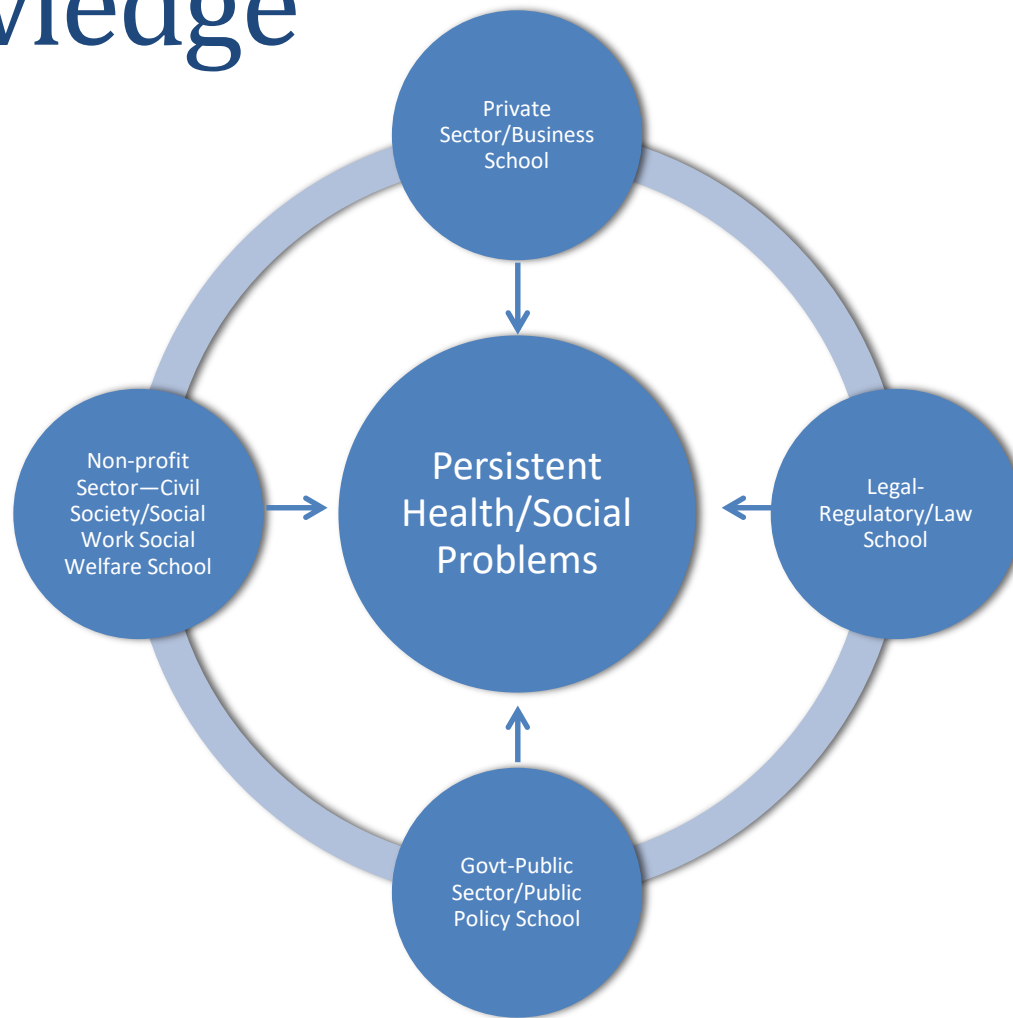
January 9, 2017

Colleen Grogan

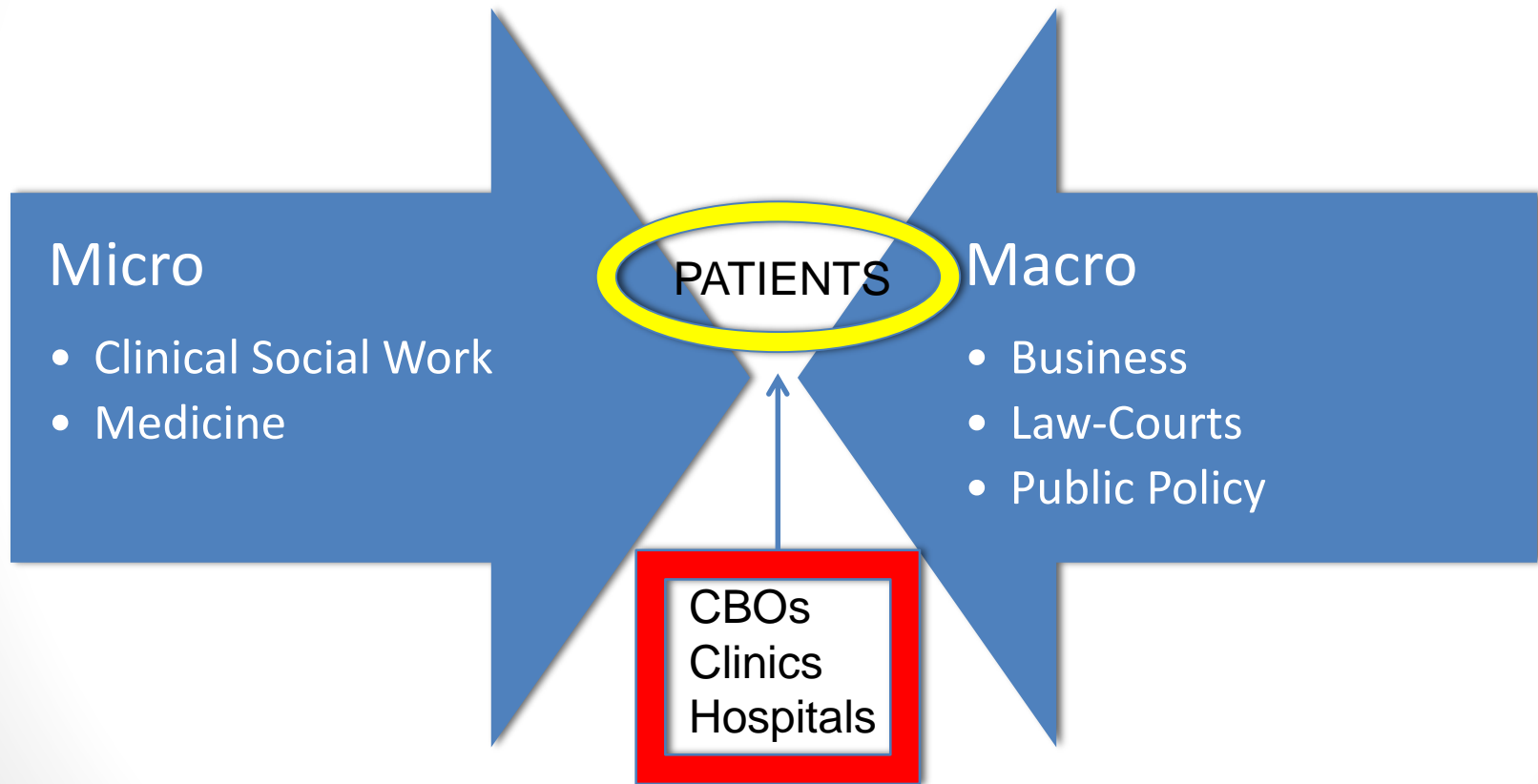
Certificate Program—Draws from Five Schools



Interdisciplinary and Cross-Sector Perspectives & Knowledge



Micro and Macro-level Understanding



Why Interdisciplinary & Cross-Sector Collaborative Learning?

Why Interdisciplinary & Cross-Sector Collaborative Learning?

- **Creativity**: Innovative Ideas
- **Pragmatic**: business, government, non-profits have long recognized the importance of interdisciplinary and multi-disciplinary teams
- **Collective Action**: less duplication and fragmentation; complex health problems demand collaboration across organizations and sectors
- **Democratic**: to every issue, there are multiple perspectives and all voices should be heard

- Arguably all these reasons lead to a more effective solution
- May be the **only way** to solve complex problems

Barriers to Interdisciplinary Work?

- **Lack of Training**

- Few students are trained in interdisciplinary programs
 - Discipline-specific classes build depth in single-subject areas
 - But, tend to present information in an isolated manner
 - Fail to perceive, or question, the overlapping values or questions raised by different disciplines
 - Fewer still know how to integrate disciplinary frames and use them

- **Structural Barriers**

- Organizations work in Silos
- Sectors work independently
- Why?
 - Funders (firms, government, and foundations) focused on the isolated intervention of individual organizations. This encourages competition between organizations and among sectors.
- Yet, Large-scale social change to address complex problems requires broad cross-sector coordination and inter-organizational coordination

How does it really work?

**DESPERATELY NEEDED AND GPHAP
HAS POTENTIAL, BUT**

Interdisciplinary Learning

- What is it?

Table I
Predicted Outcomes of Interdisciplinary Programs

Author	Outcome
Ackerman (1989)	Flexible thinking Ability to generate analogies and metaphors Understanding of the strengths and limitations of disciplines
Ackerman & Perkins (1989)	Ability to assess value to knowledge gained Enhanced thinking and learning skills Improved higher-order cognitive skills Improved content retention Capacity for proactive and autonomous thinking skills Ability to devise connections between seemingly dissimilar contexts
Field, Lee, & Field (1994)	Ability to tolerate ambiguity or paradox Sensitivity to the ethical dimensions of issues Enlarged perspectives and horizons Ability to synthesize or integrate Enhanced creativity, original insights or unconventional thinking Enhanced critical thinking Capacity to perceive a balance between subjective and objective thinking Humility, sensitivity to bias, and empowerment Ability to demythologize experts

Rowntree (1982)

- Interdisciplinary Approach:
 - “one in which two or more disciplines are brought together, preferably in such a way that the disciplines interact with one another and have some effect on one another’s perspectives.”

Interdisciplinary Knowledge & Appreciation—GPHAP Program

Degree Programs

CONCEPTUAL
KNOWLEDGE
Booth

CONCEPTUAL
KNOWLEDGE
Harris

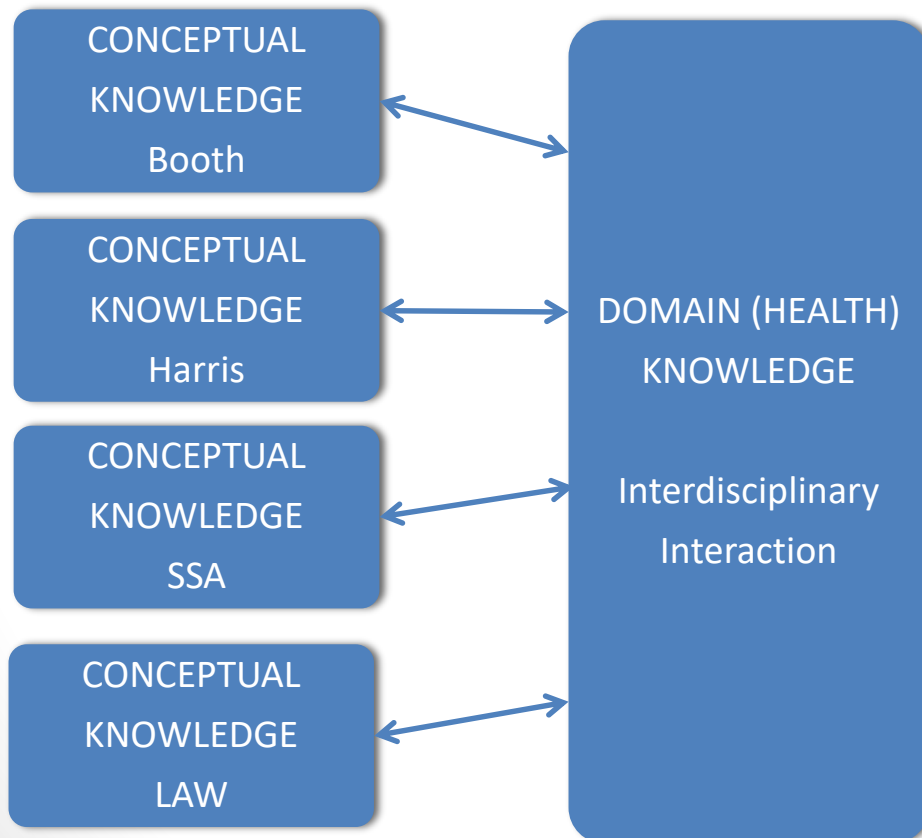
CONCEPTUAL
KNOWLEDGE
SSA

CONCEPTUAL
KNOWLEDGE
LAW

Interdisciplinary Knowledge & Appreciation—GPHAP Program

Degree Programs

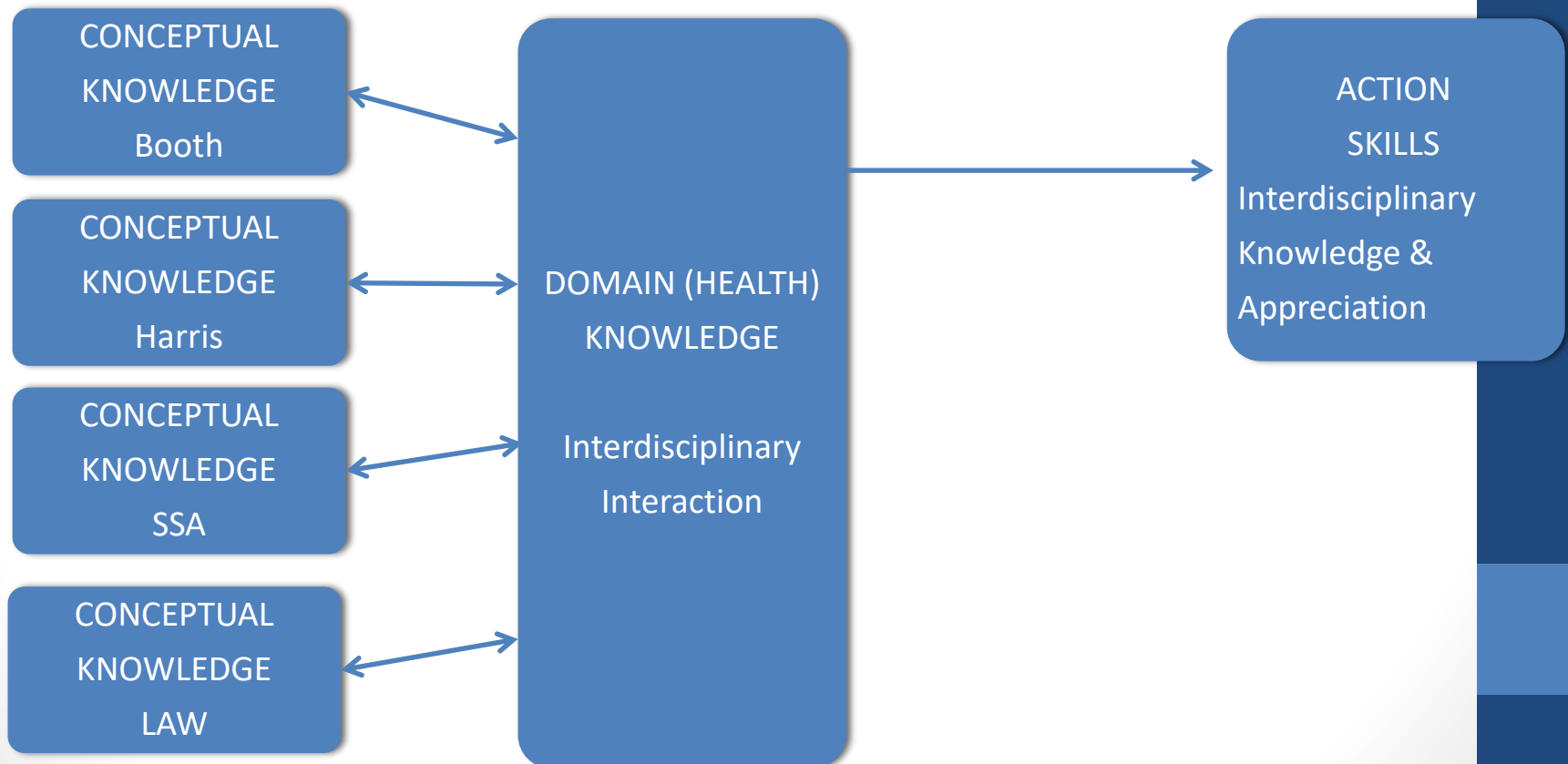
GPHAP



Interdisciplinary Knowledge & Appreciation—GPHAP Program

Degree Programs

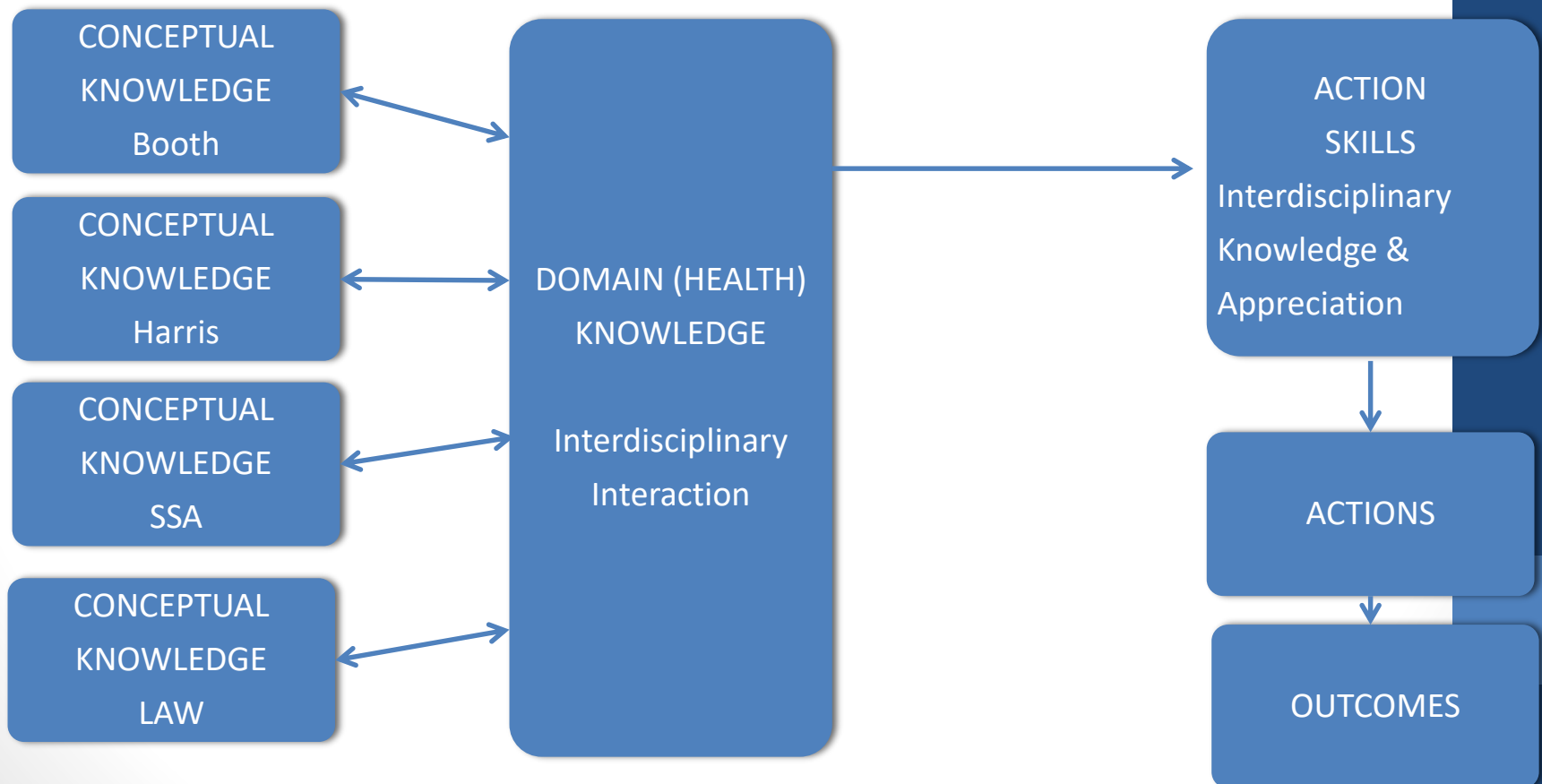
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Interdisciplinary Knowledge & Appreciation—GPHAP Program

Degree Programs

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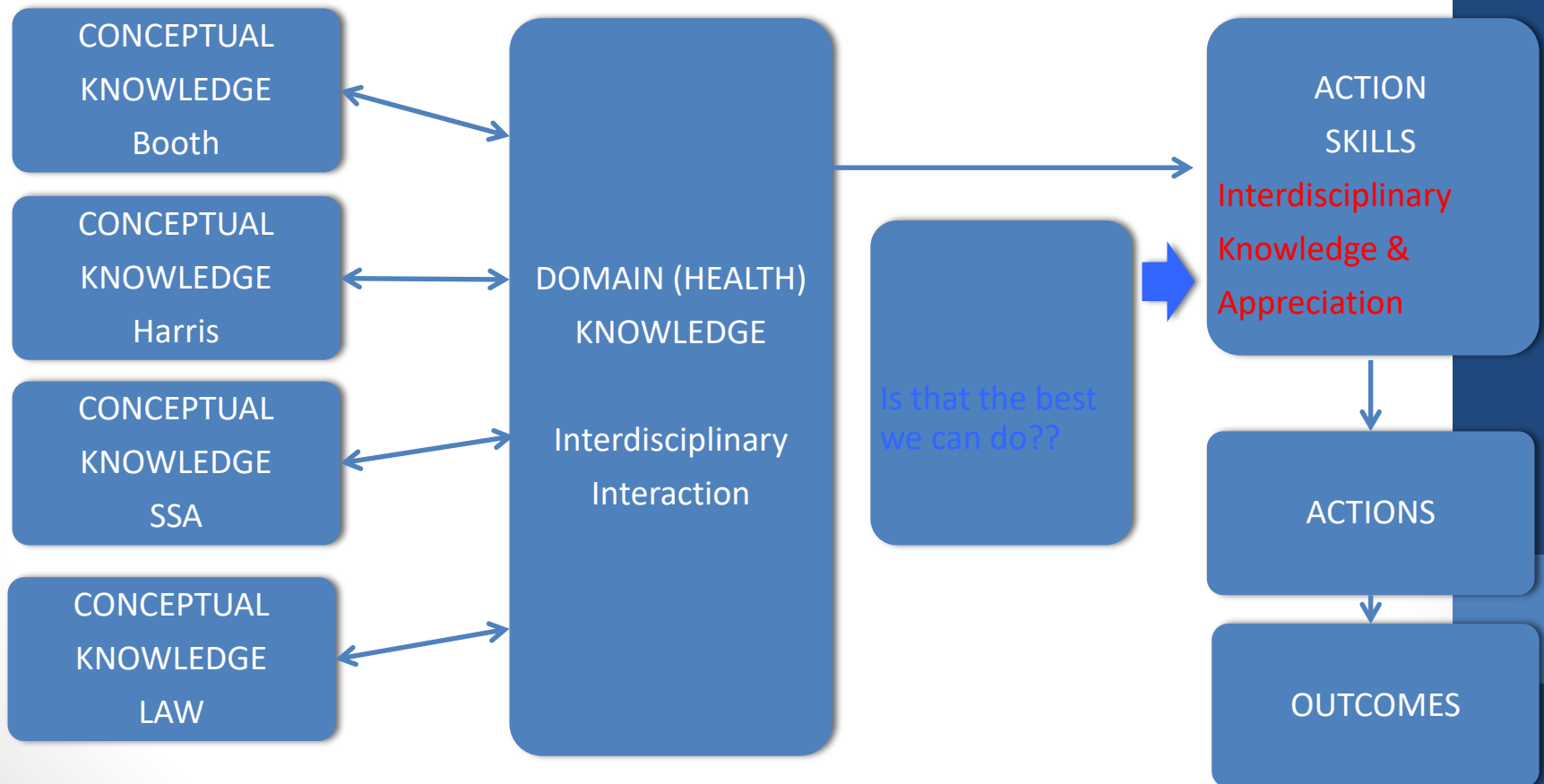


Table III
Application of Biggs & Collis (1982) Structural Model to
Interdisciplinary Learning

Structural Level	Description within a context of interdisciplinary learning	Outcomes
Uni-structural (uni-disciplinary)	Learner focuses on a relevant discipline.	Declarative and procedural knowledge in one discipline
Multi-structural (multi-disciplinary)	The learner acquires knowledge in several disciplines but does not integrate them.	Declarative and procedural knowledge in several disciplines that are related to a central theme; multidisciplinary thinking
Relational (inter-disciplinary, limited to one central theme or problem)	The learner integrates knowledge from several disciplines around a central theme. Critical thinking skills are being developed as the learner becomes aware of the strengths and limitations of the perspectives offered by each discipline.	Interdisciplinary content thinking (declarative and procedural knowledge); critical thinking skills; some metacognitive skills; advanced epistemological beliefs
Extended abstract (interdisciplinary, extended to other themes or problems)	The learner acquires a knowledge structure that integrates interpretive tools (methodologies, theories, paradigms, concepts, etc.) from multiple disciplines. The learner uses metacognitive skills to monitor and evaluate his or her own thinking processes. The learner applies an interdisciplinary knowledge structure to new interdisciplinary problems or themes.	A well-developed interdisciplinary knowledge structure; interdisciplinary content thinking; critical thinking skills; metacognitive skills; highly advanced epistemological beliefs; transfer of interdisciplinary knowledge

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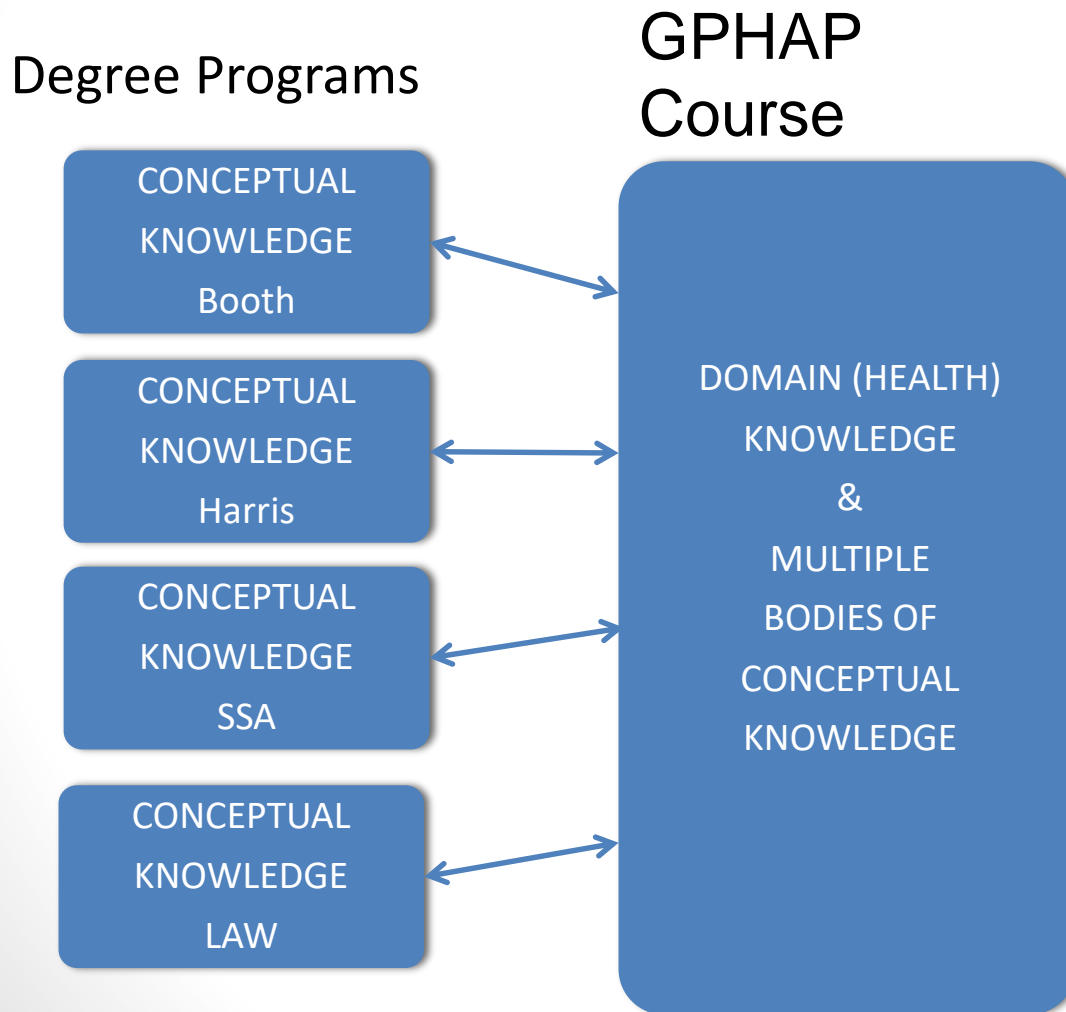
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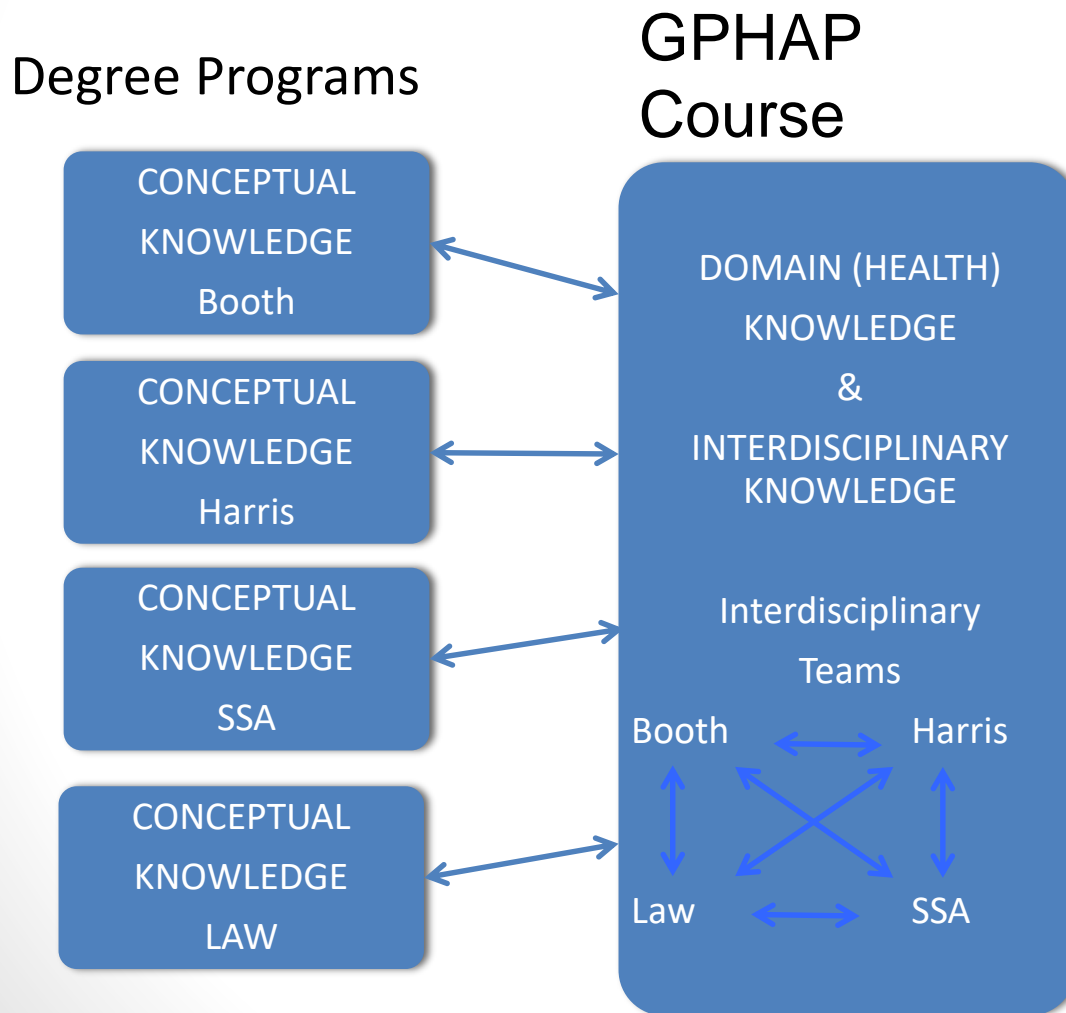
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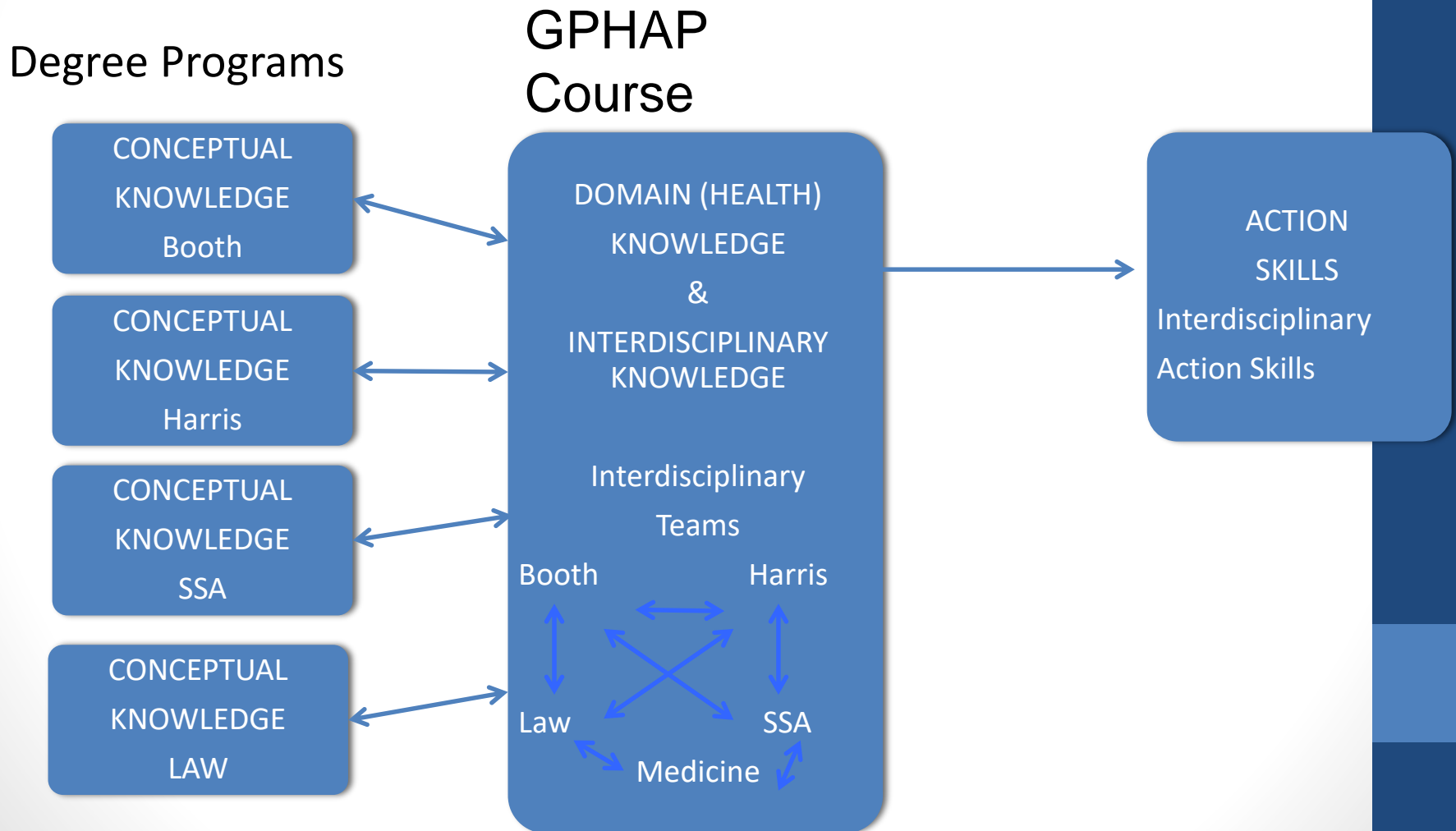
Interdisciplinary Action Skills— GPHAP Teams



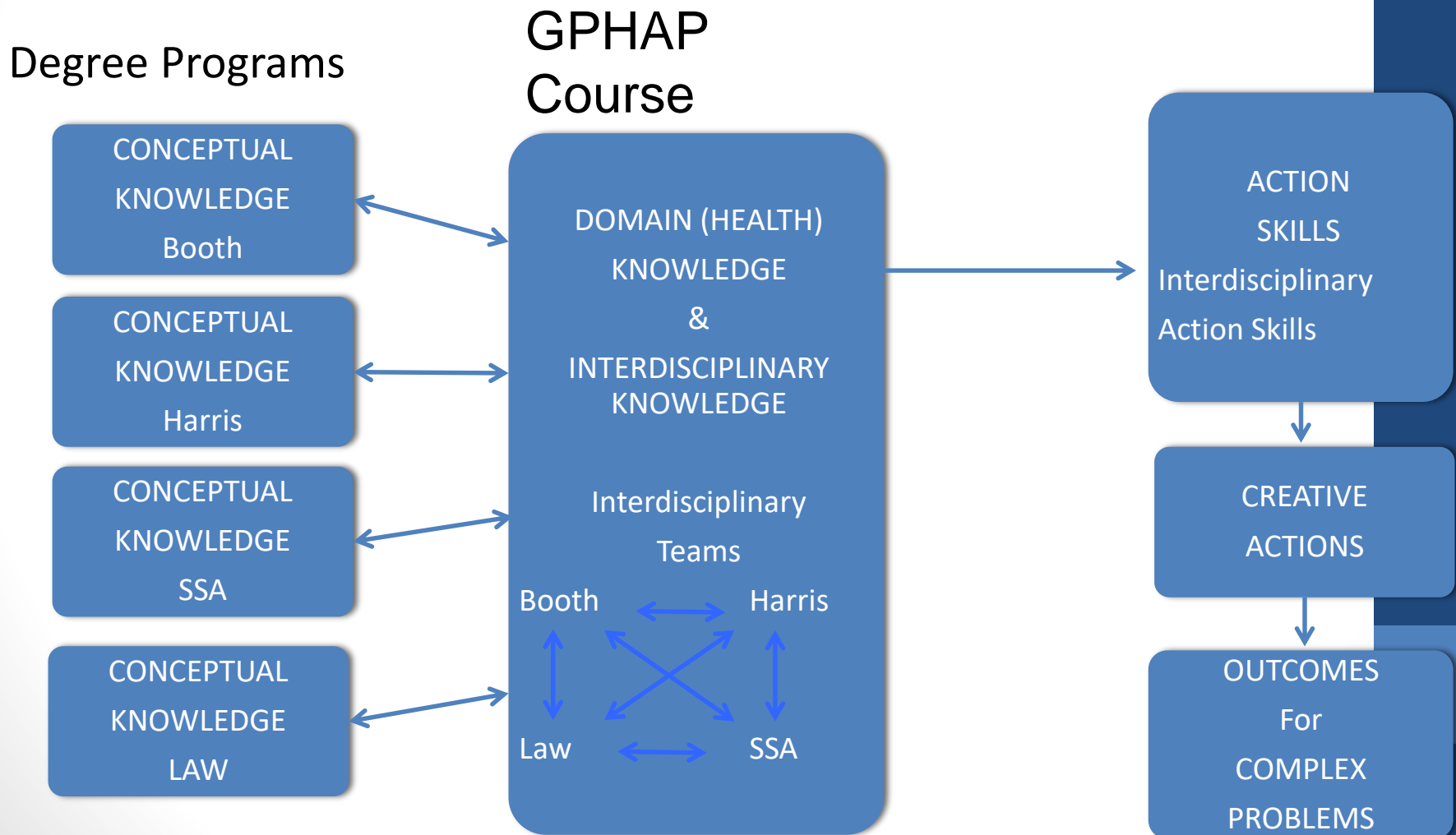
Interdisciplinary Action Skills— GPHAP Teams



Interdisciplinary Action Skills— GPHAP Teams



Interdisciplinary Action Skills— GPHAP Teams



Why Interdisciplinary Teams?

- Outcome Argument:
 - Interdisciplinary Knowledge is ONLY gained through experience working in interdisciplinary groups
 - Can learn how to work well in Teams
 - Can learn Critical Interdisciplinary Thinking through team work
- Pragmatic Argument: Most organizations will expect our students to work in teams
 - Need to develop individual skills
 - Need to know how to collaborative effectively
- Hope for the Future
 - Only way to solve complex social health problems is to develop new integrated solutions
 - Need to train students for that—it doesn't come naturally

Interdisciplinary Knowledge

- Facilitated when curricula
 - “balance a focus on thinking about **process** with a focus on learning specific **content.**”
 - Ivanitskaya et al. article