Developing Faculty to Teach Interprofessional Team-based Care

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Our Presenters

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Objectives of Presentation

• Describe national work being done to prepare faculty to teach IP team-based care
• Describe the Josiah Macy Jr., Foundation pilot program for IP Faculty Development in Team-based Care which Drs. Hall and Zierler co-lead
• Highlight key learning's from the pilot program and the implications for future faculty development efforts
Recent Timeline of IPE Initiatives

1990
- Center for the Advancement of IPE (CAIPE) founded in UK
- Pew Health Commission identifies teamwork as core competency

1995
- Interdisciplinary Professional Education Collaborative (IPEC)
- Dartmouth Summer Symposium started

2000
- RWJ Foundation – Collaborative ID Team Education (CITE)
- IOM Report on Health Professions Education
- Hartford Foundation funds Geriatric ID Team Training (GITT)

2005
- RWJ Foundation – Achieving Competence Today (ACT)
- Josiah Macy IP Conference yielded 8 recommendations for IPE
- IHI Health Professions Education Collaborative (HPEC)
Recent Timeline of IPE Initiatives

- Canadian Interprofessional Health Collaborative (CIHC) founded
- Collaborating Across Borders (CAB) I Conference
- Visionary statement for pharmacy education embraces IPE
- Interprofessional collaboration added to Nursing Essentials for BSN
- The Lancet Report – Health Professionals for a New Century
- Collaborating Across Borders (CAB) II Conference
- Collaborating Across Borders (CAB) III Conference
- IOM IPE Panel formed
- JCAHO Conference on Transforming Health Professions Education
- AAMC identifies IPE as one of two “horizons for action”
- Interprofessional Education Collaborative (IPEC) formed
- IPEC released Core Competencies for Interprofessional Collaborative Practice
- American Interprofessional Health Collaborative (AIHC) founded
- First Annual Josiah Macy Foundation Conference on IPE
- WHO Framework for Action on IPE
- Interprofessional Partners in Action (IPPIA) formed
Current State of IPE Efforts

• 2010

- IOM Report – *The Future of Nursing: Leading Change, Advancing Health*

The Lancet Report

• “Instructional reforms should: adopt competency-driven approaches to instructional design; ...promote interprofessional and transprofessional education that breaks down professional silos while enhancing collaborative and non-hierarchical relationships in effective teams.”

Framework for Action on IP Education and Collaborative Practice

Current State of IPE Efforts

• 2011

• 2012
  – IOM Forum on Innovation in Health Professional Education
### Interprofessional Collaborative Practice Competency Domains

<table>
<thead>
<tr>
<th>Competency Domain 1:</th>
<th>Values/Ethics for Interprofessional Practice</th>
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<tr>
<td>Competency Domain 2:</td>
<td>Roles/Responsibilities</td>
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<td>Competency Domain 3:</td>
<td>Interprofessional Communication</td>
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<td>Competency Domain 4:</td>
<td>Teams and Teamwork</td>
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Developing Faculty to be IPE Competent

• Why?
  – Socialization, culture, perspective – learned early in uni-profession education
  – Role models for students
  – Building capacity of IPE experts
  – Excellent teams in practice (but do they facilitate team skills or clinical skills?)
Steinert’s Systematic Review on FD (2005)

- Attitudes changed positively and knowledge increased
- Teaching behavior improved (per teachers and learners)
- Key features of effective faculty development:
  - Experiential learning
  - Provision of feedback
  - Effective peer/colleague relationships
  - Well-designed interventions following sound learning principles
  - Diversity of teaching methods

Phases in Developing Faculty to Participate in and Lead Interprofessional Education

- Engagement
- Training to Facilitate IP Learning
- Mentoring for IPE Leadership
Possible Approaches for Engagement of Faculty

- Case-based workshops
- Team-based rounds
- Team-building exercises
- Peer coaching and mentoring
- Web-based learning
- Longitudinal programs
- Communities of practice

Preparing Faculty to Lead IPE Experiences

• Faculty helping to design or lead IPE experiences need to know what works (and doesn’t work)
• Thistlethwaite & Nisbet (partial listing)
  – Clear learning outcomes
  – Planned involvement of professions
  – Linking content to clinical experience
  – Making the experience interactive
  – Building in time for reflection
  – Planning formative or summative assessment
  – Creating sustainability

Feedback is Key for Facilitating IPE
What are the simple rules for faculty development? *(same as for students)*

- Integrate efforts into real work in which the faculty member is engaged
- Use active learning
- Spend time building relationships
- Track and use a few meaningful outcomes
- Align incentives
- Celebrate and spread successes; learn from failures
Examples of Faculty Development

Language and dress
Faculty Development - Active Learning

- Readers Theatre (by Peggy Schlesinger, MD)
FD: Collaborative Leadership

Macy IPE Teaching Scholars Program
FD Training – Team Building Exercises
Josiah Macy, Jr. Foundation Grant: Faculty Development

GOALS

• **Develop** faculty to teach/facilitate IPE competencies; pilot faculty development program

• **Disseminate** a validated training program to other health sciences schools by creating an **exportable** “Interprofessional Training Toolkit”
Josiah Macy, Jr. Foundation Grant

• One year pilot study implement and evaluate “train-the-trainer” model for developing faculty
  – 3.5 day Faculty Development Training at UW (March 2012)
  – 1.5 day training at Missouri U at Columbia (Feb. 2013)
• 8 academic health centers and Puget Sound VA COE
• Immerse faculty in experiential learning & teaching
• ~Monthly coaching/mentoring/checking-in
• Determine exportability of training modules (includes teaching content, faculty development strategies, evaluation tools)
The Macy Grant – Participating Institutions

- University of Missouri Health System
- MUSC
- University of Virginia
- University of Kentucky
- Columbia University
- UND
- Center for Health Science Interprofessional Education, Research and Practice
Josiah Macy, Jr. Foundation FD Grant - topics

- Adult Learning Theory, applied
- Appreciative Inquiry Theory Burst & Exercises
- VA Primary Care Center of Excellence Experience
- Simulation as a vector for IPE
- Front line stories (of IPE at each site)
- QI as vector for teaching/modeling IPE
- Changing Systems of Care with IPE: Understanding the Impact of Context and Culture
- Just in time - Faculty Development – Error Disclosure
- Error disclosure training of ~450 students (immersion)
- FD literature review
- Curriculum mapping across HP Schools
- Assessment and Evaluation Tools
IPE Competency Domains-Teaching Example

- Role Clarity and Responsibility (what to teach)
- IPE Pictionary (example of how to teach)

Interprofessional Pictionary
Role Clarity

• Faculty need to understand roles and responsibilities in order to teach students

• **Interactive Exercise**: As a team, decide who the health care professional is based on information provided by that discipline

• Draw a representation of the health care professional **without** using letters or numbers (MD, RN, Rx, etc – not allowed)
Training Requirements:
Doctoral Degree

Usual Practice settings:
Hospitals (inpatient and outpatient care), Community Settings, Clinics

Scope of Practice includes:
Health and medication education, treatment consultation, prescribe under protocol, administer medications, provide immunizations

Unusual Practice setting:
NASA
Training Requirements:
Doctoral Degree

Usual Practice Settings:
Private Practice, schools, hospitals, nursing homes, professional athletics

Scope of Practice includes:
Practice without a MD prescription

Unusual Practice Setting:
Consulting, Film Studios
IP Pictionary: Reflection

• What assumptions am I making?
• Where did I learn these values?
• What values/beliefs orient me?
• How might someone whose role is different than mine look at this?
• What are the biases and stereotypes about the profession? Do I perpetuate them with students?
Faculty Development - Immersion
Faculty Development – Train-the-Trainer Model

Faculty Development – Mentorship
Train-the-Trainer (Visiting Faculty in Green)
collaborate.uw.edu

- Exportable Interprofessional Training Toolkit (Website)
Evaluation Strategy for Macy Grant

• Quantitative evaluation
  – Faculty satisfaction with training
  – Curriculum implemented; students taught

• Qualitative evaluation
  – Structured interviews to identify most helpful elements of faculty development program
  – Feedback on adaptability of IPE training modules
Project Timeline

- Seattle Conference
- Ongoing IPE Curricular Work at AHCs
- Columbia Conference

- Grant approved

Jan 2012 – Feb 2013

* = Periodic conference calls

EVALUATION
Faculty Development - Challenges

- Release time for IPE training
- Release time for IPE teaching
- Assumptions about being IPE competent
- Teaching in new ways: active learning vs PowerPoint
- Receiving credit for group projects (APT)
- Intellectual property – IPE Modules (have clear plan for acknowledging contributions from team and individual(s))
Faculty Development – Unanswered Questions

• What is the relative importance of:
  • High quality training material?
  • Online support?
  • On site coaching/mentoring?
  • Off site coaching/mentoring?

• How much development is needed for IPE experiences?
  – Example: Just in time training for error disclosure

• How do we scale up to reach all health professions faculty?
  – How do we train faculty in IPE who teach at single profession campuses?
Save the Date!

The Education Practice Nexus

February 20, 2012
11:00 – 12:00 CST

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Questions?