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

- Center for the Advancement of IPE (CAIPE) founded in UK
- Interdisciplinary Professional Education Collaborative (IPEC)
- RWJ Foundation – Achieving Competence Today (ACT)
- RWJ Foundation – Collaborative ID Team Education (CITE)
- IOM Report on Health Professions Education
- Collaborative ID Team Training (GITT)
- Pew Health Commission identifies teamwork as core competency
- Hartford Foundation funds Geriatric ID Team Training (GITT)
- Dartmouth Summer Symposium started
- Josiah Macy IP Conference yielded 8 recommendations for IPE
- IHI Health Professions Education Collaborative (HPEC)
Recent Timeline of IPE Initiatives

- **2005**
  - Canadian Interprofessional Health Collaborative founded
  - Visionary statement for pharmacy education embraces IPE
  - JCAHO Conference on Transforming Health Professions Education
  - American Interprofessional Health Collaborative founded

- **2010**
  - Interprofessional collaboration added to Nursing Essentials for BSN
  - AAMC identifies IPE as one of two “horizons for action”
  - Interprofessional Education Collaborative (IPEC) formed
  - First Annual Josiah Macy Foundation Conference on IPE
  - IPEC released Core Competencies for Interprofessional Collaborative Practice
  - WHO Framework for Action on IPE

- **2012**
  - VA Primary Care IP Centers of Excellence
  - Collaborating Across Borders (CAB) III Conference
  - Interprofessional Partners in Action (IPPIA) formed
  - IOM IPE Panel 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.” ¹

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

- Competency Domain 1: Values/Ethics for Interprofessional Practice
- Competency Domain 2: Roles/Responsibilities
- Competency Domain 3: Interprofessional Communication
- Competency Domain 4: Teams and Teamwork

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

1. Engagement
2. Training to Facilitate IP Learning
3. 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
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

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

* = Periodic conference calls

Jan 2012 - Feb 2013

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?