Faculty Development in the Education of Nurse Practitioner, Occupational & Physical Therapy Students in Interprofessional Teamwork Using Telehealth Technology

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Interprofessional Education (IPE)

- Occurs when (learners) from two or more professions learn about, from & with others to enable effective collaboration & improve health outcomes.

WHO, 2010

“...more collaborative practice settings will be developed over time...Hence practice is linked with education.”

D’Amour & Oandasan, 2005
Faculty Development for IPE

- A process by which university faculty work systematically to improve their skills in:
  - Teaching
  - Leadership
  - Skills unique to the process of effective IPE

- Faculty will be role models for students; therefore, building IPE expert capacity is crucial to program success

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IPE FACULTY DEVELOPMENT MODULES

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IPE Faculty Development Module Objectives

- Increase IP competencies
- Understand the faculty member’s roles in teaching, mentoring & facilitating student teams
- Appreciate the various ways that IPE can be integrated into the curriculum
- Value the importance of helping students develop IP identity & apply various methods to facilitate this development
Designing an IPE
Faculty Development Program

- Getting Started
  - Clarify core competencies for effective IPE
  - Values & ethics for IP practice
  - Roles & responsibilities
  - IP communication
  - Teams & teamwork

- Developing Training Content
  - IPE faculty development training toolkits are available & included in Resource slide(s)

Strategies for IPE Faculty Training

- Formal & informal discussion with mentors & consultants
- Facilitated workshops: Interactive & case-based
- Weekend activity, conference
- On-line courses
- Small group activities
- Just-in-time training

Modules

- One: Introduction to IP Teaching
- Two: Team Roles & Responsibilities
- Three: Teamwork & Communication
- Four: Interprofessional Care Planning
- Five: Teaching with Telehealth Technologies
- Six: Teaching Issues in Supervising Teams
- Seven: IP Teaching in Simulated Environments
- Eight: IP Teaching/Supervision Scenarios
- Nine: IP Faculty Toolkit
Module One: Introduction to IPE

Interprofessional Education
Faculty Development (FD) Modules

Module 2 Objectives:
Team Roles & Responsibilities

- Identify educational & licensure requirements for selected health professions
- Explain professional roles, responsibilities, & skills of other healthcare providers
- Recognize the scope of practice in terms of skills, knowledge, & abilities of all disciplines but particularly your own
- Describe skills common to all disciplines
Module 3 Objectives: Teamwork & Communication

- Define "team" & describe attributes of effective teamwork
- Role model teamwork-related skills & attitudes
- Appraise the literature regarding team-based IPE approaches
- Appraise examples of teamwork & identify positive & negative elements of influence
- Critique methods/tools used to assess teamwork (e.g., Team Fitness Test & the Team Observation Tool)
- Appreciate roles & expertise of IP team members

Module 3 Objectives: Teamwork & Communication

- Define "communication" & describe attributes & potential barriers of effective communication & teamwork
- Understand & apply CRM (Crew Resource Management) & SBAR (Situation, Background, Assessment, Recommendation) communication models within teams
- Appreciate the influence of non-verbal aspects of communication
- Understand basic elements of conflict resolution
- Understand the role of interpreters in communicating with non-English speaking patients

Module 4: Interprofessional Care Planning
Module 5 Objectives: Teaching with Telehealth Technology

- Develop basic skills in video consultation
- Describe difference between telemedicine & telehealth
- List 3 major components of telemedicine informed consent required by legislation
- Describe application of telehealth to patient-centered models of care, including risks/benefits
- Describe how Tele-interprofessional teams care can improve health outcomes

Module 6: Issues in Teaching Teams & Supervision of Teams

- Sections
  - Role of Faculty in Teaching and Mentoring Student Teams
  - Integrating IPE Into the Curriculum
  - The Art and Role of Debriefing in Team Learning
  - Evaluation of Team Learning
  - Difficult Teams!
  - Attributes Needed in Teams: Humor, Enthusiasm, Knowledge, & Respect
  - Helping Students Form Professional Identity in the Team Context

Module 7 Objectives: IP Teaching in Simulated Environments

- This module is designed for faculty to read through a Table of Team Performance Issues & Solutions
- Watch a short video on sub-par team performance &
- Consider ways to facilitate improved team performance
Module 8 Objectives: IP Teaching/Supervision Scenarios & Facilitation Solutions

**Facilitation**

“A learner-centered approach which invites learners to take full responsibility for decisions, actions & consequences.”  - Sinclair, Barker & Mowen, 2005

Key Facilitator Skills

- Clear understanding of core IPE principles
- Understands process of team development & dynamics
- Promotes critical thinking & problem solving
- Respects ethical values
- Employs critical reflection
- Able to create climate for shared leadership

Teaching Interprofessionally (TIPs)

- Standardized Patient Experience
- Role Play Team Debrief
  - Elicit emotion: “How did that feel for everyone?”
  - Review the scenario/patient encounter: “How would you describe the group dynamics?”
  - Advocacy/Inquiry Strategy: “How does this compare to your own experiences?”
  - Connect to real life: “How does this compare to your own experiences?”
  - So what, How what? “Based on your experience, what is your main “take away”/lesson learned?”
Questions for Reflection

- What would you highlight as strengths for how your team worked together in your standardized patient experience?
- What structures & processes enabled team collaboration? Hindered team collaboration? How might these be addressed?
- How would you describe the relationship between how the team functions & the impact on patient care & team member satisfaction?

Module 9: IPE Toolkit

THE CHALLENGE:

- "We will not have robust, sustained healthcare reform unless we have a health professional workforce that is prepared to work in and lead the future system."
  - Dr. George Thibault
  President, Joseph Mary Jr. Foundation
  (Annual Report 2010, p. 4)
Questions?

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Toolkit Resources

Toolkit Resources


References