


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



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Interprofessional Education (Pre-Licensure) ← Interdependent → Collaborative Practice (Post-Licensure)

“It is believed by many that if we train competent collaborative practitioners, more collaborative practice settings will be developed over time...Hence practice is linked with education.”

D’Amour & Oandasan, 2005

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

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*



IPE FACULTY DEVELOPMENT MODULES


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

NURSING - PHYSICAL THERAPY - OCCUPATIONAL THERAPY

IPEP
Interprofessional Education and Practice

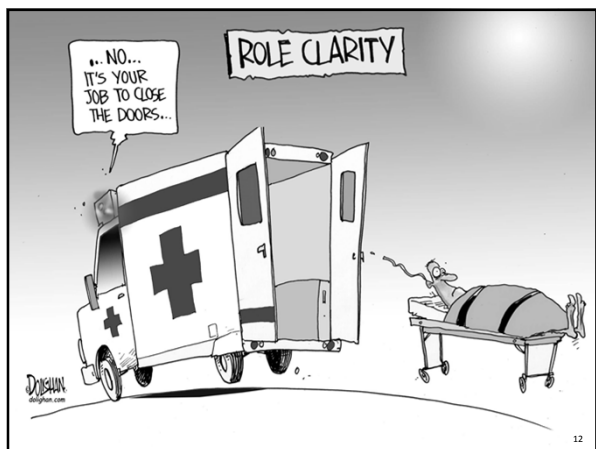
Interprofessional Education

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-center models of care, including risks/benefit
- 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 & Moaveni, 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

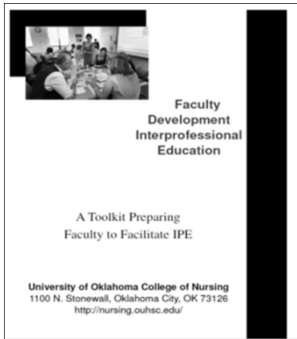
Teaching Interprofessionally (TIPs)

- 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





Faculty Development Interprofessional Education

A Toolkit Preparing Faculty to Facilitate IPE

University of Oklahoma College of Nursing
1100 N. Stonewall, Oklahoma City, OK 73126
<http://nursing.ouhsc.edu/>

NURSING - PHYSICAL THERAPY - OCCUPATIONAL THERAPY

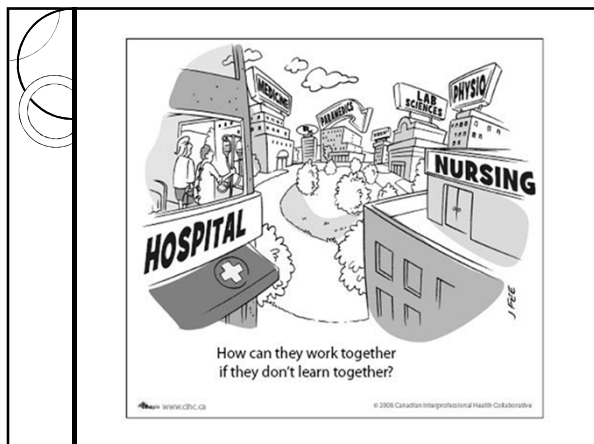
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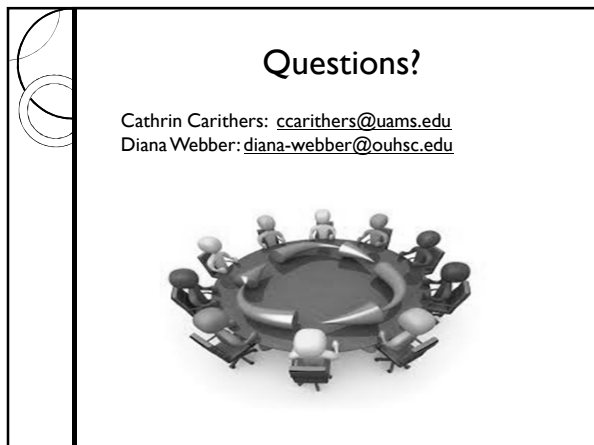


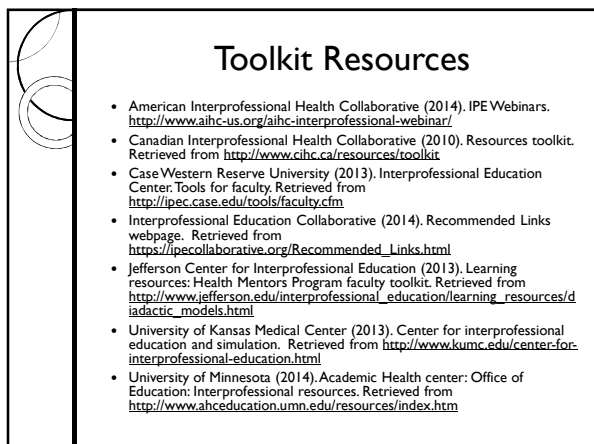
THE CHALLENGE: _____


- "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, Josiah Macy Jr. Foundation
(Annual Report 2010, p. 6).










Toolkit Resources

- University of Toronto (2014). Centre for Interprofessional Education. Resources overview. Retrieved from <http://www.ipe.utoronto.ca/resources/>
- University of Toronto and the Toronto Academic Health Sciences Network (2010). The interprofessional mentoring, preceptorship, leadership and coaching super toolkit. Retrieved from <http://www.ipe.utoronto.ca/initiatives/ipc/implc/supertoolkit.html>
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- World Health Organization (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Retrieved from http://www.who.int/hrh/nursing_midwifery/en/.
