Interprofessional Education 201:
Building IPE faculty skills through active learning: How to design, implement and facilitate diverse active learning events
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• Sherry Johnson, BA (planner)
Objectives

• Summarize the UAMS IPE program and its potential benefits to stakeholders
• Build IPE Facilitation and Event Design Skills through Active Learning
• Describe the IPE Facilitator and IPE Master Facilitator certification process and documentation for promotion
• Develop next steps at your institution
UAMS IPE Mission

To create, develop, and maintain collaborative partnerships with educators, clinicians, patients, and organizations throughout the State of Arkansas to

improve the care of patients
improve the health of the population & decrease the cost of care

by utilizing innovation in interprofessional education, research, and practice.
Educating Tomorrow’s Professionals

- 2,890 Students
- 782 Residents
- 1,429 Faculty Members

### Students By College

<table>
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<tr>
<th>College</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>712</td>
</tr>
<tr>
<td>Medicine</td>
<td>682</td>
</tr>
<tr>
<td>Health Professions</td>
<td>558</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>468</td>
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<td>Public Health</td>
<td>153</td>
</tr>
<tr>
<td>Graduate School</td>
<td>317</td>
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“Collaboration and teamwork can BEST be achieved if it starts early.”

Robert Wood Johnson Foundation, 2011
What is IPE?

When learners from two or more professions learn about, from & with each other to enable effective collaboration and improve health outcomes.
Interprofessional Collaboration: Core Competency Domains

- Roles
- Communication
- Values/Ethics
- Teamwork

DIVERSE CONTEXTS
- Education
- Research
- Clinical Practice
IPE Quadruple Aim Curriculum at UAMS

**EXPOSURE (NOVICE)**
- ½ day workshop
- Content: Triple Aim, PFCC, Health Literacy, Cultural Competence, SDOH, etc

**IMMERSION (INTERMEDIATE)**
- Triple Aim Project
- IPE Simulation

**COMPETENCE (ADVANCED)**
- ½ day workshop
- Practice Activity
- Student Educator Activity

Bridge activity: Evaluation, reflection

Bridge activity: Common book, Clinical rounds, 12th St HW Center, reflection
### EXPOSURE (novice)

**EXPOSURE WORKSHOP**  
(*~ 3 hours*)

This introductory ½ day workshop includes exposure to the key concepts of:
- The Triple Aim
- IPEC Domains: Roles and responsibilities, Effective communication, Values and Ethics, Teamwork
- Patient and Family Centered Care
- Health Literacy
- Social determinants of health and Arkansas' most prevalent health disparities
- Cultural competency coordinated by the Office of Global Health
- Health economics: the role of the provider, the payers, and society

**Transition (EXPOSURE to IMMERSION): bridge IP activity (*~ 3-4 hours*)**

Participate in (1) UAMS Common Book/movie, (2) volunteer at the 12th Street Health and Wellness Center or other interprofessional free or reduced cost clinic, or (3) observe interdisciplinary rounds/clinic AND complete a reflection.

### IMMERSION (intermediate)

**TRIPLE AIM PROJECT**  
(*~ 10-12 hours*)

Interprofessional teams (3-8 students) participate in 1 of 3 Triple Aim Tracks:
- Patient care improvement;
- Population health improvement; or
- Health care cost reduction.

Broad solicitation for project ideas from:
- (1) UAMS educational and clinical departments;
- (2) Community-based organizations; and (3) Local businesses with an interest in health care and the triple aim (insurance agencies, corporations with wellness programs, etc).

Teams develop a structured and complete proposal to meet triple aim goals and objectives. Teams present at an event to compete for the best proposal.

**SIMULATION ACTIVITY**  
(*~ 1-2 hours*)

Teams participate in one of several simulation sessions.

### COMPETENCE (advanced)

**COMPETENCE WORKSHOP**  
(*~ 2.5 hours*)

Summative ½ day workshop delivering advanced triple aim content relevant to learners entering practice or post-graduate training.
- Up to date literature review to support IPC practice, Health Literacy, Patient and Family Centered Care, Cultural Competency, and other social determinants of health.
- Quality improvement processes and initiatives that exist to affect system change.
- Update on successful IMMERSION projects to demonstrate how team-based efforts contribute to meeting the triple aim.

**REQUIRED “PRACTICE” ACTIVITY**  
(*~ 2-4 hours*)

- Completion of a service learning project/activity or high fidelity simulation with an IP team - Health Fair, IP clinic participation, SIM Wars, etc.

**STUDENT EDUCATOR ACTIVITY**  
(*~ 2-4 hours*)

Students “circle back” in the IPE coursework:
- Co-facilitators for EXPOSURE or IMMERSION sessions
- Mentor students in simulation activities, health fairs, and other events that translate into improved community outcomes with a patient-centered or healthcare focus.
- Serve on student advisory board/leader for 12th Street, North Street clinics, etc.
Facilitate a Movie or Book Reviews
12th Street Health & Wellness Center and North Street Clinic

WHAT?
- Student run clinics
- Underserved populations

WHO?
- Interprofessional students
- Interprofessional preceptors (over 14 disciplines)

WHY?
- Learn interprofessional precepting skills
- Opportunities for research
For more information:

IPE Website:
http://ipe.uams.edu/

How do I get certified in IPE?

IPE Faculty Development:
http://ipe.uams.edu/5-pillars-of-ipe/faculty-development/
Core Competencies for Interprofessional Collaborative Practice

- Roles and Responsibilities
- Values and Ethics
- Communication
- Teamwork
- Clinical Practice
- Students & Faculty
- Research
- Education

Provider Satisfaction

Patient Care

Population Health

Reduced Cost

Provider Satisfaction

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IPE Facilitation
A Skill-Building Workshop
Outline of Workshop Activities:

• Team Introductions
• Facilitation Exercises:
  ✓ Facilitator Tips and Tricks
  ✓ IPEC Competencies
  ✓ Teachable Moments
  ✓ Simulation
  ✓ Generation of New IPE Learning Experiences
• Resources/Next Steps
Activity 1: Team Introductions

- Introduce yourself to your team.
  - Name
  - Unit
- Explain your primary role and responsibilities.
- Share what you love about your job.
- Describe your role in IPE.
- What excites you about IPE?
- What scares you about IPE?
Facilitation Skills

• Group Share
  ✓ What are facilitation skills?
  ✓ What are skills of a good facilitator?
Facilitation Tips and Tricks

- Room Type & Arrangement
- Agenda/objectives
- Co-facilitators
- Welcome everyone
- Set Ground Rules
- Stay on time
- Watch body language

- Deal with Disrupters
- Respect all
- Be flexible
- Summarize and pause
- Seek Commitments
- Thank everyone
9 Characteristics of Effective Teams

- Team goal clearly understood by all
- All members committed to project
- Communication is accurate, clear, and timely
- Trust and respect
- Participation is evenly distributed
- Power and influence must be equal
- Collaborative decision-making process
- Conflict is handled with careful consideration of ideas
- Team-based problem-solving
Role of the Facilitator

The coxswain /ˈkɒksən/ (or simply the 'cox', or 'coxie') is the member who sits in the stern facing the bow. The coxswain is responsible for steering the boat, and coordinating the power and rhythm of the rowers.
Role of Facilitator

- Facilitation not Direction
- Set some basic ground rules
- Ask provocative questions
- Reminders regarding cultural values
- Feedback about project’s feasibility
JOIN THE ROWING TEAM THEY SAID
IT'D BE A LOT OF FUN THEY SAID

PROBLEMS
Poor listening

• Leave a silence between speakers to digest
• Summarize each speaker’s position
• Point out that people may not be hearing each other clearly
• Start the meeting with a check-in time
• Model i-statements, empathy, active listening for others***
Lack of focus

• Keep to the agenda
• Point out that the group is off-topic
• Structure discussion to one point at a time
• Move them on from a point that has not reached consensus and is dominating the time
• Strategic questioning
• Strategic comments
Disrupters and Dominators

**Intervention**
- Reflective listening
- Value all input
- Stay in the facilitator role, avoid defensiveness
- Consider group deciding
- Comment on what is going on
- Use humor
- Use body language
- Take a break
- Confront politely but firmly (last resort)

**Prevention**
- Buy in before the meeting
- Assign a task

*ONLY THE GUY WHO ISN'T ROWING HAS TIME TO ROCK THE BOAT.*

Jean-Paul Sartre
French Philosopher
1905 - 1980

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Deadlock

- Use problem-solving tools (define problem, generate possible solutions, establish evaluation criteria, weigh alternatives, choose a solution to try)
- Use creativity tools (brainstorming)
- Make a temporary or partial decision (pilot, create subcommittee, etc)
- Agree to disagree and move on
- Reconnect with similar values/mission
- Take a break/End early
Avoidance

• Set aside a special time to discuss difficult problems
• Note how avoiding the issue keeps the group from behaving effectively
• Think of effective and empowering solutions
Social Loafing

- Delegate tasks and include time line
- Before ending meeting, review assigned tasks
- Send out completed summary
- Brief review of last meeting at the start of the next meeting
Facilitation Skills

• Self-Assessment
  ✓ What facilitation skills do you already possess?
  ✓ What facilitation skills do you still need to obtain?
IPEC Competencies
Roles and Responsibilities

Use the knowledge of one’s own role and those of other professions to work together toward common goals.

Adapted from IPCP, 2011
Work with individuals of other professions to maintain a climate of mutual respect and shared values.

Values/Ethics

Adapted from IPCP, 2011
Communication

Communicate with patients, students, or research subjects as well as, families, communities, and other professionals in a responsive and responsible manner that supports a team approach.

Adapted from IPCP, 2011
Teamwork

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to research, educational, and clinical endeavors.

Adapted from IPCP, 2011
Activity 2: IPEC Vignette

1. Which of the four IPE competency domains are central to this scenario?
   - Roles and Responsibilities
   - Values and Ethics
   - Communication
   - Teamwork

Vignette D
You are working as a part of a newly formed interprofessional team. The group is still getting to know one another but some communication traits are already becoming evident. One team member tends to dominate every discussion despite not always having relevant ideas to contribute. They seem disrespectful when interrupting when others are talking. Another team member rarely speaks up but always has unique and innovative ideas to share when they do speak up. A third team member shows up late to meetings and does not seem engaged in the conversations because they type on their phone during the entire meeting and rarely make eye contact.
BREAK
Teachable Moments
What is a Teachable Moment?

“An unplanned opportunity that arises in the classroom [or clinical setting] where a teacher has an ideal chance to offer insight to learners.”

- Beth Lewis
Facilitating Teachable Moments

• Direct Intervention
  ✓ In the moment – direct, suggest, propose, question, give feedback
  ✓ Afterward – in private with 1 or more students, debrief

• Indirect Intervention
  ✓ Discuss the situation with other IP supervisors and agree to a common approach
  ✓ Change the structure of the meeting, intervention, activity
  ✓ Role model desired behaviors

• Watchful Waiting
  ✓ Continue to monitor the concerning situation, but see if the group can resolve it themselves
Video Clip

• https://www.youtube.com/watch?v=sKlcjXKqmNI&feature=youtu.be
Activity 3: Teachable Moments

• Ask yourself what you think the core issues/problems are in the situation you are observing

• Consider your options as a facilitator/coach/advisor
  ✓ Direct Intervention
  ✓ Indirect Intervention
  ✓ Watchful Waiting
Simulation
Simulation Defined

• A method that duplicates conditions likely to be encountered in real life; a way to standardize situations.

Standardized Participant

Manikin
Simulation Uses: 4 Pillars

• Communication
• Roles & Responsibilities
• Values & Ethics
• Teamwork
SIMULATION VIDEO

• https://youtu.be/4ARP5OBHbUU
Faculty Training

• Standardized Participant Methodology
• Simulation Methodology
• Debriefing
• Team Training
• Course Creation
Activity 4: Simulation

• As a team, create an interprofessional simulation experience for students involving one or more of the 4 IPE competency domains.

• Be sure to consider:
  ✓ Learning Objectives
  ✓ Setting of the Case
  ✓ Resources/Props/Actors
  ✓ Evaluation
    • Expert Observer Checklist
    • Peer/Faculty/SP Assessment
    • Self-Assessment
Activity 5: Brainstorming

• Brainstorm ideas for IPE activities.
• Be sure to consider:
  ✓ Who are the students?
  ✓ What is the setting?
  ✓ Describe your activity.
  ✓ What materials/resources/training will you need?
• Share: Pick one idea from your group to share with the large group.
Resources and Next steps

Where do I go from here?
Faculty Development Activities

• Workshops  
• LEGOS  
• Online Modules

Topics:

Clinical collaboration skills  
Research collaboration skills  
Teaching skills needed for IP audiences

For more information click below:
  IPE Website:  
  http://ipe.uams.edu/  
  IPE Faculty Development:  
  http://ipe.uams.edu/5-pillars-of-ipe/faculty-development/
Sign up to Audit/Co-Lead

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Bridge activity: Evaluation, reflection
What are YOUR next steps?
Activity 6: Next Steps

• What are YOUR next steps?
  ✓ Who can you partner with?
  ✓ What barriers do you anticipate?
  ✓ How might you overcome these barriers?
  ✓ What additional resources do you need?
Commitment

• My next steps are....

(Provide your address and leave on the table with the evaluation forms. We will mail it to you as a check-in in 6 months.)
Item 1

Which is TRUE regarding Professional Roles and Responsibilities?

• Roles are separate and distinct without overlap of responsibilities.
• Teams need a leader and not shared responsibility.
• Each role has unique skills but overlap exists among disciplines.
• Assessment and treatment is a separate process for each discipline.
Item 2

Potential benefits of interprofessional collaboration include:

• Reduced costs
• Enhanced patient safety
• Improved patient and population health outcomes
• Patient, provider, and student satisfaction
• All of the above
Item 3

Which is TRUE regarding the IPE Facilitator Certification Process?

• Certification requires a 3 year process.
• The process is easy, fun, and doable.
• If I have been doing IPE activities, I still have to start over and do the entire certification process.
• I can be a Master Facilitator if I facilitate at least 5 IPE events.
Interprofessional Education 201: Building IPE faculty skills through active learning: How to design, implement and facilitate diverse active learning events

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