

# Center for Interprofessional Practice and Education

## PROFESSIONAL DEVELOPMENT PLAN

Spring 2017

**Aim:** To create a core cadre of well-trained IPE professional educators across seven educational programs. These master interprofessional educators will deliver the universal IPE curriculum across the programs. In doing so, they will meet accreditation standards, produce scholarship and enhance the education culture to best prepare learners to practice in interprofessional settings throughout their careers.

Note for the purposes of this document that we are defining professionals as faculty, clinicians and subject-matter experts to include all persons who may be vested within the individual educational programs with the responsibility to educate their learners.

## I. Goals and Objectives

The goals and objectives of the CIPE's Professional Development Program are:

### Interprofessional Culture

- Support current efforts around interprofessional education
- Increase awareness of interprofessional education and practice
- Establish a common understanding and approach to interprofessional education and practice, creating a community of educators who have internalized IPE principles and think, act and teach interprofessionally
- Influence the culture by incorporating interprofessional frameworks into daily practice models and educational environments

### Curriculum & teaching innovation

- Establish strong IPE facilitation skills among interprofessional educators
- Support an environment for educators to model interprofessional collaborative behaviors
- Support the ability of interprofessional educators to incorporate IPE principles in their curriculum

### Scholarship

- Collaborate with individual educators to produce and disseminate educational scholarship

## II. Professional Development Program Specifics

Development of Master Interprofessional Educators is the core aim of the CIPE Professional Development Program so that a well-trained cadre of professionals can deliver the developing longitudinal, integrated IPE curriculum. However, not all professionals who teach IPE will be able to commit to becoming a Master Interprofessional Educator so workshops covering key IPE principles and skills will be offered on a continuous basis for all interested professionals in the three institutions (Goldfarb School of Nursing at Barnes-Jewish College, St. Louis College of Pharmacy and Washington University School of Medicine).

Professional development offerings will 1) address unique IPE principles, and 2) align the teaching cultures across the three institutions around IPE. All trainings will be delivered to interprofessional groups and will include various modalities including face-to-face, online modules and individual mentoring, employing the most efficient methods for participants. When possible, professional development activities will be structured around topics of interest to participants as a means through which to deliver IPE principles. Finally, professional development activities will be timed such that participants can practice what has been learned soon after; in the early years of the Professional Development Program such activities will be general and can be practiced in the daily life of participants. However, as the longitudinal, integrated IPE curriculum is developed, a complementary approach of general professional development activities and training for specific educational sessions will be necessary.

### Professional Development Program Implementation

#### AY16-17 – BASE YEAR/NEEDS ASSESSMENT

- Pilot Conflict Resolution for Small-Group Facilitators workshop in conjunction with Fall 2016 CIPE Reception. (NOTE this topic was identified as a need by facilitators of the First Year Sessions during AY15-16.)
- Partner with the First Year Session Design Team to align the training for those sessions with the overall Professional Development Plan.
- Host Toronto IPE Team to run their EHPIC course for our first 50 Master Interprofessional Educators in February, 2017.
- Develop specific professional development workshops in Spring 2017 based on professional needs assessment; to be implemented in AY17-18.

#### AY17-18 – FULL ROLLOUT OF IPE PROFESSIONAL DEVELOPMENT PROGRAM

- Launch monthly Professional Development Series based on lessons learned from the EHPIC course, local needs assessment and piloted workshops from AY16-17, as well as informed by the longitudinal, integrated curriculum framework developed by the CIPE Standing Curriculum Committee.
- Launch the CIPE-led Facilitating IPE 101 course in Jan/Feb 2018 for the second 50 Master Interprofessional Educators.

#### AY18-19 – ADD EDUCATION IN THE CLINICAL SETTING

- Develop offerings for clinical preceptors, both online and in person. Possibilities include an iOSTE, a high-fidelity simulation where professionals interact with an interprofessional standardized student team in various challenging situations.

## Master Interprofessional Educator Responsibilities

In recognition that some educators will want to become experts and that a successful educational program needs such expertise, a Master Interprofessional Educator certificate will be created. To become and maintain status as a Master Interprofessional Educator, professionals must:

- Complete a one-time Facilitating IPE 101 course. Note in AY16-17 this course was taught by University of Toronto representatives (ehpic); this fundamental knowledge will subsequently be taught by the CIPE Professional Development Team in a shorter format tailored to local needs.
- Participate in at least three CIPE continuing education events per academic year (July-June). These could include:
  - Attending monthly CIPE-sponsored workshops
  - Serving on standing CIPE committees
  - Running an interprofessional educational activity for learners (i.e., the faculty in charge of creating and organizing the MD-PT Patient Transfer Experience)
  - Attending an external IPE-focused conference/workshop (i.e., National Academies of Practice or Collaborating Across Borders)
- Deliver quality teaching in at least one CIPE-sponsored IPE activity per academic year (July-June). Activities include:
  - First-Year IPE Experience (must participate in all 3 two-hour sessions for a given semester)
  - Standardized Patient Team Experience
  - Independent Living Center Experience (TBD AY17-18)
  - Transitions of Care Experience (TBD AY18-19)
  - CIPE Curriculum Development Teams
  - Other activities as developed by the CIPE
- Also, as part of our developing community of champions we hope you will provide feedback to your peer educators as well as reflect on feedback given by your peers – more to come on this from the Professional Development Team!

### III. Assessment

Assessment of the CIPE Professional Development Plan and of faculty/clinicians teaching in CIPE-sponsored activities will be developed in consultant with the CIPE Standing Assessment Committee.

#### Key Assessment Plan Components, as related to the Goals and Objectives in Section I

- Initial Needs Assessment was conducted to further tailor the content of the Professional Development sessions, in February, 2017.
- Interprofessional Culture Goal: We are committed to assessing educator attitudes and knowledge as a measure of our culture.
- For every IPE experience, students should evaluate the professionals.
- Professionals should be encouraged to reflect on their facilitation skills for each activity.
- When possible, professionals should provide each other feedback on their IPE skills.
- Scholarship Goal: Master Interprofessional Educators will be encouraged to produce scholarly products (i.e., manuscript, poster, presentation locally, regionally, nationally or internationally).

#### Professional Development Support for Educators

- All learner and peer feedback will be returned unfiltered to all educators participating in CIPE activities.
- Each educator will be observed at least once per year by a CIPE representative and/or peers when feasible. Feedback will be tailored depending on the educator's needs, including meeting with the CIPE Director and the educator's program head to discuss the feedback.

#### Incentives

The following incentives will be offered to all Master Interprofessional Educators in good standing:

- Quantification of faculty effort in CIPE professional development and teaching activities which can easily be included in institution-specific annual evaluation materials, educator portfolios, professional development plans, etc.
- Certificate & Pin
- Potential engagement in scholarly activities in collaboration with the CIPE

## IV. Guiding Principles/Best Practices from the Literature

This plan is informed by key recommendations from the literature for successful interprofessional development programs:

1. The Professional Development Program itself needs assessed, starting with a needs assessment and applying a continuous quality improvement approach. <sup>1,2,3</sup>
2. A clear contract needs to be established with the teaching professionals with expectations for commitments delineated. <sup>4</sup>
3. Mentoring is essential. <sup>4</sup>
4. Use of many modalities in which to deliver the content. <sup>2,4</sup>
5. Co-teaching by interprofessional pairs ideally models the principles intended to be taught. <sup>5</sup>
6. Incorporating self-reflection and peer assessment reinforces continuous development of IPE skills. <sup>2,5</sup>
7. Involving professionals with linkages to the practice community facilitates translation of interprofessional collaboration into practice. <sup>2</sup>

<sup>1</sup> Bigbee, J. L., Rainwater, J., & Butani, L. (2016). Use of a needs assessment in the development of an interprofessional faculty development program. *Nurse Educator*, 00, 1-4.

<sup>2</sup> Hall, L. W., & Zierler, B. K. (2014). Interprofessional education and practice guide no. 1; Developing faculty to effectively facilitate interprofessional education. *Journal of Interprofessional Care, Early Online*, 1-5.

<sup>3</sup> Shrader, S., Mauldin, M., Hammad, S., Mitcham, M., & Blue, A. (2015). Developing a comprehensive faculty development program to promote interprofessional education, practice and research at a free-standing academic health science center. *Journal of Interprofessional Care*, 29(2), 165-167.

<sup>4</sup> Baxley, E. G. (2016). Developing faculty skills for designing curricula. In *Envisioning the future of health professional education: Workshop summary* (pp. 29-32). Washington, DC: The National Academies Press.

<sup>5</sup> Lie, D. A., Forest, C. P., Kysh, L., & Sinclair, L. (2016). Interprofessional education and practice guide no. 5; Interprofessional teachings for prequalification students in clinical settings. *Journal of Interprofessional Care*, 30(3), 324-330.