

Developing an IPE Faculty Development Program to expand Leadership and Mentorship (Stealth IP)

Allison Shorten, PhD. RN, FACM, FAAN
Professor and Department Chair
Acute, Chronic & Continuing Care
UAB School of Nursing
Director, Office of Interprofessional Curriculum
Center for Interprofessional Education and Simulation
University of Alabama at Birmingham |

Peter Bosworth, MBA
Program Director
Office of Interprofessional Curriculum

Penni Watts, PhD, RN, CHSE-A
Assistant Professor
Director of Clinical Simulation
UAB School of Nursing
Assistant Director for Program Implementation
Office of Interprofessional Curriculum

Background

Delivering IPE to large numbers of learners from multiple professions requires the participation of a large cohort of teachers in both the education and clinical settings. We will showcase and describe a model for implementing IPE across the institution by presenting our four step process, giving participants an opportunity to explore how strategies might be applied in their own institutions.

Step 1 The Office of Interprofessional Curriculum (OIPC) teamed with the Center for Teaching and Learning (CTL) to develop a series of four workshops to give faculty tools and materials, related to the four IPEC sub-competencies, which they could immediately incorporate into their classes. This has expanded to ten workshops and an IPE teaching certificate.

Step 2 CIPES developed an Interprofessional Leadership Fellows (IPL) program. Each year four IP faculty are selected and provided training in IPE through appropriate conferences and workshops. They develop an IPE learning activity and develop new workshops for the CTL series and participate in other programs. New cohorts are mentored by former IPL fellows.

Step 3 Health profession's schools at our institution integrate IPE within promotion and tenure decisions. Faculty who are active in supporting IPE can receive an appointment as a Scholar in CIPES, formalizing their status at the institution. OIPC also offers multiple opportunities and mentorship for faculty and graduate students who are advancing the scholarship of IPE.

Step 4 OIPC hosts an annual symposium that allows faculty, students, and staff to be updated on IPE developments at UAB. This meeting raises the profile of IPE across the organization and "bridges" IPE from prelicensure training, to IP teams in the health system and everything in between. OIPC is

collaborating with the health system's Department of IP Practice and Training, and the office of Clinical Practice Transformation to develop a logical, comprehensive workforce development program.

Learners will receive information that will help them design a faculty development program to promote the inclusion of IPE activities by instructors at their institutions, how to incentivize faculty to participate in a development program that expands IPE offerings across the career continuum, from pre-licensure through early career to teaching faculty.

1. Learn about partnering with other campus wide training programs to teach interprofessional education to faculty.
2. Learn about using incentives to motivate faculty into attending interprofessional training programs.
3. Learn how to use workshops to teach faculty how they can easily insert various IP activities into their current class curriculum.
4. Learn how to use Fellows/Mentorship to continue to grow IP learning opportunities.

Learners will participate in an abbreviated version from one of our successful faculty development workshops including a team building game and a communication activity.

We will describe how the UAB faculty development program increases the number of faculty and professions that are actively promoting IP education and practice as shown by several measures including attendance at the CTL workshops.

Outline of the Seminar

Introduction:

Structure of IPE organization at our institution

Early steps in interprofessional team training

Building Academic and Clinical Partnerships

Future plans