

A Train the Trainer Approach to IPE Faculty Development in Appalachia

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BACKGROUND: The “InterProfessional Education (IPE) in Appalachia Faculty Workshop” was presented on April 30th at West Virginia University (WVU), partially funded by the Josiah Macy, Jr. Foundation (\$10,000) with matching funds obtained from the WV Rural Health Institute and the Wes and Natalie Bush IPE foundation endowment. Faculty from a tri-state area attended this workshop to develop interprofessional education curricular activities using a train-the-trainer approach with active participation. The workshop’s hands-on format was very much appreciated by the participants and provided an opportunity for our “early-adopter” faculty to be workshop leaders (as train-the-trainers) and showcase what they had been developing for IPE. The three speakers, Dr. Barbara Brandt, Dr. Christine Arenson, and Ms. Martha Conrad provided national and regional perspectives on what is working in IPE education. Dr. Arenson and Ms. Conrad’s participation in workshops enhanced networking for the future.

PURPOSE: The Workshop objectives were to:

- Identify methods being used for InterProfessional Education presented by national experts
- List different approaches to InterProfessional Education
- Discuss the Core Competencies for IPE
- Describe methods to enhance IPE
- Plan teaching activities for IPE to use with students

METHODS/DESIGN: Twenty-three (23) WVU faculty conducted workshops in eight (8) areas to showcase current work on IPE and 6 administrators provided a panel discussion on IPE to showcase current initiatives. The workshop was video-streamed, including presentations by 3 IPE national leaders and can now be seen at [http://home.hsc.wvu.edu/interprofessional-education/news/2014/may/video-interprofessional-education-\(ipe\)-in-appalachia-a-faculty-workshop](http://home.hsc.wvu.edu/interprofessional-education/news/2014/may/video-interprofessional-education-(ipe)-in-appalachia-a-faculty-workshop)

RESULTS/FINDINGS: All objectives were met. Pre-conference assessment ranged from 2.53 to 2.94 (on a scale of 1-5 with 1 being not confident and 5 being very confident). Post conference assessment ranged from 4.22 to 4.43, with an increase in confidence of 1.54 (goal for significant change is .75). All speakers were rated highly. The average scores for conference outcomes on a scale of 1 to 5 were:

<u>CONTENT:</u>	(4.65) USEFUL
	(4.35) NEW KNOWLEDGE
<u>AUDIO/VISUAL AIDS:</u>	(4.41) HIGHLY USEFUL
<u>PRINTED MATERIALS:</u>	(4.35) HIGHLY USEFUL
<u>LEARNING ENVIRONMENT:</u>	(4.45) CONDUCTIVE
<u>HOSPITALITY:</u>	(4.86) EXCELLENT
<u>GENERAL OVERALL RATING:</u>	(4.57)

CONCLUSIONS: This workshop was a significant opportunity for WVU Health Sciences Center and our Office of Interprofessional Education to prepare faculty as inter-professional educators with greater understanding of the educational content and processes needed to teach professional students from multiple disciplines, including dentistry, medicine, nursing, pharmacy, public health, physical therapy, and occupational therapy. Faculty from the health professions and other disciplines including Social Work, Nutrition, and Gerontology developed plans to add IPE activities to their teaching of students working with patients in our rural underserved areas. The evaluation identified a wide range of activities listed by workshop participants as planned “practice changes”. An HSC IPE Speaker Series is launched. Results are extending beyond the conference into classrooms, clinical settings, and community practice.

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