

Creating an interprofessional faculty and student global health grant program



Virginia Rowthorn, JD

UM Carey School of Law and UMB Center for Global Education Initiatives

Rosemary F. Riel, MAA

UM School of Nursing, Office of Global Health & Dept. of Family & Community Health

October 11, 2014

CAMPUS MAP

Pharmacy

Law

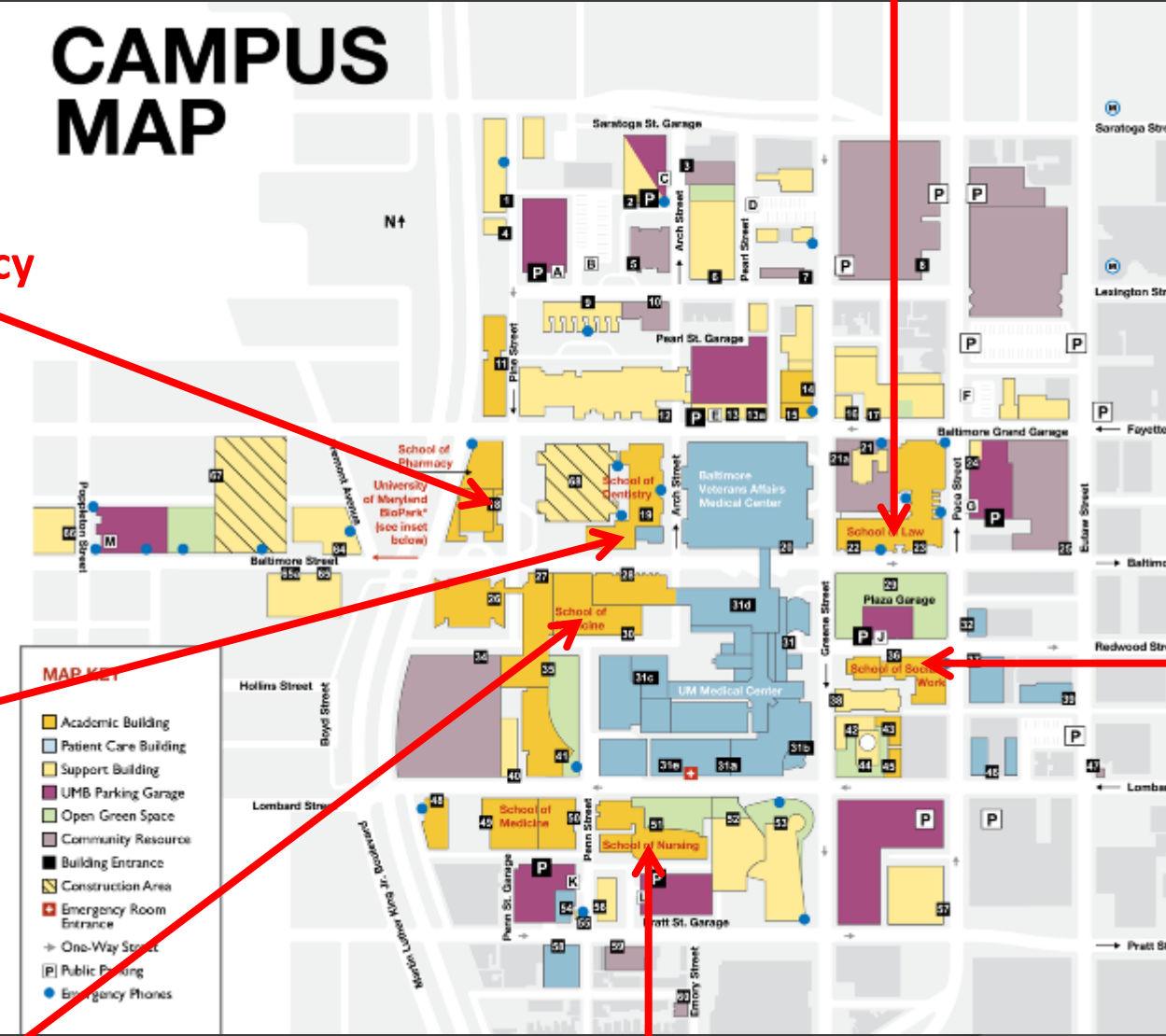
Social Work

- MAP KEY**
- Academic Building
 - Patient Care Building
 - Support Building
 - UMB Parking Garage
 - Open Green Space
 - Community Resource
 - Building Entrance
 - Construction Area
 - Emergency Room Entrance
 - One-Way Street
 - Public Parking
 - Emergency Phones

Dentistry

Medicine

Nursing



UMB Center for Global Education Initiatives

- Founded in 2004 with an NIH Fogarty International Center “Framework” Grant that provided funds to universities to encourage capacity building & training in global health across schools on an academic campus.
- **Focus:** *interprofessional global health education*



Moving toward IPE in Global Health

- **First** – individual travel grants to students and faculty. **Concerns:** no continuity with host site, educational tourism?
- **Second** - the Malawi Project. A six-week interprofessional summer program with faculty and students from all schools working on a single topic. Content prep but little team prep. **Concerns:** Not faculty driven, hard to pull off, no long term projects developed, team break down.
- **Third** – the Interprofessional Global Health Grant Program. **Concerns:** TBD



IPE in Global Health Context

Informal lessons from Malawi Project:

- Learned importance of group dynamics and team building (poor group dynamics can overshadow the most well-designed, well-executed project . . .)
- Need to incorporate interprofessional education skills, knowledge, values, and attitudes into global health training programs PRIOR to commencement of project; foster them DURING project; share lessons about IPE learned AFTER project



BUILDING GLOBAL HEALTH TEAM EXCELLENCE:

Developing an Interprofessional
Skills Competency Domain

UNIVERSITY OF MARYLAND, BALTIMORE

◎ Purpose of roundtable:

- Identify key IPE competencies for global health education and how they should be taught and measured

◎ Two key findings:

- Universities should provide incentives for faculty to engage in interprofessional global health
- Teaching through case studies, simulations, and project-based learning is best for students learning to work together in global health

Interprofessional Global Health Grant Awards for Faculty and Students

- Faculty can apply for \$10,000 award
- Must be a global health project
- Best if built onto existing project or collaboration
- Must involve students from more than one UMB school
- Students can apply for travel award (~\$2,000) to join faculty grant project
- IPE training activities are built in before, during, and after grant implementation for project teams
- 2014 – 9 faculty, 33 students
- <http://global.umaryland.edu/students/>

IPE Training Activities for Project Teams

Pre-immersion

- Session with faculty trained in group dynamics, team building, mentorship, IPE
- Group project development
- 3-4 group meetings about project-specific activities
- 1-2 social events
- Peer discussions and presentations for project preparation
- Team exercise

Immersion

- Informal and guided discussions with faculty and peers about ongoing activities
- Reflective journaling
- Mixed teams for project implementation (e.g. data collection, group presentations, trainings)
- Joint presentation of project results/recommendations to local leaders & partner institutions
- Joint development of draft summary and analysis paper

Post-immersion

- Debriefings with faculty and students about field experiences
- Presentations on immersion experience (for campus leaders, students, others)
- Preparation of poster/article abstracts for professional dissemination



Program Evaluation: Design & Methods

Main Aims

1. Collect faculty and student perspectives as recipients of the pilot grant award to develop recommendations for improving program delivery
2. Determine any changes in faculty and students perceptions of the value of interprofessional skills and attitudes and global health engagement
3. Assess impacts on students' perceptions of their professional roles, international perspectives, personal development, and global-local linkages

Methods

- Faculty and student grantees were surveyed before and after project implementation
- Anonymous questionnaire, delivered via Survey Monkey

Survey – five sections

- About Your Grant Award and Preparation
- About Your GH Engagement & IP Attitudes and Skills
- About Your International Experience
- About You
- About General Global Health Interests, Knowledge & Learners' Needs

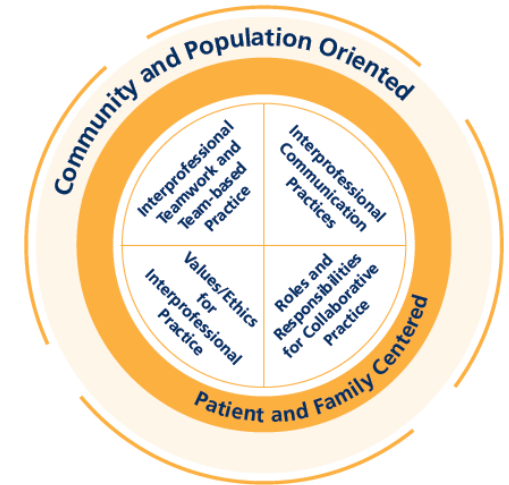
Key Domains in GH and IPCP

GH Competency Domains:

- Health Equity and Social Justice
- Socio-cultural and Political Awareness
- Ethical Reasoning and Professional Practice
- Capacity Strengthening
- Collaborating and Partnering
- Program Management
- Strategic Analysis

- Ablah et al. (2014). *Improving Global Health Education: Development of a Global Health Competency Model*. Am J Trop Med Hyg, Vol 90(3), pp. 560-565.
- Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

FIGURE 6: Interprofessional Collaborative Practice Domains



IP Competency Domains:

- Values/Ethics for IP Practice
- Roles and Responsibilities
- Communication
- Teamwork & Teams

Snapshot of Summer 2014 Grantees

Total Awards: 9 Faculty and 33 Students

● Faculty

- Pre-travel n=8 and Post-travel n=7 (88% to 77% response rates)
- From Law, Medicine (including PT), Nursing, and Social Work

● Students

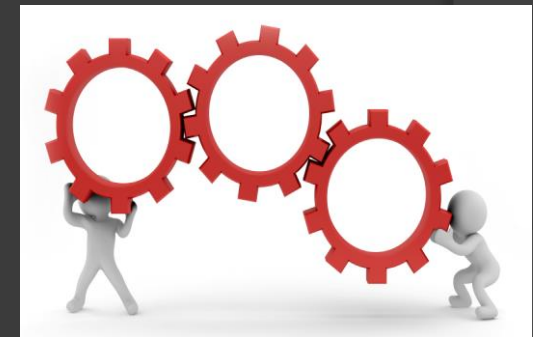
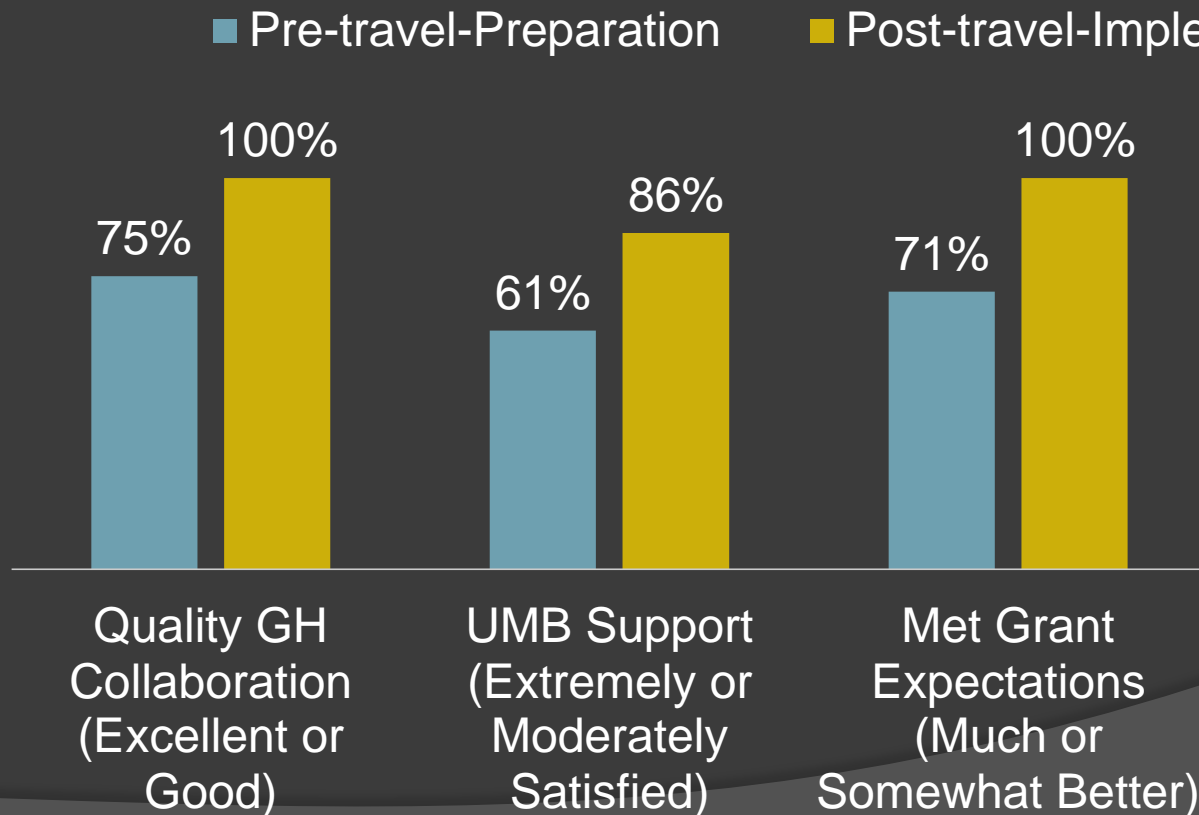
- Pre-travel n=28 and Post-travel n=22 (85% to 67% response rates)
- From Dentistry, Law, Medicine, Nursing, Pharmacy, and Social Work

● Projects

- Focus areas: Research, Needs Assessments, Service-Learning
- Duration of Project: Five 1-3 weeks; Two 3-4 weeks; Two 5-6 weeks
- Avg. Size of IP teams: 4-5 students (2 min, 10 max)
- % of Students earning academic credit: 55% (12/22)

Preliminary Results: Faculty Grant Experience

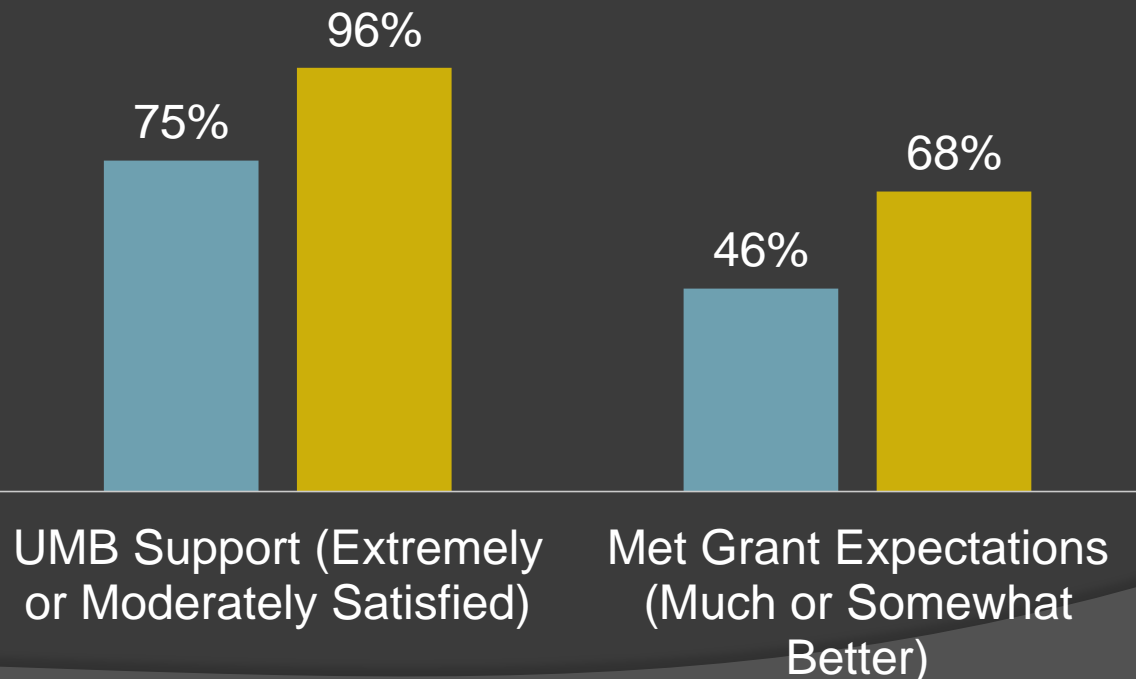
- Increased Quality of GH Collaboration with In-country Partners
- Increased Satisfaction of Overall Support and Guidance provided UMB
- Increased Expectations Met related to Project (from Preparation to Implementation)
- **100% of Respondents report they would recommend grant process to fellow faculty**



Preliminary Results: Student Grant Experience

- Increased Satisfaction of Overall Support and Guidance provided UMB
- Increased Expectations Met related to Project (from Preparation to Implementation)
- **100% of Respondents report they would recommend grant process to fellow students**

■ Pre-travel-Preparation
■ Post-travel-Implementation



Preliminary Results:

Attitudes toward Interprofessional Education

How strongly do you agree with each statement?

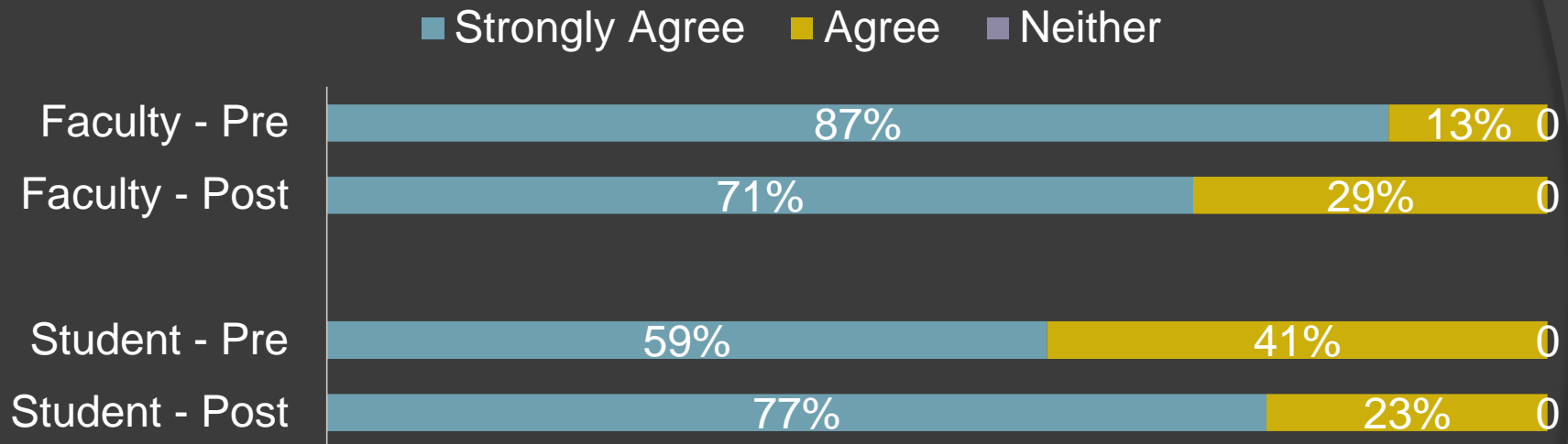
1. Learning between students in different professions before graduation would improve working relationships after graduation.
2. Learning with faculty in other professional schools helps students to become more effective members of an interprofessional team.
3. Interprofessional learning will help clarify the nature of patient/client/community problems for students.
4. Patients/clients/communities would ultimately benefit if students in different professions worked together to solve problems.
5. Interprofessional learning will help students think positively about other professions.
6. For small group learning to work, students need to trust and respect each other.

*Adapted from: Parsell, G and Bligh, J. The development of a questionnaire to assess the readiness of health care students for interprofessional learning (RIPLS). *Medical Education* 33(2): 95-100, 1999.

Preliminary Results:

Attitudes toward Interprofessional Education

2. Learning with *faculty in other professional schools helps students to become more effective members of an *interprofessional team.



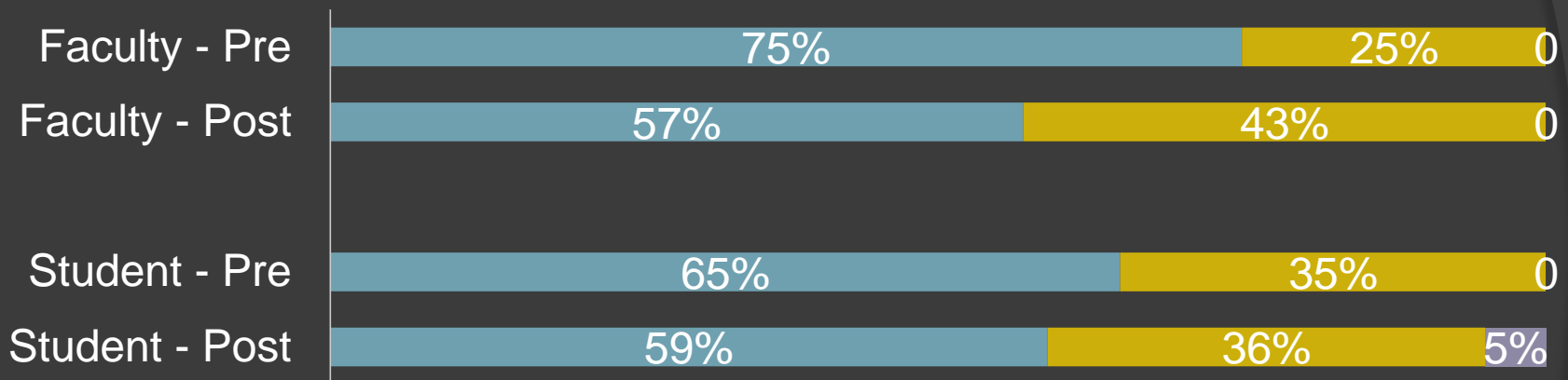
- 100% Faculty and 100% Students Agreed with this statement
 - Among Faculty, slight decrease in Strongly Agree
 - Among Students, notable increase in Strongly Agree
- Need to strengthen faculty development & IPE mentoring component

Preliminary Results:

Attitudes toward Interprofessional Education

3. Interprofessional learning will help clarify the nature of *patient/client/community problems for students.

■ Strongly Agree ■ Agree ■ Neither



- **100% Faculty and at least 95% Students Agreed with this statement**
 - Among Faculty, notable decrease in Strongly Agree
 - Among Students, slight decrease in Strongly Agree
- Continuum of individual/client health problems toward community /population and social issues is complex and multidimensional (e.g. SDH)

Preliminary Results:

Linking IPE Skills & grant activities

How relevant is/was the skill to the grant project?

1. Work with individuals of other professions to **maintain a climate of mutual respect and shared values in which active listening** and sharing of ideas is encouraged.
2. **Recognize one's limitations in skills, knowledge, and abilities.**
3. Communicate with team members to clarify one's own role and responsibility and each member's role and responsibility on the team.
4. **Apply leadership practices** that support collaborative practice and team effectiveness.
5. Apply relationship-building values and principles of team dynamics to perform effectively in different team roles.
6. Engage self and others to constructively **manage disagreements about values, roles, goals, and actions using respectful language appropriate for a given difficult situation**, crucial conversation, or interprofessional conflict.

IPE Skill Relevant to Grant Project

100% Faculty report relevancy (extremely or moderately) at pre and post

- Among Faculty, increase in extremely relevant responses in 5/6 items (pre to post) with one decrease in **Item #1** (100% to 71%)
- Among Faculty, notable increase in extremely relevant responses in **Item #2** (75% to 100%)

At least 80% Students report relevancy (extremely or moderately) at pre and post

- Among Students, notable increase in extremely relevant responses in 6/6 items (pre to post)
- Among Students, smallest number reporting extremely relevant for **Item #4** (44% to 50%)
- Among Students, greatest increase in extremely relevant responses for **Item #6** (59% to 73%)

*DRAFT Teamwork and Communication Competency Domain. (October 2013). Based on the proceedings of the UMB Building Global Health Team Excellence Roundtable Discussion.

Preliminary Results:

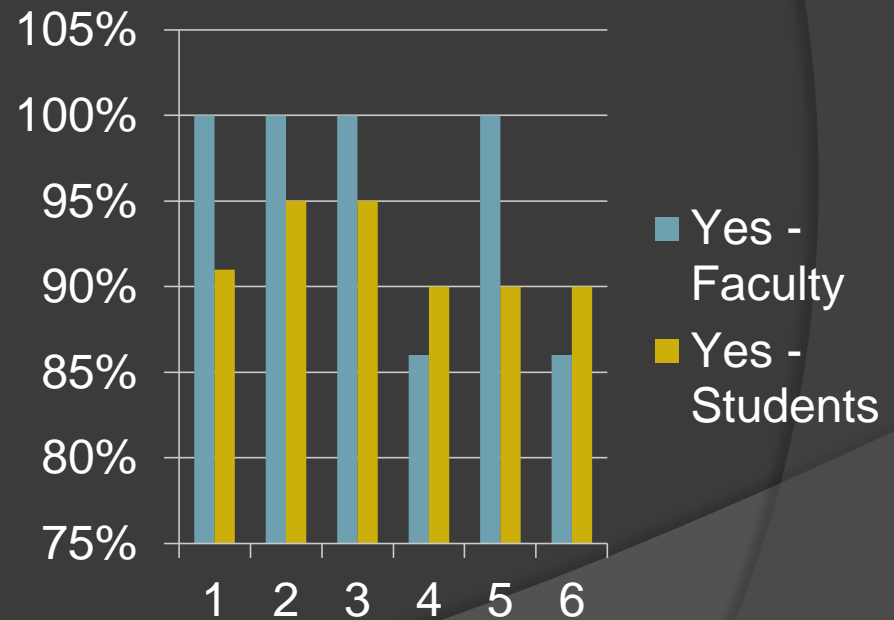
Linking IPE Skills & grant activities

Did grant activities in-country enhance your capacity for this skill?(post-only)

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values in which active listening and sharing of ideas is encouraged.
2. **Recognize one's limitations in skills, knowledge, and abilities.**
3. **Communicate with team members to clarify one's own role and responsibility** and each member's role and responsibility on the team.
4. **Apply leadership practices** that support collaborative practice and team effectiveness.
5. Apply relationship-building values and principles of team dynamics to perform effectively in different team roles.
6. Engage self and others to constructively **manage disagreements about values, roles, goals, and actions using respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.**

Enhanced Student Capacity for IPE Skill

- 100% Faculty report YES for Items #1, 2, 3, 5
- 86% Faculty report YES for **Items #4 and 6**
- At least 90% Students report YES for all items
- 95% Students report YES for **Items #2 and 3**



*DRAFT Teamwork and Communication Competency Domain. (October 2013). Based on the proceedings of the UMB Building Global Health Team Excellence Roundtable Discussion.

Discussion



- ◎ **Broad conclusion:** small grants stimulate faculty to engage in IPE, immersion experiences provide on-the-ground IPE training for students and faculty AND create long-term IPE projects.

- ◎ **Concerns:**
 - Logistics
 - Sustainability over time - \$\$ and faculty interest
 - How to evaluate to show value with so many kinds of projects

- ◎ **Recommendations/Future Directions:**
 - Need to ensure that team/IPE training is consistent for all teams
 - Improve faculty development and IPE mentorship and leadership components
 - Need to determine what kinds of team/IPE activities are most appropriate to global health and addresses social determinants of health
 - Need to fit program into overall research and teaching mission of university

Acknowledgements

- UMB Office of the President
- UMB Student Center for Global Education
- UMB Global Health Interprofessional Council (GHIC) Faculty Members
- UMB Global Health collaborators in:
 - The Gambia
 - Hong Kong
 - Kenya
 - Malawi
 - Nigeria
 - Philippines
 - Rwanda
 - Zambia

