

A Faculty Development Workshop: Aligning Interprofessional Education With Practice

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Objectives

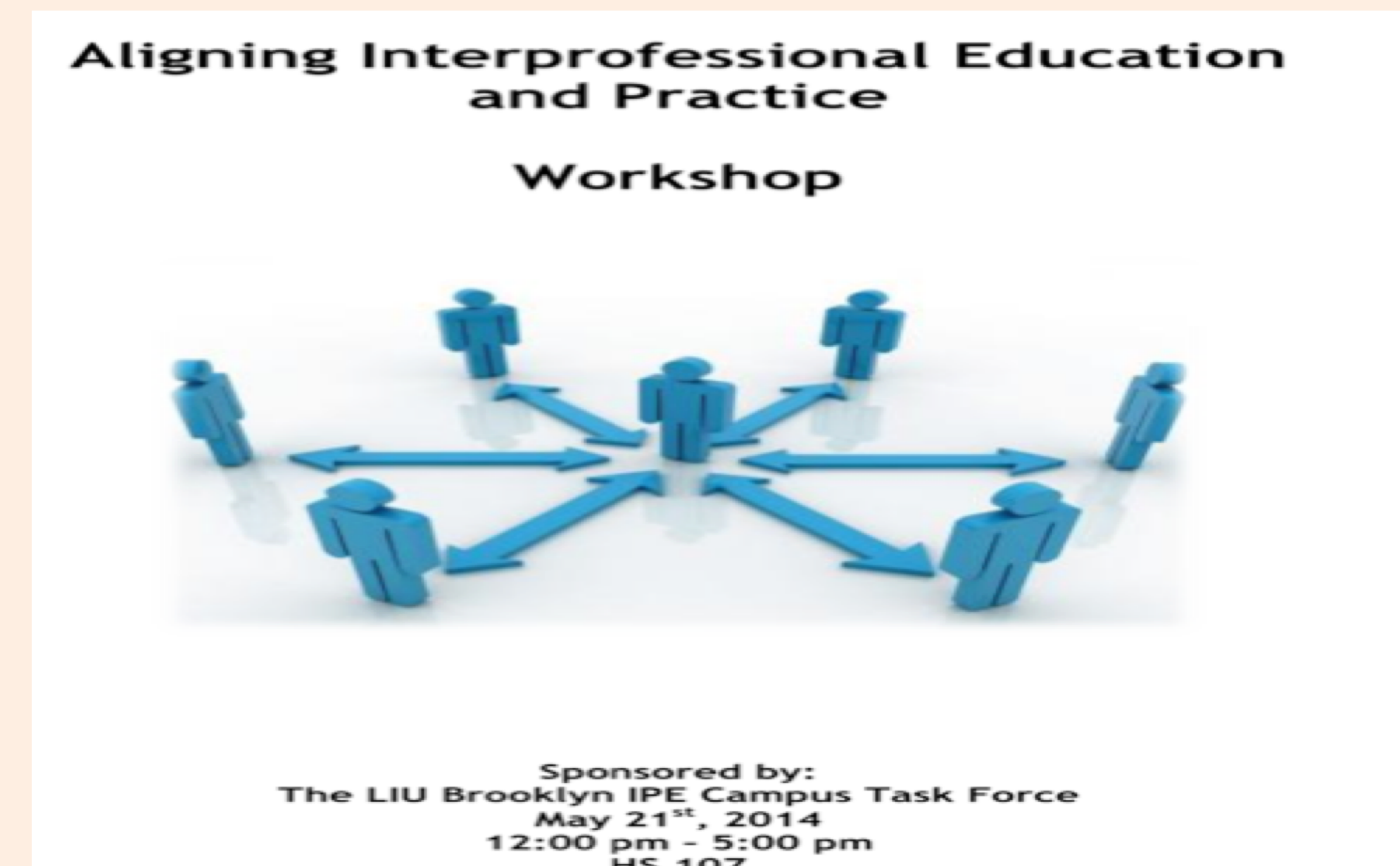
- Share the contents of a faculty development workshop that included 8 different disciplines, both academicians and clinicians.
- Share feedback regarding the workshop
- Discuss plans for future workshops

Barriers to Involvement in IPE

Scheduling	Rigid curriculum
“Turf battles”	Lack of perceived value of IPE
Lack of resources	Attitudinal differences
Mission of the organizations	Accreditation
Supervision	Faculty/Clinician skills

Development of the Workshop

- Create a hands on workshop that would give faculty ideas and resources for immediate implementation.
 - Emphasis on aligning education and practice
- Participants:
- 35 faculty members from School of Health Professions, School of Nursing and College of Pharmacy
 - Faculty from graduate and undergraduate programs
 - Most faculty had participated in one of the other faculty development initiatives
 - Interprofessional groups of 5 with at least one clinician included



Workshop Objectives

Upon completion of the workshop, the participants will:

- Be familiar with the IPEC competencies for Interprofessional Practice
- Be familiar with current recommendations regarding interprofessional education and interprofessional practice
- Participate in creating an interdisciplinary care plan that is patient centered
- Be able to identify their role in the case, as well as the role of the other members of the team in order to create the most effective care plan
- Recognize the benefits and challenges of working in a team
- Develop an interprofessional academic/clinical experience that will include each of the following:



Results

Please rate your level of agreement with each of the following statements: Compared to my abilities prior to the workshop, upon completion of the workshop (on a scale of 1-4):

I am more familiar with the IPEC competencies for Interprofessional Practice	3.23
I am more familiar with current recommendations regarding interprofessional education and interprofessional practice	3.14
I am more proficient in creating an interdisciplinary care plan that is patient centered	3.00
I can better identify my role in a case, as well as the role of the other members of the team in order to create the most effective care plan	2.91
I better recognize the benefits and challenges of working in a team	3.14
I am better able to develop an interprofessional academic/clinical experience that will include purposes/goals/objectives of the experience	2.82
I am better able to develop an interprofessional academic/clinical experience that will include how environmental factors affect the learning experience	2.91
I am better able to develop an interprofessional academic/clinical experience that will include the consideration of logistic issues	2.82
I am better able to develop an interprofessional academic/clinical experience that will include development of actual content for the learning experiences	2.77
I am better able to develop an interprofessional academic/clinical experience that will include a plan for integration and execution of the learning experience	2.77
I am better able to develop an interprofessional academic/clinical experience that will include assessment of interprofessional learning	2.77

Observations

- Difficult for the team to become organized and define roles
- Conflicts of responsibility
- Turf issues
- Difficulty establishing leadership in the team
- Difficulty coming to consensus/agreeing
- Time management
- Communication
- Poor understanding of academician vs. clinician role
- Little transition from academia to actual clinical practice

Conclusions

There is a need to continued faculty development in order to:

- Use reflection
- Teach how to facilitate teams
- Teach Communication
- Promote team teaching
- Connect theory to practice
- Assess interprofessional education

