

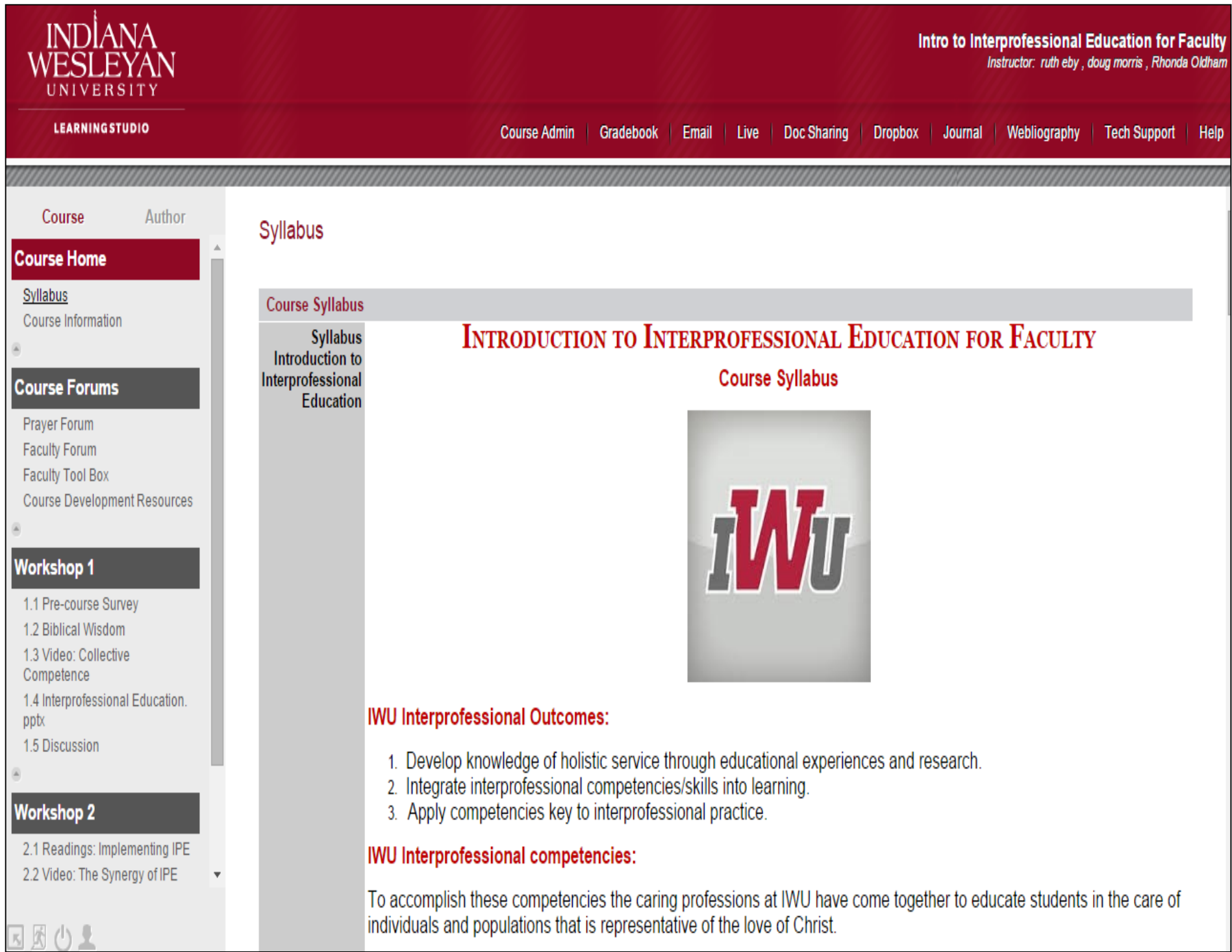
## Background

- Interprofessional collaboration is expected to facilitate an effective team-based approach which will allow the healthcare system to achieve the triple aim of healthcare;  
1.to provide better care for individuals  
2.improve health for populations  
3.create a more efficient and affordable healthcare system.
- Interprofessional education (IPE) has been identified as a way to prepare students to be collaborative practice-ready at graduation.
- It is critical that those who facilitate IPE understand its ethos, principles, and methods. They must be aware of its implications to styles of teaching.

## Purpose

The purpose of this project was to evaluate the effectiveness of an online faculty development course on faculty knowledge, skills, and attitudes toward IPE.

Figure 1. Online Course Syllabus



## Methods

- The research design for this study was a quasi-experimental, pre-post test design.
- Participants composed a convenience sample of faculty recruited from the health and caring professions who taught at least half a faculty load in the preceding academic year.
- The pre and post tests included:
  - Demographic information
  - Knowledge test
  - Team Skills Scale
  - Attitudes Toward Interprofessional Education Scale
  - End of course survey
- Faculty participated in one of three 3-week online sections offered during the summer of 2015.

## The Online Course

- Developed in collaboration with faculty from the health and caring professions and based on the theories of Andragogy and the Social Interdependence Theory, the course consisted of three modules.  
1)Interprofessional education concepts and the IPEC core competencies  
2)Strategies for implementation  
3)Facilitating groups online and face to face.
- Weekly discussions provided an opportunity for faculty to discuss their background, the IPEC competencies, and strategies for implementation.
- Week three included a case study for which groups developed a plan of care.

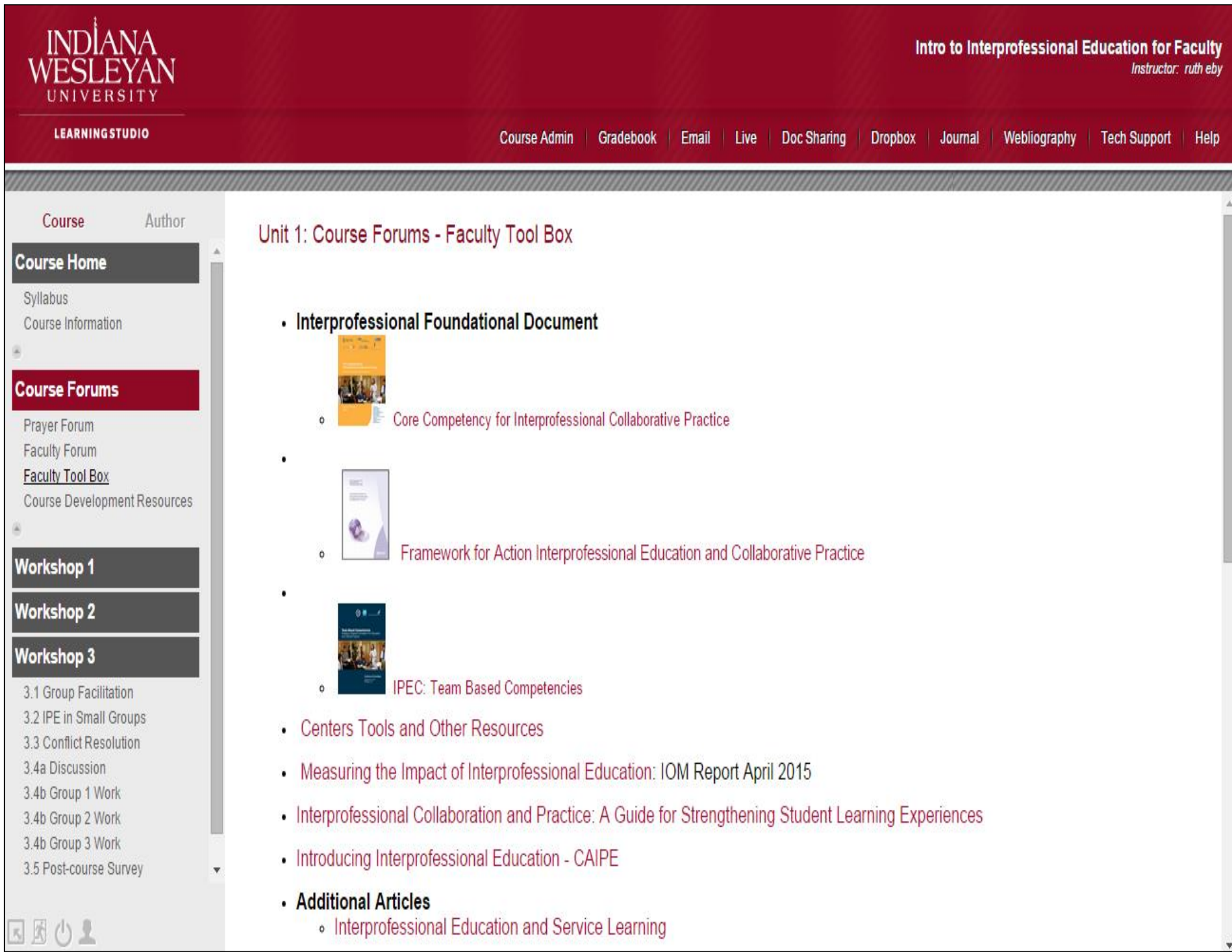
## Results

Table 1. Demographics		
Category (n=34)	Frequency/ Years	Percent
Age	57 years SD 9	
Profession:	Nursing: 30 Other: 4	88.2% 11.6%
Academic Program:	Nursing: 29 Other: 5	85.3% 14.7%
Years of professional experience	29.8 years SD 12.6	
Number of years teaching	14.1 years SD 9.8	
Taken Previous Online Course:	Yes: 29 No: 3	85.3% 8.8%
Previous experience Teaching Online:	Yes: 31 No: 3	91.2% 8.8%
Experience Working interprofessionally:	Yes: 27 No: 7	79.4% 20.6%
Satisfied with working interprofessionally: (n=29)		
Excellent or Highly Satisfied	17	58.5%
Satisfactory, Somewhat, Not at all	12	41.2%
Previous experience teaching interprofessionally:	Yes: 21 No/NA: 13	61.8% 38.2%
Satisfied with teaching interprofessionally: (n=18)		
Excellent or Highly Satisfied	13	72.2%
Satisfactory, Somewhat, Not at all	5	27.7%

- 14.66% (34 of 232) of the invited health and caring professions faculty participated.
- Course participants:
  - 88.24% (30 of 34) RNs
  - 11.76% (4 of 34) Non-RN, including PT, OT, Pharmacy and Healthcare administration

TABLE 2. Pre/Post-test Means Comparison Using Paired t				
	Pre	Post	t-value	p-value
Knowledge	6.38	7.00	0.03319	N/S
Team Skills Scale	62.70	69.90	6.17758	<0.005
Attitudes Toward Interprofessional Education	64.21	68.35	0.002147	N/S

Figure 2. Online Course Faculty Toolbox



## Conclusions

- The results of this preliminary study demonstrated an online faculty course can have an effect of faculty self-perception of team skills.
- Although the knowledge and attitudes results were not significant, comments from faculty participants indicated they learned more about interprofessional education and enjoyed the course.
- Education is the key to changing the future of healthcare. The knowledge, skills, and attitudes faculty bring with them can help students to appreciate interprofessional coursework and development of a positive attitude toward interprofessional collaboration they will take into practice. Thus, we must explore innovative methods, such as online courses, to educate faculty and foster interprofessional education promoting interprofessional collaboration.

## Limitations

- Small sample size made up of mostly RNs
- Only 1 university surveyed

## References

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