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Competencies for Interprofessional Teamwork: Tools to Bring Interprofessional Education into the Classroom

Objectives/learning outcomes for the presentation.

1. Identify opportunities to **integrate interprofessional curriculum objectives** into courses for learners to develop knowledge and skills in working effectively in interprofessional teams.
2. Identify opportunities to integrate **active learning experiences** for learners to practice effective IP skills.

Selection of podium or poster presentation.

Podium Presentation

Abstract

Introduction and Background: With the advent of the new AACN Essentials in Nursing and their emphasis on Interprofessional Education (IPE), domain 6, faculty may need additional resources to implement IPE. Busy faculty may not have the time or knowledge to develop new teaching materials that introduce the required skills into their established classroom experiences. Beginning in 2018 the UAB Office of Interprofessional Curriculum (OIPC) developed train-the-trainer style faculty development workshops that include pre-packaged IPE activities which can be easily incorporated into any class (in-person and online). This not only relieves faculty of the burden of developing their own new materials, but also ensures that there is consistency in the development of interprofessional skills being taught to nursing students.

Aim: We will showcase our faculty development framework and demonstrate key steps in delivering interactive workshops designed to provide faculty with the tools to begin introducing the four IPEC core competencies of Interprofessional Communication, Ethics and Values, Teams and Teamwork, and Roles and Responsibilities to learners. Hands-on activities provide the opportunity for students to begin practicing the skills needed to be effective members of an interprofessional healthcare team, before moving on to more advanced training.

Method: The presentation will introduce the rationale for IPE and the importance of achieving Interprofessional competencies in nursing education. We will highlight the relationship between IPE and the competency's needed for our students to meet the Quadruple Aim in clinical practice, including increasing provider satisfaction, improving

population health, enhancing the patient experience, and reducing the cost of care. We will guide participants through a mini- interactive learning experience, demonstrating activities with practical take-aways for future teaching practice. Starting with an icebreaker that introduces learners to a core competency concept, we will guide participants through a case study activity with guided reflection and final debrief.

Result and Conclusion: Using examples from experiential learning designed to address each competency domain, participants will be able to reflect upon and describe how tailored and clinically-based interprofessional learning activities can be easily adapted and integrated into current classroom experiences, to effectively meet the new Essentials and accreditation requirements.

References

American Association of Colleges of Nursing, 2021 April 6, *The Revised AACN Essentials: Core Competencies for Professional Nursing Education*, <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

Bodenheimer, T., Sinsky, C., (2014) From Triple to Quadruple Aim: Care of the Patient Requires Care of the Provider. *Annals of Family Medicine* 12(6): 573-576
doi: [10.1370/afm.1713](https://doi.org/10.1370/afm.1713)

Interprofessional Education Collaborative, *Core Competencies for Interprofessional Collaborative Practice: 2016 update*, <https://ipec.memberclicks.net/assets/2016-Update.pdf>