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Poster Presentation (Vision 2023 – Focus on the Future: Scholarship)

Building an IPE Faculty Development Program to Build and Sustain Interprofessional Momentum

Objectives

1. Describe an effective faculty development model with integrated incentives to engage and motivate faculty to expand opportunities for interprofessional learning.
2. Discuss implementation of a faculty interprofessional education training program designed to facilitate integration of engaging learning activities into current curriculum, supporting learner achievement of core interprofessional competencies and essentials for professional practice.

Abstract

Background

High functioning interprofessional teams are associated with lower mortality rates and better health outcomes for patients³. Delivering interprofessional education (IPE) to large numbers of learners from multiple professions requires widespread participation of teachers in both education and clinical settings. We will describe our model for implementing IPE across a large, complex institution, and present activities that are already meeting IPE requirements of the new AACN Essentials¹.

Methods

The Office of Interprofessional Curriculum (OIPC) designed, implemented and evaluated an institution-wide framework for IPE, including faculty development, leadership development, and integrated incentives for engagement. OIPC teamed with the institutional Center for Teaching and Learning (CTL) in 2018 to develop a workshop series and new teaching certificate program, to provide faculty with tools needed to prepare learners for interprofessional practice. Using IPEC competencies², learning activities and strategies are practiced facilitating ease of use in a variety of curriculum and classroom contexts. Further, our IP leadership development program, launched in 2019 further expands reach across professions. A variety of systematic institution-wide opportunities now bridge IPE from pre-licensure training to IP clinical care teams.

Results

Our IPE program has increased faculty engagement and professions actively promoting IP education and practice across the institution. Faculty development workshops have expanded from 4 to 15, with 29 faculty achieving CTL IP Teaching Certificates, equipped with tools to meet the new AACN Essentials. Currently 20 IP leadership fellows and 73 Scholars have been appointed to our Center. Three Annual IP Symposia have successfully raised awareness about IPE for 270 attendees.

Implications

Implementing a faculty development program to promote IPE has accelerated integration of IPE to all health profession learners at our institution. Our model has enhanced learner preparation and achievement of IPEC sub-competencies, potentially improving patient safety and better preparing learners for the healthcare workforce.

3 References (not included in word count)

1. American Association of Colleges of Nursing. The Essentials: Core Competencies for Professional Nursing Education, April 6, 2021 <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf> accessed September 16, 2022
2. Interprofessional Education Collaborative, Core Competencies for Interprofessional Collaborative Practice: 2016 update, <https://ipec.memberclicks.net/assets/2016-Update.pdf> assessed September 16, 2022
3. Wu, F. M., Rubenstein, L. V., & Yoon, J. (2018). Team functioning as a predictor of patient outcomes in early medical home implementation. *Health Care Management Review*, 43(3), 238. <https://doi.org/10.1097/HMR.000000000000196>