

PROFESSIONAL DEVELOPMENT FOR INTERPROFESSIONAL EDUCATION: PARTICIPATION AND PERCEPTIONS FROM A PILOT PROGRAM

Nicholas Hudak, MPA, MEd, PA-C; Elizabeth Ross, PT, MMSc, DPT, FACH; William Bynum, MD; Betsy Quick Melcher, MS, ATC, MHS, PA-C; Nadia Pasha, MD; Beth Phillips, PhD, RN, CNE

BACKGROUND

- Interprofessional education (IPE) is a major priority in health professions education to prepare learners for team-based practice.
- Clinical settings are recognized as the ideal context for learners' development of interprofessional attitudes and competencies.
- Faculty development is necessary to ensure clinician-educators can effectively facilitate IPE.

Problem Statement:

Clinician-educators have limited opportunities for professional development related to IPE.

METHODS

Teach More About Teams

Program Purpose:

Equip clinician-educators with knowledge, skills, and attitudes to effectively facilitate IPE with learners in clinical settings.



Program Evaluation:

Simple thematic analysis and paired t-test of pre- and post-program survey responses.

A continuing education program can increase clinician-educators' knowledge, values, and confidence in ability to facilitate interprofessional education in clinical settings.

OUTCOMES

Program Participants

Total: 23
Dentist: 1
Nurse Practitioner: 1
Nursing Faculty: 2
Clinical Nurse Educator: 2
Pharmacists: 2
Physical Therapists: 1
PAs: 6
Physicians: 8



Most Valuable Content

Cognitive:

- IPE definitions and competencies
- Collaborative practice model
- Perspectives of other participants

Affective:

- importance of the opportunity to engage in and encourage IPE

Psychomotor Skills:

- IPE facilitation skills
- creating positive learning environment with emphasis on psychological safety

Most Valuable Activities

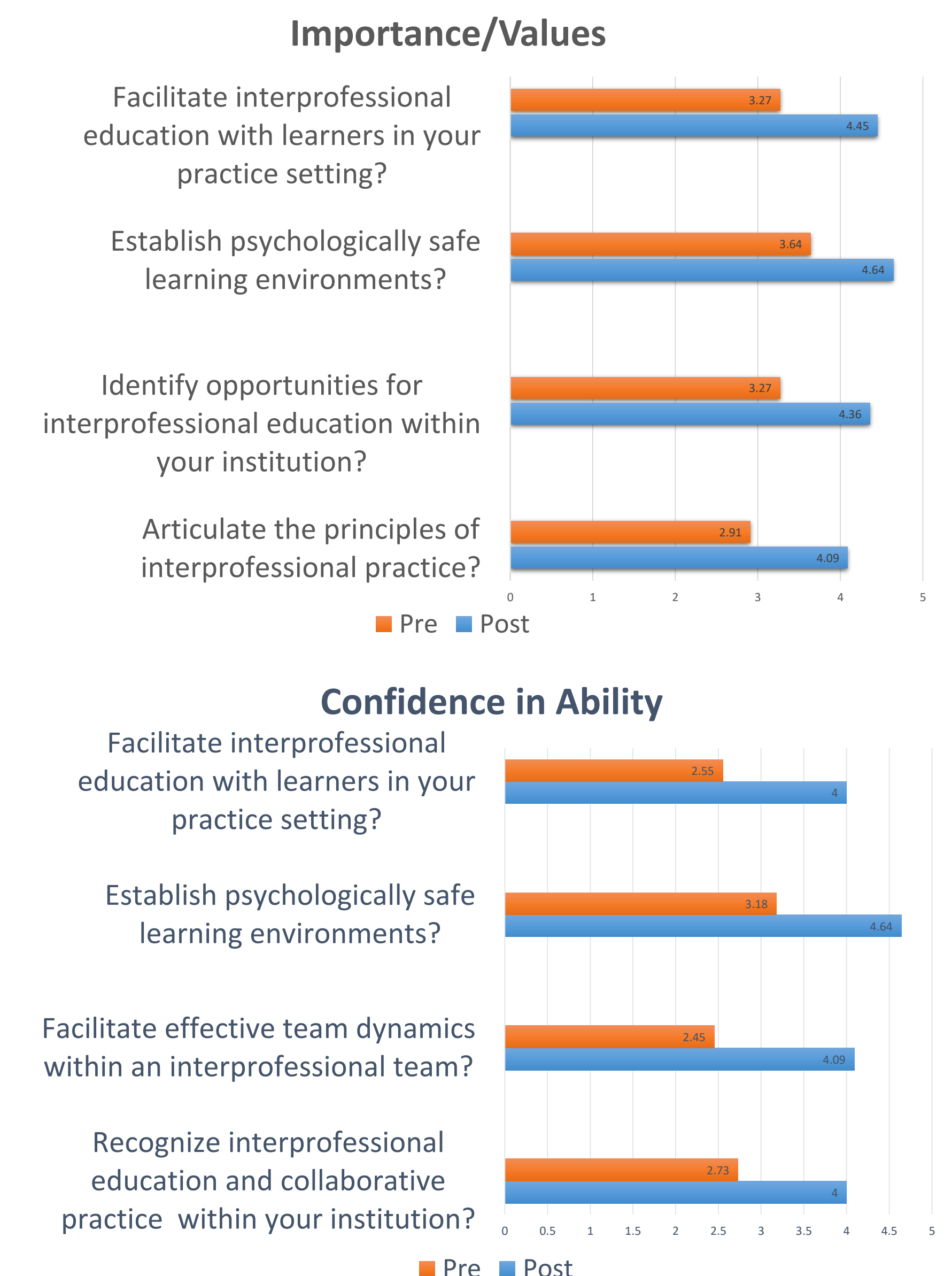
- Reading the literature
- Group discussion
- Networking



OUTCOMES

Retrospective Pre-Post Survey

(n: 11; 48% response rate; p < 0.05)



IMPLICATIONS

The **Teach More About Teams** program is a sustainable model for professional development that can be delivered in multiple formats to meet needs of clinician-educators advancing IPE in clinical settings.

ACKNOWLEDGMENTS

This project was funded by an educational grant from the Duke Academy for Health Professions Education and Academic Development (AHEAD).

This educational research project was declared exempt by the Duke IRB: Pro00100630.

