



Effective Short-Term Interprofessional Faculty Development

Laura Caputo MD; Poonam Sharma MD; Paul Salahm DPT, PhD; Megan Brooks MD, MPH; B. Iris Padilla PhD, APRN, FNP-BC; Quinnette Jones MHS, PA-C; Carol Figuers PT, EdD; Diana McNeill MD

Duke University, Durham NC

Purpose

- Develop and determine the feasibility of a short-term interprofessional faculty development program delivered by a diverse group of health professions faculty
- Determine whether such a program would be well-received
- Assess the impact of the program on participants' attitudes towards interprofessional education (IPE) and collaboration (IPC)

Methods

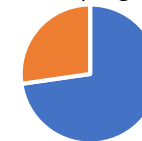
Participants were recruited on a voluntary basis from all Duke health professions schools. At the event, attendees were intentionally seated in interprofessional clusters. The 19-point Nebraska Interprofessional Education Attitudes Survey (NYPEAS)⁴ was distributed three weeks before and immediately after the program. A third survey assessing perceptions of the program was distributed three weeks after the program.

Results

I enjoyed the program.

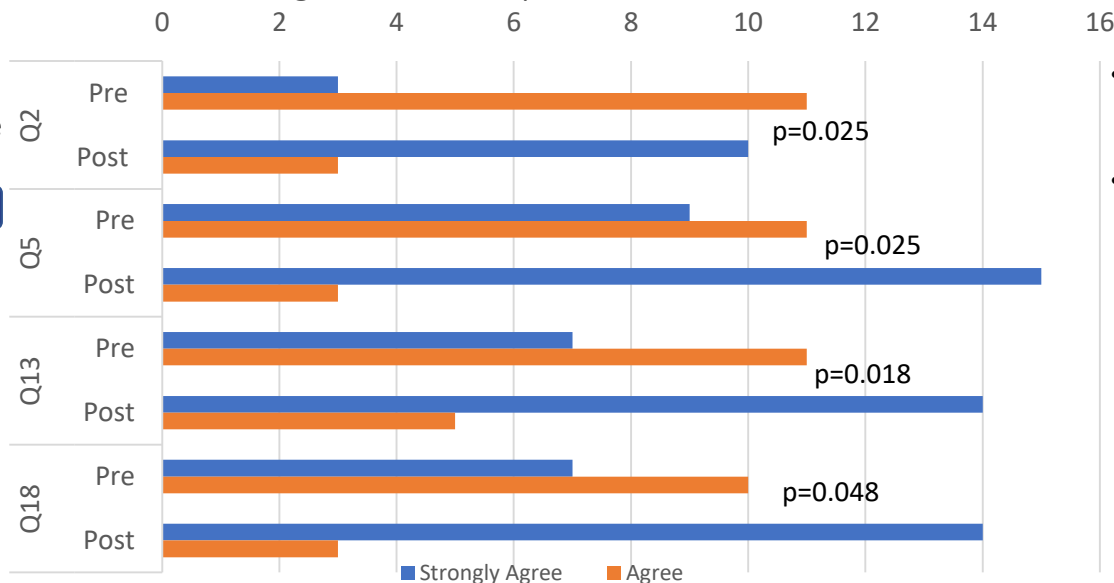


I would recommend this program to my colleagues



Very much or extremely
Somewhat

Changes in NYPEAS Responses After Intervention



Conclusions

- Short-term programs are a feasible approach to interprofessional faculty development
- Attendees generally enjoyed participating in the program, although survey response rate limits interpretation
- Such programs have the potential to positively impact attitudes towards IPE and IPC
- Large volume and longitudinal studies are needed to more accurately assess the impact of short-term programs on interprofessional faculty members and their work in clinical education

Curriculum and Participants

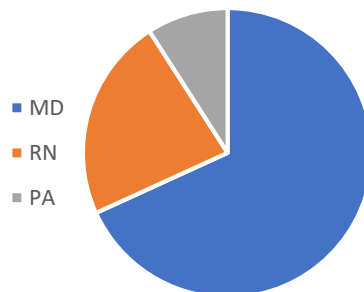
Session 1: 90 minutes

- Baseline learner assessment
- Teaching in the presence of patients
- Time management and efficiency

Session 2: 90 minutes

- Evaluation and feedback
- Documentation as a teaching tool
- Professionalism and cultural sensitivity

Participants by specialty



| | # Participants |
|-------------------|----------------|
| Session 1 | 29 |
| Session 2 | 25 |
| Pre-test | 25 |
| Post-test | 21 |
| 1-month follow up | 11 |

References

- Thompson C et al. The Clinical Teacher 2010 Sep;7(3):197-201
- Egan-Lee et al. J interprof care. 2011 Sep;25(5):333-8
- Silver IL et al. J Contin Educ Health Prof 2009;29(3):172-7
- Dallaghan et al. JIEP. 2016 Sep;V4:33-39

| | |
|-----|---|
| Q2 | I am able to use terminology that is unique to other health care professions |
| Q5 | I should learn about the values and expertise required for health care professions other than my own |
| Q13 | I can learn about my own profession with health care professionals outside of my own profession |
| Q18 | I would be receptive to critique of my performance from a person who is in a different profession than my own |