

IPEC Abstract for Gaurdia

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Title: Developing Clinical Faculty to Support Interprofessional Education and Collaborative Practice:
An Academic-Practice Partnership

Year Innovation Implemented: 2015-2016

Description

The project is part of a long-standing academic-practice partnership between the Massachusetts General Hospital (MGH) and the MGH Institute of Health Professions (IHP), with a special focus on interprofessional education (IPE) as a foundation for enhancing effective team-based, patient-centered care. The program, the Interprofessional Clinical Exposure (IPCE), provides an important introduction to interprofessional collaborative practice in the acute care setting for students in nursing, physical therapy, occupational therapy, physician assistant studies and speech-language pathology. To create a meaningful, active observational experience for learners, we will focus on faculty development to prepare clinical instructors to serve as facilitators in the clinical environment. This effort includes assessing clinical faculty needs to determine competencies necessary to engage in the clinical educator role for an interprofessional experience; developing a toolkit for clinical instructors that provides a framework for efficient and cost-effective interprofessional clinical education and supports ongoing faculty development efforts; and developing an assessment model to determine the efficacy of the faculty development process for clinical instructors who will facilitate interprofessional clinical education for health professions students. This process will strengthen clinical instructors' understanding of interprofessional education and practice and enhance their ability to serve as role models for interprofessional collaborative practice.

Goals and Objectives

- Assess clinical faculty needs to determine competencies necessary to engage in the clinical educator role for an interprofessional experience.
- Develop a faculty development toolkit for clinical instructors that will provide a framework for efficient and cost-effective interprofessional clinical education, and that will support ongoing faculty development efforts.
- Develop an assessment model to determine the efficacy of the faculty development process for clinical instructors who will facilitate interprofessional clinical education for health professions students.

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Background: Mandates from the IOM and other agencies emphasized the importance of interprofessional and team-based practice to ensure delivery of safe, effective, quality patient-centered care. This was further highlighted with the release of the Core Competencies for Interprofessional Collaborative Practice in May 2011, by the Interprofessional Education Collaborative (IPEC). This transformation requires preparation of health care professionals in an interprofessional environment to assure preparation of a collaboration-ready workforce. The Massachusetts General Hospital (MGH) and the MGH Institute of Health Professions (IHP) have developed a strong commitment to share in the development of student experiences to achieve this goal.

The project is part of a long-standing academic-practice partnership between the MGH and IHP, with a special focus on interprofessional education (IPE) as a foundation for enhancing effective team-based, patient-centered care. The program, the Interprofessional Clinical Exposure (IPCE), will provide an important introduction to interprofessional collaborative practice in the acute care setting for students in nursing, physical therapy, occupational therapy, physician assistant studies and speech-language pathology. The success of the program will require a strong faculty development component, to prepare clinical instructors to serve as facilitators in the clinical environment, and to create a meaningful, active observational experience focused on the development of interprofessional practice verses discipline specific skills.

Aims: The primary aim of this project is to develop, evaluate, and disseminate a faculty development program for clinical instructors for an interprofessional clinical exposure experience for health professions students. This aim will be accomplished by: 1) Assessing clinical faculty needs to determine competencies necessary to engage in the clinical educator role for an interprofessional experience; 2) Developing a faculty development toolkit for clinical instructors that will provide a framework for efficient and cost-effective interprofessional clinical education, and that will support ongoing faculty development efforts; and 3) Developing an assessment model to determine the efficacy of the faculty development process for clinical instructors who will facilitate interprofessional clinical education for health professions students.

Methods: The project will be conducted in four phases. Phase 1 will identify faculty development needs using focus groups of IPE clinical instructors to explore their perceptions of required competencies, clinical teaching outcomes, teaching processes and feasibility of various modes of delivering development resources. In Phase 2, we will develop toolkit materials for IPCE clinical instructor development based on information obtained in Phase 1. Relevant IPE literature and published IPE faculty development materials will also be used to validate the design of the toolkit elements. Phase 3 activities include implementing and evaluating the faculty development toolkit with 20-25 clinical instructors from two dedicated education units at MGH. Interprofessional cohorts will attend a single 90 minute face-to-face training session and be given access to a variety of toolkit resources in both electronic and hard copy. Several sessions will be offered to accommodate all instructors. Data from assessments that occur pre and post instructor training and following the IPCE experience will be analyzed and the faculty development toolkit will be refined in Phase 4.

Results: Outcome measures will include a comprehensive assessment of clinical faculty learning and performance, faculty satisfaction, self-efficacy, and self-reflection, as well as student and faculty coordinator feedback on the program.

Conclusions: We anticipate that this program will strengthen clinical instructors' understanding of interprofessional education and practice, develop their skills as interprofessional clinical instructors and enhance their ability to serve as role models for IPCP.