

DEVELOPING CLINICAL FACULTY TO SUPPORT INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE: AN ACADEMIC-PRACTICE PARTNERSHIP

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BACKGROUND

- Mandates from the Institute of Medicine and other agencies emphasize the importance of interprofessional and team-based practice to ensure delivery of safe, effective, quality patient-centered care.
- Core Competencies for Interprofessional Collaborative Practice by the Interprofessional Education Collaborative (IPEC) are fundamental to assure preparation of a collaboration-ready workforce.

ENGAGING STUDENTS ACROSS DISCIPLINES



HOW DO
I TEACH
THESE SKILLS?

ACADEMIC PRACTICE PARTNERSHIP MODEL

- Interprofessional Clinical Experience (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.
- Clinical Staff (Interprofessional Practice Instructors) serve as faculty.

CLINICAL INSTRUCTOR ROLE

Components	Traditional	Interprofessional
Students	Similar academic background, clinical level and discipline	Mixed academic backgrounds, clinical levels and disciplines
Teaching Focus	Discipline specific knowledge and skills	Interprofessional communication and roles
Outcomes	Students will demonstrate a set of discipline specific knowledge and skills	Using directed observation, students will gain insight into the components of interprofessional practice and see their importance in assuring patient centered care

AIMS

- To develop, evaluate, and disseminate a faculty development program for clinical instructors for an interprofessional clinical exposure experience for health professions students.
- 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.
- 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.

METHODS: 4 PHASES

- **Phase 1:** Identification of faculty development needs.
- **Phase 2:** Development of toolkit materials for IPCE clinical instructor development based on information obtained in Phase 1.
- **Phase 3:** Implement and evaluate the faculty development toolkit with 20-25 clinical instructors.
- **Phase 4:** Data analysis and refinement of faculty development toolkit based on findings.

RESULTS

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

LAUNCH TIMELINE

September 2015	Pre-testing
Early October	Interprofessional Training using Newly Developed Toolkit
Mid October to Mid November	Student Participation in the IPCE
Late November and December	Post- testing to include Focus Groups.