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PHASE 1

Identification of the Problem

- 2013-2014. Nine faculty members from Virginia Commonwealth University (VCU) convened as a Faculty Learning Community (FLC) with a shared interest in faculty development for IPE.
- A literature review revealed:
 1. the general scarcity of empirical evidence defining the knowledge, skills, and attitudes (KSAs) needed to teach interprofessionally,
 2. the absence of quantitative tools to predict faculty readiness for interprofessional teaching, and
 3. some preliminary themes describing faculty characteristics and KSAs that contribute to effective interprofessional teaching (see Figure 1).
- The FLC determined that objective measurement of readiness would help institutions assess faculty abilities and pinpoint areas where faculty development initiatives are warranted.



PHASE 2

Use Delphi Technique to Identify KSAs

- Beginning in 2015. VCU FLC members will collaborate with faculty from the University of Washington (UW) to identify the KSAs of faculty readiness for interprofessional teaching.
- The Delphi technique is a method for collecting data from experts using controlled feedback to explore an issue and build consensus (Dalkey & Helmer, 1963). This method is particularly appropriate for areas in which a paucity of research exists.
- Focus groups/interviews will be conducted with faculty and administrators who have developed, delivered, or been involved in interprofessional (IPE) activities for learners at the pre-licensure level at VCU, UW, and other institutions.
- A comprehensive list of initial KSAs will be drafted.

Figure 1. Faculty Knowledge, Skills, and Attitudes Necessary for Effective Interprofessional Education: Preliminary Themes



PHASE 3

Develop and Evaluate Survey Items

- Anticipated to start in 2016. KSAs developed through the Delphi process will be converted into survey items.
- Faculty will serve as an expert review panel to rate the relevance of each item, suggest items that might be missing, and comment on other content-related issues.

PHASE 4

Collect Evidence for Validity

- Anticipated for Fall 2016. Pilot the survey with a broad group of faculty (e.g., full-time, adjunct, preceptor) who teach in diverse settings (e.g., classroom, simulation, clinical, community practice, online).
- Use data that has been collected to explore the factor structure, analyze internal consistency, and refine the instrument for further validation and testing.

Interested in Collaborating?

If you are interested in exploring the issue of faculty readiness for interprofessional teaching, this project could benefit from the perceptions of faculty at diverse institutions during Phase 2 and Phase 4. Additional collaborators are welcome. Contact:

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