

Interprofessional Educator Readiness – Are We Missing the Mark?



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Objectives

- **Describe existing literature** regarding readiness for health professions educators to teach in interprofessional settings
- **Identify current models** for training interprofessional health educators used at participants' home institutions
- **Discuss the potential impact of negative interactions and stereotyping** by health professionals/health professions educators on learning outcomes
- **Identify best practices for training health professions educators and learners** about appropriate and inappropriate interprofessional interactions

Introduction

- **Nine** faculty members
- Convened in 2013 as a **Faculty Learning Community (FLC)** with a shared interest in interprofessional education (IPE)
- Identified a need for **faculty development** in IPE
- Worked to understand **how to address the need**

Background

- **Core competencies for interprofessional care** have been established
- Professional schools are developing **innovative pre-licensure education programs** that incorporate these competencies
- **Faculty play a critical role in supporting learning outcomes**
- Aim to identify knowledge, skills, and attitudes **(KSAs) needed by faculty for effective implementation of IPE**

Literature Review Methods

- A general search was conducted of PubMed, CINAHL, and Psych-Info databases.
- Using key search terms of IPE, IPE pedagogy, IPE best practices, and IPE faculty development, the search was completed (2003-2014).
- 417 references were identified as relevant to IPE and faculty; only 46 addressed the topics of faculty learning needs, faculty development, or faculty preparation.

Literature Review Findings

- Common themes related to successful faculty engagement in IPE were identified, but...
 - **Scarce** empirical research,
 - **Lack of definition** about KSAs needed for faculty who deliver instruction to pre-licensure health professions students, and
 - **No clear tool to measure** faculty readiness
- **Evidence-based research** on what makes a faculty member ready to deliver IPE is **lacking**.

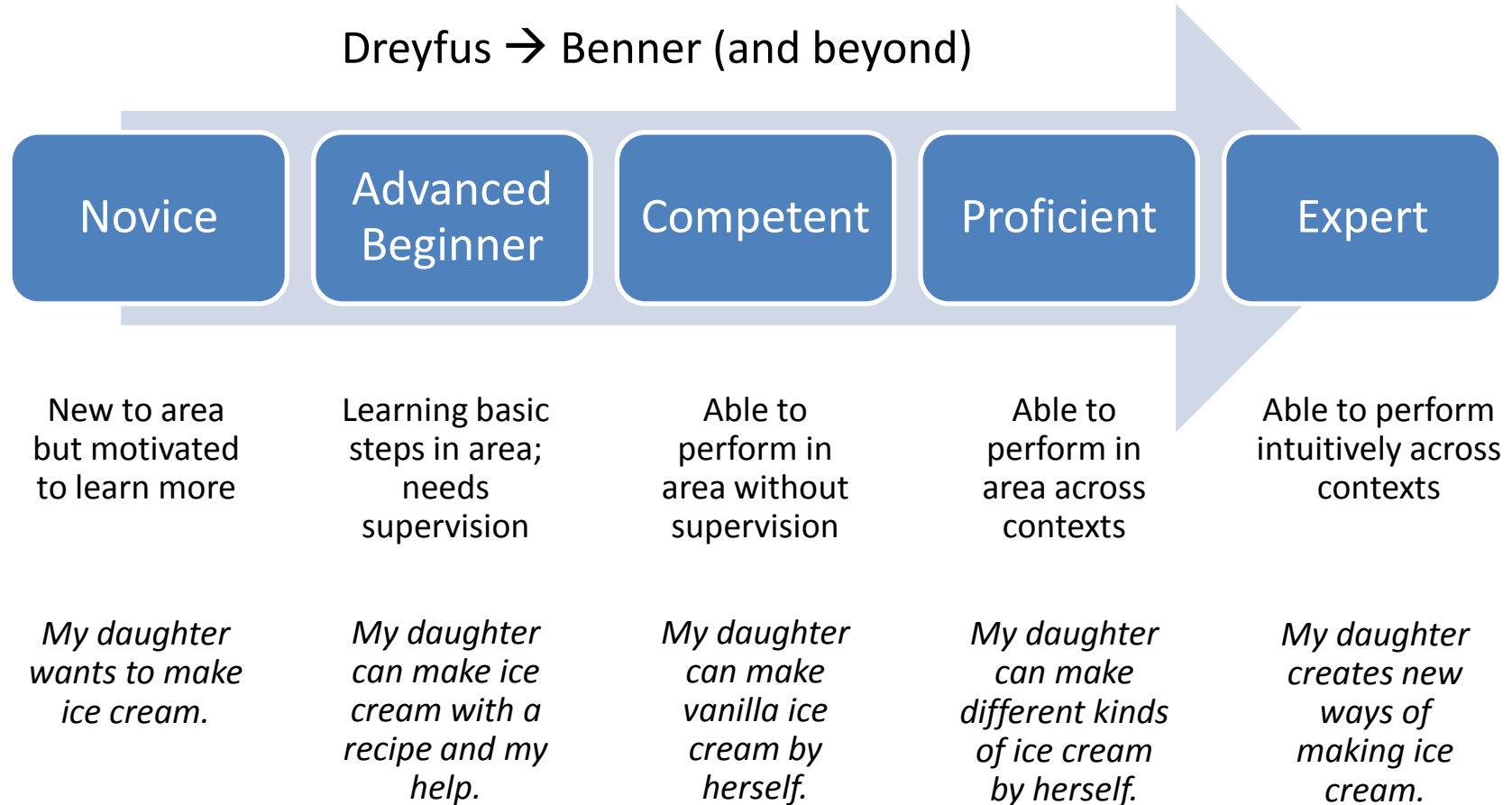
At Your Table...

- Take **5 minutes** to:
 - **Introduce** yourself
 - Briefly describe **your own experience** with **faculty readiness for IPE**
 - What level of learners?
 - Classroom vs. clinical?

MOVING STUDENTS TOWARD INTERPROFESSIONAL COMPETENCY

A Developmental Approach

Dreyfus → Benner (and beyond)



Novice

Advanced
Beginner

Competent

Proficient

Expert

Recognize the value of shared problem solving

Teams Domain

Know principles of effective teams

Engage in shared problem solving

Adapt within a team framework

Know the roles & responsibilities of your profession

Roles & Responsibilities Domain

Know the roles and responsibilities of other professions

Recognize your personal & professional limitations

Fulfill your role & responsibilities on teams

Use strategies to overcome your personal limitations

Understand the perspectives of others (listening)

Express views with clarity

Communication Domain

Form team goals

Voice conflicting opinions

Give feedback (individual & team)

Resolve conflict successfully

Respond to feedback (individual & team)

Solve problems interprofessionally

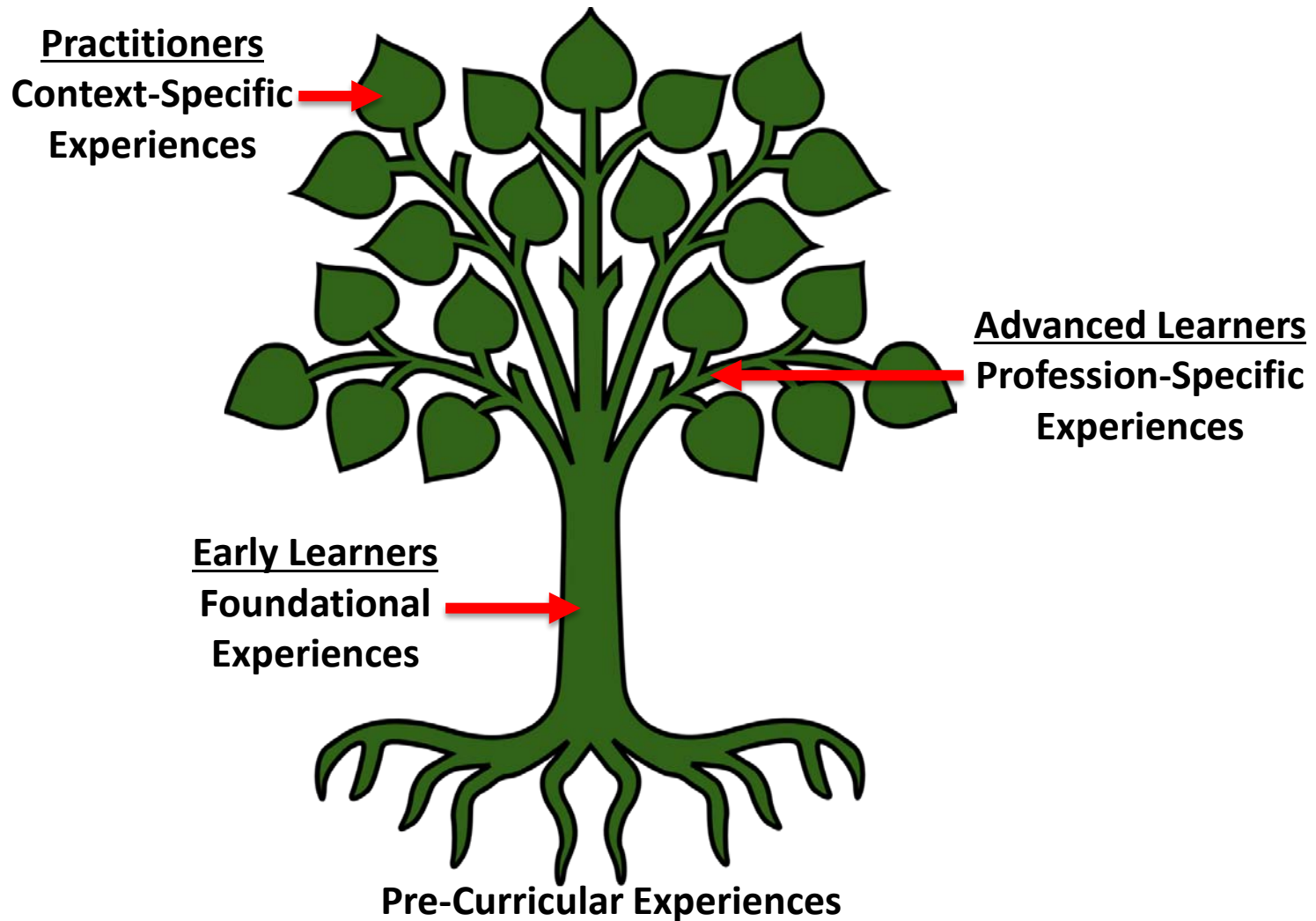
Lead & follow in context

Using QI methods to improve team performance

Change systems of care to leverage interprofessional teams

Integrative Domain

Conceptual Framework



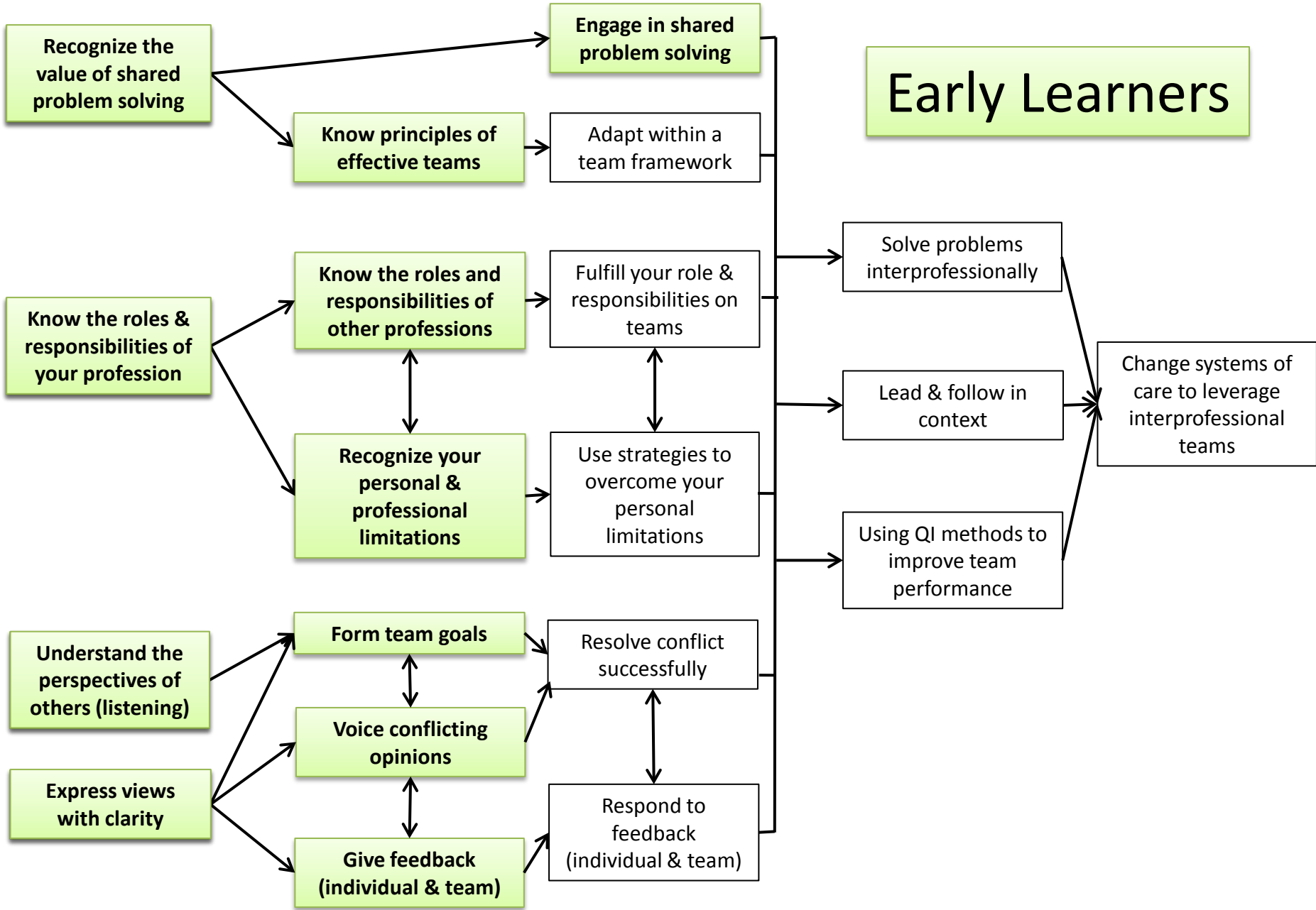
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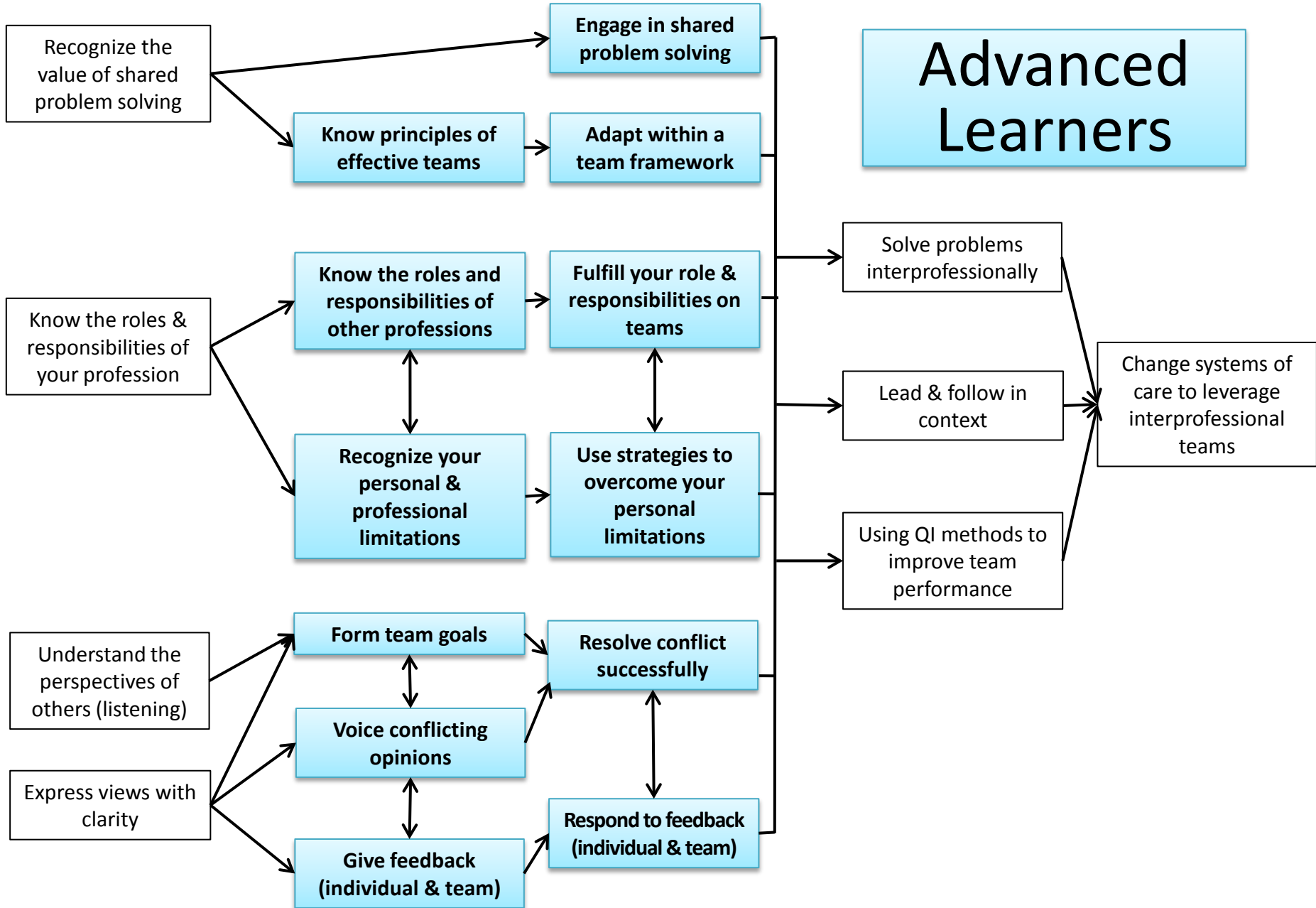
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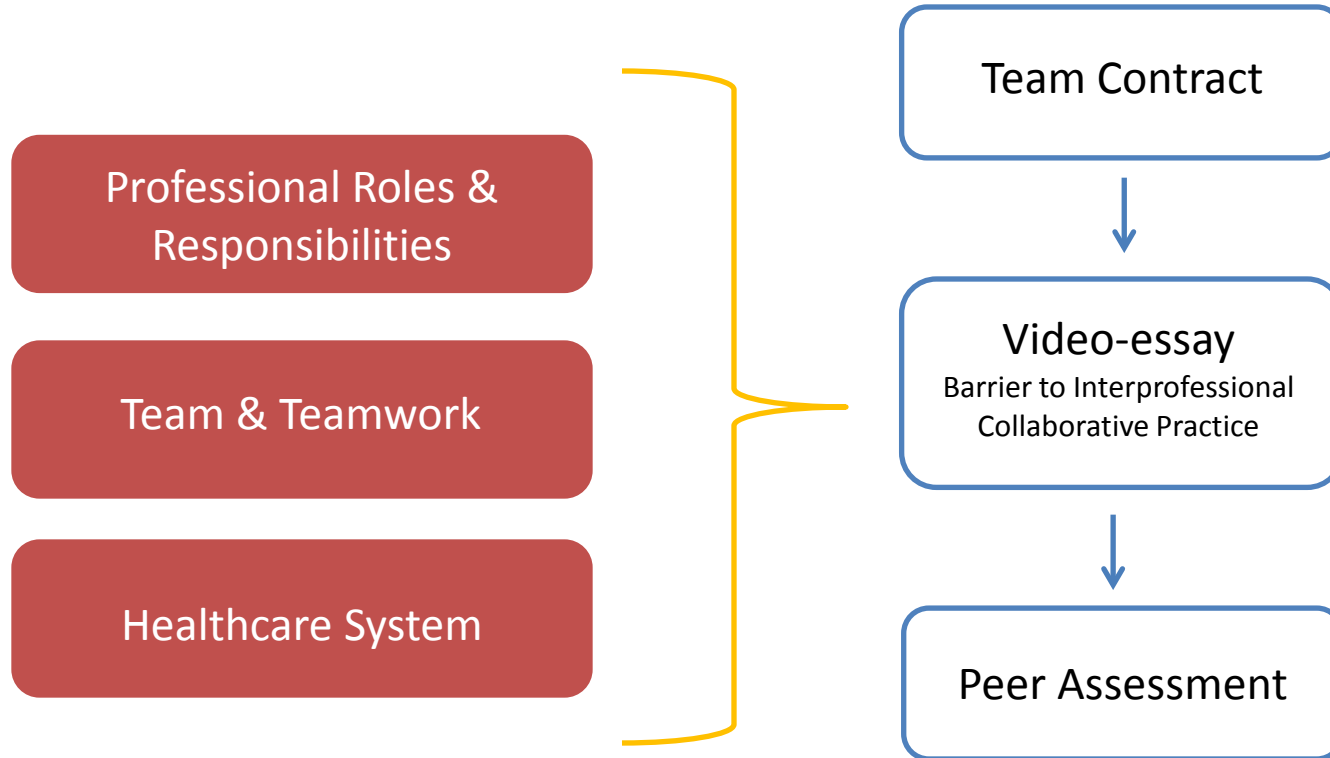
FACULTY AND INSTRUCTION

IP Case Series: Overview

- Foundational IPE experience for VCU health professions students
- Spring 2015
- Early learners from seven health profession programs ($N = 679$)
- 132 longitudinal interprofessional teams of 5-6 students each
- Four sessions, two sections over 2 months



Instruction



Video-Essay Project

Objectives

- To apply teamwork principles in completing a single product
- To reflect on healthcare by identifying a barrier to interprofessional collaborative care
- To demonstrate the selected barrier in a 1-minute video

Next step

- To explore potential solutions for identified barriers

From the perspective of both teacher and student, what are the teachable moments?

Debrief: Spring 2015

- Utilized instructional time to “unpack” messaging of videos
- Guided the process by having students view pre-selected videos and then their own video
 - What was the take away message? What is the barrier?
 - How was teamwork portrayed and how did it influence the outcome?
 - How were roles and responsibilities portrayed and how did it influence the outcome?
 - How was the healthcare system portrayed and how did it influence the outcome?

Novice

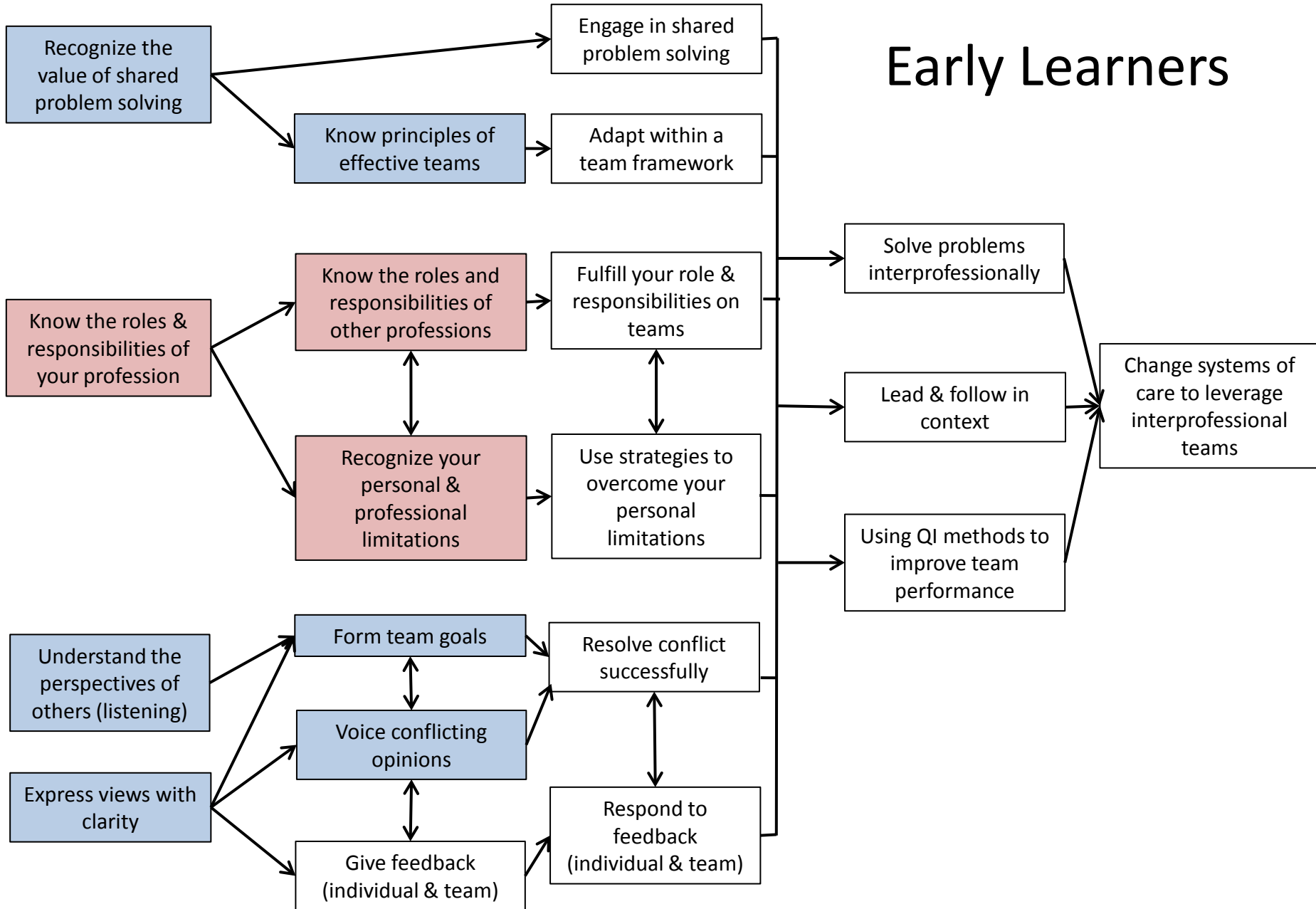
**Advanced
Beginner**

Competent

Proficient

Expert

Early Learners



Enhancements: Fall 2015

- Aligned content and learning objectives with current model
 - Professional roles and responsibilities as the foundation
- Extended duration of video-essay, with on-going faculty feedback
- Enhanced faculty KSA for IPE

Advanced Learners

- How might learning activities for advanced learners be similar or different than those of early learners?
- Given what has been discussed, how might the video messages from advanced learners compare or contrast with those of the early learners?
- What are the implications for developing learning objectives?
- What are essential KSAs needed by faculty who may lead this assignment or other applicable assignments and/or debrief with advanced learners?

Where We've Traveled

- Focus on professional educator readiness to effectively expose students to IP competencies
- Review of literature and KSAs as starting point of content coverage
- Acknowledgement of student readiness
- Acknowledgement of our readiness as professional educators

Where We've Arrived

- Identified incongruencies in perspectives of students and professional educators
- Opportunities to bridge these differences through what IPE competency content is emphasized
- Opportunities to bridge these differences through how IPE competency content is delivered

Questions?

Thank you for your interest and participation!

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