A Framework to Standardize Faculty Development of Interprofessional Education
Lindsey Francis, BSN, RN, Katie Kinnett, BSN, RN, Dixie Kornfeld, BSN, RN, Kristi Wehrman, BSN, RN
Faculty Advisor: Michelle Johnson, PhD, RN

Purpose
To create a framework to standardize faculty development of IPE.

Background & Significance
◆ Interprofessional collaboration demanded to provide patients with: (Watkins, 2016)
  o Positive experiences
  o Decreased costs
  o Reduced errors
◆ Standard IPE definition (WHO, 2010)
◆ Education has occurred in silos (Chappell et al., 2018)
  o Silos need bridged
  o Drive IPE into curriculum
◆ Key to curriculum integration = Faculty (Loversidge et al., 2015)
  o Inadequate training and support
  o Lack of understanding → negative student outcomes
  o Enhanced understanding impacts use of IPE

Literature Review
◆ 2009, Interprofessional Education Collaborative (IPEC) formed
  o Core competencies
  o IPE integration (El-Awaisi et al., 2016)
    o Variety of ways & complex
  o Lack of evidence of formalized faculty development
    o Standardized process to assist faculty in implementing IPE worthwhile (El-Awaisi et al., 2016)
◆ Most research focused on learner, not faculty (Loversidge & Demb, 2015)
◆ Faculty perceptions of IPE critical in successful IPE implementation
  o Include adjunct, part-time, full-time, clinical educators, etc.

Theoretical Framework
◆ Mezirow’s Transformational Learning Theory
  o Frames of reference (King et al., 2017)
    • Beliefs
    • Values
    • Assumptions
  o Transformation occurs with a shift in these frames (Bernard, 2019)
◆ Lewin’s Change Theory
  o Driving force (Bishop, 2018)
    • Push towards change
    • Resistance
    • Finding balance
  o Provides insight into barriers and opposing forces (Sutherland, 2013)
  o Stages of change (Bishop, 2018)
    • Unfreezing
    • Changing
    • Refreezing

Methods
◆ Procedures
  o Fishbone to identify contributing factors to gap
  o Identify Stakeholders
    • Dean of Health Sciences
    • Simulation Center Director
  o SMART goals, PDSA cycles
    • Evidence-based guidelines regarding IPE
    • Evidence-based guidelines for framework creation
  o Collaborate with instructional design expert
◆ Collecting Evidence
  o Selected themes from literature
    • Assessment
    • Knowledge, skills, attitudes
  o Education
    • Definition
    • Teaching strategies
  o Resources
    • IPEC competencies
    • Online modules
  o Workshops
    • Framework Building (University of Kansas, 2019)
      • Identify intended use
      • Vision of framework
      • Contributing factors
      • Interventions
      • Draft & Revise
      • Test
◆ Building Framework
  o Collaborate to create Draft 1
  o Collaborate with instructional design expert
  o Display theoretical framework in design
  o Revise and create multiple drafts
  o Add text box to provide further details
  o Verbally test framework for completeness and usefulness

Results
◆ See framework

Implications for Practice
◆ Standardization of faculty development for IPE
  o Institutions gain perspective of where faculty are at in utilizing IPE
  o Influence faculty development
  o Provide path of continual growth for faculty
◆ Framework useful in variety of educational institutions
◆ IPE in curriculum and classroom
  o Positive impact for student learning

Future Recommendations
◆ Completion of pilot study
◆ Identify best time to educate faculty
◆ Explore functionality in varied educational settings