

# A Framework to Standardize Faculty Development of Interprofessional Education

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## Purpose

To create a framework to standardize faculty development of IPE.

## Background & Significance

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

## Literature Review

- ◆ 2009, Interprofessional Education Collaborative (IPEC) formed
  - Core competencies
- ◆ IPE integration (El-Awaisi et al., 2016)
  - Variety of ways & complex
- ◆ Lack of evidence of formalized faculty development
  - 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
  - Include adjunct, part-time, full-time, clinical educators, etc.

## Theoretical Framework

- ◆ Mezirow's Transformational Learning Theory
  - Frames of reference (King et al., 2017)
    - Beliefs
    - Values
    - Assumptions
  - Transformation occurs with a shift in these frames (Bernard, 2019)

## Theoretical Framework (cont.)

- Need to shift faculty frames about IPE
  - Inaccurate terms
  - Preconceived ideas
  - Varied resources
- ◆ Lewin's Change Theory
  - Driving force (Bishop, 2018)
    - Push towards change
    - Resistance
    - Finding balance
  - Provides insight into barriers and opposing forces (Sutherland, 2013)
  - Stages of change (Bishop, 2018)
    - Unfreezing
    - Changing
    - Refreezing

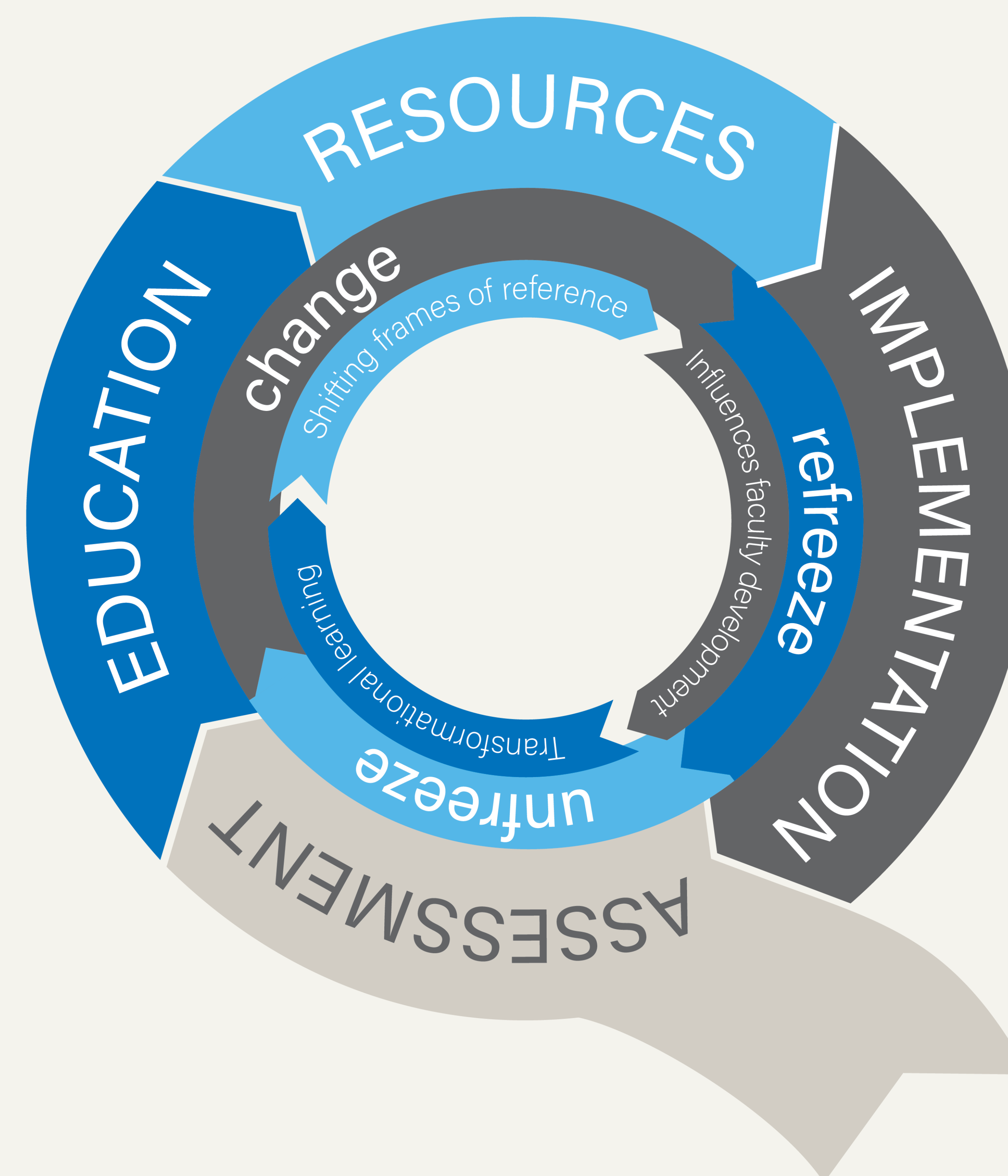
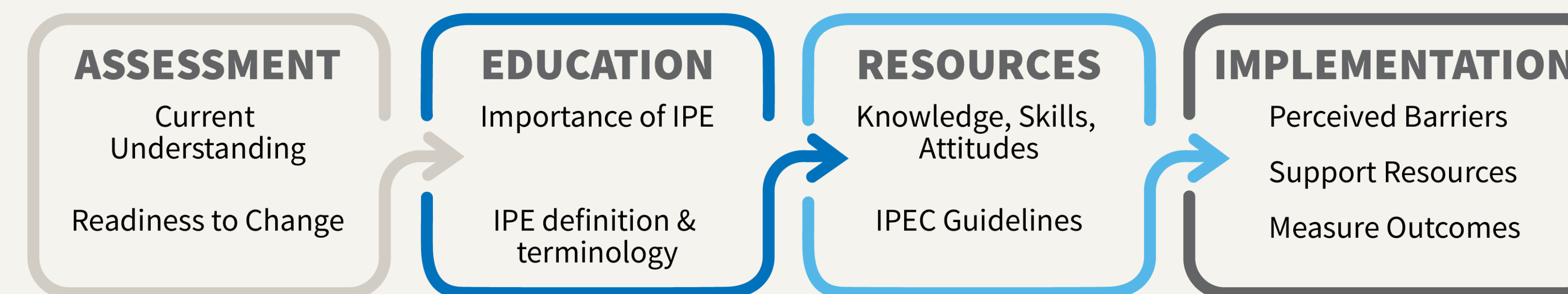
## Methods

- ◆ Procedures
  - Fishbone to identify contributing factors to gap
  - Identify Stakeholders
    - Dean of Health Sciences
    - Simulation Center Director
  - SMART goals, PDSA cycles
    - Evidence-based guidelines regarding IPE
    - Evidence-based guidelines for framework creation
    - Collaborate with instructional design expert

## Methods (cont.)

- ◆ Collecting Evidence
  - Selected themes from literature
    - Assessment
      - Readiness for change
      - Knowledge, skills, attitudes
    - Education
      - Definition
      - Teaching strategies
      - Knowledge, skills, attitudes
    - Resources
      - IPEC competencies
      - Online modules
      - Workshops
  - Framework Building (University of Kansas, 2019)
    - Identify intended use
    - Vision of framework
    - Contributing factors
    - Interventions
    - Draft & Revise
    - Test
- ◆ Building Framework
  - Collaborate to create Draft 1
  - Collaborate with instructional design expert
  - Display theoretical framework in design
  - Revise and create multiple drafts
  - Add text box to provide further details
  - Verbally test framework for completeness and usefulness

## IPE Faculty Development Framework



## Results

- ◆ See framework

## Implications for Practice

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

## Future Recommendations

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