

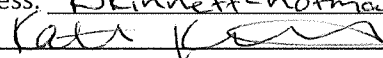
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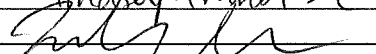
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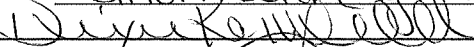
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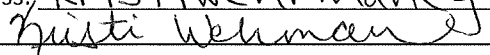
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**Student Information (if the research was a group project, each student must provide name, email and signature)**

Student author name: Katie Kinnett  
 Student e-mail address: kkinnett@hotmail.com  
 Student signature:  Date: 12-11-19

Student author name: Lindsey Francis Francis  
 Student e-mail address: lindseyfrancis@bryanhealth.um  
 Student signature:  Date: 12/11/19

Student author name: Dixie Kornfeld  
 Student e-mail address: dkornfeld@gmail.com  
 Student signature:  Date: 12/11/19

Student author name: Kristi Wehrman  
 Student e-mail address: Kristiwehrman@gmail.com  
 Student signature:  Date: 12/11/19

(continued on the following page)

Upon determining the eligibility for deposit of a student research project into the Bryan College of Health Sciences Digital Archives, the following information must be completed.

**Program and course for which the research project was completed:**

**Program:** \_\_Master of Science in Nursing – Educator Track      **Course number:** \_NURS785

\* \* \* \* \*

**Faculty Advisor Information**

**Faculty advisor name:** \_Michelle Johnson, PhD, RN\_

**Faculty title and institutional affiliation:** \_Professor, Bryan College of Health Sciences \_\_\_\_\_

**Faculty advisor e-mail:** \_\_michelle.johnson@bryanhealthcollege.edu\_\_

*I recommend the deposit of this student work into the permanent collection of the Bryan College of Health Sciences (BCHS) Digital Archives.*

**Faculty signature:** Michelle J. Johnson, PhD, RN      **Date:** 12/11/19

\* \* \* \* \*

**Title of student's (or group) work/research project:** \_\_A Framework to Standardize Faculty Development of Interprofessional Education\_\_\_\_\_

**Subject/keywords describing the work:** interprofessional education, framework, faculty development, undergraduate college students\_\_

**Presentation location** (including a conference name, if applicable) **and date:** \_\_Provost Colloquium, Bryan College of Health Sciences, December 11, 2019 \_\_\_\_\_

**Descriptive abstract/summary of the scholarly work (beneficial but optional):**

**Purpose:** The purpose of this capstone project was to create a framework to standardize the process of faculty development of Interprofessional Education (IPE).

**Background & Significance:** Current research focuses on the learner and fails to address the educational needs of faculty with IPE. Standardized faculty development of IPE is essential due to faculty being taught in the traditional single-professional models. A lack of understanding of IPE exists in all aspects, making a framework imperative to create meaningful learning experiences for students.

**Methods:** SMART objectives with Plan-Do-Study-Act (PDSA) cycles were utilized as follows: finding evidence-based IPE guidelines, framework building, and collaboration with an instructional design expert to solidify the framework presentation. Stakeholders within academia were found and provided insight into the use of a framework. Literature was reviewed and themes were selected as a guide for faculty development. The theoretical frameworks of Lewin's Change Theory and the Transformational Learning Theory drove the construction of the framework.

**Results:** The completed framework depicts how the themes intertwine with Lewin's Change Theory and the Transformational Learning Theory to guide faculty development in a continuous process.

**Conclusion:** The vision of the framework is to provide a standardized guide for development of faculty to increase the implementation of meaningful IPE learning activities into the curriculum.

Both the student(s) and faculty research advisor for the student work must complete and sign this form before the student's research documents or files are deposited in the Bryan Archives collections. If multiple students were involved in the research project, each student must sign the Student Authorization Form. The signed authorization form will be kept on file in the Library but will not be displayed with the work.