

IPE

COLLABORATION

AT THE

COMMUNICATION

PART

TEAMWORK

SLIP

CREATING FACULTY
ENGAGEMENT IN
INTERPROFESSIONAL
LEARNING
EXPERIENCES

***SETON HALL'S
PERSPECTIVE***



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ENGAGEMENT FOSTERS AN UNDERSTANDING OF THE IMPORTANCE OF THE IPE JOURNEY



Interprofessional
Education
(IPE)

Interprofessional
Practice
(IPP)

Patient-Centered
Care
(PCC)

KEY PLAYERS IN STRUCTURING MEANINGFUL IPE JOURNEY



Faculty

Students

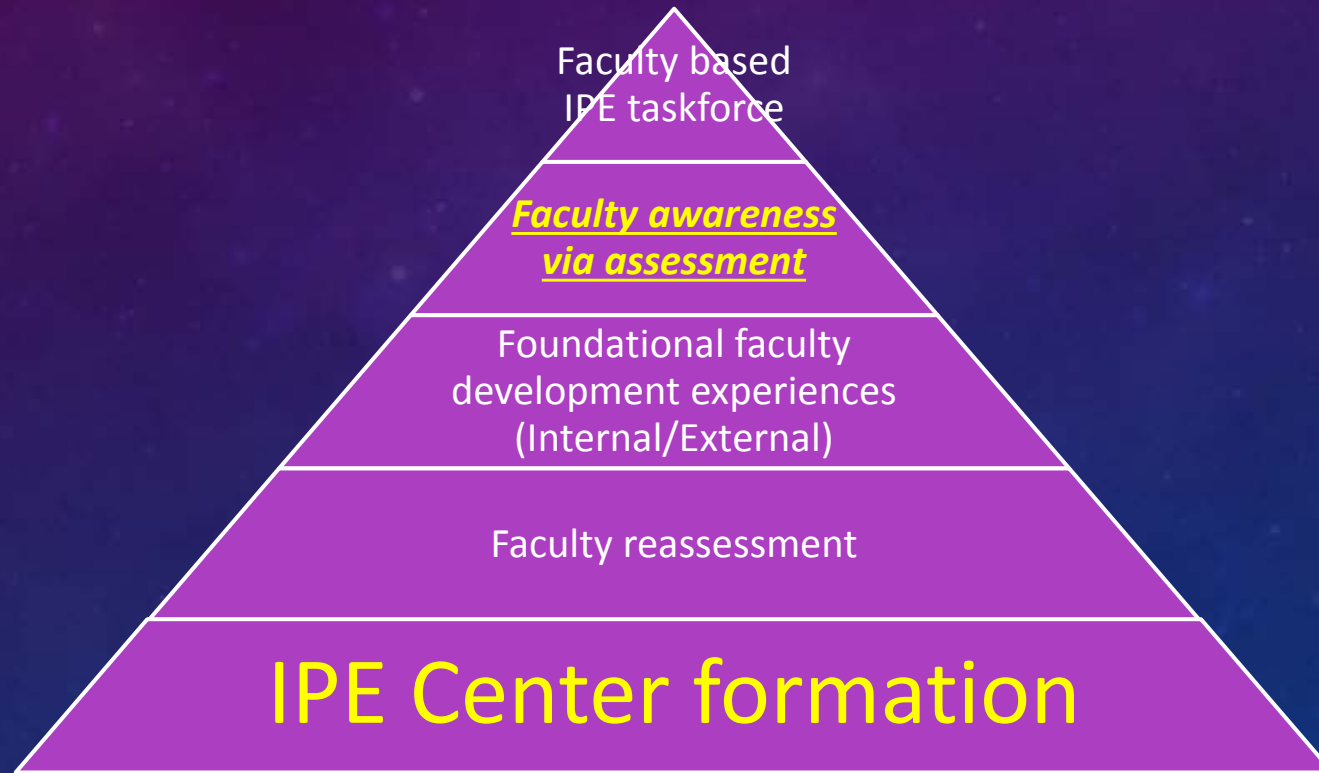
experience



IMPERATIVE TO THE SUCCESS IPE JOURNEY



SHU DEVELOPED AND EXECUTED A 5 STRATEGIC PLAN: EMBRACING FACULTY NEEDS TO ULTIMATLEY MEET STUDENT NEEDS



FACULTY JOURNEY

Initially

Baseline
IPE Faculty Survey

IPE Seminars (in house)

Follow Up
IPE Faculty Survey

IPE Expert Retreat
“Exploring Possibilities in IPE”

Recurring

Faculty to faculty brown bag
SOTL lunches

Mentor the mentors program

Website learning resources

School wide curricular
mapping

Table 1. Initially faculty perceived barriers associated with IPE implementation (percent agreement (n))

Perceived Barriers	Agree	Neutral	Disagree
Lack of faculty awareness of IPE	81.8% (9)	18.8% (2)	
Institutional challenges	81.8% (9)	18.8% (2)	
Faculty's incorrect definitions of what is and is not IPE	81.8% (9)	9.1% (1)	9.1% (1)
Lack of clear institutional mission	81.1% (9)	9.1% (1)	9.1% (1)

Table 2. initial Faculty's Perception of what IPE opportunities affords students ((percent agreement (n))

IPE provides students with opportunities to:	Agree	Neutral	Disagree
Explore unique contribution of other health professions	100%(11)		
Engage in the develop of effective communication skills with other health professionals	80% (9)	20% (2)	
Explore a mechanism to foster one's own recognition of their role as an interdisciplinary health care team member	100%(11)		
Develop interpersonal skills for collaborative patient care	90% (10)	10% (1)	
Explore ethical and legal issues associated with health care	64% (7)	18%(2)	18%(2)
Evaluate information critically	55% (6)	45%(5)	

Table 3. Initial Faculty perceptions regarding IPE Program Evaluation and Outcomes percent agreement (n)

	Agree	Neutral	Disagree
IPE programs must be evaluated to see the fit between interprofessional education and interprofessional collaborative practice	81.8%(9)		18.2% (2)
IPE programs must be evaluated to see the fit between interprofessional education and professional core competencies	72.7%(8)	18.2%(2)	9.1% (1)
Outcomes relevant to IPE must improve population health	54.5%(6)	27.3%(3)	18.2% (2)

Table 4. Initially Faculty perceived that learning experiences associated with IPE experiences should encompass (percent agreement (n)).

	Agree	Neutral	Disagree
Exposure activities for introducing concepts	63.6% (7)	27.3% (3)	9.1% (1)
Immersion activities for development	81.8% (9)	9.1% (1)	9.1% (1)
Competence assessment for entry to practice readiness	45.5% (5)	36.3% (4)	18.2% (2)

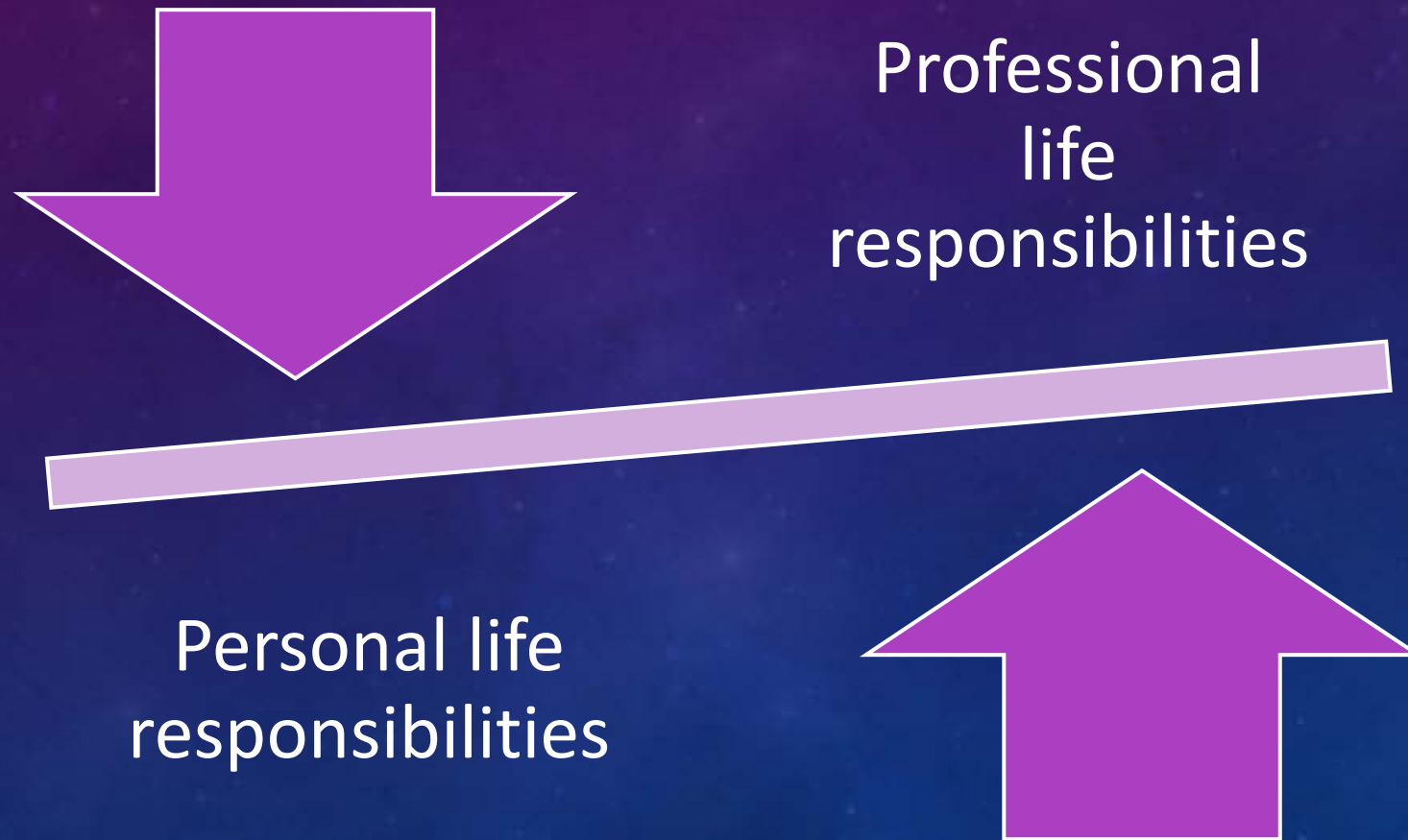
SO WHAT DOES OUR FACULTY SAY NOW!

Overall faculty post implementation survey data support that

- **Task Force Strategic Plan for implementing an inter-professional evidenced-based educational model provided a positive foundation for the advancement of inter-professional evidenced-based practice and did support the faculty**
- **Perceptions of the faculty are broadened and consistent with regard to IPE tenets.**
- **Faculty responses confirmed their willingness to address perceived barriers that might inhibit the success of an IPE infusion plan into their current curriculum.**



***As faculty we must ensure the development of
“HABITS OF MIND” (Sullivan, 2005)
not only for our students but ourselves***

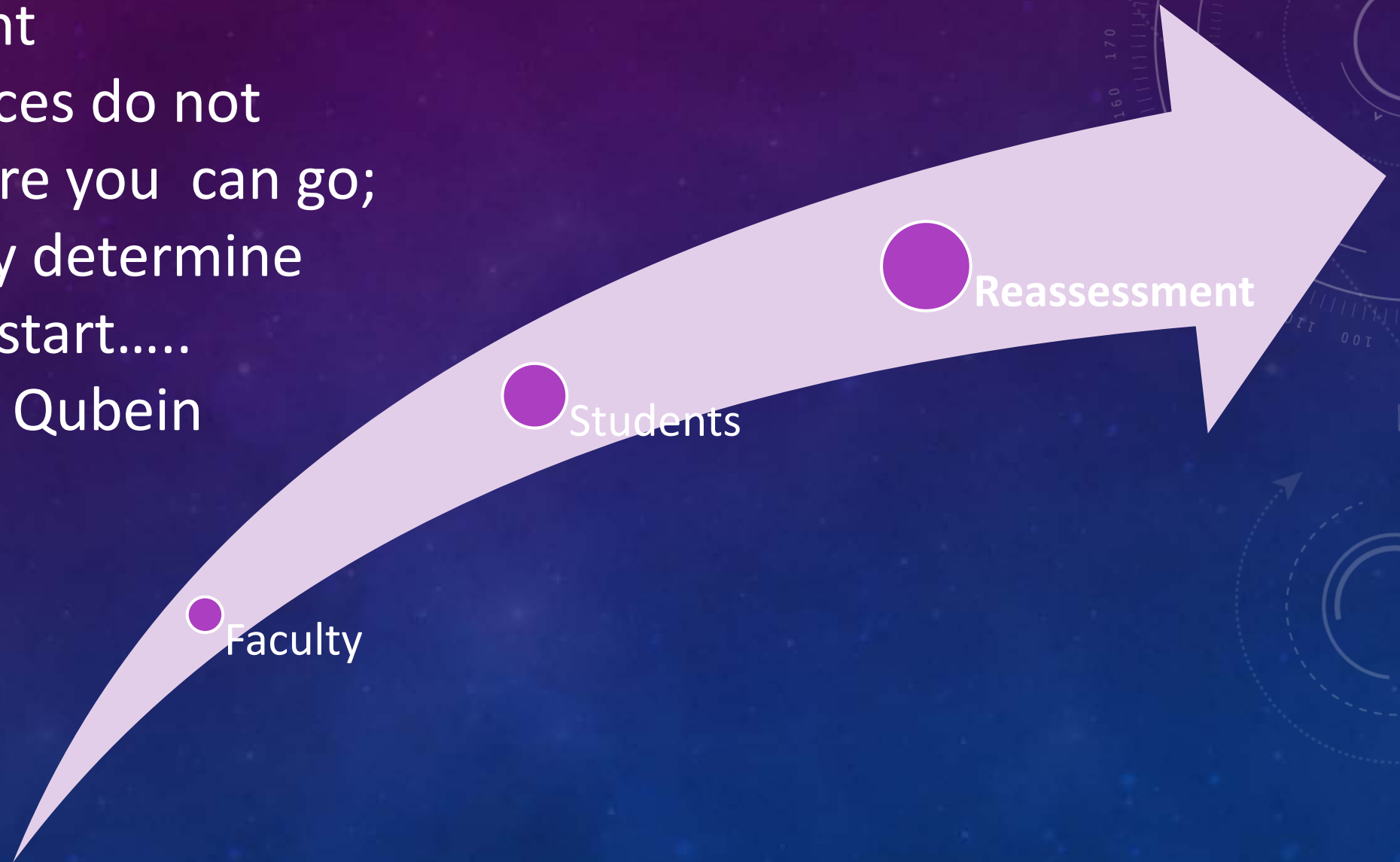


TAKE HOME MESSAGE.....



Your present
circumstances do not
define where you can go;
they merely determine
where you start.....

Nido R. Qubein



SO WHAT'S THE NEXT STEP.....



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