

Title: A Comprehensive Interprofessional Faculty Development and Mentoring Program to Build Capacity for Collaborative Practice Partnerships

Abstract

Background

High quality interprofessional learning experiences are integral to preparing nurses to lead and bring together high functioning collaborative practice teams. Building capacity for educators to support learning across the continuum of interprofessional competency development is critical. Systematic and sustainable faculty development and mentoring is needed to ensure high quality interprofessional learning experiences for students within schools of nursing.

Purpose: The aim of this presentation is to present an effective model for implementing a comprehensive faculty development and mentorship program, to promote IPE across a complex academic institution and prepare a practice-ready workforce.

Process: A comprehensive institution-wide program was designed and implemented using an a competency development framework. An institution-wide interprofessional certificate program for educators was launched to provide faculty with active learning tools to prepare learners for interprofessional practice. Coupled with an Interprofessional Leadership (IPL) Fellows program and integrated train the trainer program (IPLUS©), focused mentorship provides project development and scholarship support.

Results: Since implementation in 2017, faculty engagement and professions actively promoting interprofessional education (IPE) and practice across the institution has increased. Systematic institution-wide faculty development opportunities now bridge IPE from pre-licensure training to interprofessional clinical care teams. IPE workshops equip faculty with tools to meet professions competency essentials. Our IPL Fellows program has expanded across professions and schools. Currently 28 IPL fellows and 84 Scholars have been appointed. Implementing faculty development to promote IPE has increased the number of trained and skilled facilitators, accelerating IPE across all health profession learners at our institution. Our work aligns with the need for developing activities to meet AACN Essentials and enhances learner preparation and achievement of IPEC sub-competency skills, potentially improving patient safety and better preparing learners for the healthcare workforce.