A Pilot Training Program for Interprofessional Facilitation Using Pharmacy and Physician Assistant Faculty

Mandy Jones1, Kevin Schuer2, Stacy A. Taylor1, Dominique Zephyr1, James A. Ballard3, Mikaela D. Jones1
1University of Kentucky College of Pharmacy, 2University of Kentucky College of Health Sciences Physician Assistant Program, 3University of Kentucky Center for Interprofessional Healthcare Education, Research, and Practice

Methods

• Faculty reported the need for more interprofessional training.
• Study results indicate that the ED program was effective in preparing faculty to facilitate IP learning and positively impacted their desire to participate in future IP events.
• All faculty reported that the simulation exercise with students was most valuable to their learning, which supports current literature indicating that immersive real-time IP activities are essential elements of FD curricula.
• Educators in IP need to feel confident in their knowledge base and in their ability to facilitate IP learners, and in order to optimize the success of IP initiatives, FD in IP should be initiated prior to the educational process.
• To that end, this model of FD may be a practical and efficient strategy to adopt at other institutions as they prepare novice faculty for IP facilitation and begin building faculty capacity for IP.
• The small sample size and inadequate power may be a reason no differences were found between clinician and non-clinician faculty: future research should evaluate whether differences exist in facilitation efficacy and student learning outcomes among clinician and non-clinician faculty utilizing a larger student population.
• Future research should also evaluate factors that may impact student learning in IPE and the degree to which facilitation quality plays a role.

Student Evaluation of Facilitators11 (n=174)

Student demographics:
- female: 54%
- male: 46%

Student subscales: performance, timeliness, interaction, and overall effectiveness.

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Conclusions and Implications

- To that end, this model of FD may be a practical and efficient strategy to adopt at other institutions as they prepare novice faculty for IP facilitation and begin building faculty capacity for IP.
- The small sample size and inadequate power may be a reason no differences were found between clinician and non-clinician faculty: future research should evaluate whether differences exist in facilitation efficacy and student learning outcomes among clinician and non-clinician faculty utilizing a larger student population.
- Future research should also evaluate factors that may impact student learning in IPE and the degree to which facilitation quality plays a role.

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