Evaluating Attitudes of Teaching Scholars Related to Interprofessional Teamwork and Education

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Background

UC DAVIS INTERPROFESSIONAL TEACHING SCHOLARS PROGRAM:

- **Mission:** To foster the development of a collaborative & innovative learning community
- **Goal:** To enhance the knowledge, skills & attitudes of faculty in health professions education & to promote the development of change agents & educational leaders who can affect the culture of education

Study Purpose

To evaluate the effect of the Interprofessional Teaching Scholars Program on faculty attitudes related to interprofessional teamwork & education

Methods

SAMPLE (N = 11)
- Faculty Scholars:
  - 8 physicians
  - 1 nurse
  - 1 basic scientist
  - 1 physician assistant

QUANTITATIVE SURVEY
- Validated survey of attitudes related to interprofessional teamwork & education given before and after program (Curran et al., 2007)
- Related samples Wilcoxon Signed Rank Test

QUALITATIVE EVALUATIONS
- Mid- and end-of-year program evaluations
- Thematic analysis

Evaluation Themes

PROGRAM STRENGTHS

- **Interprofessional Collaboration:**
  "...one of the greatest strengths was the chance to meet and interact with other faculty members across disciplines and specialties. I learned so much from my peers, and I think we all connected in a way that will last far and beyond the academic year."

- **Camaraderie:**
  "I really appreciate having a community of people to talk about teaching and how to make teaching an academic activity that can be "counted.""

- **Confidence:**
  "I feel more confident with the idea that people see me as a teacher, scholar, and leader. It sounds trivial, but it is critical to my own growth as I feel like I can legitimately pursue this path in my career."

PROGRAM IMPACT

- "We need more faculty speaking up about the importance of education and educational scholarship."
- "I have stepped into the next level as an educator and scholar. No more do I feel that I am the lone faculty who cares about teaching. Now I know there is a whole world of educational scholarship in academic medicine that I was unaware of before this program."

Survey Results

Domain Changes Over Time

- Attitudes towards health care teams
- Attitudes towards interprofessional education
- Attitudes towards interprofessional learning in the academic setting

Mean Score Pre-Test
Mean Score Post-Test
**Significant at p<0.05**

Significant Item-Specific Changes Over Time

- Improves patient care
- Clarifies other's roles
- Improves patient discharges
- Fosters communication
- Teaches undergrads to work in teams
- Improves students' communication skills
- Important for academic health centers
- Faculty enjoy IPE
- Faculty should be rewarded for IPE.

Results

The ITSP:
- Significantly improved scholar attitudes towards health care teams
- Significantly improved impression that an interprofessional approach improves quality of care, patient outcomes, communication, and teamwork
- Significantly improved scholar attitudes towards interprofessional education

Implications

- Interprofessional faculty development programs can promote positive attitudes towards teamwork & interprofessional education.
- Promoting camaraderie and developing faculty leaders may promote institutional system change to improve interprofessional education

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www.ucdmc.ucdavis.edu/teachingscholars