The Future Physician: Education

Teaching Teamwork and Interprofessional Education

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Every medical, nursing, dental, pharmacy, and public health graduate is proficient in the core competencies for interprofessional, team-based care, including preventive, acute, chronic and catastrophic care.
Current Interprofessional Educational Models

- Stand alone ½ or full day immersion experiences with students from other fields
- Clinical rotations where students learn how the contributions of all of the team members converge
- Observation of the dynamic nature of highly functioning teams
- Rotation to settings staffed by non-physicians and other health professionals
A conceptual model of the major determinants of Inter-professional Team Training program outcomes (Kanfer, Robertson, Ander, 2011)

Discipline-Based Selection Practices and Curriculum on IPT Knowledge, Skills, Norms

Trainee Attributes

Trainer Attributes

Training Delivery

Training Content

Training Outcomes
Learning, Performance, Patient Safety

Trainee Attributes
To date, over 1200 Emory Health Sciences students and 200 faculty facilitators have participated
Summary of Student and Discipline Effects on Training Outcomes

- Some evidence for IPT-relevant trait differences by Discipline prior to training (possible student self-selection into Discipline?)
  - Task style, IP “knowledge”, attitude toward IP teamwork

- Nonetheless, training outcomes in Year 1 are primarily a function of student attributes rather than Discipline

- By end of Year 2, however, clear Discipline effects on perceived norms for IP collaboration and comfort in working in IP teams
Moving Forward

• Develop more efficient and effective training strategies—what next?

• Faculty training modules

• Assessment and evaluation of training outcomes