# Wake Forest<sup>®</sup> School of Medicine

# Background

- Various factors such as institutional commitment to patient safety and a favorable learning environment for learners coupled with accreditation bodies' requirements for compliance with standards on interprofessional education (IPE) drive the need to establish a culture of IPE and collaborative practice at our institution.
- IPE related activities initiated across different healthcare programs at our institution are few, lack intentional curricular alignment across programs and faculty who are trained in IPE competencies.

# Aim

• Establish a culture of IPE and collaborative practice through engagement of stakeholders such as institutional leadership, clinical and non-clinical faculty and healthcare learners.

# Setting

- Wake Forest Baptist Health is home to the Wake Forest School of Medicine (WFSM) and Wake Forest Baptist Medical Center (WFBMC.)
- Wake Forest School of Medicine houses the Doctor of Medicine (MD), Physician Assistants (PA) and Certified Registered Nurse Anesthetist (CRNA) programs.
- Wake Forest Baptist Medical Center serves as a preceptor site for Pharmacy, Nursing and allied health learners from other surrounding universities.

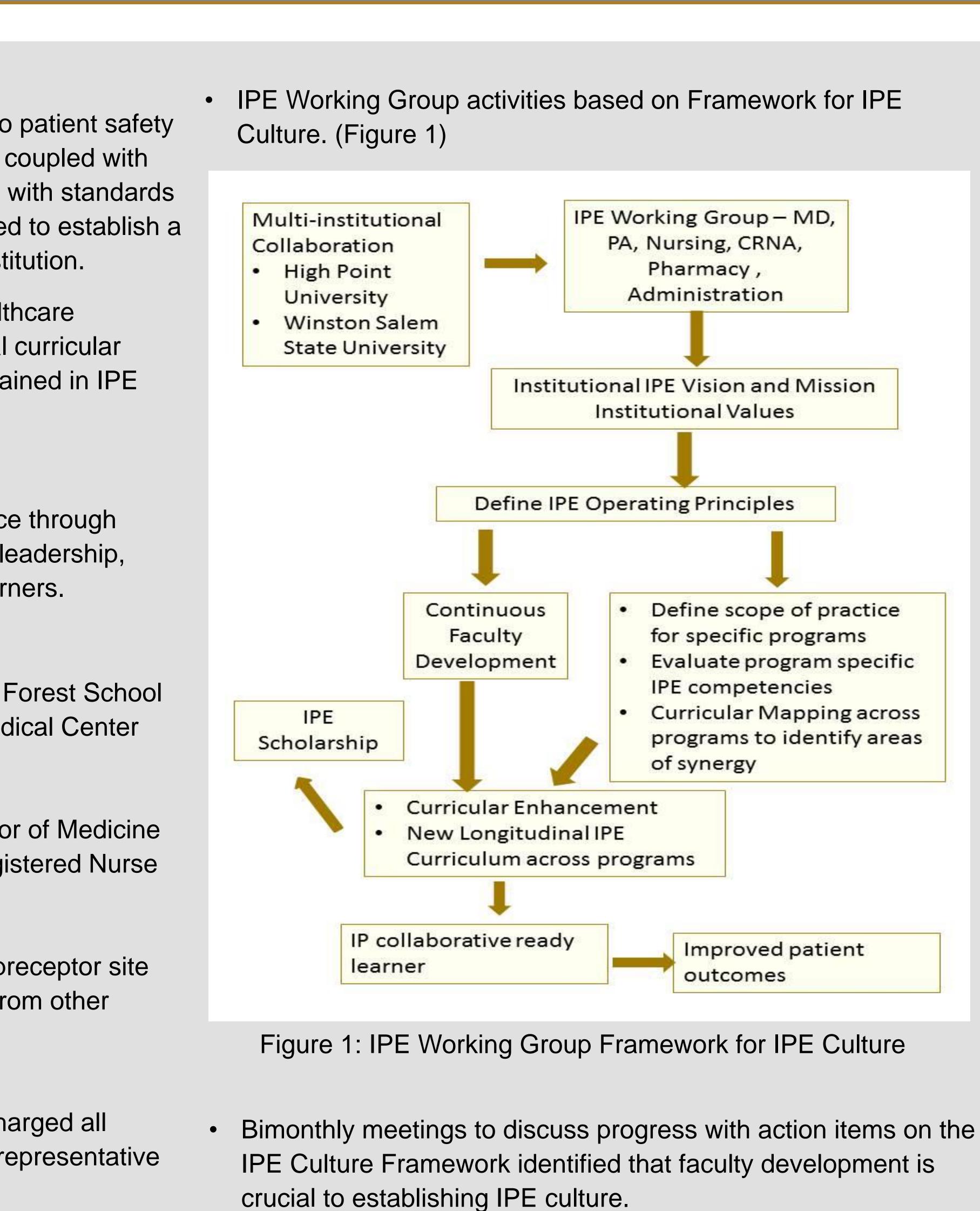
## Methods

- Institutional Leadership Support WFSM Dean charged all associated deans and program chiars to select a representative to the IPE Working Group.
- IPE Working Group formed in 2016 consists of representatives from MD, PA, Nursing, CRNA, Pharmacy, Graduate Medical Education, School of Medicine Administration.



# Engaging Stakeholders to Establish a Culture of Interprofessional Education and Collaboration

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Held our institution's first IPE retreat for clinical and non-clinical faculty (faculty from our collaborating institution – High Point University - also attended.)

- retreat.

## Results

### **IPE Faculty Retreat**

- of IPE competencies.
- faculty retreat.
- implementation.

## **Next Steps**

- faculty's professional development.
- implement projects.
- development funding opportunities.

# Acknowledgement

- Salem campus

Participating faculty surveyed on individual perceptions of practice and teaching of IPE competencies prior to the IPE

• IPE faculty retreat designed to use a small group session to guide an interprofessional team of faculty through the process of designing an IPE curriculum for learners.

• Eighty two attendees participated in the IPE retreat (clinical/basic science faculty, medical education staff.)

• 74% completed survey on Perception of Practice and Teaching

• Sixteen IPE projects created during the interprofessional

• Three projects selected for further development and

• Design and evaluate a continuous IPE curriculum for

• Engage authors of three selected projects to refine and

• IPE faculty development/healthcare learner curricular

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