To introduce the Medical University of South Carolina’s concept for a ‘Faculty Interprofessional Education Institute’ to guide others who may be contemplating strategies to develop faculty leaders in interprofessional education.

The Medical University of South Carolina’s quality enhancement plan, Creating Collaborative Care (C3), focuses on interprofessional education. There are four domains to drive the goals and mission of this effort: Healthcare Simulation, Curricular, Extra-curricular and Faculty Development. The inaugural class of the interprofessional education faculty institute, housed under the Faculty Development domain, occurred in the Spring of 2009.

The focus of the Interprofessional Education Faculty Institute is to equip participants with advanced team building skills so as to allow faculty to be leaders and proponents of interprofessional education in a pedagogical environment. The inaugural team of faculty learners was required to attend six sessions around IPE topics, with an end of the course project for faculty to apply their knowledge gained from the institute.

Individual interviews focusing on expectations were conducted prior to the first session. Evaluations of each session and a mid-term survey were also conducted, along with the pre and post administration of the Interdisciplinary Education Perception Scale and the Readiness for Interprofessional Learning Scale.

Results of individual session evaluations indicated that 98% of participants agreed that all of the sessions were useful. The results of the two scales revealed a significant difference in one area: competence and autonomy. Application of results will be discussed.

MUSC is rapidly increasing the number of opportunities for students to work in interprofessional environments. In order for students to gain maximum learning experiences, faculty need to gain knowledge, understanding, and practice in developing and facilitating these opportunities.