

Faculty Development

- Gebbie, K. M. (2004). *The competency-to-curriculum toolkit*. Retrieved April 9, 2008, from <http://www.nursing.columbia.edu/chphsr/projects/complProj/cct.html>
The Competency-to-Curriculum Toolkit grew out of discussions held at the CDC-sponsored Public Health Workforce Meeting in 2001. This toolkit is presented to the public health workforce training and education community as an aid to assure that the workforce is truly competent to perform essential public health services in all areas of public health practice.
- Kwan, D., Barker, K., Austin, Z., Chatalalsingh, C., Grdisa, V., Langlois, S., et al. (2006). Effectiveness of a faculty development program on interprofessional education: A randomized controlled trial. *Journal of Interprofessional Care*, 20(3), 314-314-316.
The goal of this study is to assess the effectiveness of education in IPE for clinical faculty who teach and practice in clinical settings. The primary objective is to measure the effectiveness of a Faculty Development Program on Interprofessional Education (FDP-IPE) on the faculty's knowledge, skills, attitudes (KSA) related to teaching IPE for collaborative practice. Our secondary objective is to create interprofessional clinical placement opportunities for medical trainees and other health professional learners at the University of Toronto.
- Mitchell, P. H., Robins, L. S., & Schaad, D. Creating a curriculum for training health profession faculty leaders. *Advances in Patient Safety*, 4, 299-299-312.
An interprofessional, collaborative group of educators, patient safety officers, and federal program directors teamed together to create an integrated, patient safety-centered curriculum for the education of health professional faculty leaders. The team surveyed existing educational tools and materials and then synthesized materials about patient safety and interprofessional collaboration to provide faculty with tools for assessing and improving their current teaching practices that influence patient safety.
- Robins, L., Ambrozy, D., & Pinsky, L. E. (2006). Promoting academic excellence through leadership development at the university of washington: The teaching scholars program. *Academic Medicine*, 81(11), 979-979-983.
The University of Washington Teaching Scholars Program (TSP) was established in 1995 to prepare faculty for local and national leadership and promote academic excellence by fostering a community of educational leaders. The curriculum is developed collaboratively and covers key topics such as the following: history of health professions education, learning theories, educational research methods, assessment, curriculum development, instructional methods, professionalism, and leadership.
- Steinert, Y. (2005). Learning together to teach together: Interprofessional education and faculty development. *Journal of Interprofessional Care*, (Supplement 1), 60-60-75.
Interprofessional education for collaborative patient-centered practice has been identified as a key mechanism to address health care needs and priorities. Faculty development plays a significant role in the promotion of interprofessional education (IPE). This paper addresses barriers to teaching and learning, various approaches to facilitate IPE, and models to implement.