

## Health Professions Education Institute (HPEI)

**Title:** Enhancing the Interprofessional Education and Systems-Based Practice of an APP Fellowship “CORE” Education Series: A qualitative review of APP Fellow feedback pre- and post-pandemic

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Works in Progress

### **Background:**

The Advanced Practice Provider (APP) Fellowship provides a structured multitrack clinical and academic program designed to enhance the transition of primarily new graduate and early career APPs into highly specialized medical settings. Every APP will express a unique transition experience and timeline reinforced by personal and professional intrinsic and extrinsic factors. Common themes and challenges have been described as contributing to disruption and dissatisfaction during the first year of clinical practice. The relevance of an institutional academic program should be founded on its agility and adaptability to medical advancements, corporate culture, addressing societal needs, and systems-based medicine. The APP Fellowship has strategically consolidated pillars of general education topics to supplement specialty medical didactics and implemented a collaborative lecture series of multispecialty learners in what is coined “CORE”. This series is provided by a multidisciplinary professionals during one half day weekly for the first ten weeks of fellowship. Educational experiences range from traditional academic lectures and interactive discussions, to simulated clinical scenarios and workshops-based skill procurement.

The COVID-19 pandemic has dramatically impacted the medical learning community including APP Student rotations and curriculum delivery at the graduate level. The downstream implication suggests there may be greater gaps in perceived or actual medical knowledge, reduced clinical experiences and integration to systems-based practice; therefore, necessitating iterative assessment of the unique changes to a general curriculum. Additionally, pre-pandemic CORE education was delivered in a classroom setting, however following restrictive meeting policy changes due to COVID, all education was adjusted to a virtual platform.

### **Objectives:**

This study describes the fellow perceived topic relevance, speaker efficacy, delivery method and platform utilization, gaps of education, and overall satisfaction of an interprofessional education and systems-based practice CORE education series from 2019-2022, to discern and describe post-pandemic, optimal educational delivery.

### **Methods:**

Feedback for each CORE educational series was collected, in efforts to adapt and enhance future education to changing needs of the fellow learner. Fellows receive instructions and a link to voluntarily complete an anonymous survey via SurveyMonkey©.

I will review historical data from fellow completed surveys from 2019 through 2022 and compile themes of topic relevance, speaker engagement importance, delivery measures, and open-ended comments. This will be analyzed, and descriptive statistics reported.

**Evaluation:**

Consistent themes of educational pillars will transcend pandemic timelines and will describe the measures for enhancing interprofessional education, systems-based practice, educational experience and ultimately transition of APP Fellows. The review of themes will likely suggest unique learning needs contributed by the downstream impact of the COVID-19 pandemic and inherent challenges of virtual learning.