

# Foundations of Interprofessional Practice & Research I & II: Faculty Facilitator Feedback (AY 13-14)

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The purpose of this report is to summarize the feedback of 166/178 (93%) facilitators who participated in the first two *Foundations of Interprofessional Education & Research* events of the 2013-2014 academic year. Additional information about the OHSU Interprofessional Education Initiative and related curriculum are located at <http://www.ohsu.edu/ipe> or by contacting [ipe@ohsu.edu](mailto:ipe@ohsu.edu)

## RESPONSE RATE & PRIMARY AFFILIATIONS:

After each *Foundations* session (refer to Appendix A for agenda, learning outcomes, and requirements), all participating faculty facilitators were invited to provide feedback on the event. Questions focused on level of preparedness for the facilitator role, quality of facilitator materials, and degree to which the event met the session objectives. Open-ended prompts investigated strengths and weaknesses of the session and opportunities for improvement for future sessions. Table 1 summarizes faculty response rates for both sessions. Table 2 demonstrates proportional response by primary affiliation. Program specificity (e.g., PA program, Nursing Undergraduate, Basic Science) was not obtained.

**Table 1. Faculty Facilitator Response Rates for *Foundations* sessions**

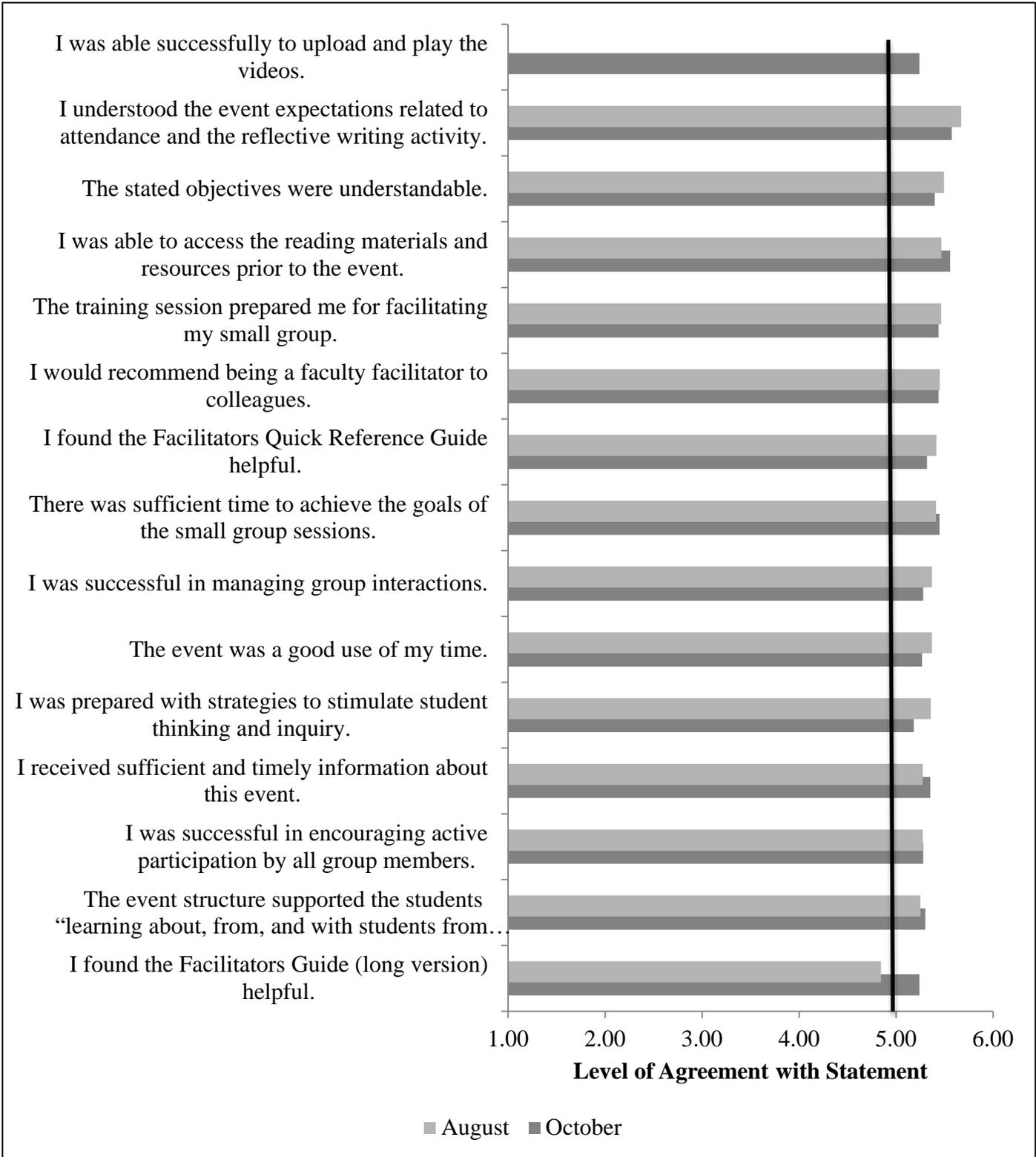
Date	Session Topic	Faculty	Respondents	Response Rate
August 15 <sup>th</sup>	Professionalism & Professional Identity	82	78	95%
October 4 <sup>th</sup>	Roles & Responsibility/Teamwork	96	88	92%

**Table 2. Proportion (out of total facilitator responses) by Primary Affiliation**

	August (n = 78)	October (n = 88)
College of Pharmacy	5 (6%)	10 (11%)
OHSU Central Services (e.g., Library, Student Health, Provost Office)	5 (6%)	5 (6%)
OHSU Hospitals/Clinics	1 (1%)	3 (3%)
School of Dentistry	16 (21%)	10 (11%)
School of Medicine (including PA, Nutrition, and Radiation Therapy)	32 (41%)	31 (35%)
School of Nursing	19 (24%)	28 (32%)
Other		1 (1%)

## FACULTY SURVEY RESPONSES: CATEGORICAL RESPONSES

Faculty facilitators were asked to indicate a level of agreement using the following Likert-type scale: Strongly Disagree = 1; Disagree = 2; Slightly Disagree = 3; Slightly Agree = 4; Agree = 5; Strongly Agree = 6. The figure below summarizes their responses to each statement for both August (light grey) and October (dark grey) sessions. Faculty facilitators on average ranked their level of preparedness, facilitator materials (quick reference guide), session process, and overall experience > 5 (*Agree - Strongly Agree*). The data table with means and standard deviations is available as Appendix B.



## **FACULTY SURVEY RESPONSES: OPEN-ENDED RESPONSES**

In addition to the categorical questions reported above, facilitators were asked to comment on the strengths and weaknesses of the program and opportunities for improvement. Content analysis of the data revealed the following themes:

- Building awareness of shared values & commonalities
- Community building: Opportunity for interprofessional student and faculty interaction
- Curriculum focus and relevance
- Faculty preparation & facilitators resources
- Levels of student engagement
- Logistical successes & challenges
- Pedagogy & active learning exercises

These themes are reflected in the following summary of the strengths, suggestions for improvement, and other general feedback. Exemplar comments are provided in Appendix C.

### **Strengths of the Sessions**

The majority of comments in this area supported the opportunity for faculty and students to interact with one another outside usual program-specific activities. Some faculty members noted that the engagement of faculty and administration demonstrated institutional support for IPE and that through interprofessional interactions students could see shared values and commonalities and begin to understand each other's chosen professions. Faculty viewed interprofessional co-facilitation and the level of faculty preparation offered as strengths for both sessions. Providing videotaped versions of the faculty facilitator training in October was noted as helpful to those unable to attend training in person.

#### **August (Professionalism & Professional Identity– Half day)**

Faculty commented on the power of the pre-session reading, panel discussion, and large group video. To a lesser extent, the introductory remarks, small groups, video, and word cloud activity were strengths.

#### **October (Roles & Responsibilities/Teamwork – Full day)**

Faculty said small group activities were a significant positive component of the day with emphasis on the TeamSTEPPS video and discussion, searching for information about and discussing various health care professions, and the paper chains teamwork development activity. The transplant team panel and other large group presentations also were noted as strengths of the event.

### **Suggestions for Improvement**

Faculty members identified several areas for improvements primarily focused on needing to increase discussion of professions and roles/professional identity development and professionalism. Additionally, faculty members noted some redundancy in discussions. Some faculty also indicated a need for increased time between facilitator training sessions and the actual event to allow time for co-facilitators to connect with one another to plan their co-facilitation, and time to offer alternative training options such as watching webinars or posting of videos.

### **August (Professionalism & Professional Identity)**

The massive group check-in process was not a good idea and the process was changed for October. Other suggested improvements were to offer food and/or drinks. The heat in the OHSU Auditorium was identified as a problem. A few faculty members requested that the video and word cloud activity not occur twice during the session. Finally, respondents recommended decreasing the number of facilitators and students in each group.

### **October (Roles & Responsibilities/Teamwork)**

For the October event, the primary distinguishing comment was that an all-day event was too long. In addition, some faculty indicated the session was too acute care focused for the basic science and dental students. Other faculty members noted that there were audio-video challenges in their small groups and their paper chain teamwork activity was ineffective. Finally, faculty noted that MD, PA, and Radiation Therapy students were distracted, and distracting, during the day because they were studying for an anatomy exam.

### **Other General Feedback**

The remaining feedback from the August session was focused on thanking the administration and planning groups and acknowledging this major first step towards increased interprofessional educational activities. Faculty believed the session was a worthwhile use of their time and were impressed with the level of student engagement in the activities.

The remaining feedback from October reflected a positive experience, the challenges of creating interprofessional events for various professional students, and the critical role of the facilitator in influencing group outcomes.

### **CHANGES MADE BASED ON FORMATIVE FEEDBACK & NEXT STEPS**

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As indicated early in this report, feedback was informally reviewed after each *Foundations* session and necessary changes made prior to the subsequent planned event. Examples of content or structural changes based on feedback include:

- Eliminated large group registration/check in;
- Decreased student group size from 12 in August to between 9 to 11 in October;
- Decreased number of facilitators per student group from three to one or two;
- Added/increased availability of food/snacks during breaks;
- Increased time between facilitator training sessions and event;
- Created mechanism for facilitators to identify their co-facilitator in advance;
- Provided video-recorded versions of training;
- Incorporated teamwork and role content into October event;
- Plans for all future IPE sessions during AY 12-13 will be half-day, not full day.

## APPENDIX A: AUGUST AND OCTOBER AGENDAS, LEARNING OBJECTIVES, AND REQUIREMENTS

August 15, 2013

### Foundations of Interprofessional Practice and Research I: Professionalism and Professional Identity

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1:00	Opening plenary and activities	Old Library Auditorium (Word Cloud instructions on page 2)
1:45 to 2:00	Travel to small groups	
2:00 to 3:45	Small Group Activities	Check name badge for building/room.
3:45 to 4:00	Travel to Old Library Auditorium	
4:00 to 5:00	Closing plenary and activities	Old Library Auditorium
5:00 to 6:30	Travel to Student Information Fair	OHSU Student Center

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#### Learning Objectives:

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By the end of this session, that you will be able to:

- Describe the qualities or characteristics important for you to develop and strengthen as a health professional.
- Identify the qualities of a good relationship between a health professional and his or her colleagues.
- Identify the qualities of a good relationship between a health professional and the patient and/or family.
- State what you can contribute to a health care team's relationship with a patient and/or family, within your professional role.

#### Requirements:

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- Read assigned essay ("On Being a Cripple") in advance
- Attend opening and closing plenary sessions and small group discussion section on August 15, 2013
- Attend and actively participate in small group discussion
- Satisfactorily complete a reflective exercise at the end of the small group session

**October 4, 2013**

**Foundations of Interprofessional Practice and Research II: Roles & Responsibilities//Teamwork, Collaboration, & Communication**

		<b>TOPIC</b>	<b>LOCATION</b>
8:45 – 9:00	Check in		Assigned Small Group Location
9:00-10:30	Small Group Activities	Roles & Responsibilities	Assigned Small Group Location
10:30-10:45	Travel to Large Groups		
10:45-11:30	Large Group Activities	IPE & Safety	Assigned Large Group Location
Travel to Lunch Locations (Check name badge for location of where to pick up your lunch)			
11:30-1:30	Lunch: Three Choices	<ul style="list-style-type: none"> <li>• OHSU New Student Information Fair (OHSU Student Center)</li> <li>• Lecture: Relational Coordination and Resilience for the Changing Healthcare Context, Jody Hoffer Gittell PhD, Brandeis University (12:00 – 1:00 in the OHSU Auditorium)</li> <li>• Mix &amp; Mingle (On Own)</li> </ul>	
1:30-2:30	Large Group Activities	Teamwork & Roles	Assigned Large Group Location
2:30 to 2:50	Travel to Small Groups		
2:50- 3:40	Small Group Activities	Teamwork, Collaboration & Communication	Assigned Small Group Location
3:40- 3:50	Break		
3:50-5:00	Small Group Activities	Teamwork, Collaboration & Communication	Assigned Small Group Location
5:00- 6:30	GSO BBQ		OHSU Mackenzie Hall Patio

**Learning Objectives:**

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At the completion of this session, you will be able to . . .

1. Articulate team members' roles and responsibilities
2. Demonstrate knowledge of IOM patient safety data
3. Choose effective communication tools and techniques to facilitate discussions and interactions that enhance team function
4. Communicate with team members confidently, clearly, and with respect to ensure a common understanding of information and care decisions
5. Describe the characteristics of effective teams and teamwork
6. Effectively apply teamwork skills and situational awareness for problem-solving.

**Requirements:**

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- Search for information on your profession and one other – see assignment in Sakai
- Attend large group sessions on October 4, 2013
- Attend and actively participate in small group discussion
- Satisfactorily complete a reflective exercise at the end of the afternoon small group session

**APPENDIX B: FACULTY FACILITATOR SURVEY RESPONSES DATA TABLE: MEAN AND STANDARD DEVIATION BY SURVEY ITEM**

	August (n = 74)		October (n = 88)	
	M	SD	M	SD
I was able successfully to upload and play the videos.			5.24	1.19
I understood the event expectations related to attendance and the reflective writing activity.	5.67	0.55	5.57	0.56
The stated objectives were understandable.	5.49	0.75	5.40	0.67
I was able to access the reading materials and resources prior to the event.	5.47	0.80	5.56	0.62
The training session prepared me for facilitating my small group.	5.46	0.77	5.44	0.68
I would recommend being a faculty facilitator to colleagues.	5.45	0.83	5.44	0.71
I found the Facilitators Quick Reference Guide helpful.	5.42	0.97	5.32	1.00
There was sufficient time to achieve the goals of the small group sessions.	5.41	1.03	5.45	0.59
I was successful in managing group interactions.	5.37	0.60	5.28	0.71
The event was a good use of my time.	5.37	1.01	5.27	0.79
I was prepared with strategies to stimulate student thinking and inquiry.	5.36	0.76	5.18	0.75
I received sufficient and timely information about this event.	5.27	1.08	5.35	0.86
I was successful in encouraging active participation by all group members.	5.27	0.91	5.28	0.79
The event structure supported the students "learning about, from, and with students from other professions."	5.25	1.05	5.30	0.83
I found the Facilitators Guide (long version) helpful.	4.84	1.42	5.24	0.88

Strongly Disagree = 1, Disagree = 2, Slightly Disagree = 3, Slightly Agree = 4, Agree = 5, Strongly Agree = 6

<b>APPENDIX C: FACULTY SURVEY RESPONSES: OPEN-ENDED RESPONSES</b>	
<b>Strengths of the Sessions</b>	<b>Comments by Faculty Facilitators</b>
Overall	<p><i>"The whole concept and the students' enthusiasm for learning with colleagues from other programs." (SOD – October)</i></p> <p><i>"The just in time training, resource materials, and outlines." (SON – August)</i></p> <p><i>"That it occurred! It is an impressive logistical feat to pull off, and in and of itself is pretty astonishing." (OHSU CS – October)</i></p> <p><i>"I really like the concept and the opportunity to meet both students and faculty from different schools, actually the faculty needs this as much as the students as we're all fairly isolated as well." (SOM – October)</i></p> <p><i>"Impressive launch that showed students we at OHSU intend to be serious about IPE with our expectations that they will acquire competencies in teamwork." (SON – August)</i></p>
Professionalism & Professional Identity	<p><i>"The whole structure of the day and the preparation we received as facilitators was outstanding. This is probably one of the best professional experiences I have had at my 20 years at OHSU." (OHSU CS– August)</i></p> <p><i>"It really gave the students an opportunity to interact with their peers, to feel more like a unified student body at the university. This was a wonderful foundational way for them to begin their programs. The small group discussion was really lovely, and there was quite the appreciation for the patient experience. The video was touching, and the essay struck just the right tone between humor and determination, and it provided a springboard for fascinating conversations about core values that we as professions should develop." (SON – August)</i></p> <p><i>"Activities were active and forced engagement. Large group sessions well designed. Progression of activities with more active later in the day was good. Overall well done." (COP – October)</i></p>
Roles & Responsibilities /Teamwork	<p><i>"I think the morning session when the students looked up different roles and the discussion was good. Also, the team building paper chain exercise was good. I think the students liked both of these session and activities and the discussion from it. (COP – October)</i></p> <p><i>"The exercise in looking up what professions do was informative to the majority of students. They all eagerly participated. Many said, "I didn't know that!" which I translate to meeting the objectives." (SON – October)</i></p> <p><i>"Good amount of time allotted to small group, large group, breaks, lunch. Videos were good. Transplant surgeon's presentation was the best. Paper chain activity was good way to break up reporting and discussion as well as stimulating more discussion." (SOD – October)</i></p> <p><i>"It was a great chance for the students to learn about other professions. This is critical for downstream care provision, and mixing the students and having them investigate other specialties was an eye opening experience for them." (SOM – October)</i></p>

Suggestions for Improvement	Comments by Faculty Facilitators
Overall	<p><i>"The questions for guiding discussion were a little repetitive. By the end of the discussion section, it seemed that we had gotten fairly redundant -- not a lot of new insights to be gained during the last bit of discussion, and final sharing of reflections." (SON – August)</i></p> <p><i>"Encourage facilitators to touch base via email with each other prior to the event to decide who will cover which sections. We did this and it seemed helpful in our getting started on time and knowing each of our roles for each section - facilitator lead/time keeper/ recorder." (SOD – August)</i></p> <p><i>"Have opportunity for people in groups to tell about their professions and how they think they are alike and different, have more interaction in facilitator training so that facilitators also learn about other professions and about each other as people." (SON – August)</i></p>
Roles & Responsibilities /Teamwork	<p><i>"Need to find ways to integrate graduate students from SOM [SOM], and to 'de-hospitalize' the training, since not only dental practice, but the vast majority of healthcare, is ambulatory." (SOM – October)</i></p> <p><i>"The AV system in my room did not have an adequate and easy to operate audio system for playing the video. The AV staff in the School of Nursing was very helpful in doing their best and we were able to get a barely satisfactory result." (SOD – October)</i></p> <p><i>"As much as I enjoyed the day, it was too long. I answered that I agreed it was a good use of my time, but it was too long. By the end of the day, the most engaged students were tired and less attentive. I think any of these sessions we do in the future should be held to a half day." (SOM – October)</i></p> <p><i>"I'm not sure how to address this, but I was in the auditorium for the large group sessions, and it was clear that the medical students were studying for an anatomy exam--many of them had Netter flashcards. They were talking to each other, not paying attention. It was distracting to me, and I'm sure others. One of the med students in my group told me they had to watch the 1.5 hours of lecture they normally would have had to attend that morning by video instead." (OHSU CS – October)</i></p>
Other General Feedback	Comments by Faculty Facilitators
General comments	<p><i>"My small group students were impressive (no surprise, of course) and were a reminder of how open students are to "learning about and from" each other, at least early in their programs. How much voltage drop will there be between now and the Oct. event, or between any of the intervals of the 4 IPE days? I think we as faculty need to think hard about how to keep the interprofessional engagement high during the fallow periods." (SON – August)</i></p> <p><i>"I was overwhelmed by the students' engagement and thoughtful discussions. Each one in my group took the activity seriously. Their personal reflections were of a higher caliber than I was expecting. This is an extremely valuable experience for faculty as well. I would like to see us work toward involving all of the faculty for their personal development. The faculty orientation session was of perfect length and content - thank you." (SOM – August)</i></p> <p><i>"I applaud the enormous efforts on the part of the planning team for making this day happen. I greatly look forward to helping facilitate the other IPE days coming up. I feel like just the fact we are all taking time for this sent a very strong message to the students about their future careers and the expectations for how they would approach becoming a health care professional. Seriously great work you all!" (OHSU CS – August)</i></p>

	<i>"I felt it was very worthwhile as a faculty member and that being involved will increase my value to both the students and the university. I was impressed with the thoughtfulness of the students and the high level of professional thinking they are demonstrating."</i> (SOD – August)
Positive comments	<p><i>"I have talked to several students and they say that the small group facilitators dramatically change the experience - for the good or the bad. A couple of people have mentioned that nobody addresses the "elephant in the room: hierarchy." I thought that was interesting, and it came from non-MD students. The lone basic scientist in my group was remarkably engaged "and I am thankful for that - apparently, that was NOT the case amongst all small groups."</i> (OHSU CS – October)</p> <p><i>"In our small group we had 1-2 students who were less engaged with non-verbal that I interpreted as they were "bored." They did complete the basic requirements for participation. I wish we had or taken some time to individually talk with them and understand their needs/concerns"</i> (School of Nursing – October)</p> <p><i>"I have learned quite a bit from student's discussions as well as in my interactions with the co-facilitator."</i> (COP – October)</p> <p><i>"I'll preface what I'm going to say by the fact that I'm discussing an N of 1 here, but our basic science student made it very clear, particularly by his body language that he had no interest in the day's activities. I made several efforts (as recommended) to include him in the conversation ("So, tell me how does this relate to your work on a team in the lab or in your research?"), with little success."</i> (SOM – October)</p> <p><i>"Opportunity to get to know and interact with interprofessional colleagues within OHSU (not just a student IPE event); the BBQ was the highlight. I have been here over 20 years and this was the FIRST time there was such an event with beer, plenty of food, great outdoor venue, faculty &amp; students sharing, laughing, being together - truly felt like a community."</i> (SON – October)</p> <p><i>"I thought this was a powerful and valuable experience. It felt like the students saw the value of the class too. It was really interesting how different the various schools understandings were. IE as a nursing faculty, SBAR is part of lingo-it was really surprising that other school hadn't heard of it...a real eye opener."</i> (SON – October)</p> <p><i>"Overall, this was a great experience for me. I hope that the students remain assigned to the same groups for the remainder of the IP training, so they can see each other grow and gain new, distinct experiences over the years."</i> (SOD – October)</p>
College of Pharmacy, COP; OHSU Central Services Support Offices; OHSU CS; School of Dentistry, SOD; School of Medicine, SOM; School of Nursing, SON	

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