

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

Tanya Ostrogorsky, EdD
ostrogor@ohsu.edu 503-494-6567

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The purpose of this report is to summarize the feedback of 572/933 (61%) students who participated in the first two *Foundations of Interprofessional Education & Research* events of the 2013-2014 academic year and voluntarily completed the anonymous survey. 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

RESPONSE RATE & PRIMARY AFFILIATIONS:

After each *Foundations* session (see Appendix A for agendas, learning objectives, and requirements), participating students were invited to provide feedback about the event. Non-responders were sent several reminders. Once they completed the online survey, students could print a voucher for \$2 off a beverage at an OHSU retail café. We also asked students to provide feedback about other student orientation activities that were held in the same weeks as the *Foundations* events; this report focuses only on the *Foundations* sessions.

Students were asked questions, summarized in Figures 1 and 2, related to content, faculty facilitator(s) skills, access to educational materials, timeline for information about sessions, session structure, and relevance. Open-ended prompts investigated strengths and weaknesses of sessions and opportunities for improvement. Table 1 summarizes the student response rates for the sessions. Two important notes about the table below: 1) Students were not required to complete the survey or all items on the survey for their responses to be included; therefore, the actual *n* fluctuates throughout the survey; and 2) Not all programs within each of the areas participated in each session. For example, some of the School of Medicine and School of Nursing graduate programs did not participate, and the School of Nursing undergraduate students were Portland campus students only.

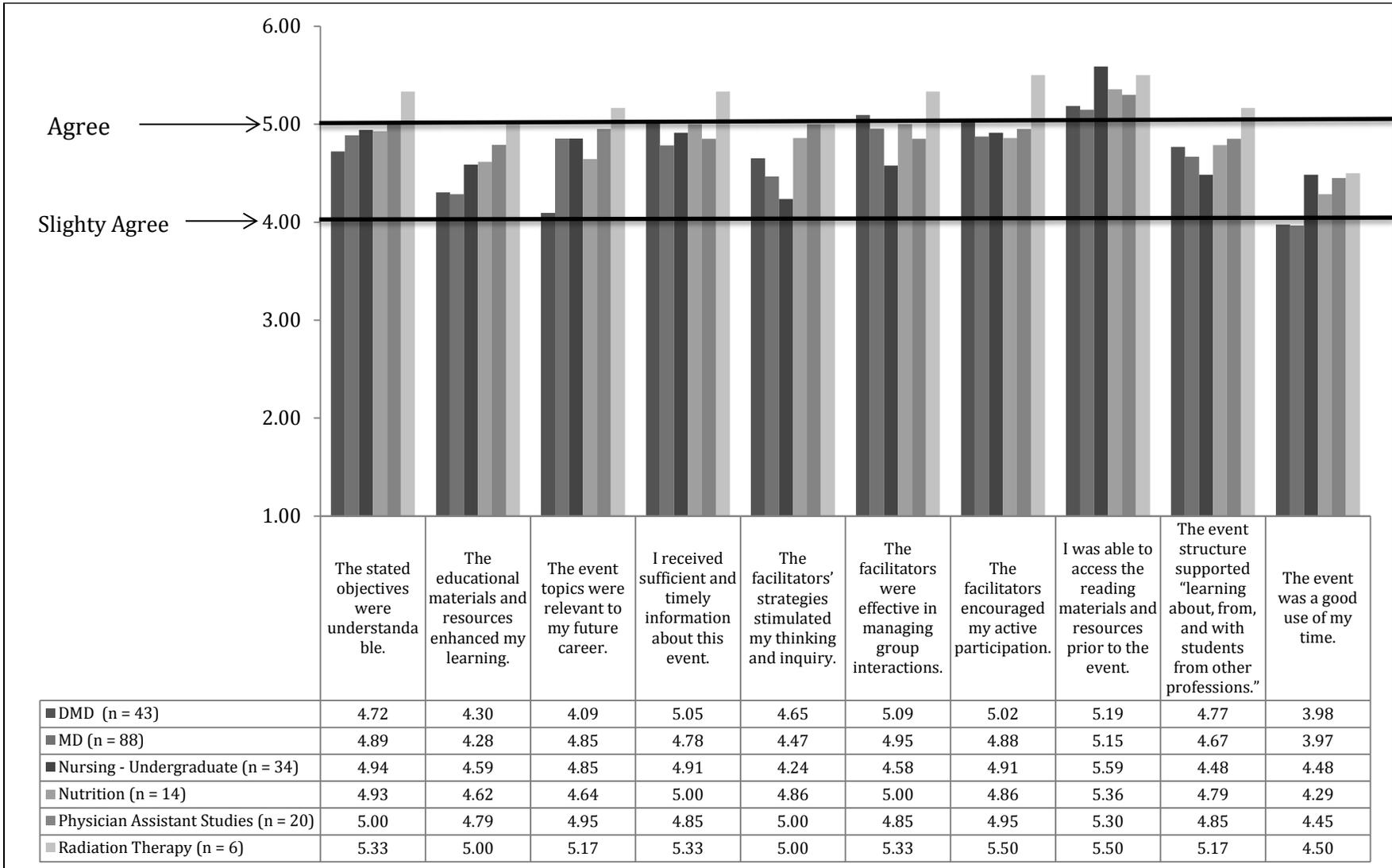
Table 1. Student Response Rates for *Foundations* sessions

	August Eligible	August Responded	August Response Rate	October Eligible	October Responded	October Response Rate
College of Pharmacy - 2 nd year				94	11	12%
School of Dentistry - DMD	75	47	63%	75	50	67%
School of Medicine – MD	132	98	74%	137	91	66%
School of Medicine – Nutrition	22	15	68%	22	18	82%
School of Medicine - Physician Assistant	40	20	50%	40	30	75%
School of Medicine - Radiation Therapy	9	6	67%	9	4	44%
School of Medicine - Graduate Studies				46	31	67%
School of Nursing – Undergraduate*	64	40	63%	136	88	65%
School of Nursing – Graduate				35	23	66%
TOTAL	342	226	66%	594	346	58%

*Portland campus

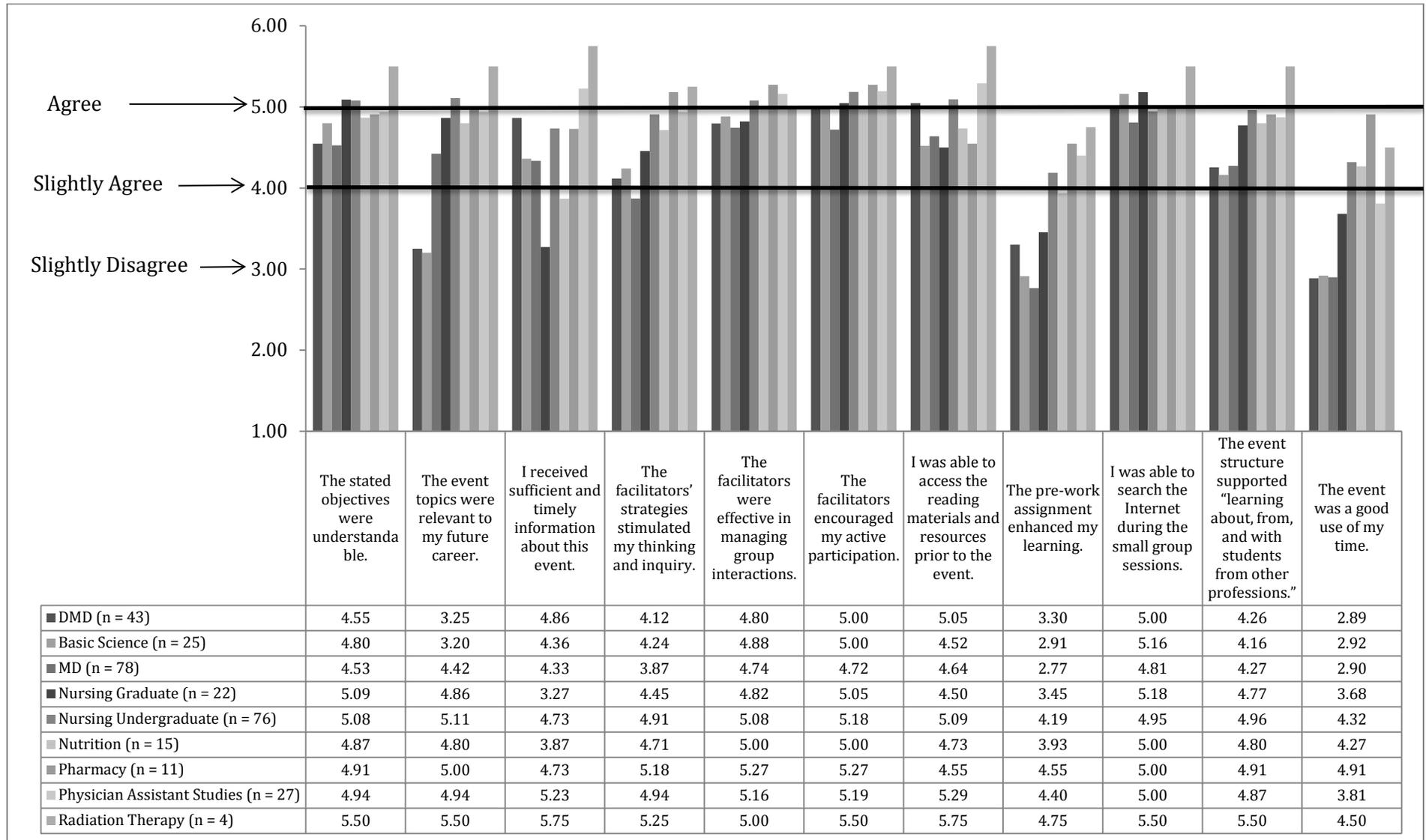
STUDENT SURVEY RESPONSES: AUGUST (PROFESSIONALISM & PROFESSIONAL IDENTITY FORMATION)

Students were asked to indicate level of agreement to statements using this Likert-type scale: Strongly Disagree = 1; Disagree = 2; Slightly Disagree = 3; Slightly Agree = 4; Agree = 5; Strongly Agree = 6. The figure below summarizes responses by program. As indicated in the figure below, average responses were at least *Slightly Agree* = 4 and show similar patterns between programs. The highest rated item concerned accessing material prior to the event (5.28, *sd* = .72) and the lowest was student perception of the event being a good use of their time (4.21, *sd* = 1.23)



STUDENT SURVEY RESPONSES: OCTOBER (ROLES & RESPONSIBILITIES/TEAMWORK)

The October student survey retained many of the same items as the August survey to allow for examination of trends over time. The figure below summarizes responses to each statement by program. The highest rated item concerned facilitators encouraging active participation (5.01, *sd* = .87) and the lowest was student perception of the event being a good use of their time (3.54, *sd* = 1.56).



STUDENT SURVEY RESPONSES: OPEN-ENDED RESPONSES

In addition to the categorical questions reported above, students were asked to comment on the strengths, improvements needed, and other feedback about their experiences. Members of the IPI-SC conducted content analysis of the comments and the following themes emerged.

- Community building: Opportunity for interprofessional student and faculty interaction
- Logistical successes & challenges
- Pedagogy & active learning exercises
- Panel presentations
- Facilitators

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

Strengths of the Sessions

Students appreciated the opportunity to interact with colleagues outside of their program, commented favorably on the small group activities, and resonated with the panel presentations from both events, commenting that the panels were *real, functioning* teams students could identify with. Other area of strength included the learning activities/exercises such as the video, presenters' comments, and small group facilitators.

August (Professionalism & Professional Identity)

For the half-day August session students named the pre-session reading materials and the video as strengths and noted that these types of events were supportive of their student experience and future careers.

October (Roles & Responsibilities/Teamwork)

For the all-day October session students again named the small group activities and exercises as strengths, especially the activity where students search out information and learned about other professions than their own. Students either "loved" or "hated" the paper chain teamwork exercise. Many students found it to be a positive skill building experience; others found it to be ineffective and juvenile. The BBQ was noted as a positive informal opportunity for interactions.

Suggestions for Improvement

Whether it was a half-day or all-day event, students indicated it should be shorter with more small group activities and fewer large group scripted presentations/discussions. Students also asked for more informal time to interact with their peers and build those relationships and suggested adding patients to the panel presentations. Across both sessions, the dental students had difficulty seeing themselves reflected in the activities of the day and the relevance of the topics to their profession.

August (Professionalism & Professional Identity)

Students desired more time focused on learning about each other's roles, learning *how* to work with one another in actual teams (e.g., team based activity or challenge), and more informal time with one another. Students criticized the massive group check-in process, requested food and/or drinks, and the heat and stuffiness in the OHSU Auditorium was problematic.

October (Roles & Responsibilities/Teamwork)

Some students from the MD and PA programs criticized the timing of the IPE event because it preceded a major science examination and the students were more focused on preparing for the exam. Another challenge in October related to fully integrating the basic science students, with some of the basic science students indicating that the event was not relevant to their role. Others

said that the session was informative and promoted interaction among health fields. Some students viewed the simulcast across four auditoriums as a barrier to learning and engagement.

Faculty Facilitators

Overwhelmingly students viewed their faculty facilitators as enthusiastic, friendly, thought provoking, engaging, and willing to share their personal experience while modeling positive interprofessional interactions. Facilitators were organized and kept sessions on track. Students also appreciated having co-facilitators from different professions.

Other General Feedback

The remaining feedback spanned a vast area of topics ranging from issues in small group sessions, to general thank you's and expressions of interest in future sessions, to very specific logistical and content recommendations. Examples include having small groups meet more often, having students plan social and academic events together, to specific recommendations about using case studies for learning.

CHANGES MADE BASED ON FORMATIVE FEEDBACK & NEXT STEPS

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 made to date include:

- No large group registration/check in;
- Added/increased availability of food/snacks during breaks;
- Future events will be half-day, not full day events;
- Event evaluation process will be de-coupled from evaluation of other events;
- Started conversation with OHSU All-Hill Student Council to discuss how to increase student involvement and feedback;
- College of Pharmacy students will be sent communications to their Oregon State email addresses to ensure timely communication and follow up (e.g., event evaluations, remediation needs, etc.); and
- January and April student group membership will remain constant with the exception of the School of Medicine Graduate students will not participate in the January event.

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

August 15, 2013

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

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

Learning Objectives:

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:

- 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

		TOPIC	LOCATION
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">• OHSU New Student Information Fair (OHSU Student Center)• Lecture: Relational Coordination and Resilience for the Changing Healthcare Context, Jody Hoffer Gittel PhD, Brandeis University (12:00 – 1:00 in the OHSU Auditorium)• Mix & Mingle (On Own)	
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:

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:

- 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: STUDENT SURVEY RESPONSES: THEME SUPPORTING EXEMPLARS	
Strengths of the Sessions	Comments by Students
Overall	<p><i>"The strengths included the fact that each student was able to learn from another student in a different field and get to know them a bit."</i> (SOD – October)</p> <p><i>"I think the idea is really an incredible one and I am really honored and excited to be a part of the first experience. I feel that the break out sessions was the most powerful, providing a chance to put faces to the different professions."</i> (SON-UG – August)</p> <p><i>I learned to see things from my peers' points of view, which was surprisingly different from my own.</i> (SOM-MD – August)</p> <p><i>"It provided an opportunity for students from a variety of programs to interact with and learn from one another. I believe that integrating this type of communication between professionals in a classroom setting is excellent preparation for work on interdisciplinary teams in the professional setting."</i> (Nutrition – August)</p> <p><i>"The session promoted interaction between health fields and helped show the different possible interactions that those in the health care field can have. Along with this, it worked to emphasize the ways that these teams of interprofessionals can effectively interact."</i> (SOM – GRAD-October)</p> <p><i>"Close bonds were made among other students of the different schools."</i> (SOD– October)</p> <p><i>"It served well the intention of the event, it very much highlighted the necessity of cross-disciplinary collaboration in our future real-world careers. By the end of the day, I was impressed with the outcome, and very impressed with the ideas and commitments of my peers during our small group sessions."</i> (RT -August)</p> <p><i>"I appreciated hearing from a panel of different medical professionals and researchers to put into context the importance of interprofessional practice. It can be easy to overlook the importance of understanding the role and skills of your team members while you are just a student (with your nose in books all day) and it was excellent to hear some real examples of challenges and benefits of working on such diverse teams."</i> (SOM-MD - October)</p> <p><i>"It is so important for us to break down these culturally enforced concepts of power and rank. By getting to know one another from the start of our professional education, we have the opportunity to truly shape the future of health care."</i> (SON UG – August)</p>
Professionalism & Professional Identity	<p><i>"I liked the video clip from Cleveland Clinic and I enjoyed discussing what segments we personally could relate to. Very moving video. I also appreciated the Cystic fibrosis panel. Their insights were interesting but I would have liked to have heard more from the dentist."</i> (SOM-MD – August)</p> <p><i>"Not only stressing the importance of an interprofessional education, but giving a real example of a group of medical professionals working together as a team to provide the best overall care for patients. The CF team was very interesting to hear from and see how fluidly and seamlessly they work as a unit. The stressed importance of all health professions working together as a cohesive unit and trusting in one another. (I really enjoyed hearing from the CF team)."</i> (SOD – August)</p> <p><i>"The video from Cleveland Clinic was thought-provoking and the reading was interesting. Both prompted good discussion in the small group."</i> (SOM-MD –August)</p> <p><i>"It provided an opportunity for students from a variety of programs to interact with and</i></p>

	<p><i>learn from one another. I believe that integrating this type of communication between professionals in a classroom setting is excellent preparation for work on interdisciplinary teams in the professional setting.” (Nutrition – August)</i></p> <p><i>“It was great to feel like I was part of the larger university and to meet other students.” (SON-UG –August)</i></p>
Roles & Responsibilities /Teamwork	<p><i>“Reinforced my teamwork skills, warmed me up to the idea of collaboration again.” (SOM-GRAD – October)</i></p> <p><i>“Researching other professions with someone who wasn't in my own professions was a great way to learn about my partner and other professions.” (PA – October)</i></p> <p><i>“I really enjoyed the transplant team panel. This was a shining example of an interdisciplinary team that functions well and had well-defined roles. I appreciated that every member of the team was valued and included.” (SON-GRAD– October)</i></p> <p><i>“Inclusion of students from bench sciences in sessions. Bravo!” (SON-GRAD – October)</i></p> <p><i>“The activities involving the paper chain in the afternoon were the first time in IPE (this is our 2nd year) that we actually did something to build teamwork among those attending, which was a valuable lesson in how to approach the subject, much more effective than just talking about it.” (COP – October)</i></p> <p><i>“Large group session was more engaging than the August session. The chain activity in the small group, albeit a little cheesy, was a good way to actively participate and break up the monotony of a long discussion session.” (SOM-MD – August)</i></p> <p><i>“I appreciated hearing from a panel of different medical professionals and researchers to put into context the importance of interprofessional practice. It can be easy to overlook the importance of understanding the role and skills of your team members while you are just a student (with your nose in books all day) and it was excellent to hear some real examples of challenges and benefits of working on such diverse teams.” (SOM-MD – October)</i></p> <p><i>“I really enjoyed the talk from the various rooms about everything that goes into providing transplant services for just one patient. It was amazing to see a concrete example of the communication between professionals by those professionals.” (SOM-GRAD – October)</i></p>

Suggestions for Improvement	Comments by Students
Overall	<p><i>“I hope that we will have the same groups and, if possible, facilitators moving forward. I think that familiarity with group members will allow us to build rapport and make communications with our interprofessional peers more effective.” (Nutrition - August)</i></p> <p><i>“The only thing I remember about the day that had a positive impact on me was the presentation by the organ donor team. That was powerful, interesting and relevant. I think the day would have been excellent if that was the only thing on the program. Making paper chains was not particularly useful. The other presentations had an overtly political tone, like the speaker was trying to fit in enough key words to placate some committee sitting in judgment in the audience. Granted, I was watching this remotely and I think a lot of sincerity can be lost when the speaker can't make eye contact with his audience.” (MD – October)</i></p> <p><i>“Free time where we could interact with the other students in a situation not as structured.” (SOM-MD – August)</i></p>

Professionalism & Professional Identity	<p><i>“As a medical student, I am dying, dying, dying to start hearing from experienced and respected members of care teams (PAs and RNs, in particular) about what kind of things the very best MD team members do. I want to hear from MDs how the best RNs and PAs do things. I don't think that it is ever too early to start talking about this. We as students are blank slates and super impressionable. You want us to work well on teams? Expose us to the right way early - don't let us go and form misguided opinions at the very beginning of our respective educations. The panel discussion was on the right track but it was at the end of the day and was minimally interactive. I would have liked something more.”</i> (SOM-MD-August)</p> <p><i>“Once again, I liked and respect the idea behind this event and I thoroughly enjoyed reading the article and discussing its contents with my group, but I really felt left out. I don't think dentistry plays such a big role in interprofessional communication and engagement and so I, as well as many of my fellow dental student peers, felt outside of the loop.”</i> (SOD – August)</p>
Roles & Responsibilities /Teamwork	<p><i>“If you want to stress “communication” TEACH us how to better communicate. Show us a team that doesn't communicate well and what strategies were used to improve their communication. Use better education strategies of having different groups tackle one objective and then get together to teach others those “lessons.” People do best when they learn, then teach others.”</i> (SON-UG – October)</p> <p><i>“The afternoon small group session was definitely the day's strength. I felt that the first half of the day as well as the large group sessions did not have a clear objective and did not foster much discussion or practice of interprofessional communication.”</i> (SOD– October)</p> <p><i>“I felt that the intentions of this event were commendable, but the execution was way off target. Interprofessional education, in my opinion, should be EXPERIENCED rather than discussed. The studies demonstrating its worth are interesting, but contribute nothing to the practical application of interprofessionalism, i.e., HOW does one go about initiating and maintaining connections in the context of the career, as opposed to vague generalizations about the importance of teamwork and communication. As important as these general concepts are, the goals of the event would be better accomplished with a more specific, interactive, and directly applicable approach. This event took away my entire day, which would be acceptable if it accomplished its goals of improving patient outcomes, but I felt that merely increasing awareness of the need for collaboration is insufficient to ensure its implementation..”</i> (SOM-GRAD– October)</p> <p><i>“The large group teleconference events were not very engaging and therefore felt less educational. I would suggest eliminating these 2 large-group events and sticking just to the small group sessions. I would also suggest changing the event to a half-day event.”</i> (PA – October)</p> <p><i>“The event was far too long, and redundant. In addition to the ill timing (right before a big MS1 exam), the overall timing in our educational process makes IPE irrelevant because we are much more focused on pre-clinical sciences and learning our own trade rather than knowing more about other professions. This type of activity ought to be forced onto the 3rd and 4th years who actually spend significant amounts of time on the wards and not to MS1s. Also, these IPE events seemed to be aimed at solving the problems brought on by a previous generation of practicing medical professionals. The vast majority of overly autonomous, self-justifying, elitist/ poorly communicating candidates are screened out during the interview process. No one can enter the field of medicine in this modern era without knowledge and expectation of the cooperative element that is pervasive in</i></p>

	<p><i>modern medicine.” (SOM-MD – October)</i></p> <p><i>“I think the less-structured conversations I had with students from other schools were the most beneficial ones for me. Small groups is fine, but I would have liked to see more loosely structured time to facilitate such conversations. I felt that the schedule and the nature of some of the activities were too structured/forced. Many of the activities throughout the day could have been cut in half time-wise, so that it lasts 4-5 hours instead of EIGHT the weekend before a test.” (SOM-MD – October)</i></p> <p><i>“Coordinate better with faculty on the timing of the events. This last session was on a Friday before a major Anatomy exam (worth 27% of our grade). MS-1; PA-1, RT were freaking out needing more time in lab to study and we had to sit all day making paper chains. I was not into it!!!!” (PA –October)</i></p> <p><i>“I was one of the few students with significant clinical experience, which I hope was a benefit to the other students in the event. However, I felt limited in how I could relate to most of the other students (PA, MD, dental, etc.) who had very little, if any patient interactions or who had worked on interprofessional teams before. Because I had numerous experiences in interprofessional teams, I struggled to take away much meaning from a group of students who were largely speculating on what these experiences might look like, as opposed to reflecting on experiences they already had. Additionally, the topics and discussion didn't feel challenging enough. It felt a little watered down or light to me, when this should lead to critical, challenging interprofessional conversations.” (SON-GRAD– October)</i></p> <p><i>“I suggest including dentistry more into the interprofessionalism atmosphere somehow. I definitely felt as though dentistry were excluded and left out more than brought forward during interprofessional discussions and activities.” (SOD – October)</i></p>
Other Feedback	Comments by Students
General comments	<i>“I understand the importance of these foundational courses, but I think that we will learn best by doing, so I hope that future IPE experiences involve more role playing, case studies, or actual clinical experiences.” (SOD – August)</i>
Positive comments	<p><i>“Overall the experience was a positive one. Together, both events had a balanced mixture of student interactions and faculty information sessions. I was impressed as a new student coming to a new environment...I applaud the time and effort of the faculty, staff and volunteers that organized this event. Thank you!” (RT –August)</i></p> <p><i>“The two most valuable things for me personally, have been through a year of IPE last year (with a different format) were the guest speaker at lunch (I skipped the new student fair to go listen and was VERY glad I had) and the afternoon activities. I walked away from that energized. I really enjoyed both the facilitators and the other people in my group and look forward to seeing everyone in three months!” (COP – October)</i></p>
College of Pharmacy, COP; OHSU Central Services Support Offices OHSU CS; Physician Assistant, PA; Radiation Therapy, RT;; School of Dentistry, SOD; School of Medicine-MD, SOM-MD; School of Medicine-Graduate, SOM-GRAD; School of Nursing Undergraduate, SON-UG; School of Nursing Graduate. SON-GRAD	

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*OHSU Interprofessional Education Initiative:
Promoting an institutional culture and infrastructure that enhances interprofessional health education.*