

IMPACT ON THE EDUCATOR: HOW DOES THE EXPERIENCE OF PARTICIPATING IN INTERPROFESSIONAL EDUCATION AFFECT THE EDUCATORS?

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Background

- Essentials for Healthcare Practice and Professional Development(EHPPD) is a year-long seminar in the Masters of Biomedical Science
- Involves Interprofessional faculty pairs facilitating large and small group discussions longitudinally with Pre-Health Profession learners
- Incorporates themes beyond the biological science domains with emphasis on reflection, self awareness and self care
- Faculty participate in regular experiential faculty development sessions to engage material and prepare for students small group discussions
- Literature falls short in detailing the affect upon faculty who strive to model interprofessional principles in their teaching

Goal

- Describe the effect of an interprofessional teaching environment on the educator to guide future faculty development needs
- Highlight common themes that emerge from faculty survey responses

Methods

Faculty members were given an anonymous 5-question survey:

1. What is the impact of being part of an interprofessional teaching faculty in EHPPD?
2. What will you apply elsewhere based on the interprofessional teaching experiences in EHPPD?
3. What are the strengths of working as an interprofessional faculty in EHPPD?
4. What are the limitations of working as an interprofessional faculty in EHPPD?
5. What changes have you seen in yourself and your practice as a result of the EHPPD interprofessional experience?

Note: Two reviewers independently read survey responses and identified common themes among the qualitative comments. Through collaborative review, the reviewers edited themes and came to consensus.

Interprofessional Faculty Pairs



After two years of developing and teaching in a year-long seminar as interprofessional faculty, the qualitative effects of this collaboration on faculty was sought in order to determine the influence of the course on the core faculty engaged in teaching EHPPD:

Results: Identified Themes

1. Personal Growth—Reflection and Application (52 coded responses)
2. Affects on Teaching, Scholarship and Practice (44 coded responses)
3. Trust, Support and Collaboration (42 coded responses)
4. Learned from others (29 coded responses)
5. Diversity and Bias Awareness (28 coded responses)
6. Shaping of the Pre-Professional Student (13 coded responses)
7. Modeling and Nurturing for Students (12 coded responses)

Discussion and Limitations

- Primary domains include effect on personal growth, trust, support, collaboration and impact on teaching, scholarship, and practice
- Faculty express consistent descriptions of the greatest impacts from interprofessional education
- Additional observations are needed to further define challenges associated with teaching in an interprofessional course
- Survey data is limited by small sample size

Conclusions

- Survey demonstrates a qualitative benefit for faculty regarding growth, collaboration and improvement of professional outcomes
- Understanding core themes will assist with future course planning of interprofessional faculty development initiatives

Next Steps

- Utilize qualitative domains to further quantify impact on individual faculty
- Identify methods to measure correlation of survey responses with potential patient care outcomes
- Repeat survey to capture more longitudinal scope of faculty experience
- Seek opportunities to incorporate other professionals not currently represented on the interprofessional team
- Identify opportunities to highlight differences and existing barriers between professions represented in the course
- Strive to maintain and persist in a balance of emphasis among the various professions