

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

Elizabeth Ross, DPT, MMSc, Department of Orthopedic Surgery, Duke University School of Medicine
Joseph Jackson, MD, Department of Pediatrics, Duke University School of Medicine

Background: Although the focus of Interprofessional Education (IPE) is appropriately focused on students we give far less attention to the impact of interprofessional education activities on the educators themselves. The literature falls short in detailing the effect upon faculty who strive to model interprofessional principles in their teaching.¹ The Master of Biomedical Science (MBS) program, intended for post-baccalaureate students interested in pursuing a health profession or biomedical science career, was inaugurated in 2015 and includes a year-long course, Essentials for Healthcare Practice and Professional Development (EHPPD). EHPPD meets weekly in both large group and small group format with an interprofessional faculty at the helm. Course topics cover content outside the basic sciences through readings and a large group session, followed by a small group (8-9 students) meeting in which student participate in facilitated application and processing of content with two interprofessional faculty. Each of the interprofessional faculty lead a large group session, which highlights their varied expertise. In addition, faculty have monthly development as a faculty cohort that includes experiencing the classroom activities in advance of the presented sessions; processing their experiences as group leaders; and helping to assess and plan the development of the course over time. While the emphasis of the EHPPD is on the outcomes for the students in preparing them for their professional education, it is valuable to assess how the interprofessional faculty's efforts together have affected them. The literature describes the uncertainty regarding learning needs of facilitators and how best to prepare them for their teaching roles.² We hypothesize that the results of this survey will prove instrumental in our planning for future faculty development.

Objectives: After two years of developing and teaching in a year-long seminar as interprofessional faculty, the 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.

Methods: The faculty members of EHPPD were given an anonymous survey with 5 open-ended questions to assess their reactions, personal changes and future application of collaboration as part of an interprofessional faculty. Two reviewers independently read the responses and identified common themes among the qualitative comments. Through collaborative review, the reviewers edited themes and came to consensus.

Results/Outcomes/Improvements: There was a 70% response rate for the survey. Data is currently under review. Survey responses addressed the following domains: 1) Impact of being part of an interprofessional teaching faculty, 2) opportunities for application of interprofessional teaching beyond the course, 3) perceived strengths of working in the course, 4) perceived limitations of working in the course, 5) observable changes identified among educators, resulting from this interprofessional teaching experience.

Significance/Implications/Relevance: The themes addressed in the survey will aid course leadership in identification of critical areas for further exploration during faculty development meetings and greater insight regarding the influence of this educational experience on faculty. There will be many opportunities to modify delivery of faculty development to best aid faculty with identifying goals for improved small group facilitation.

References:

1. Oandasan et al. *Key elements for Interprofessional education. Part 1: The learner, the educator, and the learning context. J of IPC* 2005
2. Egen-Lee et al. *Neophyte facilitator experiences of interprofessional education: implications for faculty development. Journal of Interprofessional care*, 2011.