A SAFE SPACE FOR INTER-PROFESSIONAL FACULTY DEVELOPMENT

Erica Amari, Office of Faculty Development, University of British Columbia

SEPTEMBER 24, 2019
I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
BACKGROUND

Inter-professional education is a common pedagogical approach when teaching learners in the health professions.

Inter-professional faculty development is rare

- Learning with and from faculty from different disciplines

  (Branch et al., 2017; Fornari et al., 2018; Jarrett et al., 2017; Lancaster et al., 2014; Ratka et al., 2017; Sicat et al., 2014)

Potential advantages:

- Expand perspective of teaching
- Change attitudes/knowledge
- Find commonalities and connections
- Contribute to faculty-wide teaching/learning culture
THE PROGRAM

Groups: 5-8 faculty participants per cohort
• Occupational Therapy, Physical Therapy, Audiology, Midwifery, Genetic Counselling, Medicine

Duration: 1.5 hours/session; 6 sessions total over a year

Format:
• Participants teach each other
• All sessions moderated by cohort leads
• Structured feedback and reflection
PROGRAM CONTENT

• Participants chose to teach a lesson from a list of foundational topics in medical education
• e.g. Optimizing the learning environment in a large group context, clinical reasoning, teacher in difficulty
• Topics were agreed upon by the group
PROGRAM CONTENT

Active Learning Activity Categories:

- Small group activities
- Partner activities
- Storytelling
- Using technology
THEORETICAL FRAMEWORKS

The program structure is guided by two theories:

1. Social Learning Theory
2. Situated Learning

Bandura, 1983
Lave & Wenger, 1991
PURPOSE OF STUDY

We sought to understand how the inter-professional setting impacts teaching and learning in faculty development.
METHODS

Cohorts 2018-2019
• 4 cohorts
• 24 participants; 5 cohort leaders

Semi-structured interviews were conducted and transcribed
• 3 participants
• 4 cohort leaders

Analysis
• Manual coding the transcripts and identifying themes
• QDA Miner
RESULTS

The inter-professional setting affected:

*Teaching*
- Considered other’s perspectives, lack of knowledge of what the audience knows

*Learning*
- More open than with a group of their own professional group
- Appreciated commonalities and variations in how others applied the principles

*Feedback*
- Feedback and discussions became more robust
- Participants incorporated the observed strategies
Teaching, learning, and feedback were underpinned by a safe learning environment.

Themes identified when asked about the learning:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety/Comfortable/ Not Intimidating</td>
<td>90 (39.5)</td>
</tr>
<tr>
<td>Cooperation/Engagement/Openness</td>
<td>62 (27.1)</td>
</tr>
<tr>
<td>Learning</td>
<td>42 (18.4)</td>
</tr>
<tr>
<td>Communication</td>
<td>33 (14.5)</td>
</tr>
<tr>
<td>New Roles</td>
<td>1</td>
</tr>
</tbody>
</table>
“I think for me the, another really a part of the program that I really appreciated was the ability to, um, each time to give feedback and it was a really good way to practice, you know, construction, how you give your feedback and how to word things safely, um, or giving constructive feedback but in a real positive light and safe space […]” [Participant]

“My feeling was that over time people were becoming more and more free to speak, express their context, their background, what they did, and felt that it was a safe environment.” [Cohort Lead]
Structure of the program that contributed to a safe learning environment:

• Focus on education topics
• Small group size
• Longitudinal format
• Inter-professional participants (anonymity)
• Facilitators created safety
TAKE HOME

• Creating non-threatening environments for inter-professional faculty to learn and teach together can have a positive impact on teaching skills and developing an inter-professional understanding

• Support cohort leads to create a safe space
NEXT STEPS

• More cohorts
• Design based research
ACKNOWLEDGEMENTS

Co-Authors
Jenn Clark
Katherine Wisener
Brenda Hardie
Sue Murphy
Robin Roots
Donna Drynan
Julia Klick
Rose Hatala
Tammy Attia
Kiran Veerapen

Analysis Support
Wilson Luong

Financial Support
Fred E. Bryans Endowment Fund
The Fred Bryans Program

The Fred Bryans program is a legacy of Dr. Fred Bryans, who was a distinguished teacher, academic, and practicing obstetrician and gynecologist with a passion for education and research.

The Fred Bryans program is an inter-professional faculty development initiative, which will create opportunities for teachers across the Health Sciences to use participatory strategies in the teaching of core educational principles within small groups. It will facilitate excellence in teaching and the development of inter-professional networks.
REFERENCES


Help us improve.  
Your input matters.

- Download the ICRE App, or
- Go to: www.royalcollege.ca/icre-evaluations to complete your session evaluation.

Aidez-nous à nous améliorer. Votre opinion compte!

- Téléchargez l’application de la CIFR
- Visitez le www.collegeroyal.ca/evaluationscifr afin de remplir une évaluation de la séance.