

Utilization of Postgraduate Pharmacy Residents and Fellows as Facilitators in Interprofessional Education

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Interprofessional Education (IPE)

- BuckIPE**
- In Spring 2023, 2,400 learners in 20 programs across 9 colleges participated in BuckIPE
 - Three modules in SP23:
 - Fundamentals of Teamwork
 - Interprofessional Communication
 - Teams Advancing Health Equity
 - Facilitators are commonly faculty, staff, or clinicians
 - However, with competing interests, facilitators time can be limited and a barrier to implementing effective IPE

Ideal IPE Facilitators

- Interprofessional Facilitation Scale (IPFS)¹**
- 18-question, Likert scale questionnaire designed to assess facilitation behaviors that have been shown to promote interprofessional and team learning
 - Upon creation, validated through 311 facilitators
 - Representing 15 different professions
 - Largest proportions being nurses ~58%, pharmacists ~18%, and physicians ~13%
 - Evaluates two factors that are critical to facilitating successful IPE
 - Encouraging IP interaction
 - Contextualizing IPE

Objectives

- Assess pharmacy trainees' skills to facilitate IPE
- Understand successes and opportunities for improvement
- Explore trainees' perspectives on the value of being a facilitator

Pharmacy Postgraduate Trainee as IPE Facilitator



A group of health science students during an interprofessional education session facilitated by a pharmacy trainee.

Methods

End of Module Survey

- All BuckIPE facilitators provide feedback
- Resident and fellow feedback reviewed

IPFS Survey

- With additional de-novo questions designed to inform focus group questions

Focus Group

- In-person
- Designed to build upon themes found in the survey

Results - End of Module Survey

- Eleven trainees in BuckIPE
 - 2 in Fundamentals of Teamwork
 - 2 in Interprofessional Communication
 - 9 in Teams Advancing Health Equity
- Trainee characteristics
 - 10 Post-graduate pharmacy residents
 - 1 Academic fellow

Survey Themes

- Trainees felt the overall quality of the facilitator training for BuckIPE was Adequate or Excellent
- As more sessions occurred, residents felt more confident in facilitating
- Most trainees strongly agreed by the last sessions they have the knowledge and skills needed to facilitate the module

Success & Challenges

Success of the sessions

- Privacy of rooms to create a safe space to learn
- Standardized patient (SP) feedback
- Modules were highly organized

Challenges of the sessions

- Engagement of learners highly variable
- SP inconsistency with feedback/simulation
- Hybrid model of facilitating
- Engaging all professions

Value to trainees

- Appreciated interacting with the other facilitators/co-facilitators/faculty
- Good to practice communication and presentation skills in a non-traditional teaching role

What did you learn?

- How to get learners talking and thinking about IPE
- Mitigating emotional responses from learners and SP

Discuss issues related to hidden power structures

- Difficult to teach societal power structures to learners and create a comfortable environment to engage

Experience as a facilitator vs co-facilitator

- Found there was a benefit in having a co-facilitator for initial sessions
- Co-facilitator was either overpowering or not engaged at all

Results - IPFS Survey

- Nine trainees complete the survey portion of QI initiative
 - 8 Post-graduate pharmacy residents
 - 1 Academic fellow
- Question structure
 - "Please rate your ability at this time to do the following"
 - 4-point Likert scale (Poor, Fair, Good, Excellent)

Top Performing Responses

Question	Mean	SD
"Describe why interprofessional education is important."	3.66	0.5
"Explain how interprofessional collaboration can enhance patient-centered practice."	3.66	0.5
"Acknowledge and respect others' experiences and perceptions."	3.66	0.5
"Listen to and acknowledged participants' ideas without judgment or criticism."	3.66	0.5

Lowest Performing Responses

Question	Mean	SD
"Create a learning environment in which the principles of interprofessional education were demonstrated or clearly explained."	3	0.7
"Discuss issues related to hidden power structures, hierarchies, and stereotypes that may exist among different health professionals."	3	0.7
"Help participants work through differences in a spirit of openness and collaboration when differing opinions."	3.1	0.33

Results - Focus Group

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Recommendations: College of Pharmacy

Maintain BuckIPE facilitation as a teaching opportunity for trainees

Hold a focus group at the conclusion of BuckIPE as CQI

Provide a potential "extended" teaching assignment to involve trainees with multiple modules

Recommendations: Office of IPE

Pair all trainees with faculty for first sessions

Provide feedback from learners

Provide feedback from co-facilitator

Consider utilizing trainees from other health sciences as facilitators

Provide further training for difficult learner situations

Conclusions

- Pharmacy residents and fellows, as trainees, are capable facilitators
- Improvements can be made to enhance the trainee's experience as facilitators, such as:
 - Assign dedicated co-facilitators for the first sessions
 - Potentially involve trainees from other professions
 - Further training and/or support for potentially difficult learner reactions
 - Provide feedback to learners from trainees
- Trainees' perception of IPE is positive, and it offers a unique teaching experience for those interested in facilitation

Bibliography

- Sargeant J, Hill T, Breau L. Development and testing of a scale to assess interprofessional education (IPE) facilitation skills. J Contin Educ Health Prof. 2010;30(2):126-131.

Keywords

Pharmacy residents, pharmacy fellows, facilitation, interprofessional education