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

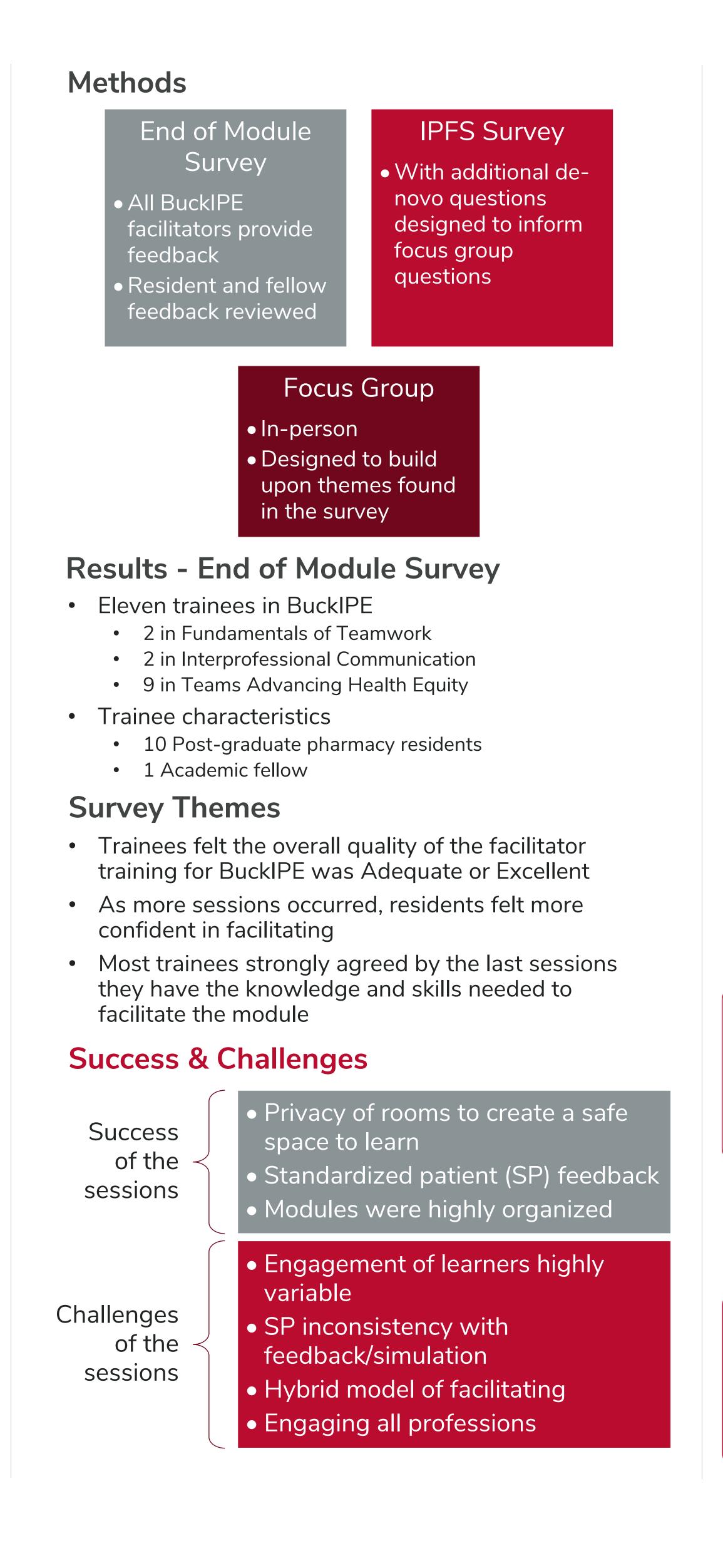
Objectives

- 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.



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)

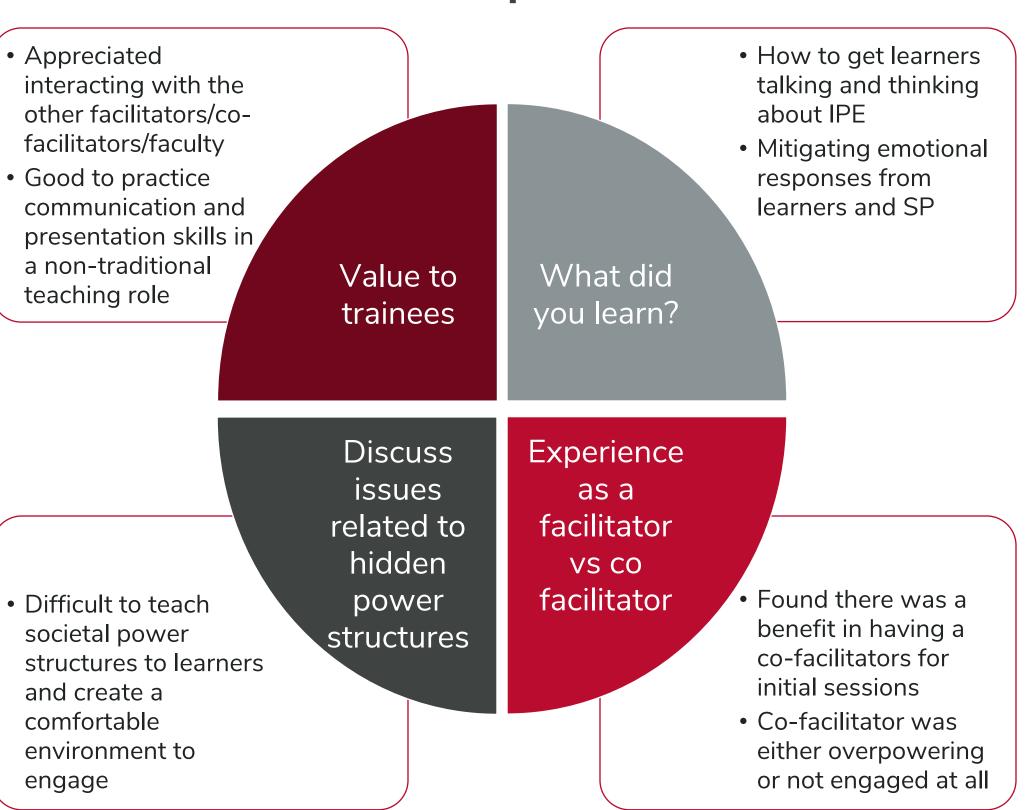
Top Performing Responses

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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Keywords

Pharmacy residents, pharmacy fellows, facilitation, interprofessional education



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ain BuckIPE facilitation as a teaching opportunity nees

focus group at the conclusion of BuckIPE as CQL

le a potential "extended" teaching assignment to e trainees with multiple modules

mmendations: Office of IPE

Il trainees with faculty for first sessions

le feedback from learners

e feedback from co-facilitator

ler utilizing trainees from other health sciences litators

le further training for difficult learner situations

clusions

• 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.