

Differential Impact of Facilitating Interprofessional Education by Profession and Master Interprofessional Educator Status

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Background

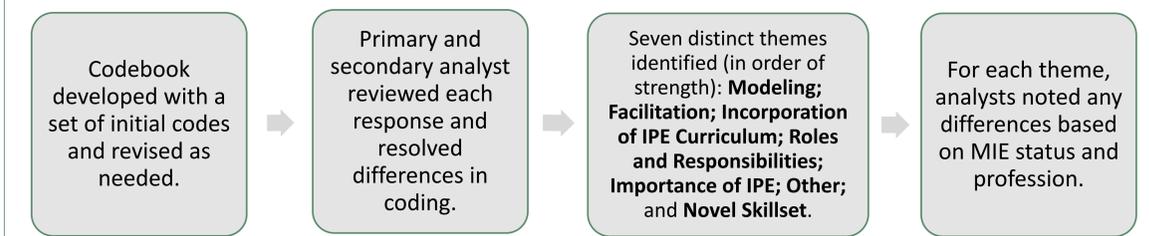
The Center for Interprofessional Practice and Education (CIPE) at Washington University Medical Campus delivers interprofessional education (IPE) activities for health professional students in its collaborating institutions [Goldfarb School of Nursing (GSON) at Barnes-Jewish College, University of Health Sciences & Pharmacy (UHSP) in St. Louis, and Washington University School of Medicine (WUSM) in St. Louis].

The CIPE's curricular activities are facilitated by faculty members from the participating institutions. Facilitators who are interested may become Master Interprofessional Educators (MIEs) by completing two educational sessions, attending at least two CIPE continuing education workshops every two years, and facilitating one CIPE-sponsored IPE activity per academic year.

After each activity, facilitators complete a post-survey which includes the following open-ended item: **“How has participating as a facilitator in [CIPE activity] resulted in a change in your teaching, clinical practice and/or research?”**

Methods

- A qualitative analysis was conducted on all open-ended survey responses from Academic Year 2022-23 (AY22-23).
- A deductive approach was used for thematic analysis.



Results

Individual-Level Variables	N
Facilitator Profession	
Nursing	24
Medicine	20
Pharmacy	17
Occupational Therapy	12
Physical Therapy	6
Genetic Counseling	2
Audiology	2
Other	9
MIE Status	
MIE	17
Not MIE	75

Modeling: Facilitating led respondents to model one or more CIPE program goals in their personal practice or behavior.

“This has allowed me to develop my behavior to promote an environment that supports the interprofessional team in the real-world environment. I can quote specific opportunities where I coached bedside nurses and junior fellows into best methods to improve moments of miscommunication, highlight expertise of each profession... and ultimately improve the team work to improve the care delivered to the patient.” (Medicine Facilitator, SPTE December 2022)

Novel Skillset: Several respondents stated that facilitating helped them to refine or develop a new skill.

“Reflective de-briefing.” (Nursing Facilitator, SPTE April 2023)

Facilitation and Incorporation of IPE Curriculum: Facilitating gave respondents a greater sense of confidence facilitating in other contexts and prompted them to explore ways to incorporate IPE into their professional curriculum.

“[This experience] has taught me how to better facilitate discussion and participation among the students I teach.” (Genetic Counseling Facilitator, Phase I)

“I have probably pulled more non-medical student learners in our clinical environment in during teaching moments to share the moment in interdisciplinary teams.” (Medicine Facilitator, Phase I)

Roles and Responsibilities: Respondents stated that they gained a richer understanding of the responsibilities and expertise of different health professions.

“As a nursing instructor, it gave me a better idea of the roles of physician, OT, PT, pharmacy and how I can use these teams as a discussion with nursing students and who to look to for resources when discharging a patient.” (Nursing Facilitator, SPTE April 2023)

Importance of IPE: Respondents gained a greater appreciation for interprofessional practice and education in general.

“I am reassured that this next generation of healthcare providers has been provided with knowledge/skills/expectations of collaborative care.” (Physical Therapy Facilitator, SPTE April 2023)

Key Differences by Profession

- Medicine facilitators focused on modeling effective leadership and coaching.
- Nursing facilitators appreciated that IPE assembles students from different professions.
- Pharmacy facilitators emphasized communication strategies
- PT facilitators focused on teamwork, modeling, and establishing a connection with patients and providers.
- OT facilitators highlighted social and structural considerations.

Key Differences by MIE Status

- MIE facilitators more readily incorporated terms from IPE pedagogy into their responses, e.g., “collaborative communication”
- A greater proportion of MIEs referenced content from the CIPE curriculum, like the social and structural determinants of health, compared to facilitators without MIE status.
- MIEs also implied familiarity with IPE by prefacing their responses with language such as, “it’s always a great reminder.”

Conclusion and Next Steps

- There was overlap in many facilitators’ comments but variation in strengths of themes mentioned between professions.
- Comments from MIEs implied that they already recognized the value of IPE before participating as a facilitator during AY22-23.
- Gathering more information from MIEs and various professions during future academic years and as more facilitators become certified MIEs may provide more clarity regarding similarities and differences between individual and groups of facilitators.



Participants of IPE 101 “Room of Horrors” simulated activity.



Interprofessional faculty panel presenting during CIPE's Phase I curriculum.



Nursing and medical students examine a patient on admission.
Source: Beckie Guillot-Beinke/Office of Education, School of Medicine.



2022-2023 Master Interprofessional Educator Inductees.



Use this QR code to learn more and find out how to become an MIE with The CIPE.