

# Improving Feedback from Interprofessional and Interorganizational Facilitators During a Team Simulation

Rachel Moquin, EdD<sup>1</sup>; Tamara Burlis, PT, DPT, CCS<sup>2</sup>; Jennifer Griffith, MD<sup>3</sup>; Heather Hageman, MBA<sup>4</sup>; Nicole Defenbaugh, PhD<sup>5</sup>

<sup>1</sup> Department of Anesthesiology, Washington University School of Medicine, <sup>2</sup> Program in Physical Therapy, Washington University School of Medicine; <sup>3</sup> Departments of Neurology and Pediatrics, Washington University School of Medicine, <sup>4</sup> Center for Interprofessional Practice and Education, Washington University Medical Campus, <sup>5</sup> Department of Liberal Arts, University of Health Sciences and Pharmacy

## Background

The Standardized Patient Team Experience (SPTE) is a simulated experience for a team of interprofessional students to develop an integrated, interprofessional plan that reflects each team member's roles and strengths. Two interprofessional and interorganizational faculty and clinicians facilitate the debriefing. Lead facilitators are experienced SPTE facilitators and co-facilitators are new to SPTE facilitation or are enrollees in the Center for Interprofessional Practice and Education (CIPE)'s Student-Resident Teaching Certificate Program.

## Introduction

- Objectives of facilitator training sessions:
  - 1) provide an overview of SPTE goals, and
  - 2) training on facilitation and feedback techniques.
- We identified the need for enhanced training through observations by two education experts and facilitator self-report. The experts recognized wide variability in the use of feedback forms, facilitation styles, and feedback delivery across facilitation pairs.



Photograph by Heather Hageman, Center for Interprofessional Practice and Education, School of Medicine at Washington University

## Purpose

To determine if we could adapt and modify facilitator training to improve facilitator understanding of the feedback forms, enhance delivery of feedback to learners, and create space for meaningful practice opportunities between co-facilitators.

## Methods

We met, iteratively revised, and tested the feedback form, especially to include clearer exemplar feedback statements. We then expanded instruction on effective feedback principles and embedded opportunities for the larger group and for paired facilitators to practice using the feedback forms while viewing SPTE videos and rehearsing how they would structure and deliver verbal and nonverbal feedback during debriefing sessions. Survey data was collected to identify the impact of the training for the facilitators.

Program Goal: Communicate	Facilitator Observed Behaviors and Examples of Team Strengths	Facilitator Observed Behaviors and Examples of Team Challenges	Facilitator Debrief Question Prompts
<p><b>SPTE Objectives</b> Employ effective communication skills to ensure common understanding of interprofessional team goals and plans (e.g. use of lay terms instead of medical jargon and abbreviations specific to one profession).</p> <p><b>TQM Criteria</b></p> <p>9. All team members feel free to share their ideas with the team</p> <p>10. All team members feel free to express their feelings with the team</p> <p>11/15. Team members say what they really think and mean</p> <p>16. Regardless of the topic, communication between the people on this team is direct, truthful, respectful and positive</p> <p>15. Team members talk about each other with respect, even when team members are not present.</p>	<p>validating other team members' thoughts and opinions. "I would support you either way"</p> <p>verbalized frustration with not having a PT available</p> <p>each team explains their profession's opinion on what the discharge looks like from their perspective</p> <p>MD student didn't have complete information, but there was no judgement or attitude that MD was missing the information</p> <p>review notes written by PT and discussing how to include it, even though PT member is not there</p>	<p>MD student didn't have complete information, but there was no judgement or attitude that MD was missing the information</p> <p>review notes written by PT and discussing how to include it, even though PT member is not there</p>	<p>What words or phrases would you use to describe your team's communication? Explain your rationale or provide examples from your work that demonstrate this.</p> <p>What were the characteristics and responses of others that allowed each of you to speak freely?</p> <p>Did you encounter any barriers to effective communication? Why did these occur and how did you attempt to address these barriers?</p>

Figure 1: Feedback and Reflection Form



## Results and Findings

Quantitative data on the facilitators' ratings demonstrates that 75% agree to strongly agree in their confidence to facilitate SPTE sessions. Qualitative comments suggest that the enhanced training has increased the facilitators' preparation and confidence. Facilitators continue to want more opportunities to practice with videos/mock training and to spend more time with their co-facilitator during training.

I am confident in my ability to facilitate the SPTE.	n	%
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	13%
Agree	4	50%
Strongly Agree	3	38%
<b>Total</b>	<b>8</b>	<b>100%</b>

## Facilitator Feedback

- "This was a great opportunity to put theory into practice. I was paired with an experienced facilitator... [who] offered great advice."
- "This is my third time doing this SPTE. I've learned several things every time... [and] I'm impressed that the guidelines for facilitation are constantly updated based on feedback."
- "I think the form for feedback helps me to structure my feedback when working with students... that continued practice in this setting helps my confidence in providing feedback in a way that is most helpful for students."

## Conclusions

Given the varied experiences of facilitators as health profession educators, next steps for SPTE facilitator training include the development of a focused session on feedback. Although most lead facilitators have provided feedback in their professional roles, not all facilitators have received formal/focused training on how to give effective feedback to learners focused on SPTE competencies. Feedback training will focus on several different models of feedback-delivery to support facilitators' development in this area through role-play and other engagement activities.



Photograph by Beckie Guillot-Beinke, Office of Education, School of Medicine at Washington University

Center for Interprofessional Practice and Education

at Washington University Medical Campus

Goldfarb School of Nursing at Barnes-Jewish College  
University of Health Sciences and Pharmacy in St. Louis  
Washington University School of Medicine

