

Peer facilitation of interprofessional education (IPE) activities at Memorial University: Context, adaptation, and evaluation.

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Declaration

The authors have no conflicts of interest to disclose.

Objectives

Describe the context for and adoption of peer facilitation in IPE at MUN

Evaluate the impact of peer facilitators on learners, instructors, and program structure

Discuss peer facilitation as a method of instruction for IPE programming



IPE at Memorial University

Interprofessional Education (IPE):

“When **two or more** professions learn **with, from and about** each other to **improve collaboration** and the quality of care.”



IPE at Memorial University



Facilitators

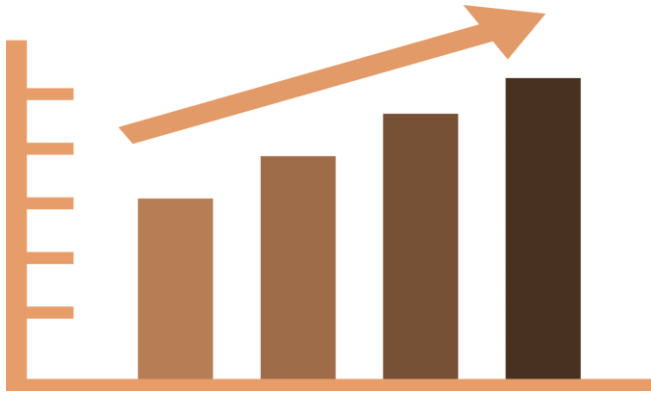
Volunteer faculty members, clinicians, residents and staff who instruct and guide interprofessional teams of learners

Cornerstone of most classroom-based IPE programs

A **complex role** involving

- Training & Development
- Discussion
- Assessment
- Reflexivity

The Need for Change



Learner class sizes have grown.

Instructional resources have not kept pace.

Challenges recruiting & retaining facilitators



Shift to remote delivery during COVID pandemic

Virtual care as collaborative competency

Engagement in online group learning

The Need for Change

Rethinking:

Competency of Collaborative Leadership

Model of IPE Programs Without Facilitator Support

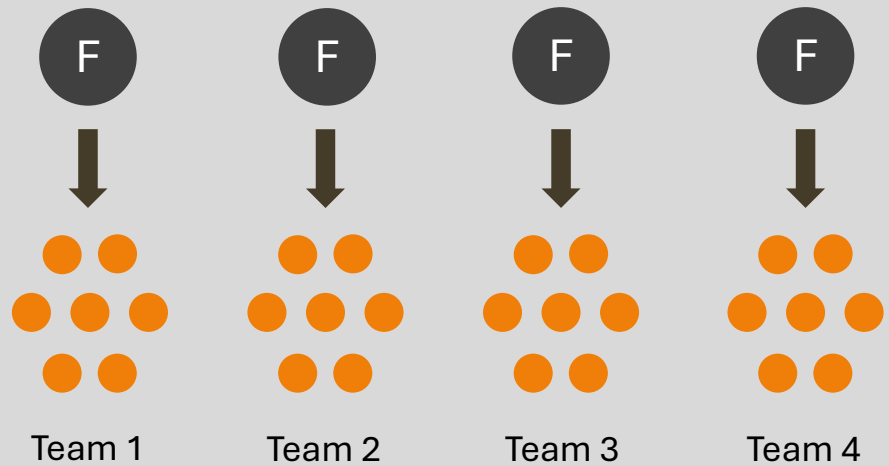
Peer Facilitation Skills, Development & Recognition



<i>Competency</i>	<i>Skills</i>
<i>Participation</i>	Communicate, actively listen, encourage others, share decision making
<i>Assistance</i>	Positive attitude, collaboratively define goals, make a sincere effort to reach consensus.
<i>Presence</i>	Be present and available in the environment
<i>Reflection</i>	Support situational analysis, learn from the situation, reflect, mediate

About Peer Facilitators

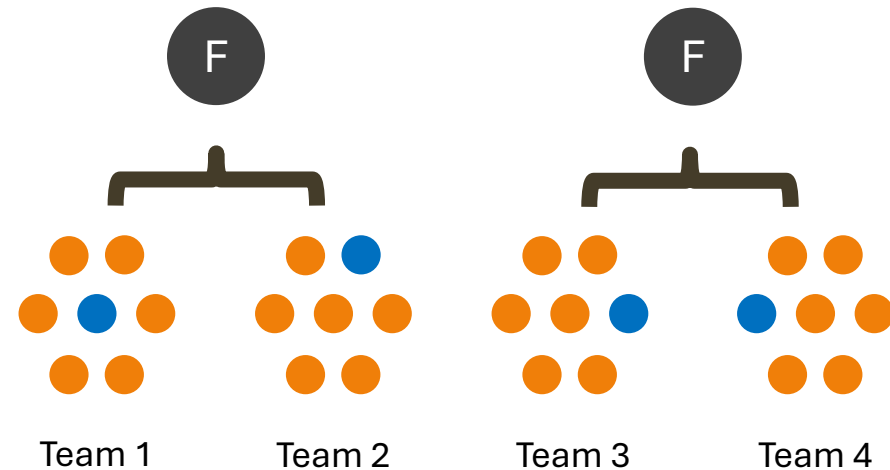
1:1 Facilitator to Team Model



Recruit one instructor per team

Consistent presence

1:2 Facilitator to Team Model



One learner **deputized to lead**

Instructor splits time between teams

Our Research Questions

How well-prepared did Peer Facilitators feel?

How do peer facilitators' leadership skills grow by playing the role?

How do peer facilitators describe their experiences in the role?

Participants

All learners who played the role of peer facilitator in Winter 2023 or Winter 2024 (**N = 174**)

Cohorts 10 and 11 of the program

Sample is learners who completed a feedback survey (**N = 35**)

Broadly representative sample

Program	Population	Sample	%
Medicine	60	10	16.7%
Nursing	17	4	23.5%
Pharmacy	19	4	21.1%
Social Work	56	13	23.2%
Psychology	5	2	40.0%
Kin/Rec Ther.	17	2	11.8%
Total	174	35	20.1%

Procedure

Before their IPE
Team Session

Volunteered to Peer Facilitate
Reviewed Preparatory Materials
Attended Drop-in Session (Optional)

During their IPE
Team Session

Led team through Session agenda
(3.0 hours)

After their IPE
Team Session

Attended debrief meeting
Completed Peer Facilitator Survey

Materials

All peer facilitators were invited to complete an online survey after the last Session in their semester.

Demographics

Session / Topic, Program of Study

Quantitative

Six items about experience, skills, and confidence

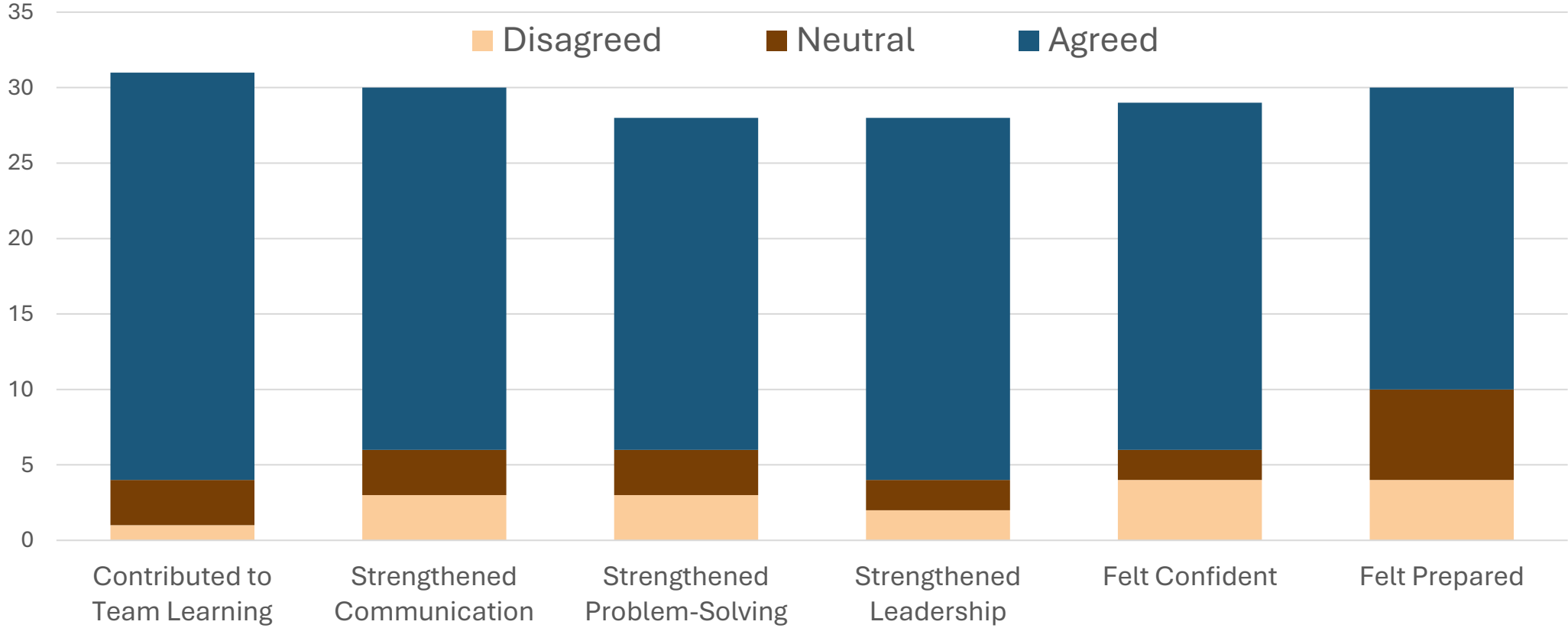
5-item Likert-scored statements

Qualitative

Three open-ended questions (How to improve materials, skills growth, & additional comments)

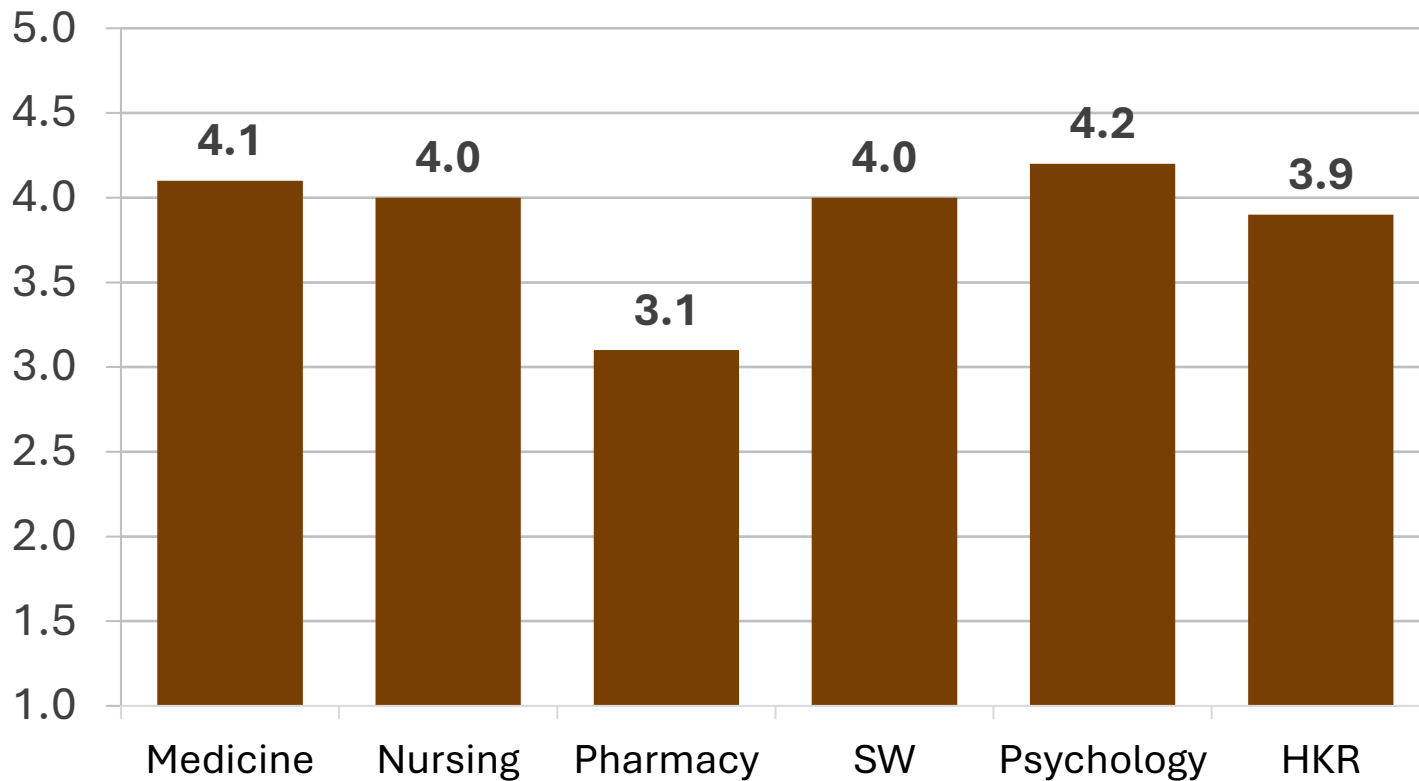
Results

Survey Item Response Frequencies



Results

Overall Mean Score by Program



Six items collapsed to a single experiential mean score

Reporting means from different participating programs

Pharmacy learners reported least positive feedback

Statistical comparisons not recommended

Results

How can we improve the materials and supports?

Don't Give Too Much Information

I would condense the amount to only key information needed for this session and less additional background reading.

Clarify the Instructions

The instructions were too wordy and unclear. Maybe consolidating them would be helpful?

They were good, actually

I think the materials and supports are already in place. It was very clearly laid-out. I felt well-supported.

Results

What were the main skills you developed by Peer Facilitating?

Leadership

Communication

Organization

Interpersonal

None, really

It helped with my interpersonal skills as well as my ability to lead and guide a session. Afterwards i felt more confident in my communication and discussion skills and felt like i created a stronger connection with my group members. It helped me break out of my shell.

I don't think I really gained much as a peer facilitator, but I think it's always good to step into a team lead role to have that experience.

Results

Additional Comments.

An enjoyable experience

I was somewhat nervous about signing up but now I am really glad I did, great experience :)

Specific challenges

Keep the role optional, such as with the sign-up sheet. Make sure no one feels pressured to take on the peer facilitator role as it truly may not be for everyone:)

Keep the role voluntary

Prefer in-person

I think it is great to have this as an option! I have lots of experience facilitating and it is so important to develop this skill set.

Results



Discussion

Peer Facilitators **described growth** in their communication, leadership, and overall self-efficacy for leading interprofessional meetings.

Areas for improvement included **materials and instructions**; some **challenges for team dynamics**.

We can be **more confident** that adopting Peer Facilitation helped to **right-size our program** to align with its available resources and encourage **learner engagement and shared leadership**.

Our thanks for your attention,
comments and questions.

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