

Training interprofessional faculty in humanism and professionalism: a qualitative analysis of what is most important

Elizabeth A. Rider, Deborah D. Navedo and William T. Branch

Volume 9, Number 1, 2022

Congress October 2021

URI: <https://id.erudit.org/iderudit/1085661ar>

DOI: <https://doi.org/10.26443/ijwpc.v9i1.340>

[See table of contents](#)

Publisher(s)

McGill University Library

ISSN

2291-918X (digital)

[Explore this journal](#)

Cite this document

Rider, E., Navedo, D. & Branch, W. (2022). Training interprofessional faculty in humanism and professionalism: a qualitative analysis of what is most important. *The International Journal of Whole Person Care*, 9(1), 46–47. <https://doi.org/10.26443/ijwpc.v9i1.340>

© Elizabeth A. Rider, Deborah D. Navedo and William T. Branch, 2022



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

TRAINING INTERPROFESSIONAL FACULTY IN HUMANISM AND PROFESSIONALISM: A QUALITATIVE ANALYSIS OF WHAT IS MOST IMPORTANT

Elizabeth A. Rider^{1*}, Deborah D. Navedo², William T. Branch, Jr.³

1* Corresponding author: Department of Pediatrics, Harvard Medical School, and Division of General Pediatrics, Boston Children's Hospital, Boston, MA, USA
erider@hms.harvard.edu

2 Department of Emergency Medicine, STRATUS Simulation Center, Harvard Medical School and Brigham and Women's Hospital, Boston, MA, USA

3 Division of General Internal Medicine and Geriatrics, Department of Medicine, Emory University School of Medicine, Atlanta, GA, USA

Keywords: Humanistic interprofessional education, Learning environment

INTRODUCTION

The capacity of healthcare professionals to work collaboratively influences faculty and trainees' professional identity formation, well-being, and care quality. Part of a multi-institutional project*, we created the Faculty Fellowship for Leaders in Humanistic Interprofessional Education at Boston Children's Hospital/

*Supported in part by a multi-institutional grant from the Josiah Macy, Jr. Foundation (Dr. Branch as PI; Dr. Rider as site PI).

Harvard Medical School. We aimed to foster trusting relationships, reflective abilities, collaboration skills, and work together to promote humanistic values within learning environments. Objective: To examine the impact of the faculty fellowship from participants' reports of "the most important thing learned".

METHODS

We studied participants' reflections after each of 16 1½ hour fellowship sessions. Curriculum content included: highly functioning teams, advanced team formation, diversity / inclusion, values, wellbeing / renewal / burnout, appreciative inquiry, narrative reflection, and others. Responses to "What was the most important thing you learned?" were analyzed qualitatively using a positivistic deductive approach.

RESULTS

Participants completed 136 reflections over 16 sessions—77% response rate (136/176). Cohort was 91% female; mean age 52.6 (range 32-65); mean years since completion of highest degree 21.4; 64% held doctorates, 36% master's degrees. 46% were physicians, 27% nurses, 18% social workers, 9% psychologists. 27% participated previously in a learning experience focusing on interprofessional education, collaboration or practice.

Most important learning included: Relational capacities / Use of self in relationships 96/131 (73%); Attention to values 46/131 (35%); Reflection / Self-awareness 44/131 (34%); Fostering humanistic learning environments 21/131 (16%).

DISCUSSION

Results revealed the importance of enhancing relational capacities and use of self in relationships including handling emotions; attention to values; reflection / self-awareness and recognition of assumptions; and fostering humanistic learning environments. These topics should receive more emphasis in interprofessional faculty development programs and may help identify teaching priorities. ■