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Volume 9, Number 1, 2022

Congress October 2021

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

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

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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>

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

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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).

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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. ■