

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

**Elizabeth A. Rider<sup>1\*</sup>, Deborah D. Navedo<sup>2</sup>, William T. Branch, Jr.<sup>3</sup>**

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

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### 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/

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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. ■