

Section 7: Surveys and Questions

Question Number: _____

Faculty: _____

Interdisciplinary Education Perception Scale

Please respond to these items using the scale indicated.

Descriptor	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Individuals in my profession are well trained					
2. Individuals in my profession are able to work closely with individuals in other professions					
3. Individuals in my profession demonstrate a great deal of autonomy					
4. Individuals in my profession respect the work done by my profession					
5. Individuals in my profession are very positive about their goals and objectives					
6. Individuals in my profession need to cooperate with other professions					
Individuals in my profession need to be very positive about their contributions and accomplishments					
Individuals in my profession are very positive about their contributions and accomplishments					
Individuals in my profession must depend on the contributions and accomplishments of people in other professions					
Individuals in my profession must depend on the contributions and accomplishments of people in other professions					

Page 1 of 3

7.1 Student Survey: Attitude Towards Interdisciplinary Learning and Student Development as Health Professionals

Participant _____ Pre/Post _____ Date: _____
 Number: _____

Identification	
<i>would later be replaced by a participant number</i>	
1	Name:
2	Email:
3	Phone:
Demographic — Student	
1	Age:
2	Gender (M/F):
3	Program of Study: (e.g. nursing)
4	Year in Program: (1,2,3 ...)
5	Institution of Study: (e.g., University of Calgary – Qatar)
6	Academic Credentials: (certificate, undergrad, etc)
7	Related Experience: (e.g., any healthcare experience prior to entering the program of study)
8	Other Items Relevant to your Work: (e.g., anything that might impact your performance in the workshop; or how you respond to the surveys; or how you respond to each other)
9	Other:

Teamwork and Collaboration					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Interdisciplinary learning will help students think positively about other healthcare professionals					
2. Patients would ultimately benefit if health care students worked together to solve patient problems					
3. Communication skills should be learned with integrated classes of healthcare students					
4. Interdisciplinary learning will help to clarify the nature of patient problems for students					
5. Learning with students in other health-professional schools helps undergraduates to become more effective members of a healthcare team					
6. Interdisciplinary learning among healthcare students will increase their ability to understand clinical problems					
7. Interdisciplinary learning will help students to understand their own professional limitations					
8. Team-working skills are essential for all healthcare students to learn					
9. Learning among healthcare students before qualification would improve working relationships after qualification					
10. For small-group learning to work, students need to trust and respect each other					

Professional Identity					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Interdisciplinary learning before qualification will help health professional students to become better team-workers					
2. Students in my professional group would benefit from working on small group projects with other healthcare students					
3. Interdisciplinary learning among health professional students will help them to communicate better with patients and other professionals					
4. Clinical problem-solving can only be effectively learned when students are taught within their individual department/school					
5. It is not necessary for undergraduate healthcare students to learn together					

**Thank you for participating in today's workshop
 and for completing this survey!**

Reference

Hyer, K., Fairchild, S., Abraham, I., Mezey, M., Fulmer, T. (2000). Measuring attitudes related to interdisciplinary training: revisiting the Heinemann, Schmitt and Farrell 'attitudes toward health care teams' scale. *Journal of Interprofessional Care* 14(3): 249-258.

For more information, please contact:

Dr. Brad Johnson, Lead PI

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7.2 Student Survey: Readiness for Interprofessional Learning

Participant _____ Pre/Post _____ Date: _____
 Number: _____

Identification <i>would later be replaced by a participant number</i>		
1	Name:	
2	Email:	
3	Phone:	
Demographic – Student		
1	Age:	
2	Gender (M/F):	
3	Program of Study: (e.g. nursing)	
4	Year in Program: (1,2,3 ...)	
5	Institution of Study: (e.g., University of Calgary – Qatar)	
6	Academic Credentials: (certificate, undergrad, etc)	
7	Related Experience: (e.g., any healthcare experience prior to entering the program of study)	
8	Other Items Relevant to your Work: (e.g., anything that might impact your performance in the workshop; or how you respond to the surveys; or how you respond to each other)	
9	Other:	

Readiness for Interprofessional Learning					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Learning with other students will help me become a more effective member of a health care team					
2. Patients would ultimately benefit if health care students worked together to solve patient problems					
3. Shared learning with other health care students will increase my ability to understand clinical problems					
4. Learning with health care students before qualification would improve relationships after qualification					
5. Communication skills should be learned with other health care students					
6. Shared learning will help me to think positively about other professionals					
7. For small group learning to work, students need to trust and respect each other					
8. Team-working skills are essential for all health care students to learn					
9. Shared learning will help me to understand my own limitations					
10. I don't want to waste my time learning with other health care students					
11. It is not necessary for undergraduate health care students to learn together					
12. Clinical problem-solving skills can only be learned with students from my own department					
13. Shared learning with other health care students will help me to communicate better with patients and other					

Readiness for Interprofessional Learning					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
professionals					
14. I would welcome the opportunity to work on small group projects with other health care students					
15. Shared learning will help to clarify the nature of patient problems					
16. Shared learning before qualification will help me become a better team worker					
17. The function of nurses and therapists is mainly to provide support for doctors					
18. I'm not sure what my professional role will be					
19. I have to acquire much more knowledge and skills than other health care students					

**Thank you for participating in today's workshop
and for completing this survey!**

Reference

Parsell, G., & Bligh, J. (1999). The development of a questionnaire to assess the readiness for health care students for interprofessional learning (RIPLS). *Medical Education*, 33, 95 – 100.

For more information, please contact:
Dr. Brad Johnson, Lead PI
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7.3 Student Survey: Interdisciplinary Education Perception Scale

Participant _____ Pre/Post _____ Date: _____
 Number: _____

Identification <i>would later be replaced by a participant number</i>		
1	Name:	
2	Email:	
3	Phone:	
Demographic — Student		
1	Age:	
2	Gender (M/F):	
3	Program of Study: (e.g. nursing)	
4	Year in Program: (1,2,3 ...)	
5	Institution of Study: (e.g., University of Calgary – Qatar)	
6	Academic Credentials: (certificate, undergrad, etc)	
7	Related Experience: (e.g., any healthcare experience prior to entering the program of study)	
8	Other Items Relevant to your Work: (e.g., anything that might impact your performance in the workshop; or how you respond to the surveys; or how you respond to each other	
9	Other:	

Interdisciplinary Education Perception Scale — Descriptors

Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Individuals in my profession are well-trained					
2. Individuals in my profession are able to work closely with individuals in other professions					
3. Individuals in my profession demonstrate a great deal of autonomy					
4. Individuals in my profession respect the work done by my profession					
5. Individuals in my profession are very positive about their goals and objectives					
6. Individuals in my profession need to cooperate with other professions					
7. Individuals in my profession are very positive about their contributions and accomplishments					
8. Individuals in my profession must depend upon the work of people in other professions					
9. Individuals in other professions think highly of my profession					
10. Individuals in my profession trust each other's professional judgment					
11. Individuals in my profession have a higher status than individuals in other professions					
12. Individuals in my profession make every effort to understand the capabilities and contributions of other professions					
13. Individuals in my profession are extremely competent					
14. Individuals in my profession are willing to share information and resources with other professionals					

Interdisciplinary Education Perception Scale — Descriptors

Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
15. Individuals in my profession have good relations with people in other professions					
16. Individuals in my profession think highly of other related professions					
17. Individuals in my profession work well with each other					
18. Individuals in other professions often seek the advice of people in my profession					

**Thank you for participating in today's workshop
 and for completing this survey!**

Reference

Luecht RM., Madsen MK, Taugher MP, Petterson BJ. (1990) Assessing professional perceptions: design and validation of an interdisciplinary education perception scale. *Journal of Allied Health*. 19(2): 181-91.

For more information, please contact:

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7.4 Student Survey: Role Clarification—Persons in my Profession

Participant _____ Pre/Post _____ Date: _____
 Number: _____

Identification	
<i>would later be replaced by a participant number</i>	
1	Name:
2	Email:
3	Phone:
Demographic — Student	
1	Age:
2	Gender (M/F):
3	Program of Study: (e.g. nursing)
4	Year in Program: (1,2,3 ...)
5	Institution of Study: (e.g., University of Calgary – Qatar)
6	Academic Credentials: (certificate, undergrad, etc)
7	Related Experience: (e.g., any healthcare experience prior to entering the program of study)
8	Other Items Relevant to your Work: (e.g., anything that might impact your performance in the workshop; or how you respond to the surveys; or how you respond to each other)
9	Other:

Role Clarification — Persons in my Profession

Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Are competent					
2. Have very little autonomy					
3. Understand the capabilities of other professions					
4. Are highly concerned with the welfare of the patient					
5. Sometimes encroach on other professional territories					
6. Are highly ethical					
7. Expect too much of other professions					
8. Have a higher status than other professions					
9. Are very defensive about the professional prerogatives					
10. Trust others' professional judgments					
11. Seldom ask for others' professional advice					
12. Fully utilize the capabilities of other professions					
13. Do not cooperate well with other professions					
14. Are well trained					
15. Have good relations with other professionals					

**Thank you for participating in today's workshop
 and for completing this survey!**

Reference

Mariano, C., et al. (1999). Modified from Ducarris, A. and Golin, K. (1979). *The Interdisciplinary Health Care Team: A Handbook*. MD: Aspen Publishing Co.

For more information, please contact:

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7.5 Student Survey: Role Clarification—What is your opinion of persons in other professions?

Participant _____ Pre/Post _____ Date: _____
 Number: _____

Identification	
<i>would later be replaced by a participant number</i>	
1	Name:
2	Email:
3	Phone:
Demographic — Student	
1	Age:
2	Gender (M/F):
3	Program of Study: (e.g. nursing)
4	Year in Program: (1,2,3 ...)
5	Institution of Study: (e.g., University of Calgary – Qatar)
6	Academic Credentials: (certificate, undergrad, etc)
7	Related Experience: (e.g., any healthcare experience prior to entering the program of study)
8	Other Items Relevant to your Work: (e.g., anything that might impact your performance in the workshop; or how you respond to the surveys; or how you respond to each other)
9	Other:

Role Clarification — Profession 1:					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Are competent					
2. Have very little autonomy					
3. Understand the capabilities of other professions					
4. Are highly concerned with the welfare of the patient					
5. Sometimes encroach on other professional territories					
6. Are highly ethical					
7. Expect too much of other professions					
8. Have a higher status than other professions					
9. Are very defensive about the professional prerogatives					
10. Trust others' professional judgments					
11. Seldom ask for others' professional advice					
12. Fully utilize the capabilities of other professions					
13. Do not cooperate well with other professions					
14. Are well trained					
15. Have good relations with other professionals					

Role Clarification — Profession 2:					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Are competent					
2. Have very little autonomy					
3. Understand the capabilities of other professions					
4. Are highly concerned with the welfare of the patient					
5. Sometimes encroach on other professional					

Role Clarification — Profession 2:

Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
territories					
6. Are highly ethical					
7. Expect too much of other professions					
8. Have a higher status than other professions					
9. Are very defensive about the professional prerogatives					
10. Trust others' professional judgments					
11. Seldom ask for others' professional advice					
12. Fully utilize the capabilities of other professions					
13. Do not cooperate well with other professions					
14. Are well trained					
15. Have good relations with other professionals					

Role Clarification — Profession 3:

Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Are competent					
2. Have very little autonomy					
3. Understand the capabilities of other professions					
4. Are highly concerned with the welfare of the patient					
5. Sometimes encroach on other professional territories					
6. Are highly ethical					
7. Expect too much of other professions					
8. Have a higher status than other professions					
9. Are very defensive about the professional					

Role Clarification — Profession 3: _____

Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
prerogatives					
10. Trust others' professional judgments					
11. Seldom ask for others' professional advice					
12. Fully utilize the capabilities of other professions					
13. Do not cooperate well with other professions					
14. Are well trained					
15. Have good relations with other professionals					

**Thank you for participating in today's workshop
 and for completing this survey!**

Reference

Mariano, C., et al. (1999). Modified from Ducarris, A. and Golin, K. (1979). *The Interdisciplinary Health Care Team: A Handbook*. MD: Aspen Publishing Co.

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7.6 Role Clarification—Notes and Semi-Structure Interview

Participants attend a PowerPoint about the third domain which is “Role clarification”.

The PowerPoint presentation to teach “Role clarification” consisted of:

- Role clarification... what is it?
- Role clarification...why it is important?

Then participants are divided into groups and are asked each by turn to talk about their healthcare profession in front of the team and then when all members of the team have done that, they also need to repeat what they have just heard their colleagues saying about their profession.

In other terms, each tells about his/her profession and then talk about the profession of other members in the group with the intention that all participants understand their role and the role of other members in the group.

Semi-Structure Interview

This presentation is followed by a videotaped activity where participants talk about their profession and answer the following questions:

- Who are you?
- What is your formal job description?
- What do you think you need to do in your job?
- What help do you need from other team members to do your job more effectively?
- Describe roles of the remaining health professions in your group.

7.7 Student Focus Group Questions

Participant _____ Group Number: _____ Date: _____
Number: _____

1. What did you like the most in this session? What did you like the least? What changes would you recommend to better facilitate this group session?

Most:

Least:

Changes:

2. What did you find more challenging about interprofessional education? What did you find easier and why? What changes would you recommend to better learn how to work together with other healthcare professions?

Challenging:

Easier:

Changes:

3. What did you gain from this session on interprofessional education?



4. What are the barriers to enhancing IPE? What supports are needed?

Barriers:

Supports needed:

5. How confident do you feel about your ability to practice what you have learned about interprofessional education?



<p>➤</p>
<p>6. How confident do you feel about your ability to guide your peers in working together? How can this change your actual clinical practice?</p> <p>➤</p> <p>➤</p>
<p>7. Do you have any other comment or question regarding this session?</p> <p>➤</p> <p>➤</p>

**Thank you for participating in today's workshop
and for completing this Focus Group Questions!**

For more Information please contact:
 Dr Brad Johnson, Lead PI
 Email: bfjohnso@ucalgary.ca

7.8 Rubric to Assess Videos

Mastery Legend

Level 0: None— this level demonstrates **no** mastery of the indicator
Level 1: Beginner — this level demonstrates **emergent** mastery of the indicator
Level 2: Basic — this level demonstrates **partial** mastery of the indicator
Level 3: Intermediate—this level demonstrates **satisfactory** mastery of the indicator
Level 4: Advanced— this level demonstrates **competent** mastery of the indicator
Level 5: Expert— this level demonstrates **higher level** mastery of the indicator

Participant Number: _____

Date: _____

Group Number: _____

Activity Name: _____

Competency	Not applicable	No Mastery (0)	Emergent Mastery (1)	Partial Mastery (2)	Satisfactory Mastery (3)	Competent Mastery (4)	Higher Level Mastery (5)	Row Score	Competency Score
Interprofessional communication									
Utilizes effective communication skills with the patient and their family members ^{1,2,3}									
Ensures that accurate and timely information reaches those who need the information									
Communicates to ensure common understanding of healthcare decisions ⁵									
Demonstrates through application an understanding of the principles of team communication ⁵									
Demonstrates through application an understanding of respect, empathy, and cultural sensitivity, when communicating with the patient and their family members ^{1,4}									

Competency	Not applicable	No Mastery (0)	Emergent Mastery (1)	Partial Mastery (2)	Satisfactory Mastery (3)	Competent Mastery (4)	Higher Level Mastery (5)	Row Score	Competency Score
Interprofessional communication									
Discloses and effectively communicates ethical issues with the patient and their family members									
Understands and applies the organizations (health agencies) approved standards of communication, internally and externally.									
								Total score	

Competency	Not applicable	No Mastery (0)	Emergent Mastery (1)	Partial Mastery (2)	Satisfactory Mastery (3)	Competent Mastery (4)	Higher Level Mastery (5)	Row Score	Competency Score
Role clarification									
Understands their own role ¹									
Understands scopes of professional practice and understands roles of each member of the healthcare team ¹									
Respects other healthcare roles and responsibilities									
								Total score	

Competency	Not applicable	No Mastery (0)	Emergent Mastery (1)	Partial Mastery (2)	Satisfactory Mastery (3)	Competent Mastery (4)	Higher Level Mastery (5)	Row Score	Competency Score
Patient centered care									
Creates and sustains a therapeutic and ethically sound relationship with the patient and their family members ^{1,6}									
Demonstrates caring and respectful behaviors when interacting with the patient and their family members ⁶									
Performs their professional roles and responsibilities in a culturally respectful way ⁶									
Advocates for quality patient care and assist patients in dealing with healthcare system complexities ⁶									
Provides education and support to the patient and their family members in a respectful and understandable manner. ⁶									
Encourages discussion and enables the patient and their family members to make informed choices about their healthcare ¹									
Includes the patient and their family members as part of the healthcare team ^{1,6}									
								Total score	

Competency	Not applicable	No Mastery (0)	Emergent Mastery (1)	Partial Mastery (2)	Satisfactory Mastery (3)	Competent Mastery (4)	Higher Level Mastery (5)	Row Score	Competency Score
Shared decision-making									
Exchanges knowledge/skills with other members of healthcare teams at all times to promote collaborative practice when assessing, developing, and planning during the patient care process. ^{1,6}									
Acknowledges each discipline's perspective during team meetings and/or interprofessional exchanges during the patient care process ^{1,6}									
Involves all members of the team as well as the patient and their family members in the decision-making process related to planning and implementing care ^{1,5,6}									
Seeks to actively create and support a climate of shared decision-making and collaborative practice. ^{1,5,6}									
Facilitates the integration of evidence-based practice into the shared decision-making ⁶									
								Total score	

References:

- Maguire, P., & Pitceathly, C. (2002). Key communication skills and how to acquire them. *BMJ*, 325(7366): 697–700.
- Maguire, P., Faulkner, A., Booth, K., Elliott, C., & Hillier, V. (1996). Helping cancer patients to disclose their concerns. *Eur J Cancer*, 32a(1), 78–81.
- Goldberg, D.P., Jenkins, L., Miller, T., & Farrier, E.B. (1993). The ability of trainee general practitioners to identify psychological distress among their patients. *Psychol Med*, 23(1), 185–193.
- Stewart, M.A. (1995). Effective physician-patient communication and health outcomes: a review. *The Canadian Medical Association Journal*, 152(9), 1423-1433.
- Salas, E., Rosen, M. A., & King, H. (2007). Managing teams managing crises: principles of teamwork to improve patient safety in the Emergency Room and beyond. *Theoretical Issues in Ergonomics Science*, 8(5), 381-394.
- RUTGERS Robert Wood Johnson Medical School. (2008) School Wide competencies and measurements. Retrieved from <http://rwjms.umdnj.edu/education/competencies/all.html>

7.9 Workshop Evaluation Student—Day 1

Participant Number: _____

Date: _____

THE WORKSHOP					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Was relevant to my area of practice					
2. Allowed sufficient time for audience participation					
3. Will alter my behaviour in practice					
4. Format was appropriate					
5. Length was sufficient					
6. Audio visuals were effective					
7. Handouts contained valuable information					
8. Organization was effective					
9. Facilities were appropriate					
10. Overall, this workshop met my expectations					

GAINED EXPERTISE					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. I gained more expertise about what “Interprofessional Communication” is and how to use it in daily practice					
2. I gained more expertise about what “ Shared decision-making” is and how to use it in daily practice					

SMALL GROUP FACILITATOR					
Please respond to these items using the scale indicated.	Poor	Marginal	Neutral	Good	Out- Standing
	1	2	3	4	5
1. Clarity					
2. Discussed application to work practice					
3. Offered opportunities for reflection					
4. Established rapport with learners					
5. Appropriate use of interactivity					
6. Knowledge of topic					
7. Degree to which encouraged participation					



*Implementing Inter-professional Undergraduate Health Care Education in Qatar
Funded by Qatar Foundation, NPRP # 4-693-3-197*

Please write comments in the spaces provided below.

General Comments about the workshop.

Suggestions for workshop modification.

Future topics of relevance to you.

Will you do anything differently as a result of this workshop? If yes, in what way(s) do you intend to apply the knowledge into practice? In what kind of situation(s)?

Reference:

University of Toronto, Centre for Interprofessional Education, www.ipe.utoronto.ca, Access date June 2012

**Thank-you for participating in today's workshop and
for completing this evaluation!**

For more Information please contact:

Dr Brad Johnson, Lead PI

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7.10 Workshop Evaluation Student—Day 2

Participant Number: _____

Date: _____

THE WORKSHOP					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. Was relevant to my area of practice					
2. Allowed sufficient time for audience participation					
3. Will alter my behaviour in practice					
4. Format was appropriate					
5. Length was sufficient					
6. Audio visuals were effective					
7. Handouts contained valuable information					
8. Organization was effective					
9. Facilities were appropriate					
10. Overall, this workshop met my expectations					

GAINED EXPERTISE					
Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
1. I gained more expertise about what “Role clarification” is and how to use it in daily practice					
2. I gained more expertise about what “ Patient centered care” is and how to use it in daily practice					

SMALL GROUP FACILITATOR					
Please respond to these items using the scale indicated.	Poor	Marginal	Neutral	Good	Out- Standing
	1	2	3	4	5
1. Clarity					
2. Discussed application to work practice					
3. Offered opportunities for reflection					
4. Established rapport with learners					
5. Appropriate use of interactivity					
6. Knowledge of topic					
7. Degree to which encouraged participation					



*Implementing Inter-professional Undergraduate Health Care Education in Qatar
Funded by Qatar Foundation, NPRP # 4-693-3-197*

Please write comments in the spaces provided below.

General Comments about the workshop.

Suggestions for workshop modification.

Future topics of relevance to you.

Will you do anything differently as a result of this workshop? If yes, in what way(s) do you intend to apply the knowledge into practice? In what kind of situation(s)?

Reference:

University of Toronto, Centre for Interprofessional Education, www.ipe.utoronto.ca, Access date June 2012

**Thank-you for participating in today's workshop and
for completing this evaluation!**

For more Information please contact:

Dr Brad Johnson, Lead PI

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