



2019 Duke AHEAD Grant Proposal
Due by 5:00 pm 06/24/2019

Check one:

- ☐ **regular small Duke AHEAD grant - proposal with budget up to \$5,000**
☐ **targeted IPEC Duke AHEAD grant - proposal with budget up to \$25,000**

Principal Investigator/School/Department: Quincy Jones, PA-C

Collaborator(s)/School(s)/Department(s):

The initial project would be a pilot at the PA program. Future potential collaborators include the School of Medicine, School of Nursing, and Doctor of Physical Therapy Program.

Focused question: Does participation in a personality/behavior/communication intervention, such as DiSC training, improve health professions students' overall leadership skills including competency in interprofessional communication and/or their preparation for working in teams?

Background: (including brief review of prior research)

The Interprofessional Educationan Professional Collaborative (IPEC) has established four core competencies for interprofessional education: 1. Values/Ethics for Interprofessional Practice, 2, Roles/Responsibilities, 3. Interprofessinal Communication, and 4. Teams and Teamwork.1 Health professions educators are tasked with helping learners develop and demonstrate these competencies as they move through their respective training programs. The IPEC competency (3) of Inteprofessional Communication aims for learners to be able to Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention of treatment of disease. The Teams & Teamwork competency (4) is for learners to be able to: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.1 These two competencies are tied to overall leadership skills in the health professions as leadership requires strong communication, relationship-building, and conflict management skills. Health professions faculty and learners have voiced the need for formal leadership training in their curricula.2 A recent survey that I conducted across North Carolina PA programs indicated that PA Program Directors all identified communication and interrelational skills as important areas for leadership training. Inclusion of a personality/behavior/communication workshop as part of a health professions training program is an opportunity to develop both leadership skills and the interprofessional competencies of communication and preparedness for teamwork. Such tools give individuals an opportunity to assess their own communication and interpersonal skills in addition to learning about how others relate to people.3 These components of self-awareness, social awareness, and relational skills

account for emotional intelligence, which is often credited for being the difference between good and great leaders.² The ability to work effectively in teams is additionally a component of leadership.⁴ Participation in a communication or relational workshop additionally has the potential to help learners be better prepared to work in teams and to effectively communicate with each other and with patients. The goal of this project is to pilot inclusion of a personality/behavior/communication workshop as part of student leadership development and to evaluate the impact of this experience on the interprofessional competencies of communication and teamwork. The long-term goal would be to develop future opportunities in which interprofessional health professions students can participate in these types of experiences and develop their competencies alongside each other.

Specific aims:

1. Promote leadership development for health professions students by improving their understanding of their own personalities, communication, and interpersonal styles through participation in a pilot communication/relational program.
2. Improve health professions students skills in interprofessional communication and working in teams as measured by pre and post IPE competency survey items..
3. Evaluate the impact of the communication/relational training (i.e. DiSC) on learners' interprofessional communication and team and teamwork competency domains.
4. Identify opportunities for interprofessional communication/relational training for health professions learners that will further promote opportunities for interprofessional education and collaboration.

Project Plan, including brief description of steps and/or timeline:

This is a pilot project initially involving second year PA students who self-select to participate in leadership activities including a communication/behavior/personality workshop (such as DiSC). The workshop would be offered to approximately 15 PA students in early 2020. 1. Upon self-selecting to participate in the workshop, students will be given a modified survey that assesses interprofessional competencies in Communication and Teams/Teamwork. 2. Prior to the workshop, students will complete a communication/behavior/relational assessment such as DiSC online. 3. Workshop will be held in a ½ day session format and will be facilitated by a certificated facilitator, such as a DiSC certified trainer. 4. Students will repeat the survey assessing interprofessional competencies in Communication and Teams/Teamwork. 5. Before and after responses on survey instruments will be compared and student feedback will be assessed qualitatively for themes. Items from the IPEC Competency Survey Instrument⁵ will be selected in the domains from Interprofessional Communication (i.e.) I am able to use appropriate, respectful language in a given difficult situation such as interprofessional conflict: Strongly Disagree, Disagree, Neither, Agree, Strongly Agree And Teams and Teamwork (i.e.), I am able to apply leadership practices that support collaborative practice and team effectiveness: Strongly Disagree, Disagree, Neither, Agree, Strongly Agree Qualitative and quantitative data will be used to inform establishing additional workshops for interprofessional health professions students. A second workshop for interprofessional health professions learners will be scheduled in the Fall of 2020. IRB Status: Plan to submit.

Outcome measures: (please select from among the following)

- ☐ Pre- and post-intervention/innovation surveys
- ☐ Qualitative analysis (including focus groups or interviews)
- ☐ Post-intervention/innovation satisfaction survey
- ☐ Attendance figures/usage data
- ☐ other (please provide a brief description – max 20 words)

Resource needs and budget:

Funding will be available for a 12-month period. Please fill in the table below and provide justification/description for each item below. Additional budgetary support may be available through DASHE vouchers for editorial support, data management, education research commons, and more (see <https://dukeahead.duke.edu/how-we-can-help/duke-ahead-supporting-health-professions-educators>).

If submitting a proposal for a targeted IPEC grant, please provide an estimate of the time/effort you will expend on this project. PI support may not total more than 25% of the requested funds. If submitting a proposal for a regular (small) grant, PI may not request financial support and it is not necessary to estimate time/effort. Administrative support for either type of grant is available through “consultant costs.”

		Estimated Cost
PI support (for IPEC grant only)	[PI time/effort =]	\$0.00
Consultant Costs	Consultant costs will include facilitation of a minimum of 2 DiSC training sessions. Costs will additionally include support for a statical analysis and administrative support (creating survey instruments in Qualtrics).	\$1200
Equipment		\$0.00
Computer	Hardware (\$1500/laptop)	\$0.00
	Software	\$0.00
Supplies	Supplies will include a total of 30 DiSC assessments (currently \$64.50/student + tax). Additional expenses will include handouts, reports, and resources for each participant and supplies for the DiSC facilitator (markers, flip charts)	\$2800
Travel	(1,000/trip): Travel funds will be used for expensed related to presentation of the project at national conferences.	\$1000
Other Expenses		
Total Costs for Proposed Project		\$5000