

Post Focus Group Interviews for Students

Purpose: To evaluate the effectiveness and sustainability of the appreciative inquiry student led focus group model for interprofessional education.

The following questions have been adapted from the *Student Evaluation of the IP Collaborative Practice Learning Experience* in *Advancing Teamwork in Healthcare: A Guide and Toolkit for Building Capacity and Facilitating Interprofessional Collaborative Practice and Education* (January 2013). Retrieved from

<https://www.dal.ca/content/dam/dalhousie/pdf/healthprofessions/Interprofessional%20Health%20Education/BCAHC%20-%20IPE%20Building%20Guide%20-%20January%202013-1.pdf>

1. Did you have an opportunity to review the IP learning goals ahead of time with:

- Your faculty: yes no
- Your preceptor/clinical supervisor: yes no
- Other: _____ yes no

2. On a scale of 1 (not clear/not aware) to 4 (very clear), please rate your understanding of the following expectations before the start of your placement:

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|---|---|---|---|---|
| 1. Your preparation requirements for this IP experience | 1 | 2 | 3 | 4 |
| 2. Your responsibilities for the experience | 1 | 2 | 3 | 4 |
| 3. Your preceptor/clinical supervisor responsibilities | 1 | 2 | 3 | 4 |
| 4. Your level of participation in this IP learning experience | 1 | 2 | 3 | 4 |

3. Reflecting upon the learning objectives for this IP learning experience (listed below), how did this experience support and/or not support each learning objective?

Learning Objectives:

- a. Participants will learn how using a student-led appreciative inquiry approach can be used to amplify core collaborative practice values and illuminate the 'best of what is' effective collaboration.

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- b. Participants will learn how a student-led appreciative inquiry approach can facilitate identification of IPE learning opportunities and potential to build capacity for interprofessional collaborative learning.

- c. Participants will learn how a student-led appreciative inquiry approach fosters team communication and collaborative practice competency development with clinical professionals and with students.

4. What improvements would you suggest to improve the experience for future students involved with a student-led appreciative inquiry approach?
