

IPRO 339

Assessing and Improving the Interprofessional Education at IIT

FINAL REPORT Fall 2006

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Introduction

The IPRO program has been with IIT for more than 10 years and since its beginnings, the program continues to evolve in response to the needs of the students and faculty. Despite the program's efforts to strengthen the education offered, there are still problems within the program, two of which, our IPRO 339 is to specifically address:

- 1) Each new semester, up to 80% of students are new to their IPRO team, which means it generally takes students longer to get to know each other and be able to work together efficiently and comfortably.
- 2) There continues to be a lack of student commitment and interest in any one IPRO, and therefore there is such a high turnover of team members at the start of each new semester in IPRO.

Background

The Fall 2006 semester is the 7th consecutive semester of IPRO 339, as it continues to assess and improve the IPRO experience for students and faculty. Previous IPRO 339 team accomplishments include 1) the implementation of the assessment process currently used, 2) the creation of IPRO proposals that became official IPROs for students to enroll in, 3) and the development of teambuilding games and training material to be used by other IPRO teams.

Purpose

The purpose of IPRO 339, as mentioned earlier, is to assess and improve the IPRO experience by proposing new IPROs that would stimulate student and faculty interest and also by developing new teambuilding activities to help facilitate the process of teambuilding in other IPRO teams.

To fulfill our purpose, our team split into two subteams: the Creation and Selection Subteam and the Teambuilding Subteam.

In the Creation & Selection Subteam, there are two primary goals: to enhance the quality of the IPROs offered by creating new IPROs and searching for faculty sponsors to lead the IPROs proposed. The second primary goal is to facilitate the IPRO Selection Meeting by presenting all of the fifty IPRO proposals in a consistent and efficient manner.

In the Teambuilding Subteam, there were also two primary goals: to develop a new set of teambuilding games for the IPRO Games Day, an event held at the start of each new semester at which students experience teambuilding through playing games emphasizing on skills such as teamwork, communication, planning, execution, and debriefing. The second primary goal is to survey the quality of teambuilding across other IPRO teams, and apply the analysis of the survey data to the development of teambuilding games.

Methodology

At the beginning of the this semester, our IPRO 339 team set out to complete two major tasks: the creation and selection of IPRO projects and also the development and assessment of teambuilding through games and surveys. In order to achieve these goals we split into two subteams. One of which was responsible for the completion of creating and selecting IPRO programs, while the other subteam focused on teambuilding. Although each subteam was responsible for the fulfillment of two very different goals, members of each

subteam actively participated in the activities of both subteams, therefore demonstrating the attributes of multi-tasking and flexibility among all team members.

In the beginning of the semester, the Creation & Selection Subteam benchmarked a number of other schools with programs similar to the IPRO program, and used this benchmarking to create ideas for more interesting and inspiring IPROs. They then attempted to find faculty support for these ideas, both individually and through faculty meetings to both increase interest in the IPRO program, and to present the team's ideas for new IPROs. The subteam also assisted IPRO Director Tom Jacobius in coordinating and hosting the IPRO Selection Meeting, at which our team members were in charge of presenting all of the fifty IPRO proposals of both continuing and new IPROs.

Working in parallel with the other subteam, the Teambuilding Subteam developed another set of teambuilding games for the IPRO Games Day, and also examined the teambuilding strengths and weaknesses of the IPRO program. The students assigned to the group designed the games and the logistics of the each game. Every team member helped in the initial testing of the games. The team also conducted interviews with current IPRO faculty to determine the level of teambuilding in other IPRO teams.

The Creation and Selection Subteam completed the following tasks:

| Task | Task Manager | Status |
|--------------------------------------|---------------|-----------|
| Review Criteria for new IPROS | Team | Completed |
| Benchmark School & gather IPRO ideas | Team | Completed |
| Benchmarking Summary Report | Elizabeth | Completed |
| Coordinate Faculty Meetings | Jean-Baptiste | Completed |
| Seek Faculty Support for IPRO Ideas | Team | Completed |
| Coordinate IPRO Selection Meeting | John | Completed |
| Facilitate IPRO Selection Meeting | Team | Completed |
| Creation and Selection Report | Janel | Completed |
| | | |

The Teambuilding Subteam completed the following tasks:

| Task | Task Manager | Status |
|---|------------------|-------------|
| Select six to eight games to pilot | Daniel | Completed |
| Pilot games in class | Team | Completed |
| Organize teambuilding lecture | Margaret | Completed |
| Develop faculty survey | Josh/Margaret | Completed |
| Interview Faculty | Team | Completed |
| Create rehearsal schedule for games pilot | Brian | In Progress |
| Identify and purchase materials | Team | Completed |
| Reserve space for pilot | Arthur | In Progress |
| Reserve food for pilot | Josh | In Progress |
| Run pilot games | Daniel | In Progress |
| Compile teambuilding report | Margaret, Arthur | In Progress |
| | | |

Creation & Selection Subteam

The Creation and Selection Subteam ran into several obstacles during the semester. At the outset, some of the schools that were benchmarked had programs that were not suited to being adapted to IPROs. After the benchmarking, the team ran into difficulties getting faculty support for their IPRO ideas.

The faculty meetings were an obstacle, because it was difficult to coordinate time for faculty to meet with the team. The team also faced difficulties in preparing for the IPRO Selection Meeting, because many proposals were turned in late, and so the team had very little time to prepare to summarize them.

Teambuilding Subteam

Although the results of the previous Spring and Summer teams were available to us, and a few members of the team had experience at Play for Peace, determining what games would prove most effective and beneficial was still a difficult task. Each game rehearsal showed many kinks and problems that would have to be worked out before incorporating them into the IPRO Games.

Another obstacle was the difficulty in identifying the relevant questions to ask IPRO faculty about their teambuilding practices, and to phrase them such that they did not sound judgmental.

The **Creation & Selection Subteam** completed the benchmarking research of other schools and gathered project ideas to develop into formal IPRO proposals. During the development of our IPRO proposals, we targeted faculty from a variety of disciplines in search of professors that would be interested in leading our IPRO ideas. As a result of our search for faculty sponsors this semester, we found faculty sponsors for three of our team's IPRO proposals.

With the support of faculty sponsors, our student-initiated IPRO proposals were submitted and voted on at the IPRO Selection Meeting. At the Selection Meeting, our team was commended for our efficiency and professionalism in presenting all of the IPRO proposals. As a result of our performance, the Selection Committee appreciated our participation in streamlining the proposal presentations at the meeting.

The **Teambuilding Subteam** developed and tested a new selection of teambuilding games in preparation for the upcoming IPRO Games, an event we now excitedly refer to as, "IPROlympics!" As we tested these games by playing them ourselves as well as judging our game play, these games were successful in the way they require and teach the objectives of teambuilding. It was found that several of the games would have to be modified, and that scheduling should be more closely examined, but as a whole, the games that were tested supported the processes of teambuilding.

Also, we have been surveying the current quality of teambuilding in other IPRO teams and will apply our data analysis to the development of teambuilding games.

Conclusions and Recommendations

The IPRO Selection Meeting found that the faculty meetings are still very successful and beneficial, as many professors are not familiar with the IPRO program, and several professors that attended were interested in participating in the program. The team also found that the benchmarking of other schools is a helpful tool in creating new IPROs, and that student proposals continue to be successful in creating more inspiring IPROs. And finally, the student involvement in the IPRO Selection Meeting continues to be beneficial.

The games continued to be very successful. Although some minor modifications need to be made to some of the games, and scheduling and other logistics need modification as well, the IPRO 339 team will be running an IPRO another games day for 16 of the IPRO teams in the Spring of '07. Those not playing the games will be a control group of sorts, to check whether or not the teams that played the games work together faster as a team, and also whether they score better on the Learning Objective tests. The 339 team will also submit their suggestions for improvement to the IPRO program.

References

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