

ENHANCING IPE FACILITATOR CAPACITY: A TRAINING PROGRAM ON UTILIZING THE RESPECT QUESTIONNAIRE TO EVALUATE INTERPROFESSIONAL REFLECTION ABILITY

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ABSTRACT

Interprofessional Education (IPE) is a mandated learning process to prepare "collaborative practice-ready" healthcare professionals. This community service aimed to enhance the capacity of teaching staff at the Faculty of Medicine and Health Sciences (FKIK) Jambi University (UNJA) as competent IPE facilitators, especially in evaluating students' interprofessional reflection abilities using the validated RESPECT instrument]. The training method was applied through lectures, discussions, and role-playing on giving constructive feedback. The activity successfully delivered material on reflection instruments and facilitator competencies to the target of 30 teaching staff. Facilitators were trained to be role models who emphasize reflection at both the professional and interprofessional levels, which is crucial for building a strong collaborative mindset and overcoming prejudices between professions. The result of this community service is a targeted increase in faculty capacity to assess student reflection, ensuring IPE implementation supports the creation of comprehensive healthcare services.

Keywords: Collaboration, Facilitator, Interprofessional Education, Reflection, RESPECT

ABSTRAK

Interprofessional Education (IPE) merupakan proses pembelajaran yang dilaksanakan untuk mempersiapkan tenaga kesehatan yang 'siap untuk praktik kolaboratif'. Pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kapasitas staf pengajar di Fakultas Kedokteran dan Ilmu Kesehatan (FKIK) Universitas Jambi (UNJA) sebagai fasilitator IPE yang kompeten, khususnya dalam mengevaluasi kemampuan refleksi interprofesional mahasiswa menggunakan instrumen RESPECT yang telah divalidasi. Metode pelatihan diterapkan melalui ceramah, diskusi, dan bermain peran mengenai pemberian umpan balik yang konstruktif. Kegiatan ini berhasil menyampaikan materi tentang instrumen refleksi dan kompetensi fasilitator kepada target 30 staf pengajar. Para fasilitator dilatih untuk menjadi teladan yang menekankan refleksi pada tingkat profesional dan interprofesional. Hal ini sangat penting untuk membangun pola pikir kolaboratif yang kuat dan mengatasi prasangka antarprofesi. Hasil dari pengabdian masyarakat ini adalah peningkatan kapasitas dosen yang ditargetkan dalam menilai refleksi mahasiswa, memastikan implementasi IPE mendukung terciptanya layanan kesehatan yang komprehensif.

Kata kunci: Fasilitator, Kolaborasi, Interprofessional Education, Refleksi, RESPECT

INTRODUCTION

Medical and health professional education currently mandates the implementation of the Interprofessional Education (IPE) curriculum across both academic and clinical stages, in alignment with accreditation standards (1,2). This requirement reflects a growing recognition that modern healthcare systems demand practitioners who are not only clinically competent, but also able to collaborate effectively within diverse, interdisciplinary teams. The overarching aim of IPE is to prepare healthcare professionals who are "collaborative practice-ready" individuals who can work *with*, *from*, and *about* one another to deliver integrated, patient centered care and ultimately improve health outcomes (1,3).

Within this broader objective, the ability of students to engage in meaningful reflection has emerged as a critical component of IPE. Reflection serves as a cornerstone in the formation of interprofessional identity, enabling learners to examine their experiences, understand team dynamics, and develop insight into their own and others' professional roles (4,5). Through reflective practice, students learn to recognize communication barriers, interpret team interactions, and identify areas for improvement, thereby enhancing their readiness to contribute productively to collaborative care environments (5–7). Reflection also supports the development of



empathy, self-awareness, and adaptive thinking qualities that strengthen interprofessional relationships and foster mutual respect within team-based settings.

The successful implementation of IPE, however, relies heavily on the competencies of its facilitators (8–10). Effective facilitators must not only deliver content, but also embody the principles of collaboration by modeling respectful interactions, guiding discussions constructively, and navigating the complex dynamics that naturally arise in multisectoral groups (11,12). Their ability to create a supportive learning environment, challenge assumptions, and promote open dialogue is essential in helping students internalize interprofessional values and reflective skills. Given these expectations, facilitators require structured guidance and reliable tools to assess students' reflection consistently and meaningfully.

To address this need, the present community service initiative utilized the RESPECT Questionnaire, a validated instrument specifically developed to assess interprofessional reflection (4). By employing this standardized tool, facilitators are better equipped to evaluate students' reflective depth across personal, professional, and interprofessional dimensions, ensuring that reflection becomes an intentional and measurable component of IPE.

Accordingly, this community service activity was designed to strengthen the capacity of teaching staff at the Faculty of Medicine and Health Sciences, Jambi University (FKIK UNJA). The program aimed to provide educators with both the conceptual understanding and practical skills required to use the RESPECT Questionnaire effectively. Through this training, facilitators are expected to guide students more confidently in developing their professional and interprofessional identities, while fostering a robust culture of reflection that supports high-quality collaborative practice.

METHODS

This community service activity was conducted at the FKIK UNJA. The primary participants were teaching staff and lecturers involved in delivering the IPE curriculum. A total of 30 teaching staff from various study programs across FKIK UNJA were targeted for the training (2). The training session took place in September 2025.

The program adopted a structured IPE facilitator training model, delivered through several sequential phases:

1. **Observation and Needs Assessment:** An initial assessment was undertaken to identify the specific needs of teaching staff regarding IPE implementation and the assessment of interprofessional reflection.
2. **Module Design and Validation:** Based on the needs assessment, a specialized training module was developed and validated, focusing on reflective practice and the use of the RESPECT instrument.
3. **Training Implementation:** The core training consisted of lectures, interactive discussions, and role-playing sessions. These activities emphasized the use of reflection instruments and the foundational competencies required of effective IPE facilitators.
4. **Feedback and Reflection:** Participants received guidance on how to deliver constructive, behavior-focused feedback to learners. The aim was to ensure that feedback supports learner development without targeting personal attributes.
5. **Analysis and Evaluation:** The training concluded with an evaluation phase to determine the extent to which the participants' understanding of reflection assessment using the RESPECT instrument had improved.

To enhance practical application, participants were given samples of interprofessional reflective writings produced by students who had completed the IPE module. These writings, prepared based on instructions aligned with the RESPECT questionnaire, were used to familiarize participants with assessing personal, professional, and interprofessional reflections in written form.

The effectiveness of the training program was assessed using both quantitative and qualitative methods. Quantitatively, the evaluation consisted of two components. First, a pre-post test was administered to measure changes in participants' perceptions of the importance of reflection at the personal, professional, and interprofessional levels using the RESPECT instrument. Second, a satisfaction survey captured participants' levels of satisfaction with key aspects of the training, including the delivery methods, facilitators, use of the RESPECT questionnaire, and the supporting facilities. Qualitatively, a brainstorming session was conducted to explore participants' experiences, challenges, and insights related to the use of the RESPECT questionnaire in evaluating students' reflective writings.

RESULTS AND DISCUSSION

The IPE facilitator training was successfully held, attended by teaching staff from various study programs at FKIK UNJA including Medicine, Nursing, Pharmacy, Public Health and Psychology. The training material specifically highlighted the competencies that IPE facilitators must possess, including commitment, conviction, and a deep understanding of interprofessional collaboration. Facilitators are expected not only to guide



discussions but also to act as role models who can effectively manage group dynamics(12-14). The understanding group dynamics is essential to encourage students to be open, mutually respectful, and collaborative(1).

The training placed special emphasis on the reflection process at two levels:

1. **Interprofessional Reflection:** Students were encouraged to deeply understand the relationship between professions, their respective roles, and scopes of work. This process also included how students view and assess other professions, including efforts to overcome negative prejudices (*stereotypes*) that can hinder effective collaboration.
2. **Professional Reflection:** Students were directed to affirm their own professional identity and attitude, ensuring they perform optimally according to their respective responsibilities while still valuing the contributions of other professions.

The use of the RESPECT instrument serves as a structured tool for facilitators to objectively assess students' reflection ability within the interprofessional context (4,5). Through this instrument along-side with understanding of correct constructive feedback (focusing on behaviour), the reflection assessment process is expected to become more meaningful, helping students build both professional and interprofessional identities(5,15).

The results of the satisfaction survey showed positive outcomes, as presented in the table 1. The results regarding the change in perception toward the importance of interprofessional reflection before and after the training (pre-post test) will be presented in a subsequent publication article. However, the brainstorming session indicated that some participants still encountered difficulties in understanding and using the RESPECT questionnaire to assess students' written reflections. This challenge is partly due to the concept of reflection, particularly interprofessional reflection, being a relatively new concept for them. This finding reinforces the recommendation that this training should be followed up with continuous direct practice, where teaching staff begin to implement interprofessional reflection assessment as a formal part of the IPE module assessment at FKIK UNJA.

Table 1. The results of the satisfaction survey

Score	Materials were easy to understand	Content improved IPE facilitation skills	Delivery methods were engaging and effective	Facilitator presented clearly	Training duration was appropriate	Facilities adequately supported the training
Neutral	0	0	7.69	7.69	23.1	23.1
Satisfactory	46.15	30.77	23.08	23.08	15.38	15.38
Very Satisfactory	53.84	69.23	69.23	69.23	61.54	61.54

Table 1 provides a comprehensive summary of participants' satisfaction levels regarding various components of the Interprofessional Education (IPE) facilitator training program. The table is organized into six evaluation domains: (1) clarity and comprehensibility of the training material, (2) the extent to which the content improved participants' IPE facilitation skills, (3) effectiveness and engagement of the delivery methods, (4) clarity and competence of the facilitators in presenting the material, (5) appropriateness of the overall duration of the training, and (6) adequacy of the facilities supporting the implementation.

The results show that no participants rated the clarity of materials or improvement of facilitation skills as neutral, indicating universal recognition of the content's relevance and clarity. The proportion of *very satisfactory* ratings was highest for content improving facilitation skills and clarity of facilitator presentation (both 69.23%), suggesting that participants perceived substantial gains in their competencies and valued the facilitators' expertise. Meanwhile, aspects such as training duration and facilities received slightly more varied responses, with 23.1% of participants indicating neutral satisfaction. Nonetheless, the cumulative distribution of ratings reflects a predominantly positive evaluation, confirming the overall effectiveness and acceptability of the training program across all assessed domains.

CONCLUSION

The community service activity through the Training of IPE Facilitators in the Use of the RESPECT Questionnaire for Assessing Interprofessional Reflection Ability at FKIK UNJA has been successfully implemented and achieved its targeted outcomes. It is suggested that follow-up activities in the form of continuous mentoring should be conducted for the trained facilitators. This mentoring is important to ensure



the practical implementation of the RESPECT Questionnaire and the provision of constructive feedback in actual IPE sessions within academic and clinical settings.

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