Using Peer Review to Develop Interprofessional Team Leadership Skills

Summary of Original Proposal

Deanna Reising, Rebecca Feather, Zulfukar Ozdogan (Nursing), Douglass Carr (Medical Sciences)

National agencies have called for the integration of education and practice of health care professionals in an effort to improve communication and, more importantly, to decrease patient harm from health care errors. While health care professionals learn the interpersonal skills necessary to communicate with patients, their curricula have not historically included deliberate preparation in communicating in an interprofessional team.

The investigators for this proposal have been building a program of scholarship in interprofessional education for over five years. The two specific disciplines included are nursing and medicine, which represent the two largest contingencies of health care providers in the United States. The researchers harness two well-regarded schools, Indiana University School of Nursing and Indiana University School of Medicine in Bloomington, to serve as an incubator for testing innovations in interprofessional education and practice (IPEP). Because many programs in IPEP are in their early stages of development, there is a need to develop and test reliable and valid tools to measure the outcome of IPEP preparation. Tool development is critical to advancing the scholarship of IPEP to a level that will attract substantive external funding.

This study proposes to advance IPEP activities by preparing our “next generation” of team-building experts. Specifically, this study will use senior level student teams to debrief junior level student teams in ongoing simulation events. Senior level student teams will be trained in the debriefing process and how to use the simulation scoring rubric to develop leadership skills necessary for successfully implementing a debriefing process. The study will allow the investigators to simultaneously test and refine tools that will capture the development of leadership skills in senior level student teams, contributing significantly to the scholarship of quantifying the effects of IPEP.
Preparing senior level student teams on team skills creates a succession planning model for sustaining the effort.
PROJECT TITLE: Using Peer Review to Develop Interprofessional Team Leadership Skills

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FUNDING LEVEL REQUESTED: Phase III, $12,000, 3 year funding period
Justification for Level:
• 3 year study
• Completion of work from SOTL Leadership Grant
• Evidence of previous SOTL work, publications, presentations with impact
• Continued funding will make significant contribution to field
• Multi-disciplinary research team
• Integration and extension of ongoing projects
Using Peer Review to Develop Interprofessional Team Leadership Skills

National agencies have called for the integration of education and practice of health care professionals in an effort to improve communication, and more importantly, decrease patient harm from health care errors. While health care professionals learn the interpersonal skills necessary to communicate with patients, their curricula have not historically included deliberate preparation in communicating in an interprofessional team. The investigators for this proposal have been building a program of scholarship in interprofessional education for over five years. The two specific disciplines included are nursing and medicine, which represent the two largest contingencies of health care providers in the United States. The researchers harness two well-regarded schools, Indiana University School of Nursing and Indiana University School of Medicine in Bloomington to serve as an incubator for testing innovations in interprofessional education and practice (IPEP). Because many programs in IPEP are in their early stages of development, there is a need to develop and test reliable and valid tools to measure the outcome of IPEP preparation. Tool development is critical to advancing the scholarship of IPEP to a level that will attract substantive external funding. This study proposes to advance IPEP activities by preparing our “next generation” of team-building experts. Specifically, this study will use senior level student teams to debrief junior level student teams in ongoing simulation events. Senior level student teams will be trained in the debriefing process and how to use the simulation scoring rubric to develop leadership skills necessary for successfully implementing a debriefing process. The study will allow the investigators to simultaneously test and refine tools that will capture the development of leadership skills in senior level student teams, contributing significantly to the scholarship of quantifying the effects of IPEP. Preparing senior level student teams on team skills creates a succession planning model for sustaining the effort.
Using Peer Review to Develop Interprofessional Team Leadership Skills

In late 2010, an interdisciplinary committee of distinguished health care leaders released “The Future of Nursing: Leading Change, Advancing Health Report Recommendations” commissioned by the Institute of Medicine (IOM). Among the four key messages: “Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States” (IOM, 2010). Indeed, the IOM had published reports ten years earlier that called for more interdisciplinary education in order to build higher quality health care systems and reduce error (IOM, 2001, 2002), and repeated that call through a commissioned report in 2009 (Kreitzer, Kligler, & Meeker, 2009). These calls are meant to have an impact on The Joint Commission’s National Patient Safety Goals (2013). Over the past four years, the investigators in this study have built a program of interdisciplinary collaboration between the Schools of Nursing and Medicine to address the gap in interdisciplinary collaboration resulting from previous health professions educational “silos.” This research study extends the investigators’ work in interprofessional education (IPE), a primary vehicle for reducing patient errors.

Purpose and Specific Objectives

The purpose of this study is to determine whether the use of peer debriefing in interprofessional (IP) teams develop IPE leadership skills. Specific objectives of the study are to:

1. Determine whether peer debriefing leads to improved IP leadership skills.
2. Define the optimal approach to prepare upper level students’ debriefing skills.
3. Refine and narrow the tools that will best capture the phenomenon of interprofessional leadership skills.
4. Uncover additional “value-added” student perceptions of the experience that may further substantiate the significance of IP peer mentoring.

Previous Research Results

The investigators have made substantial progress in the scholarship of IPE as a result of a 2010 Scholarship of Teaching and Learning (SOTL) Leadership Grant. As a result of this funding and other research conducted, we have:

- Contributed a new reliable and valid tool that captures both individual and team communication skill development, which fills a significant gap in this area of scholarship. Reliability and validity has been established for both nursing and medical students. The tool, the Indiana University Simulation Rubric (IUSIR), is distributed for free under the auspices of the Indiana University Research and Technology Corporation (IURTC).
- Substantiated that the use of simulation in team building skills is superior to that of using traditional round table methods for the same goal.
- Validated that using successive IPE simulations with nursing and medical student teams improves individual and team communication skills, and improves the simulated patient outcome.
• Demonstrated that preparation and training of team skills has a positive effect on actual patient outcomes in a health coaching clinical experience.

Significance and Impact

The area of leadership skills development in IP teams has not been well-studied, nor captured with reliable and valid instrumentation. Interprofessional competency studies and instrumentation to date have tended to focus solely on student perception of the activity. Our goals relate to the development of competencies identified by the Interprofessional Education Collaborative (IPEC) (please see: http://www.aacn.nche.edu/education-resources/ipecreport.pdf).

Because our research involves pre-licensure nursing and medical students, our research impacts both undergraduate and graduate students, increasing the possibility for more extensive student population applications. Our research also will provide much needed detailing of the “how to’s” in both structuring IPE learning environments and the assessment of that environment to student outcomes.

The continued development of student teams is important for continued growth of IPE efforts by Indiana University. Indiana University was selected as one of ten incubator sites for a large grant awarded the University of Minnesota NEXUS (please see: http://nexusipe.org/about). The focus of the grant is to meet the IOM challenges, using interprofessional teams to meet the “Triple Aim.” Our goal is to prepare our students as instruments for spreading and leading initiatives designed to impact the “Triple Aim.” By developing leadership skills in our students, we will be able to increase the scalability of interprofessional team development for the benefit of patients, and increase our contribution to the NEXUS.

Outcomes of the Work and Contributions to Assessment of Student Learning

The curricula for both the School of Nursing and the School of Medicine are undergoing substantive revision. This research intends to take advantage of the move toward more dynamic learning situations and increases in IPE being built into both curricula. Both curricula will include competencies around IP team development and performance. As such, assessments are being built to substantiate to our respective accrediting bodies how we are demonstrating competency achievement in IP performance. Both the Schools of Nursing and Medicine have students on each of our campuses statewide, the scalability of the work being done in Bloomington is anticipated to have a substantial impact on the evaluation statewide curricula.

The other substantial contribution of this research is that it will span at least three years. During these three or more years, we will impact 450 students per year. Additionally, student teams remain intact for a two-year period, with data being collected every semester. Therefore, we are contributing to a longitudinal, repeated-measures design that sequential tracks and pinpoints where certain IP competencies are developed. This assessment strategy is a powerful demonstration of what Indiana University does to prepare a safe health care professional workforce.
Research Methodology

A mixed-method design will be used involving both quantitative and qualitative methodologies. This design was chosen to capture specific measures, while also allowing the investigators to uncover student perspectives on other possible measures as well as improvements on the learning experience design. The study duration will be at least three years. Institutional Review Board (IRB) has granted the study exemption status, and is final IRB approval is in process. Documentation is found in Appendix A.

Procedures

Students are paired in the junior year for nursing students, and first year for medical students. These teams are formed in the fall semester with each new group, and retained for two years. Each team participates in one to two IP events per semester. All student teams consist of one medical student and one to two nursing students. To facilitate the reader, the different team levels will be referred to as either junior teams (the younger students) who will receive the peer debriefing, and senior teams (the older students) who will deliver the peer debriefing.

Junior teams will receive a pairing with a senior team, who will conduct their debriefing. Students in senior teams will complete the Interprofessional Leadership (IPL) tool to serve as baseline data. Students in junior teams will complete the Junior Expectation Survey (JES), an open-ended survey that asks them about their expectations or perceptions of what will happen in the debriefing by senior team members. Senior teams will be trained on debriefing strategies using a voice-over PowerPoint, including how to use the IUSIR.

Junior teams will then complete their simulation scenario receiving an immediate debriefing using the IUSIR from Dr. Reising and Dr. Carr. All scenarios will be recorded. Senior teams will schedule a time with the Simulation Lab Coordinator to view the junior team simulation recording in the simulation lab. The senior team will discuss and score the junior team, highlighting areas of strength and areas in which to improve. Senior teams will schedule a time with junior teams to meet in the simulation lab for the debriefing. These debriefings will also be recorded. Senior team IUSIR score sheet will be retained for comparison to the instructor scoring.

Students in senior teams will complete a second IPL tool, and the Debriefing Online Survey (DOS). Students in junior teams will complete the second part of the JES comparing their pre-debrief expectations to their actual experience. Students in junior teams will also complete a DOS, but that survey will contain different items than the senior team DOS. A summary of the procedures is contained in the timeline.

Tools

The IUSIR is a reliable and valid measure for individual and team interprofessional communication. In Indiana University nursing students, the IUSIR had a Cronbach’s alpha of .82 for the individual subscale, a .79 for the team subscale, and demonstrated a significant difference for discriminant validity between junior and senior level students. For Indiana University medical students, the IUSIR had a Cronbach’s alpha of .85 for the individual subscale,
a .89 for the team subscale. The IUSIR did not demonstrate a significant difference between first year and second year medical students, but the numbers of medical students are less than nursing students. We anticipate that more data will allow us to show predictive validity in the coming year. We will add reliability and validity measurement for this study as well. A copy of the IUSIR is found in Appendix B.

The IPL tool is a newly constructed tool designed specifically for this study. The IPL extracts the relevant IPEC competencies from the .pdf document referenced in the “Significance and Impact” section earlier in this proposal. The researchers had previously extracted competencies for another experience and developed a scoring schema with an associated rubric based on the theoretical constructs of Patricia Benner’s Novice-to-Expert framework. Patricia Benner was also consulted on the tool development. That tool and scoring schema with the rubric were sent out for a content review of IPE experts across the United States. Some recommendations were accepted and revisions made to the schema and rubric. We are using the same scoring schema and rubric to associate with the IPEC competencies selected for this study. Reliability and validity measures will be collected during this study. A copy of the IPL tool is found in Appendix C.

The Debriefing Online Survey (DOS) is a newly constructed tool to capture students’ perceptions of their outcomes and to capture their ideas for the process of the learning experience. The online survey contains 5 items on 5-point Likert-type scale, as well as 3 open-ended questions. Copies of the DOS for each student team level are found in Appendix D and Appendix E.

The Junior Expectation Survey (JES) is a newly constructed tool to open-endedly capture both the anticipatory expectations, and post-debriefing perceptions of the experience. A copy of the JES is found in Appendix F.

As one of the objectives of our study is to fine tune instrumentation, we anticipate that other tools may become available or come under development as we pilot tools over the three year study. When this occurs, we will amend our IRB approval accordingly.

Data Analysis

The Schools of Nursing and Medicine are fortunate to have dedicated staff to assist in research design and statistical analysis. The researchers are fortunate to have available a Research Assistant (RA) involved in the management of the data and data analysis for the past year. We will be using all available expertise for the analysis of our data. The anticipated strategies are provided.

For quantitative data, we will use the following approaches:
  • T-tests: IUSIR (comparing senior team scoring to instructor scoring), IPL (pre and post scoring of students in senior teams)
  • Cronbach’s alpha: IUSIR (differentiated by student scoring and instructor scoring)
  • Discriminant validity: IUSIR (differentiated by student scoring and instructor scoring)
  • Descriptive statistics: DOS Likert-type scale items

For qualitative data, we will use the following approaches for the open-ended DOS and JES:
  • Content analysis
  • Comparison of themes between juniors and seniors on DOS
Determination of Success of the Research

We intend to use our specific objectives to determine the success of our research. Specifically, success will be achieved if there is:

1. An improvement in IP leadership skills in senior teams.
2. A consistent methodology for successfully preparing senior teams for peer debriefing.
3. The tools used in the study capture the phenomenon under study in a reliable and valid manner, and contribute to the scholarship of IPE by filling a gap in instrumentation.
4. Students perceive the learning experience as valuable, and identify further process and outcome indicators that strengthen the experience and the research.

Result Dissemination

The investigators have a consistent track record of disseminating their Scholarship of Teaching and Learning in both national and international venues (please refer to the curriculum vitae). We anticipate this research will stimulate great interest from both an instrumentation and methodological standpoint, particularly with respect to developing senior teams for leadership roles in IPE. We anticipate presentations and publications in nursing, medicine, and interprofessional settings. These settings are consistent previous outlets of dissemination in the investigators previous record, with the exception of extending to newly formed interprofessional conferences and journals.

Reflective Teaching Practices

The investigators intend to extend on some of our current reflective teaching practices. After each IPE event, we debrief with each other, our Simulation Coordinator, and our students as we conduct large group debriefings with our students for some events. These reflections include both process issues, and assessment issues. Because we will have the benefit of more data from our students, the research team will be involved in reflection after immersion with the data. In the past, we have used open-ended items and have modified learning events because of those items. From this research, we expect more robust descriptions of the events, including process and outcome indicators. We will continue with our immediate post event reflections, as well as schedule formal data reviews when each semester’s data analysis is complete. The principal investigator of this study has just been accepted into the Science, Technology, Engineering, and Math Faculty Learning Community (STEM-FLC), and will leverage the expertise within that group for further reflection and development of this scholarship. Additionally, conference presentations provide an excellent means for reflection as our peers have always challenged us to think differently about our approaches, or posed questions that intensify our own drive to the next steps.
References


### BUDGET AND BUDGET NARRATIVE

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<tr>
<th>Allowable Expense</th>
<th>Narrative &amp; Justification</th>
<th>Funds Requested</th>
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<td>Research Assistant</td>
<td>Data preparation and analysis. There are a substantial number of data points that will need to be prepared and properly analyzed. $17/hour X 160 hours + Fringe 7.05% (80 hours per semester X 6 semesters)</td>
<td>$8735</td>
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<td>Research Dissemination</td>
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<td>INITIAL FUNDING REQUEST</td>
<td>The researchers have some funding residual in individual research accounts to cover an overage up to $2000.</td>
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**RESEARCH PLAN AND TIMELINE**

Note: Initial pilot work is occurring fall semester, 2013. The timeline is prepared on a semester-length basis with the same activities occurring each semester.

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>Assignment of teams</td>
<td>Week 3</td>
</tr>
<tr>
<td>Assignment of team pairings</td>
<td>Week 5</td>
</tr>
<tr>
<td>Debrief training of senior teams</td>
<td>Weeks 6-7</td>
</tr>
<tr>
<td>Completion of IPL by seniors and JES by juniors</td>
<td>Week 8</td>
</tr>
<tr>
<td>Junior team simulation scenarios</td>
<td>Weeks 9-11</td>
</tr>
<tr>
<td>Senior team review recordings and score on IUSIR</td>
<td>Weeks 10-12</td>
</tr>
<tr>
<td>Senior teams debrief junior teams using IUSIR (recorded)</td>
<td>Weeks 11-13</td>
</tr>
<tr>
<td>Completion of IPL by seniors and JES by juniors</td>
<td>Weeks 11-13</td>
</tr>
<tr>
<td>Completion of DOS by seniors and juniors</td>
<td>Weeks 11-13</td>
</tr>
<tr>
<td>Data analysis and reflection of investigators</td>
<td>Weeks 4-5 of next semester</td>
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Appendix A—IRB Documentation

MyCompliance: Protocol Details

MyResearch Administration | MyCompliance
Protocol Details: Reising, Deanna L.

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Comments: Submitted to IRB, Submitted to IRB, Submitted to IRB, Submitted to IRB

Contact the Human Subjects Office via email at irb@indiana.edu or by phone at 317-274-8398 or 812-856-4242.

Created by the Office of Research Administration
## Appendix B—IUSIR

### Indiana University Simulation Integration Rubric (IUSIR)

<table>
<thead>
<tr>
<th>Novice (1)</th>
<th>Competent (3)</th>
<th>Expert (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Little or no eye contact, subdued interaction with team (hands in pockets, crossed arms) inappropriate clothing choice, disheveled</td>
<td>- Body language indifferent and eye contact sporadic clean and neat but too casual (jeans, T-shirt, no name tag)</td>
<td>- Body language and eye contact receptive with all team members, professional appearance, wearing name tag</td>
</tr>
<tr>
<td>- Rarely uses closed loop communication, frequent use of vague, incomplete or confusing terminology. Poor or no introduction. Role designation absent or limited</td>
<td>- Inconsistency of use of closed loop communication; occasional use of vague or confusing terminology. Introduction to patient delayed or incomplete.</td>
<td>- Uses names of team members and displays consistent use of closed loop communication, uses precise and clear terminology reliably. Introduction made promptly at scenario start.</td>
</tr>
<tr>
<td>- Does not effectively incorporate feedback - comments judgmental, overly confident or condescending or very limited verbal interaction, rarely asks for clarification, does not address errors. Detached from situation ignores others or appears overly confident</td>
<td>- Usually respectful of suggestions from teammates but not always open to discussion, does not address errors effectively, uses team feedback inconsistently, occasionally asks for clarification, occasionally ignores situation</td>
<td>- Incorporates feedback constructively to improve patient care - asks questions, stimulates discussion, clarifies ideas for others, addresses errors effectively.</td>
</tr>
<tr>
<td>- Does not seek out input from team when uncertain or relied excessively on written resources</td>
<td>- Seeks occasional input from team when uncertain but usually refers to written resources</td>
<td>- Areas of uncertainty addressed as a team and written resources used prudently</td>
</tr>
<tr>
<td>- Often fails to identify critical patient care issues and is rarely proactive. Unfocused</td>
<td>- Identifies most of the critical patient care issues but may be delayed in doing so. Confusion on treatment plan minimal</td>
<td>- Identifies all critical patient care issues promptly and proactively. Implements treatments based on clinical impression summarized by the team</td>
</tr>
<tr>
<td>- Does not reassure patient with empathy, does not address patient questions promptly or professionally</td>
<td>- Patient reassurance mechanical, most but not all patient questions answered</td>
<td>- Reassures patient with empathy and addresses patient questions promptly and completely</td>
</tr>
<tr>
<td>- Team lacks enthusiasm and cohesiveness, disorganized, confused, little communication</td>
<td>- Team energy flagging at times but overall positive, occasional confusion</td>
<td>- Team interactions consistently display positive energy and clear communication, with all team tasks assigned and clear</td>
</tr>
<tr>
<td>- Communication between direct team members is frequently incomplete, vague or confusing, does not demonstrate closed loop technique.</td>
<td>- Team applies closed loop communication techniques inconsistently; occasional use of vague, incomplete or confusing terminology.</td>
<td>- Consistent use team member names, closed loop communication, and precise, clear terminology.</td>
</tr>
<tr>
<td>- Critical decisions points not addressed as a team or team input not applied reliably. Rarely proactive patient care</td>
<td>- Team input given at most critical decisions points with generally adequate implementation, some delayed pt. care</td>
<td>- Clinical impression summarized and implemented as a team.</td>
</tr>
<tr>
<td>- Team members often unaware of clinical impression and treatment plan</td>
<td>- Most but not all team members consistently aware of clinical impression</td>
<td>- Education of patient about treatments thorough and accurate.</td>
</tr>
<tr>
<td>- Sporadic or incorrect explanations of medical terms or procedures provided to patient</td>
<td>- Education about treatments lack clarity or are occasionally incorrect</td>
<td>- Team reassess patient symptoms consistently after treatments</td>
</tr>
<tr>
<td>- Team frequently fails to reassess patient after treatments</td>
<td>- Patient not consistently reassessed by team after treatments given.</td>
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<table>
<thead>
<tr>
<th>Individual</th>
<th>X 1</th>
<th>X 3</th>
<th>X 5</th>
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<td>Team</td>
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08/29/2011 © Indiana University
## Appendix C—IPL

### Interprofessional Leadership Tool (IPL)

<table>
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<tr>
<th>Competency</th>
<th>Domain: Values/Ethics</th>
<th>Domain: Roles/Responsibilities</th>
<th>Domain: Interprofessional Communication</th>
<th>Domain: Team and Teamwork</th>
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<td>4</td>
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<td>CC1.</td>
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<td>5</td>
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<td>CC2.</td>
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<td>CC8.</td>
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<td>1</td>
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<td>TT5.</td>
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<td>TT8.</td>
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<td>TT9.</td>
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<td>TT10.</td>
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### Scale Legend for IPL

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<thead>
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<th>Score</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Novice</td>
</tr>
<tr>
<td>2</td>
<td>Advanced Beginner</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
</tr>
<tr>
<td>4</td>
<td>Proficient</td>
</tr>
<tr>
<td>5</td>
<td>Expert</td>
</tr>
</tbody>
</table>

- **Novice**
  - No familiarity with competency
  - Able to follow basic rules regarding what was taught
  - Limited in ability to generate actions

- **Advanced Beginner**
  - Minor familiarity with competency
  - Understand basic principles to apply to competency
  - Generate 1 or 2 possible actions outside of basic rules

- **Competent**
  - Increasing familiarity with competency
  - Awareness of processing actions based on context
  - Recognizes inappropriate actions

- **Proficient**
  - Familiar with competency
  - Uses information from prior experiences to help guide decisions
  - Flexibility in considering actions relevant to context

- **Expert**
  - Familiar and comfortable with competency
  - Efficient in processing situation and actions
  - Evaluates competing actions and selects based on experience
Appendix D—DOS Juniors

Debriefing Online Survey (DOS)—Juniors

Rating Items

1. I received feedback from the senior team that was respectful.
2. I received feedback from the senior team that improved my individual communication skills.
3. I received feedback from the senior team that I will use in my next team experience.
4. The senior team gave me feedback that I could use in my clinical practice.
5. The debrief experience was a valuable experience.

Scale Interpretation:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Open-Ended Items

1. What is some of the feedback you received from the senior team that was different from the instructors? Describe how that feedback was or was not helpful to you in thinking about your next team experiences.

2. Please provide any information that might help the instructors plan for the timing and flow of the peer debriefing events in subsequent semesters.

3. In the tools you have completed, are there any items you think would be helpful to capture in subsequent semesters? If so, what? (Don’t worry about the wording!)
Appendix E—DOS Seniors

Debriefing Online Survey (DOS)—Seniors

Rating Items

1. Our team was respectful in providing feedback.
2. Providing feedback to the junior team improved my individual leadership skills.
3. The feedback session uncovered some information that I will use in my next team experience.
4. Providing feedback gave me a greater sense of accomplishment about my own interprofessional communication skills.
5. The debrief experience was a valuable experience.

Scale Interpretation:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Open-Ended Items

1. What are some of the leadership skills you believe you demonstrated as a part of this experience?
2. Please provide any information that might help the instructors plan for the timing and flow of the peer debriefing events in subsequent semesters.
3. In the tools you have completed, are there any items you think would be helpful to capture in subsequent semesters? If so, what? (Don’t worry about the wording!)
Appendix F—JES

Junior Expectation Survey (JES)

Participant Code #:

Please complete only the first part BEFORE your debrief experience.

What are some of your expectations of the debriefing by the senior team of your simulation experience?


Please complete only this second part AFTER your debrief experience.

Reflecting on what you identified before the debriefing experience above, how did the experience meet or differ from your expectations?
CURRICULUM VITAE

NAME: REISING, DEANNA L.

EDUCATION:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Date Awarded</th>
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<tr>
<td><strong>DOCTORAL</strong></td>
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<tr>
<td>Indiana University</td>
<td>PhD</td>
<td>1999</td>
</tr>
<tr>
<td>Graduate School</td>
<td>Major: Nursing</td>
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</tr>
<tr>
<td>Indianapolis, IN</td>
<td>Minor: Semiotic Studies</td>
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<tr>
<td><strong>GRADUATE</strong></td>
<td>MS</td>
<td>1989</td>
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<tr>
<td>Purdue University-</td>
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<tr>
<td>Calumet School of Nursing</td>
<td>Major: Adult Health</td>
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<tr>
<td>Hammond, IN</td>
<td>Clinical Nurse Specialist</td>
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<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td>BSN</td>
<td>1986</td>
</tr>
<tr>
<td>Indiana University</td>
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<td>School of Nursing</td>
<td></td>
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ACADEMIC APPOINTMENTS:

<table>
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<tr>
<th>Institution</th>
<th>Rank/Title</th>
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<tbody>
<tr>
<td><strong>Indiana University</strong></td>
<td>MSN Nursing Education</td>
<td>2010-2012</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Track Coordinator</td>
<td></td>
</tr>
<tr>
<td>Indianapolis, IN</td>
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<tr>
<td><strong>Indiana University</strong></td>
<td>Associate Status</td>
<td>2002-2006</td>
</tr>
<tr>
<td>Graduate School</td>
<td>Full Status</td>
<td>2006-present</td>
</tr>
<tr>
<td>Bloomington, IN</td>
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</tr>
<tr>
<td><strong>Indiana University</strong></td>
<td>Visiting Lecturer</td>
<td>1991-1992</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Lecturer</td>
<td>1993-1997</td>
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<tr>
<td>Bloomington, IN</td>
<td>Clinical Assistant Professor</td>
<td>1997-1999</td>
</tr>
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<td></td>
<td>Assistant Professor</td>
<td>1999-2005</td>
</tr>
<tr>
<td></td>
<td>Interim Director</td>
<td>Spring 2000</td>
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<tr>
<td></td>
<td>Associate Professor</td>
<td>2005-present</td>
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<td></td>
<td>(with tenure)</td>
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<tr>
<td><strong>Indiana University</strong></td>
<td>Clinical Instructor</td>
<td>1989-1990</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Lecturer</td>
<td>1990-1991</td>
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<tr>
<td>Gary, IN</td>
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HONORS AND AWARDS:

TEACHING

<table>
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<tr>
<th>Award Name</th>
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<tbody>
<tr>
<td>Dean's Innovation Award</td>
<td>Indiana University School</td>
<td>2011</td>
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<tr>
<td>of Nursing</td>
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<tr>
<td>NLN/Johnson &amp; Johnson Faculty</td>
<td>National League for</td>
<td>2010</td>
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<tr>
<td>Mentor Program</td>
<td>Nursing</td>
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<tr>
<td>Practice/Academe Award</td>
<td>Sigma Theta Tau</td>
<td>2009</td>
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<tr>
<td>Honorable Mention</td>
<td>International</td>
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<tr>
<td>Curricular Innovation Award</td>
<td>National League for Nursing</td>
<td>2009</td>
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</tbody>
</table>

Outstanding Faculty Member  BSN Class  1992, 1994, 2004

Excellence in Education Award  Sigma Theta Tau International-Alpha Chapter  2002

Faculty Colloquium on Excellence in Teaching (FACET)  Indiana University  2002

Circle of Excellence in Education Award  American Association of Critical Care Nurses  2002

Lois C. Meier Teaching Excellence Award  Indiana University School of Nursing  2001

Teaching Excellence Recognition Award (TERA)  Indiana University  1997, 1998, 1999

RESEARCH
Award Name  Granted By  Date
Fellow of the Academy of Nursing Education  National League for Nursing  2009

Advancement of Science Award Nursing Education Research Section  Midwest Nursing Research Society  2008

Outstanding Qualitative Research Dissertation Award  Midwest Nursing Research Society  2002

RESEARCH/CREATIVE ACTIVITY:
AWARDED GRANTS/FELLOWSHIPS
Title  Granting Agency  Award Amount  Dates
"Development of Interdisciplinary Communication Skills in Nursing and Medical Students" (PI)  Indiana University Scholarship of Teaching and Learning Leadership Grant  $15,000  09/10-08/11

Service-Learning Faculty Fellowship  Indiana University Community Outreach Partnerships in Service Learning  $1000  08/06-05/07

"Pharmacology for Nurses in the 21st Century"  Indiana Partnerships Statewide Education Course and Module Development Grant Program Indianapolis, IN  $49,449 ($18,345 + institutional match of $31,104)  02/05-07/06

"Blood Glucose Screening and Counseling for the South  Center for Healthy Communities/ Health  $2000  08/03-07/05
<table>
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<th>Amount</th>
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<tr>
<td>“Extension of Service Learning Learning within Nursing and Across Health-Related Disciplines” (PI)</td>
<td>Indiana University</td>
<td>$5000</td>
<td>09/02-12/02</td>
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<td>“Perceived Benefits of Herbal And Nutritional Supplements in College Students” (PI)</td>
<td>Sigma Theta Tau</td>
<td>$2000</td>
<td>09/02-05/03</td>
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<td>“Extension of the OPT Model to Senior Baccalaureate Nursing Students and New Nurse Orientation at Bloomington Hospital and Healthcare System” (PI)</td>
<td>Indiana University</td>
<td>$6000</td>
<td>05/02-07/02</td>
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<td>“Campus Course Portfolio Leader”</td>
<td>Indiana University</td>
<td>$1500</td>
<td>2001-2002</td>
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<td>“Service Learning Across a Nursing Curriculum: Improving the Health of a Community and Enhancing Student Learning” (PI)</td>
<td>National League for Nursing</td>
<td>$3000</td>
<td>09/01-09/03</td>
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<td>“Hypertension Monitoring of the University Community through Service Learning” (PI)</td>
<td>Indiana University</td>
<td>$3000</td>
<td>05/01-05/02</td>
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<td>“Integration of a New Critical Thinking Model for Nursing Practice” (PI)</td>
<td>Indiana University</td>
<td>$1500</td>
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<td>“Writing Skills Development In B233 Health and Wellness”</td>
<td>Indiana University</td>
<td>$1500</td>
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SELECTED PRESENTATIONS:

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<th>Organization</th>
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SELECTED PRINT AND/OR ELECTRONIC PUBLICATIONS:

TEACHING

Referred


Non-Referred


RESEARCH/CREATIVE ACTIVITY

Referred


October 17, 2013
CURRICULUM VITAE

NAME: DOUGLAS E. CARR M.D., FACS

HOME ADDRESS: 3993 BLUE GOOSE RD
LAWRENCEBURG, IN 47025
Phone: (812) 487-2090
Cell phone (513) 404-3554
E-mail: decarr@indiana.edu

PROFESSIONAL ACCOMPLISHMENTS AND MEMBERSHIPS:

Chief Executive Officer Dearborn County Surgery 1992-2003
(Practice founder and senior partner of three surgeons)

Chief of Staff Dearborn County Hospital, January 2000-December 2000

Dearborn County YMCA (Founding member and Board of directors)
May 1993-May 1998

Dearborn County Health Board September 1995-September 1999

United Way Board September 1994-September 1996

American Society of Breast Surgeons

Fellow American College of Surgeons

Indiana State Medical Association

PUBLICATIONS:


PRESENTATIONS:

Chapter of the American College of Surgeons May 10, 1991.


HONORS AND AWARDS:

Graduated Wittenberg University June 1983 Summa Cum Laude

G. Kenneth Andeen Presidential Scholar Award at Wittenberg
(Class rank of 9th out of 500)

J. K. Berman Research and Presentation Award June 1991 (Methodist Hospital)

Leonard Eisenmer Trauma Research Award and Presentation May 1992
(American College Of Surgeons Indiana Chapter)

Certified American Board Of Surgery

Chancellors List Indiana University (2005)

Sigma Theta Tau International Service/Academe Innovation Award—Honorable Mention. Proceeds from work will be published in the Journal of Nursing Scholarship (2009)

Dean’s Innovation Award, Indiana University School of Nursing (2011)
EDUCATION AND TRAINING:

Indiana University: August 2005 to present
   Masters Degree in Anatomy
   Associate Instructor in Anatomy: [Spring 2006, Summer 2006, Fall 2006, Spring 2007, and Fall 2007]
   Adjunct Faculty; Ivy Tech Community College for Anatomy and Physiology 102:
      Fall 2007

Methodist Hospital Graduate Medical Center July 1987-June 1992
   Internship and Residency in General Surgery
   Vascular Surgery Fellowship April 2001 to July 2001

Indiana University September 1983-May 1987
   Medical Degree (Bloomington, IN and Indianapolis, IN)

Wittenberg University, Graduated 1983
   B.S. Biology
   B.A. Philosophy
   Upward Bound counselor 3 years (two summers)
   National Institute of Health research in junior year of college
# CURRICULUM VITAE

**NAME:** Feather, Rebecca A.

## EDUCATION:

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<td>2011</td>
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<td>Indianapolis, IN</td>
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<tr>
<td>Indiana University</td>
<td>MS, Nursing Administration</td>
<td>2004</td>
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<tr>
<td>Indiana University</td>
<td>BS, Nursing</td>
<td>1993</td>
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<tr>
<td>Indianapolis, IN</td>
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<tr>
<td>Ball State University</td>
<td>AA, Business</td>
<td>1985</td>
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<tr>
<td>Muncie, IN</td>
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## APPOINTMENTS:

### I. ACADEMIC

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<tr>
<td>Indiana University School of Nursing</td>
<td>Faculty/Assistant Professor</td>
<td>2011-Pres</td>
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<td>Bloomington, IN</td>
<td>Faculty/Clinical Lecturer</td>
<td>2004-2011</td>
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<td>Ivy Tech Community College</td>
<td>Faculty/Assistant Professor</td>
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<tr>
<td>Bloomington, IN</td>
<td>Adjunct Faculty</td>
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### II. NON-ACADEMIC APPOINTMENTS, CONSULTATIONS:

#### a) CLINICAL

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<tr>
<td>Bloomington Hospital</td>
<td>Department of Organizational Effectiveness</td>
<td>2002-2011</td>
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<tr>
<td>Bloomington, IN</td>
<td>Professional and Program Development Specialist-PRN</td>
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<tr>
<td></td>
<td>Cardiopulmonary Rehab RN</td>
<td>1996-2001</td>
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<td>PACU charge nurse/RN</td>
<td>1994-2007</td>
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<td>Emergency Department RN</td>
<td>1993-1994</td>
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<td></td>
<td>Progressive Care –</td>
<td>1992-1993</td>
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<td></td>
<td>Critical Care Step-Down Unit</td>
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<td>Nurse intern</td>
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<td>First Health Care</td>
<td>Acute Care and Occupational Health RN</td>
<td>1995-1997</td>
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<td>Bloomington, IN</td>
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#### b) RESEARCH

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#### c) CONSULTANSHIPS

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<td>Bloomington Hospital</td>
<td>Consultant, Organizational Effectiveness</td>
<td>2011-Pres</td>
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<td>Bloomington, IN</td>
<td>Department</td>
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<tr>
<td>Bloomington Hospital</td>
<td>Leadership Enhancement and</td>
<td>2006-2011</td>
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<td>Consulting</td>
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Bloomington, IN
Development Program
Development and
Instructor–Management;
Charge Nurse Classes

Morgan Hospital & Medical Center
Martinsville, IN
Charge Nurse
Leadership Delegation
Preceptor/Mentor, Portfolios

Assessment Technologies Institute
Stilwell, KS
Leadership and
Management Content development
and chapter review

Career Transition Group
Bloomington, IN
Consultant on resume portfolio
and career development

Bloomington Hospital of Orange County
Paoli, IN
Customer Loyalty Training/
Mandatory Employee Training

Assessment Technologies, Institute
Stilwell, KS
Test Item Review/Revision/
Development

LICENSURE, CERTIFICATION, SPECIALTY BOARD STATUS (as applicable for discipline):

Credential
RN, Active Indiana, Indiana Board of Nursing
Active Dates
1993-Pres

American Heart Association: CPR Healthcare Provider
Current

American Nurses Credentialing Center: Nurse Executive
Issued: December, 2009

DDI and Customer Service Training Certified
Facilitator for Leadership
Issued: February, 2003

PROFESSIONAL ORGANIZATIONS:

Organization
Midwest Nursing Research Society
Mount Laurel, NJ
Role
Member
Dates
2011-Pres

Indiana University Alumni Association
Bloomington, IN
Member
2010-Pres

American Organization of Nurse Executives
Chicago, IL
Member
2009-Pres

National Nursing Staff Development Organization
Chicago, IL
Member
2008-Pres

American Nurses Association
Silver Springs, MD
Member
2004-Pres

Indiana State Nurses Association
Indianapolis, IN
Member
2004-Pres

Sigma Theta Tau International, Alpha Chapter
Indianapolis, IN
Member
2004-Pres
5 Independence Way
Princeton, NJ


II. UNIVERSITY

a) Department

Activity | Role | Inclusive Dates
Leadership Committee, Environments for Health | Member | 2011-Pres

b) School

Activity | Role | Inclusive Dates
Academic Misconduct Committee | Chair – Student Hearing | Dec., 2012
Indiana University School of Nursing | Member, Interview Committee (BSN Applicants) | 2008-2011
CCNF BSN Curriculum Reform Committee | Member, (IPE, Team Two, Steering Committee) | 2011-Pres
Clinical Site Scheduling Committee | Member, Bloomington, Hospital | 2009-Pres
Faculty Affairs Committee | Member | 2009-2010
Merit Pay Committee | Member | 2006
Graduation Committee | Member | 2005-2006
CCNF BSN Curriculum Committee | Member | 2004-Pres
Capstone Advisory Committee | Chair | 2004-2005
Patient Safety Committee | Member | 2004-2005

c) Campus

Activity | Role | Inclusive Dates
Inter-Profession Education Committee | Member | 2012-Pres
Spring Graduation Ceremony | Marshall – Nursing | 2008-Pres

d) University

Activity | Role | Inclusive Dates


e) Student

Activity | Role | Inclusive Dates

OTHER PROFESSIONAL ACTIVITIES: Record other professional activities such as entrepreneurial endeavors or other activities that you consider significant and directly related to your work as a faculty member, and which are not covered elsewhere on the curriculum vitae. Please do not include voluntary service that is unrelated to the profession in this section, no matter how significant or important to the civic community.

I. RESEARCH PRESENTATIONS – *Invited Refereed, #data-based, +student participation

a) Local
PRINT AND/OR ELECTRONIC PUBLICATIONS: Present all publications in a format consistent with your disciplinary style standards such as APA. Bold your name in citations where multiple authors are listed. Divide publications or creative activities into teaching, research and creative activity, or service. Refereed and non-refereed publications should be listed as they appear on the manuscript and annotated to explain the nature and extent of the candidate's contribution. List only works that are published, accepted or "in-press." Work submitted, under editorial review or in preparation should not be listed but rather reported in the candidate's statement.

I. TEACHING
   a) Refereed (*Invited)
   b) Non-Refereed
      N/A

II. RESEARCH/CREATIVE ACTIVITY/ABSTRACTS
   a) Refereed (*Invited)
      N/A
   b) Non-refereed
      N/A

III. BOOK CHAPTERS
   a) Refereed
   b) Non-refereed
      N/A

IV. SERVICE
   a) Refereed
      N/A
   b) Non-refereed
      N/A

Rebecca A. Feather ___________________________ January 14, 2013 ___________________________
Signature Date
ZULFUKAR OZDOGAN
809E. Hunter Ave. Apt#11 Bloomington, IN, 47401, USA
Phone: (001) 812-272-9665
E-mail: zulfukarozdogan@gmail.com
zulfozdo@indiana.edu

EDUCATION

PhD
Indiana University, USA
Inquiry Methodology, School of Education

Master’s
Middle East Technical University, Turkey
Media and Cultural Studies

(incompleted)

Undergraduate
Middle East Technical University, Turkey
Bs in Political Science and Public Administration (2007)

Anadolu University, Turkey
Public Administration (2008)

Vocational School
Afyon Kocatepe University
Afyon Vocational School of Higher Education (2000)

WORK EXPERIENCE

Graduate Assistant 2013-
Graduate Assistant (Full-time)
Inquiry Methodology, Counseling and Educational Psychology
School of Education, Indiana University
Bloomington-IN-USA

Research Assistant 2013-
Research Assistant (Hourly)
School of Nursing, Indiana University
Bloomington-IN-USA

February 2012- 2012
Media Counselor/Agent
Union of Environmental Engineering
Ankara-TURKEY

Description of duties:
• Writing memorandums and declarations about environmental issues to inform media
• Writing announcements about current events in Union of Environmental Engineering
• Informing national and international authorities about current policies and legislations of environmental issues

2009-2010
Student Assistant Middle East Technical University
Department of Political Science and Public Administration

Description of duties:
• Assisting instructors to organize materials for their classes
• Organizing applications of graduate, doctoral students and assistantship positions
January-February 2009  Internship Assistant
ASAM (Association of Solidarity with Asylum Seekers and Migrants)

Description of duties:
- Writing activity reports
- Following the procedures of foreign internships
- Translating the documents sent by United Nations High Commissioner for Refugees (UNHCR) into English
- Communicating with UNHCR and NGOs about the problems of Asylum Seekers and Migrants

July, August 2008  Project Staff
Hacettepe Institute of Population Studies
ANKARA

Description of duties:
- Going to the specified city to collect data
- Finding the exact place in the specified city in which data will be collected
- Connecting with local administrations and inform them about the permission of the research project
- Controlling the data and deciding whether they were collected and reported on the forms correctly

October 2005 – June 2007  Shelf Checker
Middle East Technical University Library, ANKARA

Description of duties:
- Checking and ordering the books in the library
- Rechecking and renewing barcodes of the books

March-June 2001  Substitute Teacher
Tekke Köyü Elementary School
Şuhut – AFYONKARAHİSAR

Description of duties:
* Teaching to elementary students
* Organizing social activities with students
* Representation of Tekke Köyü Elementary School concerning institutional relations
* Communicating with villagers
* Preparing and assisting the documents of “village headman (muhtar)”

July, August 1999  Office Manager Internship
İzmir Municipality
İZMİR

Description of duties:
* Controlling and following formal documents
* Writing reports about graveyards

RESEARCH EXPERIENCE

Ongoing Research  Title: “The Reception of Poor Concerning a TV Serial: Sirlar Dünayasi”

PROJECT EXPERIENCE

09/2007-  Editorial Board Member
Society and Democracy, Refereed Social Sciences Journal

10/2003-12/2006  Graduation Association of METU, Voluntary Education Project
CONGRESS, CONFERENCES, AND SEMINARS

October 20-22, 2011  Berlin Forum for Progressive Muslim; Political Islam and Islamism, Islamic Extremism in Discourse
  Hiroshimastraße 17, 107785 Berlin / Germany

September 6-10, 2011  The 6th International Conference on Middle Eastern and North African Popular Culture, University of Vienna cooperation with University of Oxford, Vienna-Austria.


June 7-12, 2007  XI. International Conference: The Luxemburg – Gramsci Tradition and Left Theory and Praxis Today Esslingen/ Germany, Organized by INKRIT.

September 8-10, 2006  Karaburun Science Congress (Karaburun Bilim Kongresi), İZMİR

March 24-26, 2005  II. National Political Science and Public Administration Student Congress (Ulusal Siyaset Bilimi ve Kamu Yönetimi Öğrencileri Kongresi)
  Middle East Technical University – ANKARA

LANGUAGE SKILLS
Turkish  Mother Tongue
English  Second Language:
  * I completed my undergraduate and graduate study in the university where the medium of instruction is English (2002-2011).
  * I completed Intensive English Program at Indiana University in USA (March-May, 2011).

COMPUTER SKILLS
* MS Office Applications (Word, Excel, and PowerPoint)- Microsoft Office Suite 2010 included
* SPSS (Statistical Program for Social Science), Nvivo and AtlasTi
* Adobe (InDesign and PhotoShop)
* HTML

CERTIFICATE PROGRAMS
Mart-Mayıs 2011  Indiana University-USA
  Intensive English Program

March, April 2005  Social Democracy School
  SODEV (Sosyal Demokrasi Vakfı)
  TÜSES (Türkiye Sosyal Ekonomik ve Siyasal Araştırmalar Vakfı)
  ANKARA

SOCIAL ACTIVITIES & CLUB MEMBERSHIPS
Social Activities  : Cinema and Theatre
Club Memberships  : LOSEV, ALTI NOKTA, and Beyaz Ay

CONFERENCE PAPERS PRESENTED
Özdoğan, Z. (2011, September). The Reception of “The World of Mysteries (Sırlar Dünyası)” by the Turkish Poor. Paper presented at the 6th International Conference on Middle Eastern and North


**REFERENCES**

Prof. Dr. Barbara Dennis *
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*Current advisor at IU*
October 9, 2013

Members of the Review Committee:

I am writing to lend my full support for the SOTL grant proposal submitted by Drs. Reising, Carr, and Feather. The grant proposal notes that the Institute of Medicine (IOM) has made calls for the development of working relationships among health care providers to prevent errors. Learning these skills should begin in the early educational processes, and under the guidance of experts in interprofessional education and practice (IPEP).

This proposal seeks to develop and extend interprofessional competencies of nursing and medical students on the Bloomington campus. Specifically, the research will use senior student teams to mentor junior student teams in an effort to develop leadership skills. Since there are few tools to measure the construct of leadership in IPEP, the proposal includes strategies to develop and measure leadership skills, and to assess perceptions of the experience from both the senior and junior team perspectives.

The research will be conducted in the jointly funded simulation laboratory on the Bloomington campus, a collaborative effort between the Schools of Nursing and Medicine, aimed at improving interprofessional skill development. The simulation laboratory became fully operational within the past year, and is an ideal setting for testing interprofessional innovations as described in the proposal.

The investigators have been engaged in IPEP for over five years, and have been the recipients of a SOTL Leadership award for this important activity. Funding at level III will enable the investigators to extend work initiated in the SOTL Leadership Grant, which the investigators have presented and published in both nursing and medical venues.

Sincerely,

Joyce Splann Krothe

PhD RN

Professor & Assistant Dean
October 11, 2013

Review Committee
Scholarship in Teaching and Learning
Indiana University
Bloomington, IN 47405

Dear Committee members:

I am absolutely delighted to support the SOTL grant proposal entitled “Using Peer Review to Develop Interprofessional Team Leadership Skills” by Drs. Reising, Carr, and Feather. It is well known that health care errors account for a growing number of fatalities in patients. To stem error occurrence, the Institute of Medicine (IOM) has made calls for the development of working relationships among health care providers to prevent errors. The importance of cultivating these skills is clear, and students should be exposed to these experiences early in their educational processes under the guidance of experts in interprofessional education and practice (IPEP).

The current proposal seeks to develop and extend interprofessional competencies of nursing and medical students on the Bloomington campus. In particular, senior student teams will mentor junior student teams in an effort to develop leadership skills of the senior teams. The investigators must also develop tools to measure the construct of leadership in IPEP, tactics to develop and measure leadership skills, and to capture the experience from both the senior and junior team perspectives.

The jointly funded simulation laboratory, which is collaborative effort between the Schools of Nursing and Medicine on the Bloomington campus, will be the site for this important study. Our simulation laboratory will be an incubator for testing of interprofessional innovations.

The investigators have been engaged in IPEP for over five years, and have been the recipients of a SOTL Leadership award for this important activity. They are becoming well established nationally for this kind of work. Funding at level III will enable them to extend their productivity beyond what they have already presented and published in both nursing and medical venues.

Sincerely,

John B. Watkins, III, Ph.D.
Associate Dean
Director of Medical Sciences
Professor of Pharmacology and Toxicology