

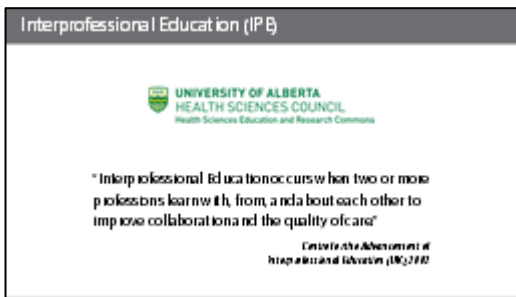
IPE @ UAlberta: Overview for Facilitators



Video link: <https://youtu.be/jIHHEF-jh50>

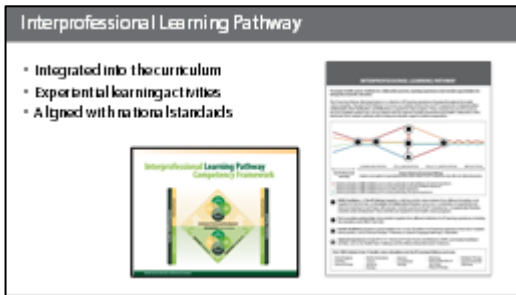


Interprofessional Education at the University of Alberta: Overview for Facilitators.

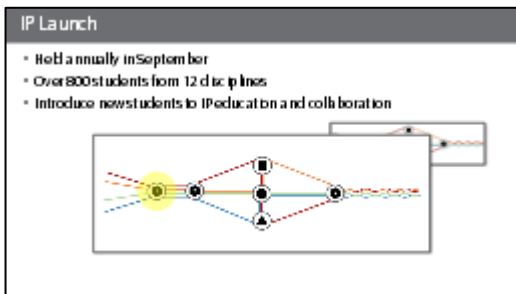


The Health Sciences Education and Research Commons, or HSERC, is committed to equipping the next generation of health professionals with collaborative practice skills through interprofessional education, or IPE.

“Interprofessional Education occurs when two or more professions learn with, from, and about each other to improve collaboration and the quality of care.” (Centre for the Advancement of Interprofessional Education, 2002)



HSERC works with faculties and departments to integrate IP education into the curriculum of all the health sciences programs. IPE at UAlberta includes several experiential learning activities and courses that, collectively, form the IP Pathway. Throughout the IP Pathway, students develop knowledge, skills, and attitudes as indicated in the UAlberta IP Competency Framework, which is aligned with national IPE standards.



For most health science students, their introduction to interprofessional collaboration occurs at the **Interprofessional (IP) Launch**, held each September. Over 800 students, who are near the beginning of their programs, and faculty members from 12 health science disciplines participate.



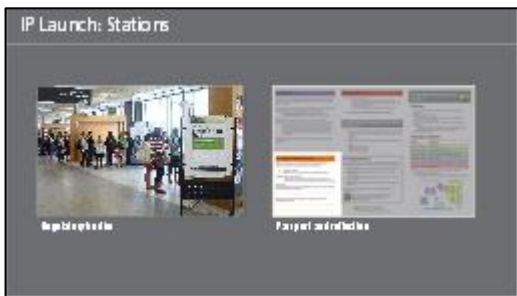
At the IP Launch, students are placed in interdisciplinary teams of 6 to 8 students to complete a series of activities. Each team receives a passport that contains their schedule, instructions, and prompts for each activity.

There are two activities that you, as a facilitator, might participate in.



At the **Case Study** station, students work through a scenario together. Since the students are so new in their programs, all the clinical information is provided to them through a video and handouts containing assessment information and treatment recommendations for their discipline. With this information in hand, students discuss the case and develop a patient-centred care plan. As a facilitator, your role is to support the discussion when needed and to help students work through the process. No clinical expertise is required.


At the **Patient Discussion** station, students meet with real-life patients who share their experiences of interacting with healthcare teams. As a facilitator your role is to help the patients to feel safe and supported, especially if they're nervous speaking to students, and if the students' questions veer off topic you might guide them back to asking about healthcare teamwork and how it affected these patients' experiences.



During the IP Launch, students also meet members of the professional regulatory bodies, and use the prompts in their passport to reflect on their team processes.

INTD 410/Essentials of Collaborative Practice (ECP)

- What? IP relationships and knowledge
- How? Process learning
- Why? Enhance patient care



INT D 410 and Essentials of Collaborative Practice (or ECP), is a process learning course. It enables students to build the knowledge, skills, and attitudes required to promote IP relationships and knowledge exchange between professions in health service delivery, with a view of enhancing patient care. It is a 3-credit course required for most of the health science professional programs at the University of Alberta, and for most students is the second step on the IP Pathway, after the IP Launch.

INTD 410/ECP


- Small team learning
- Students learn from each other and facilitators
- Facilitators are faculty members and practitioners



Students are placed in teams that stay together for the duration of the course, giving students the opportunity to collaborate with others from different disciplines. Facilitators are typically health science faculty members or practitioners, and they provide guidance to students as they work through weekly activities such as patient scenarios and simulations.

INTD 410/ECP: IP Competencies

- Communication
- Collaboration
- Role Clarification
- Reflection
- All focused on patient-centred care



In the course, students build their knowledge and skills in the four core IP competencies: Communication, Collaboration, Role Clarification, and Reflection.

Click on the links below to see four short videos that illustrate each Competency:

- Communication: <http://youtu.be/vTOPE8hL708>
- Collaboration: http://youtu.be/a5VW_k43C3I
- Role Clarification: <http://youtu.be/Z0a3wwGOXHk>
- Reflection: <http://youtu.be/ARkCWuhuYbA>

Emphasis is placed on team processes and tasks while recognizing the unique contributions of patients, families, and practitioners in working collaboratively to maintain health.

INT D 410/ECP: IP Facilitator Role

- Brief students
- Listen/observe
- Ask questions
- Debrief and give feedback
- Model reflective practice
- Assess students



Your role as a facilitator will be to:

- Brief students, either in small teams or as a full class. For example, at the start of class each week, you would outline the activities for the day based on information in the lesson plans we provide.
- Listen to and observe students as they participate in weekly class activities.
- Ask questions to stimulate individual students or teams to consider other aspects of a topic of discussion or situation.
- Debrief the learning activities, either in small teams or as a full class, depending on the situation. Debriefing can aid students in describing and analyzing a learning activity, and increase appreciation for how the activity is relevant to their future practice. During a debrief, you as a facilitator can provide feedback for improvement, and model effective approaches to giving feedback.
- Foster and model reflective practice.
- Assess student performance in live activities and written reflective assignments.

We will provide practice in the above areas throughout facilitator training.

INT D 410/ECP: By the Numbers

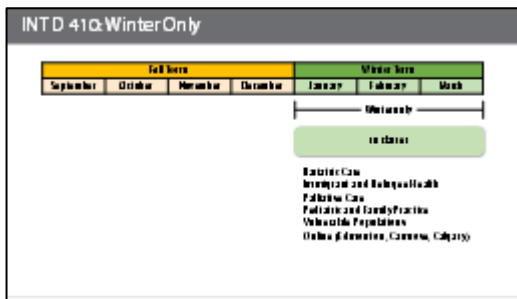


Let's look at some of the course logistics.

Each year, over 1000 students from 7 faculties at UAlberta take INT D 410. These students, and the 60 to 70 course facilitators, are divided into 20 to 25 course sections. HSERC staff and course rovers coordinate the overall operations.

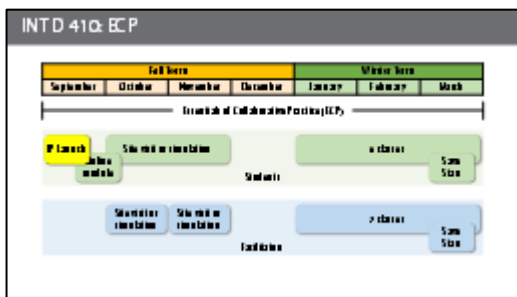
Each course section has 2-3 facilitators and 35-50 students.

The students are assigned to teams of 6-8 students from different disciplines, and they do the majority of their coursework in these teams.



There are currently two versions of INT D 410, scheduled differently.

First, there's a **Winter-only version** that consists of 10 classes from January to March. The Winter-only course sections learn interprofessional competencies in the context of particular care settings such as Bariatric Care, Immigrant and Refugee Health, Palliative Care, Pediatric and Family Practice, and Vulnerable Populations. There's also an Online stream that includes students from our Edmonton, Camrose, and Calgary campuses.



The second version runs during both the Fall and Winter terms, and it has a special name: **Essentials of Collaborative Practice, or ECP**. ECP requires the same amount of work, for both students and facilitators, but is structured differently.


The **Fall term** consists of three student activities: the Interprofessional Launch, an online module, and a site visit or a simulation. Facilitators are not involved in the first two activities, but do facilitate two site visits or simulations. Most of these take place on October and November evenings and weekends and run for three hours each. Facilitator roles vary, and details will be provided.

The **Winter term** consists of 6 classes for students. The final exam, or TOSCE (Team Objective Structured Clinical Exam) takes place over two weeks, which means that facilitators attend for 7 class sessions. All ECP students and facilitators attend a March event called Save Stan. More information will be provided about this session.

Note: The September IP Launch includes students from most health science programs at UAlberta, most of whom are in the first year of their program. That is to say, not all the Launch attendees will be taking the ECP version of INT D 410.

Save Stan

- Held annually in March
- MacEwan University, NAIT, Norquest College, University of Alberta
- Required for ECP's students, optional for others



Save Stan is held annually, typically during one weekend in March each year.

Students from MacEwan University, NAIT, Norquest College, and the University of Alberta participate in Save Stan. For most students, this is an optional event. However, students and facilitators in the ECP stream of INT D 410 are required to attend.

Save Stan

- IP health team simulations
- Safe but realistic
- Facilitator role:
 - Give feedback on communication and teamwork skills
 - Help students to reflect on collaboration in an IP team.




Students participate in a day of interprofessional (IP) health team simulations and learning scenarios in a safe but realistic environment. Students from a variety of health care disciplines use their combined skills to ensure proper care and safety for their patients.

Your role as a facilitator is to give student teams feedback on their communication and teamwork skills, and to help students to reflect on collaboration in an interprofessional team context. Training for facilitators is offered.

For more information about Save Stan, click on this link: <https://sites.google.com/site/ihepsavestan/>

Interprofessional Learning Pathway

- Post-secondary partnerships
- Faculty facilitated
- Student led
- Launch into Practice



The IP Learning Pathway includes other activities run as partnerships with other post-secondary institutions, run by specific faculties, and run by students. Most of these activities are optional, although some may be required for the students in particular programs. Another IP education activity, called Launch into Practice, is planned for the future.

Facilitator Role

- It is not...
 - Curriculum development
 - "Sage on the stage"
- It is...
 - Working through activities with students
 - Debriefing

Facilitators are an important part of all the experiential learning activities.

It's useful to clarify what facilitation is not. It's not curriculum development. We provide the content and you work through it with the students. You're also not a "sage on the stage" delivering a lecture to students.

Instead, you help guide students through an activity, give feedback, and lead a debrief. Of course, you can share your knowledge and experience with students, but it should be part of a dialogue, not a presentation.

Facilitator Skill: Giving Feedback

- Listen and observe
- Ask questions
- Offer constructive feedback
- Guide students towards self-awareness

There are two key skills that you'll need as a facilitator. The first is **giving feedback**.

Listen to and observe students as they participate in an activity. Ask questions to prompt them to consider aspects of the topic or situation that they might not have thought of. Offer constructive feedback to guide students to be more aware of what's working well and what might be done differently.

To learn more about giving feedback, click on the link for "Facilitator Training: Giving Feedback":
<https://www.youtube.com/watch?v=ebaglwq8ZU8>

Facilitator Skill: Debriefing

- "Prebrief" before the activity (purpose, logistics)
- Debrief after the activity

What?	What happened? What did we learn?
So what?	Why does this matter? Implications or impact
Now what?	How will this impact future practice? How will we improve in the future?

The second key skill is **debriefing**. Start each activity with a "prebrief" where you introduce the activity to the students. This requires some preparation to ensure you're familiar with the purpose and logistics of the activity. There may also be details that you should not reveal to the students up front, so students can discover them on their own.

Following the activity, conduct a debrief to prompt deeper learning. There are many ways to debrief but one useful framework is to ask:

- "What?" meaning "What happened?" This is a short, factual review of the activity.
- "So what?" meaning "Why does this matter?" Explore the implications or impact of the activity.
- And: "Now what?" meaning "How will this impact your future practice?" Ask the students or teams what they will do differently to improve in the future.

Facilitator Role
<ul style="list-style-type: none"> ▪ Role model <ul style="list-style-type: none"> - Collaboration with co-facilitators - Reflective practice ▪ Administrative tasks <ul style="list-style-type: none"> - Attendance - Reminders about confidentiality ▪ Assessment ▪ Attend training <ul style="list-style-type: none"> - Ask questions

There are a few more things that facilitators do.

You are a role model for effective collaboration with your co-facilitators. Students observe and notice how you share the workload and handle differences of opinion. Students also notice how you model reflective practice by examining your own actions to improve the way you work.

Some activities include administrative tasks such as recording attendance, reminding students about confidentiality issues when real patients are involved, and so on. These responsibilities are outlined with each activity.

The INT D 410 course includes several assignments that facilitators mark, such as written reflections, a team meeting, and a team presentation. Specific training is provided for these assessments.

Finally, be sure to attend the training offered for the activities you're involved with, and ask questions to ensure you fully understand the activity and your role.

Reasons to Become a Facilitator
<ul style="list-style-type: none"> ▪ Continuing professional development ▪ Connect with other disciplines ▪ Influence future practitioners ▪ Share your professional experience ▪ Honorarium (INT D 410, non-UAlberta faculty members) <p>Note: Prior experience is not required</p>

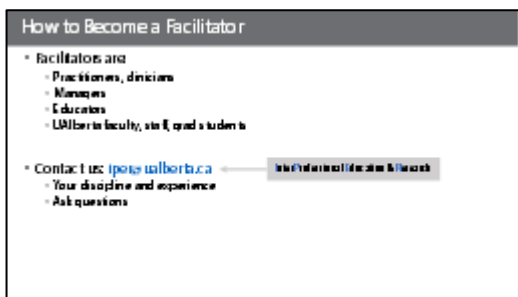
Being a facilitator is an opportunity for your continuing professional development. You'll receive facilitation training from interprofessional education experts at the University of Alberta. Training focuses on novel uses and analysis of interdisciplinary team, simulation, and virtual environments. You'll receive a Certificate of Participation for your training time and your time spent as a facilitator.

You'll have the opportunity to connect with and learn from practitioners and educators from other disciplines.

You'll also help prepare and influence future practitioners from different disciplines and to share with them your profession and your experience.

INT D 410 facilitators who are not UAlberta academic staff will also receive an honorarium.

And please note: Prior experience in teaching or facilitation is an asset, but is not required.



IPE facilitators come from a wide range of health-related disciplines. Many are practitioners and clinicians. Some are managers or educators. And some are University of Alberta faculty members, staff, and grad students.

If you'd like to become a facilitator, please reach out to our IP Education and Research team at iper@ualberta.ca. Tell us a little about yourself: your discipline, how long you've been practicing, and whether you have teaching experience. We don't need your resume or CV; we just want a few sentences to get to know you. If you're a recent grad, we'd love to know if you participated in any of these IPE experiences as a student.

Let us know if there's a specific activity you'd like to facilitate, or we can add you to our mailing list. We send 2 to 3 emails each year, requesting facilitators for specific, upcoming IPE activities. Please also ask us any questions you have about being a facilitator.



Again, If you have any questions about being a facilitator, please contact us at iper@ualberta.ca. We'd love to hear from you.

Thank you for watching and welcome on board as a facilitator! We value everyone who shares their time and experience with students to help improve collaborative practice and patient-centred care today and into the future.