



Interprofessional Facilitation - Prompts and Questions

“Collaborative Practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care.” (World Health Organization, 2019)

Below are the Canadian Interprofessional Health Collaborative (CIHC) competencies and examples of prompts or questions you may want to ask your student teams. Feel free to expand on these questions

Interprofessional Competency domain	Example Prompts/Questions
Patient/ Client/ Family/ Community - Centered Care: learners seek out, integrate and value, as a partner, the input and the engagement of patient/ client/ family/ community in designing and implementing care/ service.	<ul style="list-style-type: none"> How was the patient's or caregiver's perspective integrated into the care plan? How did the team/individual professionals demonstrate a client centered approach? Did you have any insights into the role of the patient on the health care team? Did you notice any hierarchy/power imbalance between the professional and patient/family member? How did the team/professions support the patient/family cultural perspective? Beliefs? Did professional/personal bias play a role in care? Relationship building? Decision making? How will this experience impact your interaction with patients? What other supports may contribute to a patient/family/community centred approach?
Interprofessional Communication: Learners from varying professions communicate with each other in a collaborative, responsive and responsible manner.	<ul style="list-style-type: none"> What did you notice about communication? What was the impact of communication when supporting patients/families/ caregivers? How did communication between professions impact care? Relationships? Did you notice any professional jargon or acronyms? What is the impact of profession specific language on collaboration? What is the impact of medical jargon on patient care?
Role Clarification: Learners understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and meet patient/family and community goals.	<ul style="list-style-type: none"> How was care approached and coordinated considering the variety of disciplines? Were there any disciplines missing? Which disciplines were included that surprised you? How balanced was the contribution of team members? What do you think impacted contributions? How were professional roles recognized and respected? Any new knowledge about the role of specific professions or the knowledge they possess? We can learn a lot about how other professions approach tasks we all share. What did you notice about discipline assessment? interventions? role?
Team Functioning: Learners understand the principles of team dynamics and group processes to enable effective Interprofessional team collaboration.	<ul style="list-style-type: none"> How did professionals work together within this context? What was the impact? Was there a clear agenda for the discussion? Did team members stay on task? Did the team clearly assign tasks? Did the team set timelines for task completion? Did the team reflect on their process and identify how barriers/challenges can be addressed? Consider what actions enhanced team process; what occurred that may have been a barrier to team functioning. Do you think hierarchy played a role?
Interprofessional Conflict Resolution: Learners actively engage self and others, including the patient/family, in dealing effectively with Interprofessional conflict	<ul style="list-style-type: none"> Were there any points during your meeting/discussions where your priorities did not align? How was this managed? What tensions do you think may arise in this context in practice? Did you notice any conflicting opinions/approaches between providers? Between provider and patient? How was this handled?
Collaborative Leadership: Learners work together with all participants, including patients/ families, to formulate, implement and evaluate care/services to enhance health outcomes.	<ul style="list-style-type: none"> How did your team determine who would lead? How was this decided? What factors were considered to determine the leader (e.g. clinical knowledge, experience with the patient/family, etc)? Did the leadership role shift during the experience? If yes, why? How did each team member support a climate for collaborative practice? How would a patient/client serve as a leader in your context? How were decisions made? Was the patient/family involved?

Debriefing student teams after the interprofessional experience

Use these questions and prompts to support **reflection on the experience (what)**, the **impact (so what)** and **implications for future practice (now what)**. The prompts/questions provided on the other side can also be used during the debrief.

Phase	Debriefing Prompts	
Defusing any feelings or emotional response students may have had. <i>Reactions and descriptions</i>	Watch for: <ul style="list-style-type: none"> Emotional reactions that may need to be defused, e.g. if a student had a strong reaction, give them an opportunity to share their thoughts, if they wish. They may have a personal experience impacting their behaviour or reaction. Encourage each student to participate but they can pass. 	You can ask: <ul style="list-style-type: none"> <i>Using one word, how do you feel about your overall experience?</i> <i>How did it feel to be a part of the experience?</i>
Debriefing the experience and linking to future practice. <i>Analysis and exploratory questions</i>	Think About: <ul style="list-style-type: none"> Being flexible to support the evolving conversation – you can further probe student responses – get curious. Using the prompts/questions linked to the CIHC competencies on the other side of this document 	You can ask: <ul style="list-style-type: none"> <i>Any surprises?</i> <i>Can you tell me what you were thinking about when...</i> <i>How do you see it?</i> <i>I noticed that...can you help me understand your perspective?</i> <i>I heard you say...I'm wondering if you can tell me more?</i>
Deepening the discussion and asking students for a take away for the future. <i>Summary/wrap-up</i>	Think about: <ul style="list-style-type: none"> The debrief can make the experience relevant to the individual student values as well as linking to future practice. 	You can ask: <ul style="list-style-type: none"> <i>How does this experience relate to past experiences?</i> <i>How might this shape your future practice?</i> <i>What is your take home?</i> <i>How might this new experience impact your future practice ?</i> <i>How might this experience support you in linking with other providers/services/programs?</i>

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