



Interprofessional Facilitation Handbook



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Table of Contents

Co-facilitation Models & Expectations	2
Communication Skills for Facilitators.....	5
One-Minute Feedback Exercise.....	7
Facilitation Skills Competency Assessment	8
Role Modeling Effective Team Behaviours	12
Facilitating Team Development.....	14
Addressing Negative Roles in Teams	15
Deciding How to Decide.....	18
Conflict Management.....	20
Giving and Receiving Feedback	22
Debriefing.....	31
Team Functional Roles	37
What Good Teamwork Looks Like.....	39
Key Articles.....	41

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Co-facilitation Models & Expectations

In interprofessional education (IPE), a skilled facilitator is neither team member nor detached observer. Instead the facilitator:

- Moves with ebb and flow of student interactions, surfacing as needed to shed light on group dynamics,
- Draws out new understandings,
- Encourages reflection,
- Gently shapes the movement of the interprofessional team, and
- Nurtures the creation of shared meaning among team members.

Adapted from: LeGros, Amerongen, Cooley, & Schloss, 2015, p. 596.

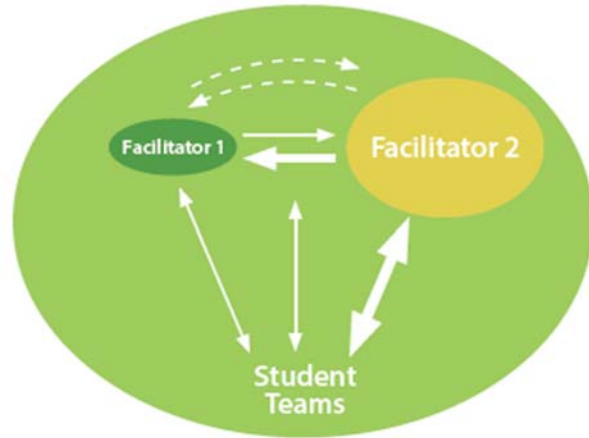
The next page shows some possible arrangements for a team of co-facilitators working together to guide a cohort of participants. When there are more than two facilitators the models can be adapted but the same dynamics are at work.

Your mode of co-facilitation is not static; you might use a combination of these models over time. When choosing a model to follow, consider how your facilitation team will do the following:

- Role model your teamwork and processes for the participants.
- Balance your strengths.
- Share the work.
- Monitor your team process.

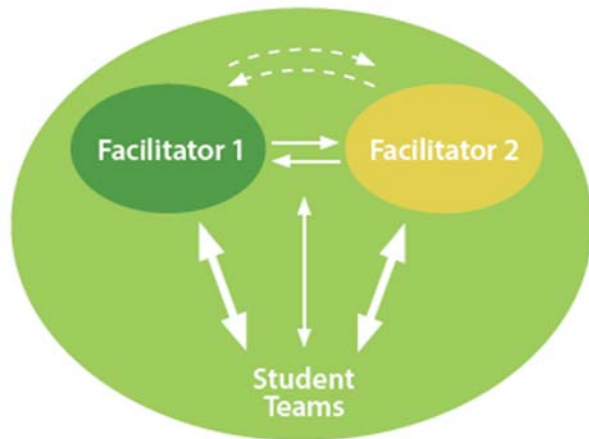
Co-facilitators should sit down and debrief together on a regular basis. How is your teamwork working right now? How is the term going? What disagreements do we have, and how can we resolve them? Working through these questions together can improve your effectiveness as facilitators.

You may have one experienced facilitator along with two newcomers. You might start the term with the **Mentorship** model where the experienced facilitator **leads the group**, explains concepts, demonstrates various facilitator skills, suggests tasks for the others, etc.



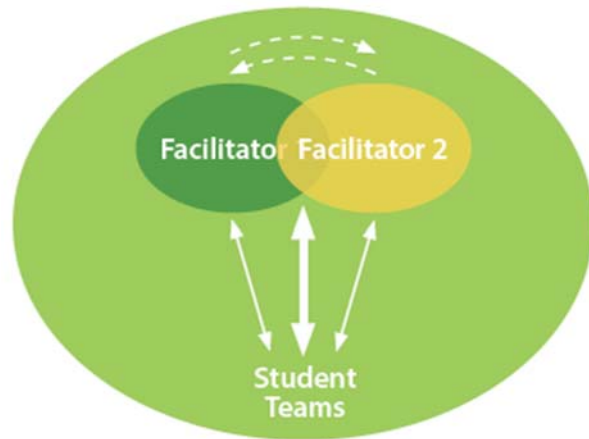
(A) Mentorship Model

There may be activities such as marking that are done under the **Coordination** model to **divide up the work** (each facilitator grades certain participants); the facilitators continue communicating with each other to ensure they are marking consistently and they all have an equal voice in decision-making.



(B) Coordination Model

In other situations, a **Collaboration** model may be ideal, with more overlap among facilitators as to which participants they work with, e.g., when teams are demonstrating skills, all facilitators are observing and giving feedback **as a group** to each team. There is value in all facilitators seeing all participants so the participants receive more diverse feedback.



(C) Collaborative Model

Communication Skills for Facilitators

Effective communication in a team involves listening, speaking, and group management skills. Here are some things to keep in mind when communicating with participants, co-facilitators, or others in your professional practice.

Attend to others and use active listening

- Suspend your own concerns or opinions; notice when they intrude.
- Put yourself in the other person's place and try to consider their frame of reference.
- Show appropriate verbal (acknowledging) and non-verbal cues (encouraging).
- Listen for content and emotion, and seek clarification if you need it.
- Summarize or paraphrase to check your understanding. A good paraphrase should: be concise, focus on the other person's experience, and reiterate both facts and feelings.
- Aim to understand others' messages. Recognize that you do not have to agree with these messages but should try your best to understand them.

Speak

- Be clear, concise, and sincere.
- Try to avoid over- or understating the intensity of a particular situation.
- When dealing with emotionally charged discussions, use "I..." statements, e.g., "I hear that..." or "I feel that..."
- Be cognizant of time and recognize when you should let someone else speak.
- Ask effective questions. Clarify information, understanding, and feelings using "what" or "how" questions (avoid "why" questions as they may lead to defensiveness).

Encourage dialogue and idea generation

- Set aside silent time to allow each member to formulate their own ideas before group brainstorming. This strategy makes it clear that each person has a responsibility to contribute.
- Ask for input from all members of the team, even if an early idea brings immediate agreement.
- Give constructive feedback and celebrate the successes of individuals and the group.

Keep the group focused

- Determine the main issue and smaller issues. Prioritize as required.
- Acknowledge that there may be multiple solutions to any problem. Help reach consensus by asking the team: "What would the best solution look like?"
- Remind teams to commit to action. Identify who is responsible for the next step and set a timeline for when it will be taken.
- Recognize when productivity is waning or if conversation is becoming emotionally charged or off topic. Use a timeout to give the team a break or refocus, if required.
- Summarize key ideas or decisions to move meetings forward or when bringing them to a close.

Observe the group and reflect on the group process

- Ask yourself (or the group) questions that can help you better understand your process and how you could improve your communication as a team.
- Sample questions: Are all members participating? Is there conflict? How is it being managed? Are goals and roles clear? Are problems solved effectively and in a timely fashion?

One-Minute Feedback Exercise

The One-Minute Feedback Exercise (or any variation of it) is a great way to informally and quickly receive feedback on what is working and what can be improved upon. Reading through the comments and acting upon some of the feedback lets participants know that their facilitators are working hard to create a collaborative classroom.

1. Write the following three statements on the board:

STOP doing...

START doing...

KEEP doing...

2. Explain the exercise to participants. This exercise is designed to help you improve your facilitation skills, so all feedback should be:
 - **Brief** because you'll have a lot of them to read.
 - **Focused** on things that you have power over (i.e., not about the curriculum).
 - **Constructive**, and formatted using the CORBS model.
3. Each participant takes out a blank scrap of paper and completes each of the three statements that you wrote on the board.
4. Collect and review the feedback. Decide what you can change and what you can't. Some feedback will be useful, some will not be.
5. In the next session, summarize what you learned from the feedback and what you are unable to act on. Model effective reflective practice by stating how you plan to use the feedback to inform your future facilitation practice, within this course and/or outside of it.
6. Consider providing feedback to the participants in the same format (stop, start, keep doing).

Facilitation Skills Competency Assessment

This is an optional activity. The following is a list of skills that are important in becoming a “facilitative leader” and will help you to set personal goals for your learning.

STEP 1: Read over the items listed under each category (A, B, C, and D) carefully.

STEP 2: Reflect on your facilitation experiences to date. Try to assess whether you need to learn more, are OK, or are highly skilled in each of these areas.

STEP 3: Although all of the skills are necessary, there are probably some which you have already acquired, or which do not seem personally relevant to you. Go over the list again, and think about the skills which are most important to you at this time. Choose the one category (A, B, C, or D) in which you think you are particularly strong in your facilitation style, and one category in which you think you need improvement.

STEP 4: Put an X in the category corresponding to your greatest strength and a question mark (?) in the category which most needs improvement.

<i>Strength (X)</i>		<i>Needs Improvement (?)</i>	
A. General leadership skills		A. General leadership skills	
B. Group skills		B. Group skills	
C. Interpersonal skills		C. Interpersonal skills	
D. General competencies for adult educators		D. General competencies for adult educators	

Adapted from the University of Toronto's Office of Interprofessional Education, Copyright 2006.

A. <i>General leadership skills</i>	Need increased knowledge	Have knowledge but need practice	Competent	Can teach & help others learn
1. Helping a group or individual assess needs and interests.				
2. Helping a group or individual define short and long-term goals; contracting for expectations.				
3. Helping the group to develop as a team (“team-building”).				
4. Helping the group to balance completing the task by periodically examining how it is functioning.				
5. Guiding group discussion: keeping the group ‘on track’.				
6. Helping the group solve problems systematically.				
7. Helping the group make decisions which get implemented.				
8. Managing communication and conflict among group members.				
9. Helping group members to access needed resources.				
10. Being able to recognize and respond to non-verbal cues.				
11. Recognizing and appreciating member differences; helping members do that for each other.				
12. Developing and maintaining a positive working climate.				
13. Being willing to delegate when appropriate.				
14. Helping group members to become self-sufficient and independent of you.				
15. Helping others understand your role as a “facilitative” leader.				

<i>B. Group skills</i>	Need increased knowledge	Have knowledge but need practice	Competent	Can teach & help others learn
16. Offering own ideas and opinions.				
17. Asking for others' ideas and opinions.				
18. Summarizing group discussions.				
19. Testing feasibility of decisions reached.				
20. Helping others to participate; supporting or encouraging others.				
21. Building on others' ideas.				
22. Offering your own resources and skills to the group.				
23. Helping a group plan for action, in a way that enables everyone to be clear about expectations.				

<i>C. Interpersonal skills</i>	Need increased knowledge	Have knowledge but need practice	Competent	Can teach & help others learn
24. Taking risks-experimenting with new ways of behaving.				
25. Providing information about yourself (feelings, thoughts, etc.).				
26. Giving others non-judgmental, descriptive, well-timed feedback (information on their behaviour)				
27. Asking for information about your behaviour.				
28. Receiving feedback from others non-defensively.				
29. Using feedback which seems appropriate to make changes in your behaviour.				
30. Being self-reflective (recognizing what you did, and what impact it had on others).				
31. Listening actively to others (being able to reflect back your understanding of what you hear others say).				

32. Identifying your assumptions and checking them against reality.				
33. Being congruent in your messages to others.				
34. Accepting the value of others' experiences, perceptions, etc., without necessarily agreeing with them.				
35. Making "I" statements – not generalizing (speaking for yourself).				

<i>D. General competencies for adult educators</i>	Need increased knowledge	Have knowledge but need practice	Competent	Can teach & help others learn
36. Establishing a physical and emotional "climate" conducive to learning.				
37. Assessing learning needs.				
38. Identifying educational objectives which are relevant to the learner's needs.				
39. Designing learning activities which respond to both the objectives of the learner and the trainer.				
40. Using a variety of methods and approaches to appeal to individual learning styles and a range of experience.				
41. Providing or making accessible on-going feedback to the learner.				
42. Helping learners assess their own progress towards goals and outcomes.				
43. Helping learners use their own and each other's resources, skills and experience.				
44. Helping learners develop a positive self-concept and maintain their self-esteem.				
45. Confronting and dealing with non-productive group behaviour.				
46. Reducing unnecessary anxiety.				

Role Modeling Effective Team Behaviours

Model transparency

Being transparent is important as a team member but also as a facilitator. Be open regarding your facilitation style, such as why you take a particular approach. Work with your co-facilitator to model reflective teamwork, and describe this process to participants. This will help participants to see effective collaboration. For example, you could discuss the questions you ask yourself when working as part of a team: “Does my co-facilitator feel that I am contributing enough?” “Am I communicating well with my teammates?”

Also, if both facilitators agree to do so, you could discuss problems that may have arisen in your teamwork and how you dealt with those problems. Possible examples include: “Because my co-facilitator likes to call directly, I need to be clear that I prefer to be contacted by email rather than by phone.” “I know you’re the more experienced facilitator, but I want us to take turns introducing the sessions.” “When I return the marking to my teams at an agreed-upon time, and your teams are still waiting, I feel it reflects badly on both of us.”

Create an open environment where all questions are welcome

Acronyms, discipline-specific knowledge, and jargon can be a barrier to collaboration. Ask participants to clarify or to explain things that may be obvious within their specific background, but that you or other participants might not know about. Clarify your own acronyms and jargon. Above all, accept all questions in a respectful manner and expect your participants to do the same.

Ask for feedback

Demonstrate to participants that all individuals, regardless of the role they play, can contribute to the team. Ask for feedback that follows a simplified CORBS format so that it is clear, owned, respectful, and specific. Model acceptance of differing perspectives and clearly communicate feedback to participants as well. You may find the One-Minute Feedback Exercise in this handbook helpful in gathering feedback.

Admit mistakes and use them as a learning opportunity

No team or individual is ever perfect and there may be times when your facilitation team encounters obstacles to their teamwork or accidentally models negative behaviours. Reflect on and discuss these instances with participants and demonstrate how you can move forward and learn from mistakes.

Be attentive to stereotypes

Reflect on your own stereotypes and ask participants to do the same. Perhaps you or your participants hold beliefs that those working in a particular profession are “arrogant” or “slackers,” or that one group of professionals may be “smarter” or “higher status” than others, or should always “be the leader.” These stereotypes, whether positive or negative, damage professional relationships. Highlight to participants that making these types of judgments is unprofessional and focus instead on building positive, open, and collaborative relationships with the individuals that make up your team.

Facilitating Team Development

As teams move through different phases of team development, the role of the facilitator also changes. This chart provides suggestions on how you can support teams as they move through these phases. Bear in mind that these are competent, adult learners, some of whom will require little guidance.

Phase of Group	Role of Facilitator
<p>1. Forming Team members are becoming oriented with one another and developing commitment to the group. Acceptance and inclusion are important.</p>	<p>Directing and Convening Help the groups come together by creating a positive learning atmosphere. Clarify roles and expectations. Plan ahead and provide structure as needed.</p>
<p>2. Storming Team members may be in conflict or confronting issues such as dependency on the leader.</p>	<p>Coaching Help the group identify power or control issues. Facilitate communication and invite input. Expect and accept that tension is a normal part of teamwork.</p>
<p>3. Norming Team members are resolving conflict and establishing group agreement.</p>	<p>Supporting: Conflict Resolution Listen to the team and offer your own resources or ideas when required. Be available for consultation. Reinforce positive teamwork.</p>
<p>4. Performing Team members are working productively toward their shared goals. Teams have open communication, trust, and respect. Conflicts are being dealt with.</p>	<p>Supporting: Effective Group Work Encourage the team to keep focused and functioning effectively. Use questions to encourage self-reflection in the team as they summarize and synthesize their progress.</p>
<p>5. Adjourning Work is terminating and team members are saying goodbye. Teams may experience tension.</p>	<p>Separation and Evaluation Support teams in terminating their work and separating. Invite teams to evaluate their process and learn from the experience.</p>

Addressing Negative Roles in Teams

In working with a team during your own professional practice, or when observing participants, you may come across some individuals that take on a negative role within a team environment. Here are brief descriptions of some of these roles, and strategies you can use when you encounter them.

Clowns

Description: They may know the purpose of the group but don't take it seriously. Clowns want to entertain. Sometimes the role is a defense against anxiety or an attempt to conceal an absence of social ease.

Strategy: Acknowledge that humour can be useful to defuse tension in the group but may not be appropriate at all times. Value their contribution when possible and then ask their opinion, disregarding any joke response.

Conflict initiator

Description: The individual is frequently trying to incite conflict within the group. Constant conflict may indicate a search for status or may reflect unhappiness with how the group is functioning.

Strategy: Disagreements should be summarized and the meaning behind them explored so that members can agree on tasks and processes used by the group. Communicate with the conflict initiator directly (perhaps without the group present) to get a sense of their overall feelings and draw out any concerns.

Defeatists

Description: They may feel that the problem is insurmountable and that there's no solution. They are often angry and express their feelings by sabotaging any progress.

Strategy: Either use active listening or treat the defeatism as a legitimate option. Whenever the defeatist says, "That won't work," reply sincerely with, "Thank you. We'll note that your opinion is that it won't work and that we shouldn't try it." Treat defeatism as a consistent "no" vote, and move on to more positive contributions.

Dominators

Description: They attempt to take over the decision making or conversation to the exclusion of others. They want to run things more than they want to solve problems.

Strategy: Elicit their opinion using active listening, then ask the rest of the group to offer opinions. Do they agree? Who in the group most/least agrees with this member?

Scapegoats

Description: A scapegoat is a member who is isolated, attacked, or accorded low status. The group projects any feelings or views it finds unacceptable onto this person.

Strategy: Seek to understand what kind of scapegoating is taking place, since this will indicate what action is appropriate. Why is the role needed by the group? What, if anything, does the individual get out of the role? Think of how to include the scapegoat in the group, perhaps by giving them a role acceptable to other members. Reinforce the positive traits and contributions of the scapegoated member.

Silent members

Description: They contribute very little or not at all to the group.

Strategy: Silence may reveal uncertainty about direction; the individual may be unsure of how to build up trust or how much to reveal of themselves. Draw out silent team members by practicing active listening and encouraging them to state their position.

Stars

Description: On stage all the time. They think highly of their own ideas, and constantly seek attention. They may believe it is more important for them to shine than for the group to succeed.

Strategy: Give these members something to do that is high profile but encourages others to participate, such as writing suggestions on the board. Insisting on parliamentary procedures may also work.

Storytellers

Description: They frequently lapse into asides or chitchat, or get caught up sharing more detail than is required.

Strategy: Interrupt their stories to tell them the purpose of the meeting. Ask them how they can further the group's purpose. If they still continue storytelling, cut short their stories, and explain how you need to move forward with the group process.

Deciding How to Decide

There are four general approaches to making a team decision. All approaches can lead to a decision; the key is to match the right approach to the right situation.

Majority rules

- **Best used for: Quick, non-critical decisions.**
- Voting, while seen as democratic and fair, may not produce good results.
- Easier to vote than work out difficult issues.
- Expertise is discounted if everyone has equal say.
- Vote can split team into winners vs. losers.
- Seldom a good approach for important decisions.

Authority rules

- **Best used for: Decisions where all the options seem to have equal weight.**
- Group defers decision to an authority (in or outside the group).
- Quick and painless decisions.
- Authority may not be expert.
- May end up making poor decision.
- Could be used when two possible decisions are equal in weight.
- Works well if group lacks expertise and real expert is available to assist.

Delegated decision

- **Best used for: Less important decisions.**
- Gives responsibility to a subset of the group.
- Can be an individual or a sub-team.
- All must agree to the decisions arrived at by those delegated with decision-making task.
- Appropriate when many decisions have to be made within a limited timeframe.
- Avoid “dumping” a decision on to others.

Consensus decision

- **Best used for: Important decisions.**
- Everyone in the group can and will support the decision.
- May not mean 100% agreement but all group members can live with the final decision.
- Promotes hard thinking.
- Can be slow and painful.
- Requires group energy so group must agree decision is worth the effort.
- Most time consuming but most rewarding.

A word of caution

Groups can fall into a habit of groupthink (a negative strategy) if they make decisions by agreeing too quickly. This can lead to inferior decisions by discouraging questions and creativity. Pros and cons are never carefully examined and weaknesses in a decision are glossed over.

Reaching a consensus

With all the differing opinions of individual members, it can sometimes be difficult to reach a consensus within a group. Remember that consensus means that all members agree to support the group action even though they may not entirely agree with it. Consensus is not a majority vote. Here are some tips to help groups reach consensus:

- Specifically define the action or decision through discussion. Lay out clearly what exactly will be done and when.
- Agree that this situation requires a consensus be reached within the group.
- Review and consider all possible alternative points of view.
- Ensure that individual members consider whether they can support this action within the group and outside of it (i.e. when speaking to others outside the team).
- Place a reasonable time limit on the discussion. If it appears that consensus cannot be reached, consider: Are there any alternative solutions that have been missed? Are there any sources of information that might better inform or influence this decision?

Conflict Management

Conflict can arise from value differences. “When individual team members hold different values or hold the same value but disagree about how the value should be operationalized, the conflict can become acutely personal and emotional, and thus difficult to resolve” (Mariano, 1989).

Step 1: Specify your concerns

- Possible question: “I’m a bit concerned about _____. Do you feel this is a problem as well? What concerns do you have?”
- Be very specific in defining the conflict.

Step 2: Clarify differences

- Possible question: “Where do we disagree?”
- Areas of disagreement must be identified so that they can be dealt with as separate issues or problems to be resolved.
- Acknowledge emotion but appeal to reason.

Step 3: Agree on commonalities

- Possible question: “As we discuss the issue, where can we agree?”
- Identifying areas of agreement helps establish a good foundation for the eventual solution.

Step 4: Resolve conflict

- Possible question: “Can we develop possible options that take advantage of the areas where we agree, and bring us closer in the areas where we disagree?”
- Options are developed to take advantage of the areas of agreement.
- Options: apologize, dismiss, negotiate, acknowledge, and compromise.
- Possible question: “What is the best possible action to take? What actions will we take as next steps that will resolve the conflict?”

- Actions represent what each party will do as a result of the discussion, i.e., what action, by whom, by when.

Step 5: Normalize

- Possible comment: "I'm glad we were able to work through this and reach a positive solution."
- Try to leave the situation on a positive note.

Additional tips

- Avoid judging the other person or their behavior, or blaming them. Instead, use "I..." messages to explain your perspective.
- Be open-minded and acknowledge that you both have valid opinions and something to offer.
- Don't place yourself in a position of power over the other individuals or attempt to manipulate the situation to get your way. Work collaboratively to come to an amicable solution.

Adapted from: Weaver, R. G., & Farrell, J. D. (1997). Managers as facilitators: A practical guide to getting work done in a changing workplace. San Francisco, CA: Berrett-Koehler Publishers.

Giving and Receiving Feedback

Giving feedback to participants is one of the most important aspects of being an interprofessional facilitator. You're helping participants to become better health team practitioners in the future by bringing attention to what they're doing well and what adjustments may be needed. In a way, you're holding up a mirror so they can see themselves clearly. The classroom should be a safe environment for them to learn from what they see and to try different strategies to improve their team skills.

Principles of good feedback

The CORBS model outlines the principles for constructing meaningful feedback.

Clear. Be clear about what feedback you want to give. Being vague or faltering will increase anxiety in the receiver and may not be understood.

Owned. Feedback is your own perception and not an ultimate truth. It says as much about you as it does about the receiver. It helps the receiver if this ownership is stated in the feedback, e.g., "I'm unsettled by your direct manner..." rather than "You're too pushy..."

Regular. Feedback given regularly is more useful than grievances that are saved up and delivered as one large package. Give feedback as soon after the event as possible, and early enough for the person to do something about it (i.e., not at the end of the course).

Balanced. Balance negative and positive feedback. This doesn't mean that each piece of negative feedback must be accompanied by something positive (or vice versa); rather, aim for balance over time.

Specific. Generalized feedback is not enlightening. Phrases such as "You're so unprofessional" lead to hurt feelings and resentment. A specific and owned statement such as "I feel upset when you don't tell me you're going to be late" gives the receiver information that they can choose to either use or ignore.

Giving feedback

Seek permission

One strategy is to start by making it clear that you're about to give feedback, and to check that the participants are open to hearing it.

"Is this a good time for feedback?"

"Before you move onto the next part of the activity, I'd like to offer some feedback."

"Let's pause for a moment and talk about what just happened."

Set a positive tone

An interprofessional classroom is meant to be a safe environment for participants to learn and make mistakes. When they get something right the first time, they may not know what they did to get it right, and thus may not learn from their successes. Often the greatest learning arises out of mistakes. We like to say that "Mistakes are puzzles to solve, not crimes to punish." Participants have a long road ahead of them to learn and refine these skills, and your role as facilitator is to help them see what skills they need to develop.

Provide feedback often

Provide feedback often. Tell participants what they're doing well, without always balancing it with something to work on.

"I noticed the team worked really hard to come to consensus and everyone seems satisfied with the team's decision."

Participants want to know what skills to work on, so don't hesitate to give feedback when you notice something that could be improved. You might also ask the teams what skills they would like to receive feedback on. Participants often know what challenges they face (e.g., interrupting each other, getting off topic, talking at once, etc.). Asking them to identify one team behaviour they want feedback on emphasizes their responsibility to improve.

Feedback should always be targeted, focused on either reinforcing or changing a specific behaviour, rather than a laundry list.

Acknowledge the awkwardness

Help learners to recognise that they may feel uncomfortable. Try to appear relaxed and calm delivering negative feedback, and set the tone by saying, "This is an opportunity to learn." Maintain open body language and a neutral tone of voice.

Start your feedback with "I..." statements, e.g., "I see / hear / think / feel that..." and describe observations and behaviours, rather than making judgments or saying "you need to do it this way."

Feedback models

Using a structured model for giving feedback helps focus the conversation on future improvement. There are many different feedback models or structures to use, and there's no hard and fast rule about when to use each one. Rather, read through the descriptions below and see which models feel most comfortable to you, and use those with participants. Being comfortable giving feedback is more important than which model you choose to use; if your body language conveys anxiety or irritation, it will interfere with the message you're trying to communicate.

Plus Delta

Plus Delta is a simple feedback model that asks what went well ("Plus") and what could be changed or improved ("Delta"). You can use this method for giving feedback to participants, and it is also a good tool for asking participants to give you feedback.

"I noticed you had a clear plan for the discussion which helped you work through all aspects of the case [Plus]. Next time, consider assigning time to each agenda item to help you progress through the discussion in the time allotted [Delta]."

Stop, Start, Continue, Improve

Stop, Start, Continue, Improve is another straightforward model where feedback is generated from answers to these questions:

- What should stop happening?
- What should start happening?
- What should continue?
- What should be improved?

Advocacy-Inquiry

Whether you're highlighting something the participants have done well or prompting them to change a behaviour, consider asking questions that prompt participants to reflect on what has happened and what could happen in the future.

In the Advocacy-Inquiry model of debriefing, start by **advocating** or describing what you observed, then **inquiring** or seeking to understand it.

"I saw your team come to consensus very quickly. I wonder, did everyone have a chance to provide input?"

"When you met with the patient, it seemed like you put her at ease very quickly. How did you do that?"

"It seemed like you were rushing to finish the activity at the end. How might you manage your time more effectively next time?"

For more about Advocacy-Inquiry, see the Debriefing section below.

DESC

DESC is primarily a model for using assertive communication in conflict situations. However it can also be useful as a model for giving feedback.

Describe the situation that you've observed.	<i>"I notice that you don't have anyone taking the role of Advocate today..."</i>
Express your concern.	<i>"I'm concerned that, without someone to gently challenge the team's decisions, you might make plans that aren't realistic..."</i>
Specify what behaviour or outcome you would like to see.	<i>"I'd like someone to volunteer to take on the Advocate role in addition to the other role they're performing today..."</i>
Consequences ; explain the positive consequences of that behaviour or outcome.	<i>"This way, you can be confident your team has considered more than one perspective before making plans."</i>

OBEFA

OBEFA is a scaffold or template for structuring feedback. It's a good starting place for facilitators who are uncomfortable giving feedback.

Opening statement. Simply express that you have a concern.	<i>"I have a concern..."</i>
Behaviour. Describe the behaviour.	<i>that when your team members interrupt and talk over each other..."</i>
Effect. Describe what happens as a result of the behaviour.	<i>you get so loud that you disrupt other teams..."</i>
Feelings. Describe how you feel about this.	<i>and I worry that all the teams, including yours, aren't able to work effectively..."</i>
Action. Suggest working together to resolve your concern.	<i>"I would like us to resolve this together."</i>

These videos, produced by HSERC and the Centre for Teaching and Learning, demonstrate the use of OBEFA.

Using OBEFA to Give Instructor-to-Student Feedback (Messy Condo) (7 min)

<https://www.youtube.com/watch?v=Kle3FmgW8-c>

Using OBEFA to Give Peer-to-Peer Feedback (Rapid Rounds) (6 min)

<https://www.youtube.com/watch?v=0MVlhILRjMs>

Sandwich

The sandwich is a well-known method of giving a positive statement, followed by a negative statement, followed by another positive statement. We encourage you to use other feedback models because we've observed that the sandwich can leave the recipient confused about what they're supposed to do because the positive comments seem to erase the negative feedback or desired behaviour change. And sometimes the final statement feels like an **insincere add-on** just to soften the blow of the negative statement.

"You were active and involved in your team meeting when you were the Initiator, but I noticed you didn't speak at all when you were the Recorder. But good job getting to class on time each week."

However, we recognize that the sandwich is familiar and feels good because you get to end on a positive note. And we would prefer that you give sandwich feedback rather than no feedback. So, if you choose to give sandwich feedback, we challenge you to modify it by turning the final positive statement into a **moving-forward statement**.

"You were active and involved in your team meeting when you were the Initiator. I noticed you didn't speak at all when you were the Recorder. Help me understand how you approach each role, and let's make a plan to help you participate in whatever role you have."

This is essentially a Plus Delta with "let's move forward together" added to the end.

Negotiating a plan to change behaviour

Occasionally you may observe a participant or team behaviour that needs to be addressed with firmer feedback and a clear plan to change the behaviour. In this situation, go through the steps below to work towards a resolution.

1. Observe the participant or team behaviour.
2. Ask the participant or team to do a self-assessment and describe the behaviour to you.
3. Describe the desired behaviour you wish to see.
4. Determine whether the participant or team understands the difference between the behaviour you observed and the behaviour you wish to see. The Advocacy-Inquiry method is helpful here.
5. Together, prepare a plan to close the gap.
6. Follow up by observing the participant or team again and providing further feedback.

Receiving feedback

Being able to receive constructive feedback is also a valuable skill in collaborative practice. You may wish to remind participants, when giving feedback to them, that receiving feedback in a constructive manner is a skill that will support them throughout their careers. You can also model this skill by asking participants for feedback and demonstrating how to respond appropriately. If the feedback is not constructive, you can request that it be reframed using the CORBS format.

Prepare to receive the feedback

First, breathe and relax. Acknowledge that it's not easy to hear feedback, especially when it's negative. Assume that the person giving feedback cares about you and wishes to be helpful. Focus on your learning and growth.

Take a moment to assess what has happened (the behaviour you'll be receiving feedback about) and how you feel at the moment.

"Before I hear your feedback, may I take a moment to gather my thoughts?"

Advocate for yourself if you need a break.

“This has been an exhausting activity and I’m not prepared to hear feedback right now. Can we continue this after the break?”

Actively receive the feedback

Do not be passive while receiving feedback. Listen actively to what is being said. Try to understand and seek clarification where needed. If there’s a discrepancy between your understanding of the situation and what the feedback-giver is saying, work together to understand each other’s perspective. Take notes so you can reflect back on the feedback later. Check your understanding by paraphrasing what has been said.

React with self-awareness

Work to manage your emotions and look at the situation objectively. Try to separate the content of the feedback from your reaction to it. If you feel threatened or unsettled by the feedback, ask for clarification or examples to make sure you understand what is being said.

“Can you give me an example of when I did that?”

Avoid explaining away everything the speaker is saying. Don’t say, “Yeah, but…” or offer justifications. If the feedback is overly negative, ask the speaker to rephrase it constructively.

“How might I have done that differently?”

Just as importantly, don’t dismiss positive feedback. If you’re uncomfortable with compliments, simply say thank you.

Follow up with intention

Consider the feedback, what you can act on, and what not. On your own, or with the feedback-giver if appropriate, make a plan for how you’ll integrate this feedback into your future practice.

Reflect on the feedback using What / So What / Now What:

- What: Describe the feedback as accurately as possible.
- So What: How relevant and important is it? What does it mean to you?
- Now What: What will you do as a result of receiving this feedback?

Parts of this section were adapted from: Hawkins, P., Shohet, R., Ryde, J., & Wilmot, J. (2012). Supervision in the helping professions. Maidenhead, England: Open University Press (p. 159-161). And: Bayne, R., & Jinks, G. (2010). How to survive counsellor training: An A-Z guide. New York: Palgrave Macmillan (p. 64-67).

Debriefing

Done effectively, debriefing helps participants gain insight into their experiences, rather than “going through the motions” for a grade. A good debrief means asking good questions to lead participants to reflect and learn from their experiences.

Learning activities typically begin with a pre-brief where you set the stage for the participants, explaining the activity and its objectives. Then, while participants carry out the activity, you observe team interactions, ask questions to prompt teams to think more deeply about how they work together, and offer feedback. Finally, you debrief the activity, asking questions to encourage deeper thinking, reinforcing the learning that has taken place, and linking the activity to future practice. Be mindful that debriefing is a tool for learning, not grading.

Why debrief?	<ul style="list-style-type: none">• To seek feedback for improvement.• To model good practices.• To understand participants’ understanding of course concepts.
When to debrief?	<ul style="list-style-type: none">• During small group activities (ask participants to set up an empty chair at every table).• After a simulation (dedicated time is provided for debriefing).
What to debrief?	<ul style="list-style-type: none">• Team processes and roles.• Relational dynamics.• Focus on interprofessional competencies rather than clinical knowledge.
How to debrief?	<ul style="list-style-type: none">• Ensure a safe learning environment (mistakes are puzzles to solve, not crimes to punish).• Let learners do most of the talking.• Protect time for debriefing and look for opportunities for spontaneous debriefing.• Seek, accept, and give feedback.• The debrief should have structure (see the debriefing tools, below).

Debriefing tools

What? So What? Now What?

Using a funnel model of debriefing, first ask the teams “What?” (reflection), then move on to “So What?” (integration) and finally “Now What?” (continuation). This may provide a framework for the teams for each class. This model of debriefing also echoes and supports the Reflection Guide that participants use in formulating written reflections.

Stage	Purpose	Sample questions	Sample responses
What?	Reflection	“What happened?” “What are the facts?”	“We read the case study and started developing a care plan for this patient, but we ran out of time.”
So what?	Integration	“Why does this matter?” “What is the impact?”	“We weren’t able to address the patient’s mobility concerns. We have a plan for how to treat her at the clinic, but no plan for how she’ll get to the clinic. This means she might not get the care she needs.”
Now what?	Continuation	“What’s your plan to improve yourself or your team going forward?” “How will this impact your future practice?”	“For the next case study, we’ll set a time limit for each step of developing the care plan, and move on when the timekeeper says time is up. If there’s time left at the end, we can circle back to anything we missed.” “In our future practice we’ll remember that if we spend too much time on one topic, we may miss other things that are important to our patient’s care.”

Advocacy-Inquiry

Using the Advocacy-Inquiry method allows you to explore participants' frames and understand why they chose their particular actions or decisions during an activity. You begin by **advocating** for what you have observed ("I noticed that..." "I heard you say..."). Then you seek to understand by **inquiring** about the participants' perspective ("Help me understand..." "I'm wondering...").

Phase	Purpose	Process	Example Script
Prebrief	<ul style="list-style-type: none"> Prepare participants for simulation Set the tone 	<ul style="list-style-type: none"> Provide info on format Provide observation guide Review preceptor report 	<ul style="list-style-type: none"> "Today, you will invite the SP into the conference room at 6:00. You will have 15 minutes to complete ..."
Debrief: React	<ul style="list-style-type: none"> Encourage participation/ build rapport Allow learners to clear the air and save face 	<ul style="list-style-type: none"> Use Delta-Plus process with 2 questions to examine what worked and areas for improvement 	<ul style="list-style-type: none"> "What went well?" "What would you do differently?"
Debrief: Understand	<ul style="list-style-type: none"> Uncover the ideas, thought processes and other factors that lead to a behaviour (participant 'frames'*) Help the learner find ways to improve performance 	<p>Advocacy-Inquiry</p> <ol style="list-style-type: none"> Observe an event or result Comment on the Observation Advocate for your position Explore the Drivers behind participants' thinking (their 'frames'*) and actions that they think lead to the observed event or result Discover, with the participants, ways to attend to issues that arose and ways to replicate positive results 	<ol style="list-style-type: none"> You notice that the patient seemed to disengage when the team started listing their recommendations "I noticed that Mr. Moorhouse crossed his arms and didn't respond to a lot of the recommendations you suggested. To me, he seemed disengaged" "What do you think was happening for him?" "Do you think he disengaged?" "What was happening that contributed to this result?" "I agree that it's important to be clear about what the team recommends. I wonder how your team could approach recommendations to engage Mr. Moorhouse and to ensure clarity?"
Wrap-Up	<ul style="list-style-type: none"> Invite reflection on the experience as a whole – solidify learning 	<ul style="list-style-type: none"> Inquire about how participants feel about the simulation as a whole and what learning they will take away 	<ul style="list-style-type: none"> "How are you feeling about the scenario now?" "What's the biggest thing that you'll take away from the simulation?"

*Frames are in the mind of the participant and facilitator. They include: assumptions, feelings, goals, knowledge base, situational awareness, and context.

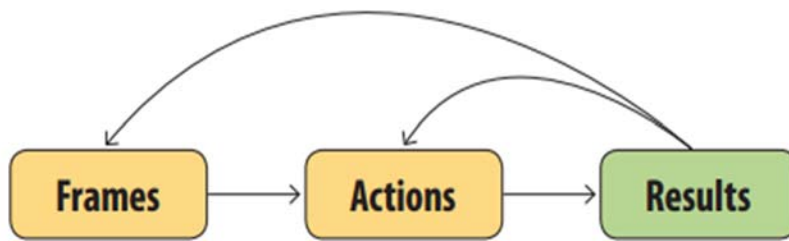


Figure 1. Frames, Actions, and Results

*Adapted from: Lisa Guirguis and Cheryl Cox. University of Alberta PharmSim Program. Framework adapted from: Rudolph, J.W., Simon, R., Rivard, P., Dufresne, R.L., & Raemer, D.B. (2007). Debriefing with good judgment: Combining rigorous feedback with genuine inquiry. *Anesthesiology clinics* 25(2), 361-376. doi:10.1016/j.anclin.2007.03.007*

Source: Faculty of Pharmacy and Pharmaceutical Sciences, University of Alberta. (2007). Debriefing using the Advocacy-Inquiry method. Retrieved from the University of Alberta, Virtual Interprofessional Educator Resource (VIPER) website: <http://uab.ca/viper>

Further tips and prompts

Debriefing tips

- Ask for teams to volunteer information instead of going to each team. Ask for one key point from each team.
- Ask each table a different question to respond to.
- Describe the team process you observed with a team during the class, then ask for comments/feedback about the accuracy of your observations.
- Vary the debriefing method you use from class to class. If participants seem tired of simply “rehashing” the exercise they’ve just completed, then try new ways of asking for input.
- Always ask yourself, “What is the purpose of this debrief?” to make sure it’s relevant. Don’t use it as a means to keep the participants until the end of class. Participants quickly see through this tactic and get turned off. Remember: it’s better to end class a little early on a positive note than to insist that they contribute right until the end just for the sake of keeping to the class schedule.
- If a participant asks you a question you can’t answer, turn it back over to the class. Ask if someone in the room has relevant experience or knows the answer.

- Encourage empathy. We all feel like we're being judged when we're speaking in front of others.
- Ensure that no major errors in communication and teamwork have been overlooked.
- Use positive statements: "This is a practice, where no real patients are affected. If you encounter difficulties like this in your future practice, you should be better equipped to deal with them. This scenario should give you confidence."
- Give participants the opportunity to discuss the activity again at a later time if they have additional questions or concerns.

Useful phrases

There are many ways to phrase what you have observed. It's best to avoid "why" questions, or any phrase that could be taken as punitive or judging. You may have an idea about how an activity should be carried out, but there are valid reasons why the participants might have gone a different direction. The facilitator's role is to find out why the participants chose the actions they did, and then find a way to address both your concerns and the participants'.

Here are a few phrases to try:

"I noticed that..."

"I'm curious about..."

"I was wondering about..."

"What did you think when..."

"Could you tell me more about..."

Phrases to avoid

Phrases that speak from a position of authority, or that prescribe what "should have happened" might be accurate but don't help us understand why events unfolded the way they did. Generally try to avoid these phrases:

"You shouldn't..."

"I wouldn't..."

"Why did you..."

"Why didn't you..."

General debriefing questions after a class activity

"Did you find the exercise challenging?"

"What made the exercise difficult?"

"What helped?"

"What might make it easier?"

"If this were to happen in your future practice, what would you do differently?"

"Has anything like this happened in your life? If so, what did you do?"

"What real-world systems or structures would affect a scenario like this? How would you deal with them?"

General debriefing questions after a simulation

"How do you feel that went?"

"What were your first impressions when you began the scenario?"

"Do you feel that you were adequately prepared?"

"What were the sources of information for the scenario? What extra information might have been helpful? How did you deal with not having that information?"

"Who was the leader at the outset? What made that person the leader? What skills did leadership require?"

"How effective was the team in collaborating? What does effective collaboration look like in this context?"

"If you were to construct the ideal team for this scenario, what characteristics would it have?"

Team Functional Roles

The roles are described below. On a small team, individual members should double up on some roles; on a larger team, multiple people can be assigned to the Participant role. The Process Analyst should regularly provide feedback to the team on their processes, and ensures the team debriefs in an intentional manner.

Initiator	<ul style="list-style-type: none"> <input type="checkbox"/> Guide the team in setting appropriate objectives and goals <input type="checkbox"/> Lead the team in deciding approach and execution strategies <input type="checkbox"/> Ensure all members participate and are treated with respect <input type="checkbox"/> Oversee information gathering <input type="checkbox"/> Ensure that goals take precedence over problems/conflicts <input type="checkbox"/> Keep the team on task and on time to meet deadlines <input type="checkbox"/> Lead a team debrief at the end of each meeting
Recorder	<ul style="list-style-type: none"> <input type="checkbox"/> Clarify ideas to eliminate vagueness and imprecision <input type="checkbox"/> Summarize ideas and synthesize team discussion <input type="checkbox"/> Clearly document group activities/decisions <input type="checkbox"/> Assists initiator in ensuring that meeting remains on task
Timekeeper	<ul style="list-style-type: none"> <input type="checkbox"/> Keeps track of time remaining for a particular activity <input type="checkbox"/> Assists initiator in ensuring that meeting remains on task <input type="checkbox"/> Assists initiator in re-aligning agenda and priorities when there is not sufficient time to complete tasks
Energizer / Encourager	<ul style="list-style-type: none"> <input type="checkbox"/> Bring people in who have not contributed to the discussion <input type="checkbox"/> Suggest ways to increase sharing of ideas, participation of all <input type="checkbox"/> Maintain a positive attitude and ensure that team members are engaged <input type="checkbox"/> Energize the team when motivation is low; keep spirits up <input type="checkbox"/> Bring out the best in each person by being an encourager <input type="checkbox"/> Use humour, change of strategy, or surprise to achieve a positive team environment <input type="checkbox"/> If some members are joining the meeting remotely (e.g. via phone or videoconference), ensure all members can hear and be heard
Advocate	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates for perspectives that are underrepresented or unheard <input type="checkbox"/> Ensure that multiple possibilities are explored <input type="checkbox"/> Suggest alternative ideas or opinions (play 'the devil's advocate') <input type="checkbox"/> Help the team evaluate the practicality of plans and expectations
Participant	<ul style="list-style-type: none"> <input type="checkbox"/> Observes team process and assists any role that requires support <input type="checkbox"/> Move between roles as needed <input type="checkbox"/> Assist a member in performing an assigned role, as negotiated <input type="checkbox"/> Assess where additional team roles are needed and take on that role

Process Analyst	<ul style="list-style-type: none"> <input type="checkbox"/> Observe and review team process (e.g. use this table as a checklist) <input type="checkbox"/> Provide feedback on team process issues, including: <ul style="list-style-type: none"> <input type="checkbox"/> Approaches to decision making <input type="checkbox"/> Approaches to conflict <input type="checkbox"/> Functions of the other team roles <input type="checkbox"/> Providing feedback to team members <input type="checkbox"/> Ensure the team debrief covers questions such as: <ul style="list-style-type: none"> <input type="checkbox"/> <i>What</i>: What did you observe regarding performance of each assigned role? <input type="checkbox"/> <i>So What</i>: What was the impact of these actions have on team process? How did gaps in performance impact function? What needs to change? <input type="checkbox"/> <i>Now What</i>: How will you adapt for next time?
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What do I bring to my team today?

Each team member is responsible to bring three things to their team every day:

1. **Personal contributions** such as life experience, talents, and knowledge. This is what you walk in the door with.
2. **Professional contributions** such as your scope of practice, clinical knowledge, and practicum experience. This is what you learn in your health science education program.
3. **Team functional role** such as the behaviours you use to support team members, move the work forward, and build team cohesion.

Why and how do we assign functional roles?

When a team is meeting or working together, each member takes on a special role in addition to working on the task at hand and representing their profession. These team functional roles support and improve how the team works together. In the “real world” these roles are rarely formally assigned, but high-functioning teams do demonstrate all these roles in some way. Practicing them now will ensure your team functions well in the course, and help hone your skills so that you can call on them in your future practice.

What Good Teamwork Looks Like

Here are eleven competencies for effective teamwork.

1. Demonstrate a client-centered focus

A good team has as its first priority meeting the client's needs and respecting their values and preferences. The client may be the patient, a family, a community or an audience.

2. Establish common goals to guide team actions and outcomes

This may include short- and long-term goals. Ensure that all team members, including the patient and family, agree about what constitutes a successful outcome.

3. Understand the role of each profession

Team members must be familiar with the professional capabilities of each person on the team and must be willing to acknowledge greater expertise and, in some instances, defer to other team members.

4. Show flexibility in roles

While it is necessary to understand and respect each person's specific role (scope of practice), flexibility in assignments is important. Achieving common goals is more important than individuals' preferred roles.

5. Demonstrate confidence in other team members

Consider and value the opinion of others and work toward building this confidence over time.

6. Share expectations of group norms and rules

Ensure everyone is aware of the expectations of others in the group. The expectations are often behavioral, e.g., being punctual, participating equally, and staying current in one's field.

7. Acknowledge and resolve conflict

Every healthcare team will experience conflict. A successful team will identify a specific mechanism, clearly understood by all, for resolving conflict through a team leader, outside leader, or other process.

8. Communicate effectively

Effective communication involves consideration of what is shared and how it is shared. Teams also need to listen effectively and develop a consistent record keeping system (electronic or other), and use a common vocabulary.

9. Share responsibility for team actions

Each team member must share the responsibility for the actions of the team and be willing to be held accountable for those actions. Team members should use “we” in communication when discussing team decisions.

10. Be open to giving and receiving feedback

The team process must be open for evaluation and revision on a continuing basis. A specific mechanism must be developed for ongoing evaluation of team’s effectiveness and redesign as needed.

11. Develop a decision making process

Establish a decision-making process acceptable to all members and appropriate to the needs and goals of the task. Work to balance task and process.

Adapted from University of Minnesota, 1996.

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