Guide to facilitating interprofessional education

What is Interprofessional Education (IPE)?

Interprofessional Education (IPE) refers to when students from two or more professions learn with, from & about each other to improve collaboration, quality of care & services.

What is an IPE Facilitator?

An IPE facilitator *guides* the learning among students to promote reflection & discovery, construct shared meaning & aid interaction between the professions.

Preparing for facilitation

Prior experience
with patient centred care.

Knowledge
of what makes good team culture & positive group dynamics.

Willingness
to facilitate & support debriefing conversations. The facilitator role is to 'guide', not be the 'expert.'

Review
IPE definition, learning outcomes, & expected learner level.

Reflect
on own professional biases & assumptions.

Does the activity build student capacity in:

- Self-awareness/reflexivity?
- Collaborative communication?
- Understanding roles?
- Building team relationships & trust?
- Focussing on the patient, rather than on individual professions?

While facilitating

Provide structure & ground rules:
Set expectations for a safe environment by modelling interactions that are respectful & inclusive.

Link
theory to practice & evidence for IPE.

Focus
on the patient.

Model
valuing of interprofessional collaboration & acceptance of diverse points of view.

Ask questions
to direct discussion so students can explore role similarities & differences.

Stimulate
critical thinking & problem-solving.

Notice and highlight
'learning moments.'

Facilitator attributes:

- Empathy, enthusiasm & a sense of humour.
- Able to accommodate group's differences & encourage student autonomy.
- Comfort with ambiguity.
- Able to positively engage with conflict through discussion.

Reflecting afterwards

Step back
Notice if you have allowed time for students to engage with each other & explore different professional roles & responsibilities.

- **What did students/facilitator say & do?**
- **How were students encouraged to resolve issues within their teams?**
- **What strategies did you use to give students autonomy?**
- **How did you flexibly guide student learning?**

Troubleshooting:

- Engage with issues of power, conflict & hierarchy.
- Vary methods to enhance engagement.
- Seek advice from colleagues about how they have managed challenges.

MONASH University

AIPPEN
Australasian Interprofessional Practice & Education Network

Based on review of 2010-2021 interprofessional literature.