



Facilitation Guide

UW Faculty Development: IPE Facilitation Skills Training for “IPE Facilitation Challenges” University of Washington

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TRAINING OVERVIEW

Context:

Using video clips of student and faculty actors discussing real cases, we highlighted common IPE challenges regularly identified by faculty who have participated in various IPE events at the UW. Each clip contains one or more facilitation challenges. You will ask the participants to, as a group, watch the videos and identify any challenges they see.

Each video is anywhere from 30 seconds to 4 minutes long. See the section “Scene Descriptions” for a list of clips and associated IPE facilitation challenges that may come up for each video during your session. The developers of the training found that it will take approximately 60 minutes to work through 4–5 videos.

Three specific cases were used for the first three sets of videos. The fourth set of videos is a compilation of different scenes depicting a wide variety of facilitation challenges. Please read the descriptions below provide the context for each video used in the facilitation training:

1. Case 1: Medical Error and Disclosure

These scenes depict faculty facilitating a small group of pre-licensure health professional students from Medicine, Nursing, Pharmacy and Healthcare Administration (MHA) who have gathered together for the first time for a team training exercise involving medical error and disclosure. The various scenes show a team planning how they will disclose a medical error to a family member in an upcoming simulation and a debriefing for how the simulation went.

2. Case 2: “Elizabeth: Typical or Troubled Teen?” Case

These scenes depict faculty facilitating a small group of pre-licensure health professional students from Healthcare Administration (MHA), Medicine, Nursing, and Pharmacy who have gathered together for the first time to work through an unfolding case involving a 15-year-old teenager named Elizabeth. Elizabeth has multiple psycho-social issues and is in the process of establishing care with a new primary care provider. Students in the scenes will have just watched videos of Elizabeth interacting with her mother and new provider and are asked as a team to develop a plan of care.

3. Case 3: “Mr. Kim” Geriatric Oral Health Case

These scenes depict faculty facilitating a small group of advanced practice health professional trainees from Healthcare Administration (MHA), the Physician Assistant Program, Nursing, Pharmacy and Social Work as they discuss a strategy of care for Mr. Kim, a 71-year-old Korean-American male with multiple health issues. Most recently, a new medication was added to his daily routine that may be causing additive effects for xerostomia with existing medications. Three months later, the patient presents with multiple dental carious lesions that were not present at his last dental checkup.

4. Team Communication Challenges Videos

These scenes depict faculty facilitating small groups of advanced practice health professional trainees from Healthcare Administration (MHA), the Physician Assistant Program, Dentistry, Nursing, Pharmacy and Social Work. Scenes include co-facilitator introductions, interactions between student participants, interactions between facilitators and student participants, and brief discussions around a variety of interprofessional cases.

LEARNING OBJECTIVES

This session utilizes an appreciative inquiry approach to teaching and learning where everyone has the opportunity to talk in a supportive environment.

Learning Objectives for IP Facilitation

1. Understand common facilitation challenges in IP learning groups
2. Identify and discuss effective facilitation strategies

FACILITATOR ROLES

Depending on the size of your group we recommend having at least two co-facilitators for the session. Larger sessions (40+) may require additional facilitators. The roles of the co-facilitators are to:

- Divide participants into IP small groups
- Guide the flow of the event
- Provide background material on IPE and the purpose of the session
- Advance slides and play videos
- Keep the event on time
- Answer questions from participants as needed during small group work
- Facilitate the large group debrief after each video/small group discussion

COMPOSITION OF PARTICIPANTS

We recommend having small groups of participants composed of 6–10 interprofessional faculty/instructors. Participants should be divided prior to starting the session.



MATERIALS AND SUPPLIES

Materials needed:

1. Debrief guide
2. Descriptions of facilitation videos
3. Customized PowerPoint presentations
4. “How to” guide for using materials (from website)
5. Participant worksheet
6. Evaluation form *(optional)*

Supplies needed:

1. Projector for slides and video (with sound playing capability)
2. Videos of scenes (can be played via internet or downloaded prior)
3. Nametags with name and profession *(optional)*
4. Microphone *(optional)*

SAMPLE AGENDA FOR 1.5 HR SESSION

TIME	WHAT	OUTCOME
5 minutes	Co-facilitator introductions, review of agenda and learning objectives	Review plan for the day with participants
10 minutes	Overview of IP facilitation and the need for faculty development (use voice over PowerPoint or tailor to your own needs)	Review need to develop IP facilitators
60 minutes*	Small group skill-building breakouts with pre-recorded videos (4-5 videos)	Participants identify IP facilitation challenges
10 minutes	Large room debrief about the session	Summarize learning, provide resources
5 minutes	Evaluations	Participant feedback on session provided

*If you have more time available for the session, you can play more videos.



FACILITATOR INSTRUCTIONS

1) Co-facilitator introductions, review of agenda

(5 minutes)

a) Introductions:

Co-facilitators introduce themselves: name, role, and profession – **brief!**

Co-facilitators should describe their role in this session.

b) Describe learning activity:

Educating and training interprofessional groups of students requires a unique set of skills and is noted as a faculty development need.

Participants will develop a more thorough understanding of the unique challenges of facilitating IP small groups and skills to overcome them.

c) Review agenda: (total time below – 90 min)

- Co-facilitator introductions, review of agenda and learning objectives (5 minutes)
- Overview of IP facilitation and the need for faculty development (10 minutes)
- Small group skill-building breakouts with pre-recorded videos (60 minutes)
- Large room debrief about the session (10 minutes)
- Evaluations (5 minutes)

2) Overview of IP facilitation, need for faculty development

(10 minutes)

a) Using the slides provided, give participants an overview of the importance of IP facilitation skills and the need to develop faculty skills in facilitation. E.g.:

- CAIPE Competencies for IP Teaching
- Need experienced facilitators to identify difficult situations and opportunities to encourage students to examine and challenge biases, perceptions, and frustrations related to various health professional groups
- Rationale for faculty development
- IP facilitation challenges
- Strategies for IPE facilitation
- Types of Interactions between Students & Facilitators
- Faculty Competency in IPE Facilitation

3) Small group skill-building breakouts with pre-recorded videos

(60 minutes)

Timing for each video:

Play video and small group discussion: 8–9 minutes

Large group video debrief: 6–7 minutes

There are 4 sets of videos provided, three in which the actors are discussing a different case. The fourth set is comprised of a variety of team communication challenges. Prior to playing a new video from each set, provide the context of the video to the participants.

a) Provide the context of the video to the participants.

b) Instruct the participants to use the Participant Worksheet while watching each video to:

- Identify IPE challenge(s) demonstrated in the video clips



- Identify type of interaction between students and faculty

c) Play video.

d) After the video ends, instruct participants in small groups to:

- Discuss and reflect on the roles and skills of the facilitators
- Identify 1–2 facilitation strategies that could have been used

e) Conduct video debrief with large group, ask the groups to reveal what they found:

- What went well?
- IPE challenges identified?
- What was the type of interaction between students and faculty?
- What did the groups think of the roles and skills of the facilitators?
- What facilitation strategies could have been used?

REPEAT ABOVE INSTRUCTIONS FOR EACH VIDEO.

4) Session debrief with large group

(10 minutes)

a) Ask the group for other challenges experienced in IPE facilitation.

- What other IPE facilitation challenges have you encountered?
- What kind of future IP faculty development would you like?
- What did you think about this approach?

5) Evaluations

(5 minutes)

a) THANK participants for their time.

b) Ask participants to fill out the evaluation form provided.