

PIPE Project

A facilitator is “someone who embraces the notion of dialogue, is self-aware, learns with the team but is able to provide the appropriate learning resources and create an environment for effective interprofessional education” (Howkins & Bray, 2008 pg. xviii).

The facilitator should plan the processes ahead of the team but not the outcomes. The achievement of the team learning will be far more enduring when the members have ownership of the journey. Understanding the stages of the group development (see Appendix 1) along with the team needs and problems that may occur, can increase the possibility of the facilitator responding constructively.

The facilitator is responsible for ensuring that the student team is well organised and functions effectively. It is important to encourage everyone’s contribution, to facilitate team interaction and to maintain a positive atmosphere.

The UK Promoting IPE project (Howkins & Bray, 2008) surveyed experienced interprofessional facilitators to ascertain the skills and knowledge needed to promote effective interprofessional learning in practice settings and a number of themes emerged.

These, along with some general principles for IPE facilitation are as follows:

<p>Awareness and use of self as a facilitator</p>	<p><u>Personal qualities:</u> be aware of the impact of your own behaviour on the team and the outcomes achieved. Ensure you provide a positive model of collaborative practice.</p> <p><u>Potential role conflict:</u> be aware of your own professional identity and personal biases. Ensure that your own identity, both professional and personal, is secondary to the team’s needs.</p> <p><u>Confident risk taking:</u> be willing to tackle sensitive issues and to challenge stereotypical, racist, sexist or ageist statements.</p> <p><u>Reflective practice:</u> make a conscious effort to monitor your own performance in the process of facilitating. Request feedback from both the student team and a peer(s).</p> <p><u>Objectivity:</u> ensure that statements made are supported by evidence whilst acknowledging differing viewpoints.</p>
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	<p><u>Open mindedness</u>: do not make assumptions about individuals and teams.</p>
Dealing with difference and conflict	<p>Respect and welcome difference in all people and professions.</p> <p>Make time to explore similarities and differences.</p> <p>Be aware of and manage diversity.</p> <p>Challenge views expressed and not the person expressing them.</p> <p>Recognise that, although it may remain hidden, conflict is natural and can be productive.</p> <p>Make professional jargon explicit in the team.</p> <p>Maintain a comfortable atmosphere that encourages open communication.</p>
Group process and relationships	<p>Be explicit about the goals and objectives whilst openly reviewing and revising these.</p> <p>Focus the outcomes of the IP experience or activity on improving client care and improving collaborative practice.</p> <p>Recognise the student as the most important resource for IPE.</p> <p>Acknowledge and use other's professional expertise.</p> <p>Invest time in group development</p> <p>Remain flexible and assist the team to make choices and decisions.</p> <p>Actively facilitate learning about other professional roles.</p> <p>Actively facilitate the social aspects of team learning.</p>



	<p>Recognise that participants may have their own agenda.</p> <p>Ensure activities are authentic and interactive.</p> <p>Recognise the importance of evaluating the interprofessional dimension of team.</p> <p>Reflect on and respond to feedback from the team.</p>
Power dimensions: facilitator and team	<p>Acknowledge power and status issues within your organisation, e.g. that many professionals work in hierarchies.</p> <p>Understand that these power relations are linked with role stereotypes and professional teams.</p> <p>Be aware that an unequal power base affects individual perceptions, identities, behaviours and beliefs.</p> <p>Being aware of your own power - the facilitator does not remain 'neutral'.</p> <p>Empower all students in the team to participate.</p>
Context and planning	<p>Facilitation skills are best developed when:</p> <ul style="list-style-type: none">• Sessions are pre-planned• Prior consideration is given to sensitive or contentious issues• Practical matters and external factors that may impact on the session, e.g. organisational policies, processes, procedures and, in some cases, politics, are taken into account• Workplace culture ensures commitment and support at all levels.

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Adapted from Howkins & Bray (2008)

Sample Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Orientation session Introduction Team building	Meeting with IPE Coordinator. Team building activity & discussion	Student team meeting to discuss activities for the day	Student team meeting to discuss activities for the day	Student team meeting to discuss activities for the day
9.00	Policies & procedures Site tour	Student team meeting to discuss activities for the day	<u>Music Group</u> Preparation	Manage discipline specific caseload. Ensure joint assessment & treatments where client requires services from more than one disciplines	Interprofessional client-focused assessment & interventions
10.00	Introduction to key staff	Manage discipline specific caseload. Ensure joint assessment & treatments where client requires services from more than one disciplines	Implementation Debrief/reflection		
11.00	Observe stroke rehab group		Attend staff meeting		
12.00	Lunch	Student team meeting to discuss client caseload, seeking advice from others where required or referral for assessment/management	Lunch	Shadow staff from another discipline	Run a staff professional development event
1.00	Discuss observations/learning from stroke group & plan group for following week	Lunch	Home visits	Lunch	Lunch
2.00	Meet with discipline supervisor or discuss caseload. Read client files.	<u>Stroke Group</u> Preparation Implementation Debrief/reflection		Interprofessional client-focused assessment & interventions	Case study presentation/discussion
3.00	Prepare for following day	Project work		Meet with IPE coordinator &/or discipline supervisor	Student team debrief with IPE coordinator &/or facilitators NOTE: Complete ICAT if final day for students
4.00	Finish	Finish	Finish	Finish	