



Preparing facilitators for Interprofessional Education

Toolkit for faculty development

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In collaboration with the faculty working group
Interprofessional Education (IPE)
Faculty of Health

Zuyd University
of Applied Sciences



Foreword

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In March 2016 the Centre for the Advancement of Inter-professional Education (www.caipe.org) was commissioned by Zuyd University, Faculty of Health Care to provide a Masterclass on interprofessional education, learning and practice; advisory conversations with senior academics and an Interprofessional Education workshop for module co-ordinators and other relevant leading educators with formal or informal supportive positions within the faculty and delivery of an interprofessional curriculum.

This clearly laid the foundations with a very receptive faculty team to develop the work further.

Following this successful event CAIPE was further commissioned to coach two of the IPE Champions from the faculty, Albine Moser and Hester Smeets (authors). CAIPE Board members were identified to provide this support, one experienced in the development of undergraduate inter-professional education curriculum in Higher Education and the other experienced in regulatory body acknowledgement and development of interprofessional education [IPE]. Both experienced in the facilitation of IPE groups and the training of IPE facilitators they acted as mentors in the coaching process. Support focussed on the development of interprofessional education and collaborative practice modules integrated into health care undergraduate curriculum.

One of the positive outcomes of this informative and rewarding coaching process was the development of this 'Toolkit for faculty development in Preparing facilitators for Interprofessional Education. I commend to you, the reader, facilitator and change agent this toolkit as an essential

guide to the effective quality implementation of inter-professional learning within academia and transferability to practice.

The toolkit will provide support, guidance and confidence in the facilitation of interprofessional learning for both the facilitator and student.

Congratulations to the Faculty working group Interprofessional education (IPE), Zuyd University of Applied Sciences on the development of an excellent, effective and user friendly toolkit for both academic and practitioner use. I commend the toolkit to you.

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A collaboration between the Faculty of Health and the Research Centre for Autonomy and Participation of People with a Chronic Illness

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This toolkit is dedicated to Peter Hilderink († 2016).

Introduction

In interprofessional education (IPE), students have the opportunity to “learn about, from and with two or more professions to enable collaboration and to improve collaboration and the quality of care” (CAIPE, 2002). This implies that IPE is always interactive and that ‘learning through social participation’ is at the heart of IPE (Wenger, 1998).

Facilitation of students in interprofessional (IP) competencies calls for effective and specific facilitation skills of lecturers. Facilitating shifts from lecturing to facilitating interactive and collaborative learning.

Lecturers as IP facilitators need to be prepared to facilitate student learning across professions. These lecturers should enhance their ‘own’ IP competencies to better facilitate IPE. Lecturers have two roles: facilitation of IPE and assessment of IP competencies. Many lecturers and practice supervisors feel that they are underprepared and undervalued in their IP facilitating role. Even the most experienced can find it intimidating to be confronted by students from diverse professional backgrounds with different perspectives, expectations, assumptions and styles of learning (Lie, Forest, Kysh & Sinclair, 2016). Preparation may differ, depending on the IP roles to which the lecturers or practice supervisors are being assigned, but all need orientation to IPE approaches, methods, facilitation skills and assessment.

Facilitating IPE builds on, but extends beyond, the range of knowledge, skills and attitudes required for conventional teaching. Since facilitation is at the core we prefer to use IP facilitators as a term instead of lecturers. IP facilitators enable students from different professions to enrich and enhance each other’s learning in a supportive small group setting; are sensitive to the perspectives, perceptions and particular needs of each individual and profession; are able to turn conflict into constructive learning and aware of ways in which their own attitudes and behaviour can impact positively or negatively on students’ experience (Lie et al., 2016).

This toolkit has been produced to ensure high-quality IPE, specifically on the IP facilitators’ roles as well as knowledge, skills, attitude and techniques for IPE. This toolkit is aimed for all those IP facilitators involved in IPE within Higher Educating Institutes or as practice supervisors.

This toolkit is based on experiences at Zuyd University of Applied sciences, several international guidelines, books, publications and guidance from the Centre for the Advancement of Interprofessional Education (www.caipe.org).

Key competencies

As previously stated, IP facilitators need to be experienced and knowledgeable of competencies to successful IPE (Frenk et al., 2010). At Zuyd University of Applied Sciences a competency framework for lecturers has been developed to become successful IPE facilitators. This set of competencies consists of six key competencies based on the European Interprofessional Education Network (EIPEN) key competencies (Vyt, 2009). These competencies were developed in a consensus procedure with lecturers from all educational programmes within the Faculty of Healthcare.

1

Lecturers are aware of and understand each other's professional competencies.

2

Lecturers engage in inter-professional collaboration in the educational cycle in terms of designing, implementing, evaluating, and adjusting IP education material.

3

Lecturers deal with problems as part of interprofessional teams of lecturers.

4

Lecturers facilitate interprofessional teams of students in dealing with problems.

5

Lecturers consult the appropriate fellow lecturers in various study programmes both within and outside their own school.

6

Lecturers evaluate interprofessional teamwork with students and other lecturers.

Facilitation & IPE facilitation

Several similarities exist between facilitation of a mono-disciplinary group and an interprofessional group of students. Facilitation is the process of helping groups, or individuals to learn, find solutions, or reach consensus without imposing or dictating an outcome (University of British Colombia, n.d.). Facilitation works to empower individuals or groups to learn for themselves or find their own answers to problems. A facilitator is a process guide who focuses on discussions and clarifies understanding, while encouraging shared decision-making and problem-solving in an interactive way. He or she assists the group in creating and achieving common goals and expectations. Facilitators are not content/topic experts.

General facilitation

All facilitators require good communication skills. Effective facilitators are non-authoritarian, patient, flexible, intuitive, organized, confident, respectful and open-minded. In addition, they have good tolerance for ambiguity and uncertainty and an eagerness to learn (University of British Colombia, n.d.).

Facilitation techniques in general

Some essential techniques that help facilitating a group in general:

- Asking rather than telling
- Listening
- Observing
- Structuring
- Guiding
- Suggesting
- Summarizing
- Synthesizing
- Encouraging
- Consensus building
- Balancing task and process
- Providing opportunities for individual input and reflection

Facilitation Strategies

Some essential strategies that help prevent some of the challenges that might arise when facilitating a group:

- Establishing your role up front
- Valuing the distinctive experience and expertise each participant brings
- Being ready to encounter friction that arises due to the collaboration process
- Understanding issues of power and hierarchy
- Having a 'parking lot' for when the conversation goes off track
- Not being directing
- Not stereotyping
- Allowing participants to direct themselves
- Ensuring equal participation
- Considering all ideas presented

IP facilitation

Facilitating interprofessional groups of students is recognized as a complex and demanding task. Facilitators play a crucial role in creating an **environment** of learning that supports the goals of IPE. There are some unique skills, beyond general facilitation skills, required for effectively facilitating an IP group, as there are some unique issues that may arise:

Unique issues in IPE facilitation:

- Use of discipline specific language and jargon
- Perceived hierarchies
- Different and / or conflicting expertise
- Professional-based stereotyping
- Participants at different stages in their program
- Difficulty entering into professional dialogue due to uncertainties about other disciplines
- Difficulty transferring knowledge from one field to another
- Perceived relevancy or lack of relevancy of the topic to a particular profession or student group

IP facilitation skills

Those facilitating an IP group need to understand the elements of group dynamics and team formation (Tuckman & Jensen, 1977). They need to be able to role model communication and leadership skills and be confident managing conflict. Applying educational principles such as adult learning theory, reflective practice, problem-based learning, experiential learning, critical appraisal and questioning techniques is essential in the success of IPE. Therefore, IP facilitators need to act as coaches and must be able to use a variety of interactive methods to promote student autonomy and experiential learning. IP facilitators need to understand the dynamic nature of interprofessional learning, ways to optimize learning opportunities, and how to value the distinctive experience and expertise of each participating profession (University of British Colombia, n.d.).

Several tips about facilitating IPE successfully for lecturers of IPE groups are available in the literature. The following tips are a summary of several scholars (Lie et al., 2016; Wee et al., 2008; University of British Colombia, n.d.).

TIP 1 Plan to co-facilitate with a colleague

Facilitating with others from another profession can allow "on-the-job" learning about another profession and IP role modelling for students. Students perceive that supervision by lecturers from a different profession than their own can be rewarding and beneficial.

TIP 2 Integrate direct observation and feedback

Directly observing students promotes accurate feedback and further dialogue on IP processes and behaviours. Observe students' conversations during the IP meetings and during patient encounters, for assumptions about other professions so that you can dismiss these assumptions during feedback. Feedback is more effective and better received when based on direct observation. Students should be made aware of what they did right to reinforce that positive behaviour (e.g. "each of you described your own roles and comfort with the tasks you took on. That is excellent behaviour"). Specific feedback about observed behaviours can be used to correct mistakes (e.g. "You did well with defining your roles with one another outside the room; but in the future I suggest that you introduce yourselves and your roles to the patient too").

TIP 3 Encourage patient feedback

Numerous reviews suggest a positive role for patient feedback in student learning (Jha, Quinton, Bekker, & Roberts, 2009; Rees, Knight, & Wilkinson, 2007; Repper & Breeze, 2007). Students perceive patient feedback as non-threatening. Patient feedback can increase learner confidence, reduce anxiety, and sensitise them to the needs of vulnerable populations and those with chronic diseases.

TIP 4 Facilitate sharing of roles and scope of practice
Students early in training may not be fully aware of their own professional role, let alone that of others in healthcare. Be aware of the social environment to prevent professional stereotypes. Ask students about their curriculum and training activities (e.g. “when do you start seeing patients?”) as a gentle way to gain insight into the student’s current abilities and competencies. A question like, “tell us about the classes you’ve attended so far and how they help you care for patients” is better received and is less threatening than “what can you do with patients now?”.

TIP 5 Explore power issues and establish team culture
The traditional assumption of medical dominance with the doctor as leader is often a hidden assumption and stereotype within IPE student teams. Perceived unequal power can threaten the two elements of good IP problem-solving: active listening and sharing crucial information. Competition due to power imbalance and relationship conflict is potentially damaging to effective IP team function. Acknowledge and open a discussion about the role of IP power and hierarchy imbalances. Ask students how they perceive their own place in the power hierarchy and how they would like to be perceived by others in the team. Question their assumptions and its impact on patient care within the healthcare environment.

TIP 6 Help students to establish ground rules
When the IPE student team is first formed, encourage students to make ground rules for collaboration, networking and discussion. Examples of ground rules include: “every team member will have the opportunity to speak and be heard before a patient care decision is made” and “every team member may actively voice concern or disagreement about decisions impacting patient care outcomes.”

TIP 7 Role modelling
IP facilitators play key roles in creating an environment that is supportive of IPE and act as role models. It is helpful for students when you tell them for example how you may have learned from another healthcare professional (e.g. how a physical therapist helped you to learn best body mechanics while transferring a patient). The perceived importance of IP respect can be negatively affected if

lecturers do not “walk the talk”. Role modelling starts with sharing stories about your own clinical experiences, including your own mistakes and what you learned (e.g. how you missed referring a patient for occupational therapy since you did not understand that occupational therapists can help with back to work training). Students will relate and be able to identify with your openness to admit that you did not know about others’ roles on the team, and see your willingness to grow from these past mistakes. The IPE facilitator may encourage students to think about a time when they, or a family member, needed care by multiple healthcare providers. Encourage them to reflect on the impact of the IP collaboration.

TIP 8 Include all perspectives
Students in IP teams may come from a variety of backgrounds. It is the IPE facilitator’s responsibility to ensure that everyone’s roles, skills and expertise are respected and appreciated. IPE Facilitators should provide students with opportunities to describe their role. The IP learning experiences should help students recognize and respect the roles and responsibilities of other professions in relation to their own.

TIP 9 Reflect on the IP processes
Encouraging reflection is critical for lifelong learning of IP facilitators. As an IP facilitator, you can suggest that the team formally reflects at the end of the meeting. This is an ideal time to encourage reflection on students’ roles and leadership. Students in teams may reflect on both the content and the team process.

It is also important that an IP facilitator reflects on the process with the students. After each session, the IPE facilitator should complete a self-assessment tool and/or ask a colleague or students how one was doing as an IPE facilitator. This reflection should link to the competencies which students should acquire. The general IP competencies are outlined in the Background Paper of Interprofessional Competencies – the IP Building Blocks (BB) (Working group Interprofessional education, 2016). The following reflective questions can help your students reflect on the IP process generally and the competencies necessary for collaborative practice more specifically.

General Reflections

- How were the IP competencies expressed in your group?
- What are the opportunities for collaboration in this situation and how might they happen?
- How were your assumptions and expectations challenged?
- What are the IP competencies that you have gained?

Working in IP teams

- What is the IP dynamic in the student group?
- Do individual students show strong commitment to the student team?
- How does the student team work towards improved team dynamics?
- How does the student team make decisions?
- Are there some common professional interests among student group members?
- How does the student group manage conflict?
- What attitudes are necessary to tolerate difference, miscommunication and perceived shortcomings in others?

Role Clarification

- What are the unique knowledge/skills that each provider brings to the table?
- What are some of the similarities/differences between the different professions?
- What are the values and priorities each provider brings to patient care?
- What are some stereotypes and personal prejudices held about various professions?

IP Consulting

- What professions need to be involved in this situation?
- What is the added value of these professionals for the patient and family carers?
- Which professions are missing? Where are potential gaps?
- What is some of the profession specific jargon different team members used?

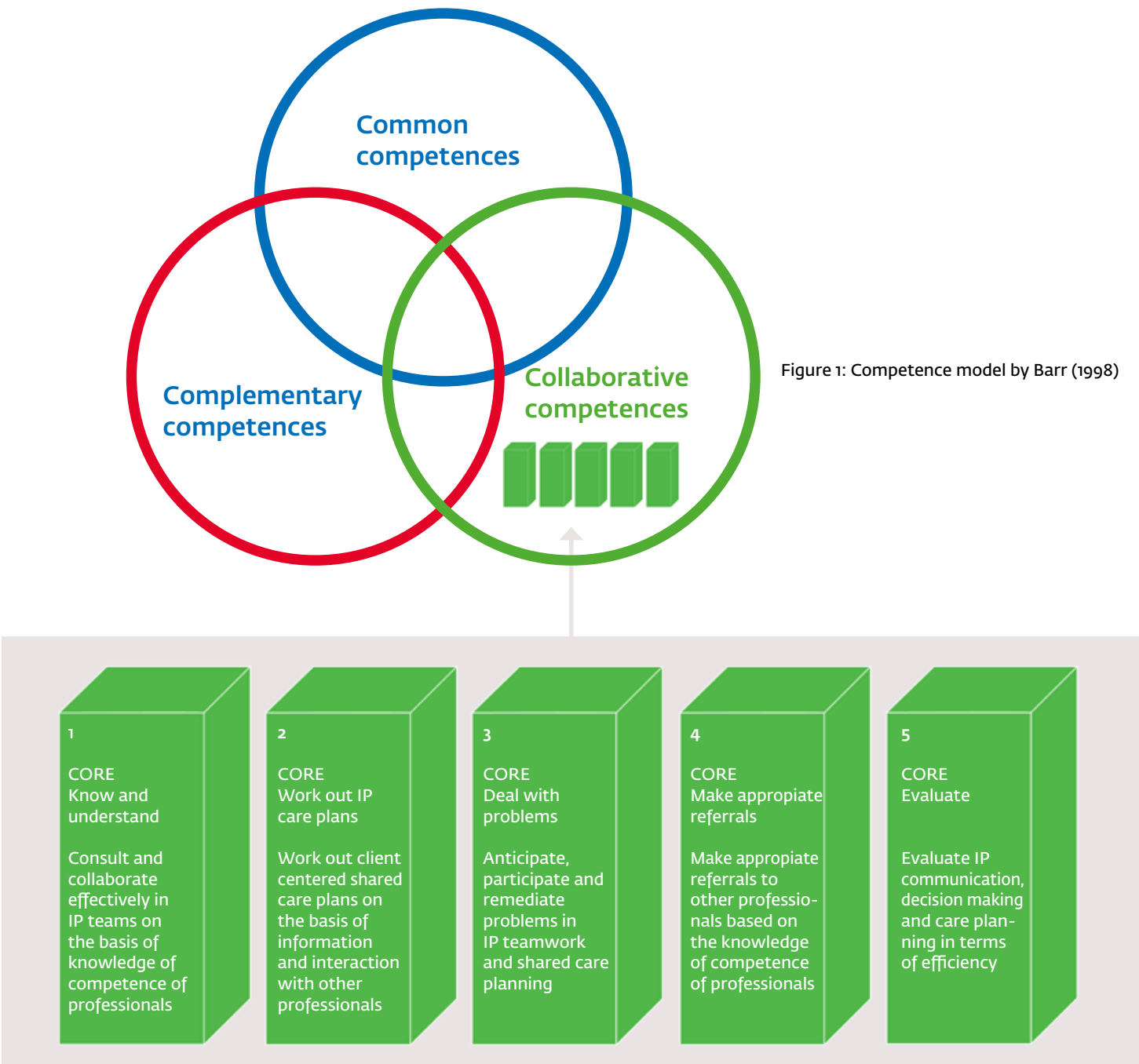
Work with IP care plans

- What are some of the differences in language among professional disciplines?
- Which health and social care providers are engaged in case management?
- How would you address issues of role-blurring?

Evaluate IP teamwork

- How does the student group ensure all members are equally engaged?
- How effective is the student group’s communication?
- Are student group members aware of their own emotions/values in the interactions with others?
- How do individual students encourage collaboration in the student group?
- Does the student group use language that is easy for patients and family carers to understand?
- Does the student’s team decision convey an understanding of the patient’s and family carer’s values?
- What does the concept of partnership (with patients) mean to students?

Assessment of IPE



The second role of an IPE facilitator is the assessment of IPE competencies and providing feedback so students can continue developing their IPE competencies. In general, the assessment of competencies is a difficult task (Delandshere & Petrosky, 1998; Sluijsmans, Prins & Martens, 2006). These types of assessments - which can be defined as performance assessments - require a variety of assessment tasks, performance criteria, and an assessment model that can be used by assessors to judge the student's performance (Stiggins, 1991).

Barr (1998) introduced a model of competencies in higher education, which includes three main related competencies: **common** competencies, **complementary** competencies and **collaborative** competencies (see figure 1). Common competencies are those which are the same for all health care professionals, such as evidence-based practice. Complementary are those that distinguish one discipline from the other; where for example what makes that the tasks of an occupational therapist differ from the tasks of a physiotherapist. Collaborative competencies refer to working together across roles and sectors, for example participation in IP team meetings. An effective assessment consists of a combination of these three competencies. However, here this tool kit will focus only on the assessment of collaborative competencies.

For the assessment of IP competencies, many assessment methods are described and used, such as portfolios, team-based projects, observation in simulation, observation in practice, reflective journaling or peer assessment (Rogers, Thistlethwaite, Anderson, Dahlgren, Grymonpre, Moran & Samarasekera 2016).

At Zuyd University of Applied Sciences the IP competencies (as explained in the IP building blocks [Working group Interprofessional education, 2016]) are assessed through a portfolio which students develop over their four year programme. Students develop an individual portfolio which exists of a personal introduction, the (group) assignments as formulated in the IP meetings, and an IP reflection. They complete the portfolio continuously from the first to the last year of the bachelor programme. IP facilitators have the role of guiding students in developing and completing this portfolio, in assessing the portfolio and in the acquisition of IP competencies. During the bachelor education students have three assessments: year 1, 2 and 4. In year 1 and 2 all IPE happens at the university, in year 3 and 4 all IPE happens in practice placement. For the assessment of the IP portfolio's, rubrics help in determining whether the student is IP competent (see Figure 2). The IP facilitators are asked to collaborate with a colleague with a different professional background in supporting each other when assessing these portfolios. When they have doubts about a rating, they can engage in a dialogue. Next to this, all IP facilitators are asked to provide the students with narrative feedback with tips to feed forward in acquiring IPE competencies.

	Insufficient	Sufficient	Good
Group product	The group delivers the group product as loose products which show no coherence. The products are not linked to the IP building blocks.	The group delivers the group product of the different meetings as one coherent product, existing of text, pictures, video or a combination with a clear explanation of what they did as an IP group during the module and why.	The group delivers the group product of the different meetings as one coherent product, existing of text, pictures, video or a combination with a clear explanation of what they did as an IP group, with which aim and why per meeting of the module. The product looks very neat. All evidence of the meeting is linked to the correct IP building block including an explanation why the activities fit with this particular building block.

Figure 2: Example of an assessment rubrics for IP portfolios

Examples of training lecturers in IP facilitation skills

In this section there are some examples to support faculty development based on the IP facilitator competencies as previously described.

1. Lecturers are aware of and understand each other's professional competencies.

To encourage role modelling by the IP facilitators, first they have to know about each other's professional competencies.

What?: Stereotypes

Goals: To allow lecturers to get to know the other disciplines better and to break through stereotypes that exist among lecturers about the different professions.

Write a specific profession on each flap over (e.g. physiotherapy, biometrics). Distribute these flap overs across the room. Before introducing themselves, ask the lecturers who want to become IP facilitators to write **everything** they think about the other professions on the flap overs (not about their own!). When everyone is finished, ask the IP facilitators to summarize what is written on the flap over of their profession and discuss whether this is correct or not and why.

Materials
Flap overs
Markers

Time
20 minutes

What?: Picture your profession

Goal : To gain deeper understanding about the different health care disciplines. Lecturers learn from each other about the different disciplines and are able to ask questions.

Spread several metaphoric cards of association all over a large table (it doesn't matter which cards, as long as they have numerous varying pictures on it). Ask the IP facilitators to pick one or two cards that represent their profession. When everyone has chosen a card, ask them randomly to explain why they picked that card and what it says about their profession. Try to discover similarities and differences between the professions by asking questions.

Materials
Metaphoric cards of association

Time
15 minutes

2. Lecturers engage in IP collaboration in the educational cycle in terms of analysing, designing, implementing, evaluating, and adjusting IP educational material.

Lecturers have a wealth of education experience which should be integrated in IPE. They have experiences with education as well as with collaborative practice, which often provides plenty of good ideas for IPE .

What?: Walking wall

Goal : To engage lecturers in the educational cycle, the ADDIE model: analysis, design, development, implementation, evaluation.

Chose a specific IPE activity or IPE project you want to implement. For this activity, several posters will be displayed around the room with questions about the IPE:

- What are the barriers / facilitators in IPE?
- What design for IPE is suitable? How should the design be changed?
- Design a development plan. Who does what and when?
- Develop an action plan for implementation of IPE.
- Determine when to evaluate with whom and when to integrate.

Groups of approximately three lecturers write their answers on the poster. They have 5 minutes before they go to the next poster and add information. When all groups have viewed all posters , they present the current flap over to each other and discuss whether the answers are complete.

Materials
Flap overs
Markers

Time
30 minutes

What?: Consensus

Goal: To engage lecturers in reaching consensus about elements of IPE.

In a group interview, lecturers try to reach consensus about several elements of IPE. All lecturers write for themselves on post-its what they think are important elements of IPE which are missing. They do this according to the IP building blocks (the IP competencies), which they all received beforehand. The post-its then are being bundled according to similar subjects and discussed with the group. A facilitator tries to reach consensus on the mentioned subjects.

Materials
Empty tables
Post-its

Time
20 minutes

3. Lecturers deal with problems as part of interprofessional teams of lecturers.

IP facilitation knows difficult situations, since it is in a lot of ways different from monodisciplinary facilitation and it is new to a lot of lecturers and students. Therefore, it is important that lecturers are able to discuss difficulties together to help each other through these IP challenges.

What?: IP Intervention		
Goal: To support lecturers to solve interprofessional difficulties they encountered.		
Before the activity, all facilitators are asked to think of a certain problem, or challenging situation they experienced while working together with a lecturer / colleague from another discipline. During the meeting, two problems are chosen and discussed using a basic intervention model. First, a person presents in detail his or her problem. Second, the rest of the group asks questions to gain a complete picture of the problem. Third, the group formulates the core of the problem. Fourth, each member of the group formulates advice and fifth, the meeting is evaluated by the facilitator.	Materials Preparation: short case description	Time 45 minutes
What?: Dealing with IPE challenges		
Goal: To help IP facilitators in dealing with challenging IP situations. It is important that lecturers <i>collaborate</i> finding solutions for these challenges.		
Two situations which are perceived as challenging by IP facilitators are written on big sheets. The IP facilitators discuss in two groups how they would deal with these situations and write this on the sheet. After 10 minutes, the groups swap sheets and add new solutions to the answers of the previous group. Next, the groups present their solutions to each other and look collaboratively for the solution most feasible.	Materials Big sheets Markers	Time 20 minutes

4. Lecturers facilitate interprofessional teams of students in dealing with problems.

What?: Storyboard		
Goal: To create awareness about characteristics of an IP facilitator and differences between monodisciplinary and interprofessional facilitation		
Using the activity "storyboard" (a sheet with space to draw and to write) IP facilitators are asked to picture the best or the worst IP facilitator they can think of for their IPE student group on two story board sheets. This can be done in an abstract way, in an actual drawing or with text. Facilitators present their sheets to each other and they question each other about the characteristics of this facilitator and to what extent they recognize themselves in it.	Materials Storyboard sheets Pencils / pens	Time 30 minutes
What?: Role play		
Goal: To help each other in dealing with challenging situations in facilitating IP groups		
Using the activity roleplay, facilitators are asked to play a certain situation of an IPE student group member who demonstrates behaviour that is damaging their interaction / respect / trust. One lecturer has the role of the IP facilitator and another one has the role of the student (e.g. an unmotivated student, a dominant student who thinks he/she is the best professional of the group, a very shy student). During the role play, the IP facilitator tries to have a conversation with the student to stimulate interprofessional collaboration between the student and the group members. The other IP lecturers are asked to observe and give feedback afterwards.	Materials Preparation for the role-play	Time 30 minutes

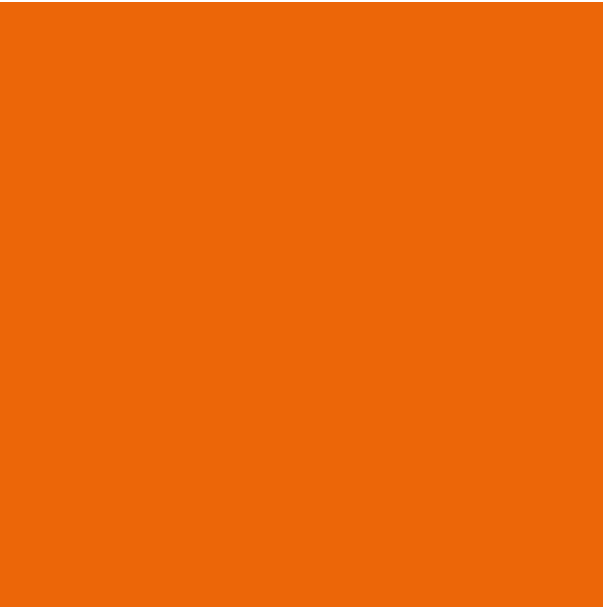
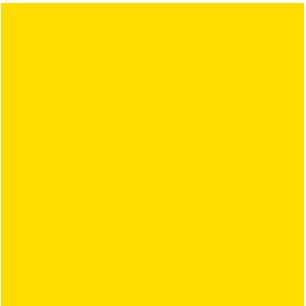
5. Lecturers consult with the appropriate fellow lecturers in various study programmes both within and outside their own university.

What?: IP consultation		
Goal: To become aware of the relevant stakeholders		
Choose an IPE activity which should be implemented. Make a mind map with who are relevant fellow lecturers besides the own educational programme. Next consider relevant stakeholders within and outside of your university not related to teaching. Make a list of: <ul style="list-style-type: none">- Whom you will consult first?- What is the goal of the consultation?- What will you request?- How will you prepare for the consultation? Next, the IP facilitators consult the most important stakeholder identified. They discuss the IPE activity together and identify common ground, challenges and difficulties they encounter in IP facilitation. In the next meeting IP facilitators report their experiences back.	Materials Pen / pencil	Time Twice 30 minutes
What?: MOSCOW method		
Goal: To become aware of which elements are essential to collaborate with lecturers of other professions		
A poster is divided into four fields, the following headings are written down in each quadrant: Must have, Should have, Could have and Would have. Facilitators are asked to write on a post-it what is important in working together with fellow lecturers in an IPE activity (this can be everything they can think of). When everyone has written all issues down for themselves they post them in the four quadrants. The group discusses the information and finally is asked to prioritize these post-its from most important (Must have) to least important (Would have).	Materials Poster Post-its Pens	Time 30 minutes

6. Lecturers evaluate interprofessional teamwork with students and other lecturers.

The evaluation of IP teamwork is an important aspect of IP collaboration. However, this evaluation is somewhat different from the monodisciplinary evaluation and should be based on the IP competencies. Lecturers need to be acquainted with these so called IP Building blocks and therefore, two activities can be used to help them evaluate this within their IPE student group.

What?: Post-it evaluation		
Goal: To learn how to evaluate IPE		
IP facilitators are asked to write a positive, an interesting and a negative experience or observation about the IP functioning in their IPE group on sheets of papers with different colours. These sheets are collected and clustered around certain topics. A summary is then made of all positive, interesting and negative points in the IP collaboration and all lecturers should agree with this summary. Advice on these topics is formulated by the group and written down in the evaluation report.	Materials Sheets with three different colours Markers	Time 30 minutes
What?: World café		
Goal: To evaluate the functioning of IP facilitators		
On four tables, paper table cloths are placed with evaluation questions written on them. These evaluation questions are based on the IP competencies of lecturers (see above). The evaluation questions should be related to IP facilitator skills one wants to evaluate. For example “What are some of the stereotypes and personal prejudices you have held about various professions during your IPE facilitating activities?” or “What is your contribution to improve the interprofessional dynamics of the IP facilitator group?” or “How did you ensure all IP lecturers engaged equally in the team? etc. Put one question on every table cloth. Small groups of IP facilitators (n= 5 - 7) are asked to discuss these questions for 5 minutes. A host stays with each table as a moderator, writes down information and gives a summary at the end. The whole IP facilitator group swaps table. All IP facilitator groups pass through all four tables. At the end the four hosts present table cloths to the whole group and the ‘shared learning’ points of the group are written on another table cloth.	Materials Paper table cloths Markers Drinks and snacks	Time 30 minutes



Working with IP student facilitators

Senior students (year 3 and 4) can be IP facilitators of IPE student groups as well. The student IP facilitators can learn from lecturers who facilitate IPE, and the other way around. Students, however have less experience in facilitating learning in general, and specifically in facilitating IPE. Therefore, it is important that the student IP facilitators are trained in a workshop.

It is a prerequisite that they have participated in IPE activities themselves before they can become a student IP facilitator. Next to this, a short interview should be held with each student who wants to become an IP student facilitator and an experienced IPE lecturer to gain insights into the qualities of the potential student IP facilitator.

IP student facilitators also participate in the faculty development activities along with all the faculty lecturers. Each student IP facilitator is coached by an experienced IPE facilitator who is a faculty member. The student IP facilitator can consult them for any concerns they experience and encounter at any time.

IP student facilitators assess the IP portfolios of the students in their own IPE working group. Before assessing the first portfolio the IP facilitator and the IP student facilitator assess independently one portfolio. Then they present each other their assessment and discuss it. The IP facilitator reviews all IP portfolios to give final approval about the grading of the portfolios.

This is the outline of the student IP facilitator used as Zuyd University of Applied science. The workshop lasts for 1.5 hours.

What?	Materials
Goal: to support student IP facilitators in the facilitation of an IPE student group.	
Introduction: Use an ice-breaker. Ask students to take their keychain and explain to each other which keys, the meaning of accessories and which key they would like to add.	
Short discussion: Ask students to pick a metaphoric card of association. Then ask: what is IP collaboration? Pick cards which best represent IP collaboration in practice to you. Try to make links between theory, IP practice and IP education.	Metaphoric cards of association
Walking wall: Discuss in groups the following questions and write down the answers on the flap over. Make students discuss with each other about answers to these questions. <ul style="list-style-type: none"> - What is the role of the IP facilitator? - Which skills are important for the IP facilitator? - What makes IP facilitation different from monodisciplinary teaching? Identify a top three. 	Flip-overs and markers
The students discuss with each other about completeness of their answers. They try to complement each other's knowledge. Stimulate openness in asking questions to each other about facilitation and IP education.	
Storyboards: Every student draws the worst IP facilitator, possibly supplemented with some keywords. After everyone is done with drawing, the students present it to each other. Stimulate critical questions about characteristics of an IP facilitator.	Storyboards
Questions: Finally, discuss in the group several questions about concrete situations regarding facilitation with the group. For example: <ul style="list-style-type: none"> - What will you do when nobody in the IP student group talks? - What will you do when a conflict arises? - What will you do with stereotyping / hierarchy? - What else do you need for facilitating IP student groups? 	Questions and discussion

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Appendix 1

Tips for online IPE facilitation

- Because of the sometimes somewhat difficult organisation of face-to-face education in IPE, online education is a good alternative. Students can remain in contact with the rest of their IPE group via online programs, such as Whats App, Skype or even Facebook and collaborate in a digital setting. The IP facilitator should be part of the IPE online group and be involved in online IPE. Online facilitation is very different from real life facilitation. Some tips on online facilitation for IPE (University of British Colombia, n.d.).
- Check discussion forums daily, since immediacy in feedback appears to be a strong predictor of IPE and student satisfaction.
 - Establish rapport. The first part of the online interactions is a particularly important time to establish rapport, develop confidence in mastering the discussion forum, and modelling expectations.
 - Post a brief biography, indicating interest and expertise in the topic. Some early comments will help to engender enthusiasm and establish an atmosphere of collegiality. Building of a sense of community in the discussion is critical IPE.
 - Open the online discussion by providing discussion questions to the student group. As the discussion continues, IP facilitators need to connect and weave ideas. Probing and requests for further elaboration help to promote further IP discussion. At the conclusion of the discussion period, the IP facilitator should prepare a summary of the main points and key learning.
 - Send personalized emails to enhance the perception of interaction, fostering the students' sense of community, and increasing their satisfaction with the learning experience.
 - Create a safe learning environment where opposing ideas are welcomed. Leading questions that reveal personal biases should be avoided. Begin a response to a student posting by providing a positive comment prior to a critical assessment of other issues.
 - Be mindful of any negative comments or stereotypes of professions during discussion. This needs to be re-directed positively; use this as an opportunity to provide positive education and the appropriate information of a profession.
 - Have fun!

