

Interprofessional Facilitation Scale (IPFS)

The following items reflect some of the facilitation behaviours which has been shown to promote interprofessional and team learning. Please rate your ability at this time to do the following:

1. Describe why interprofessional education is important.
Poor Fair Good Excellent
2. Explain how interprofessional collaboration can enhance patient-centered practice.
Poor Fair Good Excellent
3. Role-model positive interactions with other health professionals and how professionals can work together, for example, by working collaboratively with the co-facilitator.
Poor Fair Good Excellent
4. Create a learning environment in which the principles of interprofessional education were demonstrated or clearly explained (e.g., did not focus on 1 provider group; acknowledged all professionals' contributions; acknowledged, respected, celebrated diversity in group).
Poor Fair Good Excellent
5. Openly encourage participants to learn from other health providers' views, opinions, and experiences (e.g., asked questions that generated free exchange of ideas, openness, and sharing among all professions).
Poor Fair Good Excellent
6. Use learning and facilitation methods that encouraged participants from different professions to learn with, from, and about each other (e.g., icebreaker games, case studies, group discussions).
Poor Fair Good Excellent
7. Invite other professions to comment and share their experiences/perspectives as questions or comments that were made in the large group.
Poor Fair Good Excellent
8. Use appropriate facilitator skills to keep discussion topics on track
Poor Fair Good Excellent
9. Acknowledge and respect others' experiences and perceptions.
Poor Fair Good Excellent
10. Encourage members of all professions to contribute to decisions and seek opinions from others in the group during case or patient discussions and decision-making activities.
Poor Fair Good Excellent
11. Ask participants to share their professional opinions, perspectives, and values relative to patient care and collaborative practice.

	Poor	Fair	Good	Excellent
12. Identify professional differences in a positive manner as participants offered their professional experiences and perceptions.				
	Poor	Fair	Good	Excellent
13. Ask health professionals to indicate their profession and discuss each other's roles and responsibilities in the delivery of patient care.				
	Poor	Fair	Good	Excellent
14. Listen to and acknowledged participants' ideas without judgment or criticism.				
	Poor	Fair	Good	Excellent
15. Ask questions to encourage participants to consider how they might use each other's professional skills, knowledge, and experiences.				
	Poor	Fair	Good	Excellent
16. Help participants work through differences in a spirit of openness and collaboration when differing opinions (e.g., led the discussion and ensured that all participants has an opportunity to express their views openly).				
	Poor	Fair	Good	Excellent
17. Use effective communication skills to clarify and resolve misunderstanding and conflict, if				
	Poor	Fair	Good	Excellent
18. Discuss issues related to hidden power structures, hierarchies, and stereotypes that may exist among different health professionals.				
	Poor	Fair	Good	Excellent