

Tip Sheet for Interprofessional Education Facilitation

What is Interprofessional Education?

Interprofessional education (IPE) for students occurs when individuals from at least 2 different roles or professions learn about, from and with each other to collaborate effectively as team members in working towards best outcomes. (WHO, 2010)

What is an interprofessional education activity?

Consider using this checklist to support students' involvement in clinical IPE activities.

- ☐ Are 2 or more professions involved?
- ☐ Does significant interactivity between participants occur?
- ☐ Are there opportunities to learn about, from and with one another?
- ☐ Are interprofessional teaching/learning moments addressed? (e.g. Is learning about how team members work together discussed?)

As an IP facilitator:

- **Be mindful of your own verbal and nonverbal communication**
- **Address use of jargon**
- **Attend to group process**
- **Be authentic/role model IPC**
- **Plan your learning activity with your IPE objectives in mind**
- **Know your group/team and/or set-up group norms**
- **Consider co-facilitating**

What are 10 tips to help students get the most from interprofessional learning?

- Consider how you might describe your role and scope of practice to students
- Be prepared to talk about who is on your team, e.g. think about how your team builds and maintains relationships with each other, consider examples of collaboration you could discuss, etc.
- Reflect on your own actions as a collaborative team member - what might be inferred only from what is seen? How do you role model collaboration?
- Share your own reflections regarding collaboration with students (e.g. What questions do you have about other team members? How did you learn about collaboration?)
- Discuss students' interprofessional learning priorities (e.g. What are the student's interprofessional, collaborative strengths and areas for development?)
- Treat the student as team member (e.g. introduce team members by name; orient students to team roles, processes and structures)
- Share the range of interprofessional learning opportunities that exist in your day to day work (e.g. speaking one on one with another team member, working on team projects)
- Raise issues related to collaboration with students (e.g. What is the impact of collaboration on patient/client outcomes?)
- Discuss and role model ways to enable interprofessional communication (e.g. clarify jargon and acronyms used)
- Support the student to learn from other team members (e.g. learning about others' roles)

