



Interprofessional Facilitator Skills: From Classroom to Practice

All Together Better Health
April 9, 2010



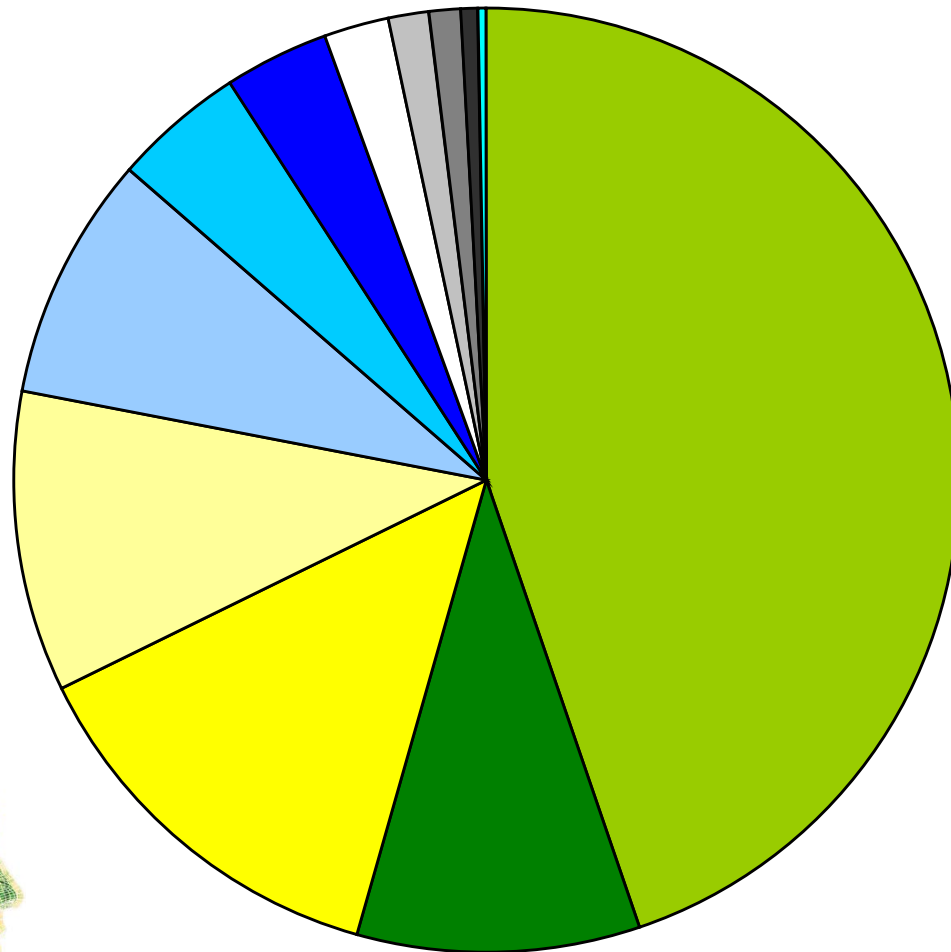
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Overview

- Context
- Purpose
- Methods
- Results
- Next steps



12 Professional Programs

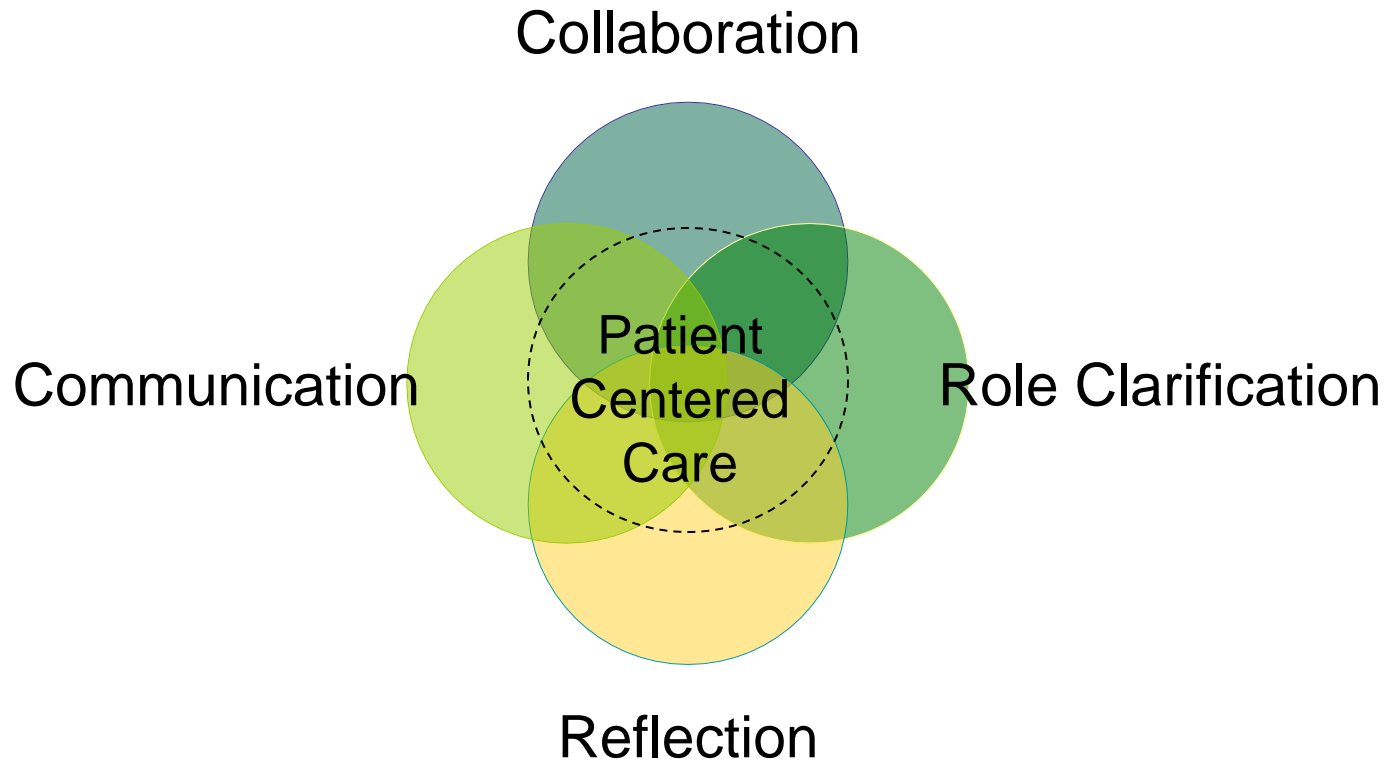


- Nursing
- Medicine
- Pharmacy
- Occupational Therapy
- Physical Therapy
- Dental Hygiene
- Dentistry
- Nutrition
- Medical Lab Sciences
- Kinesiology
- Rec & Leisure
- Human Ecology

Context



Competency-Based Course Process Learning



Context





Context



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3 Facilitation Workshops

1. The curriculum
2. Facilitation skills
3. Assessment



Context



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Purpose of study



Purpose





Methods

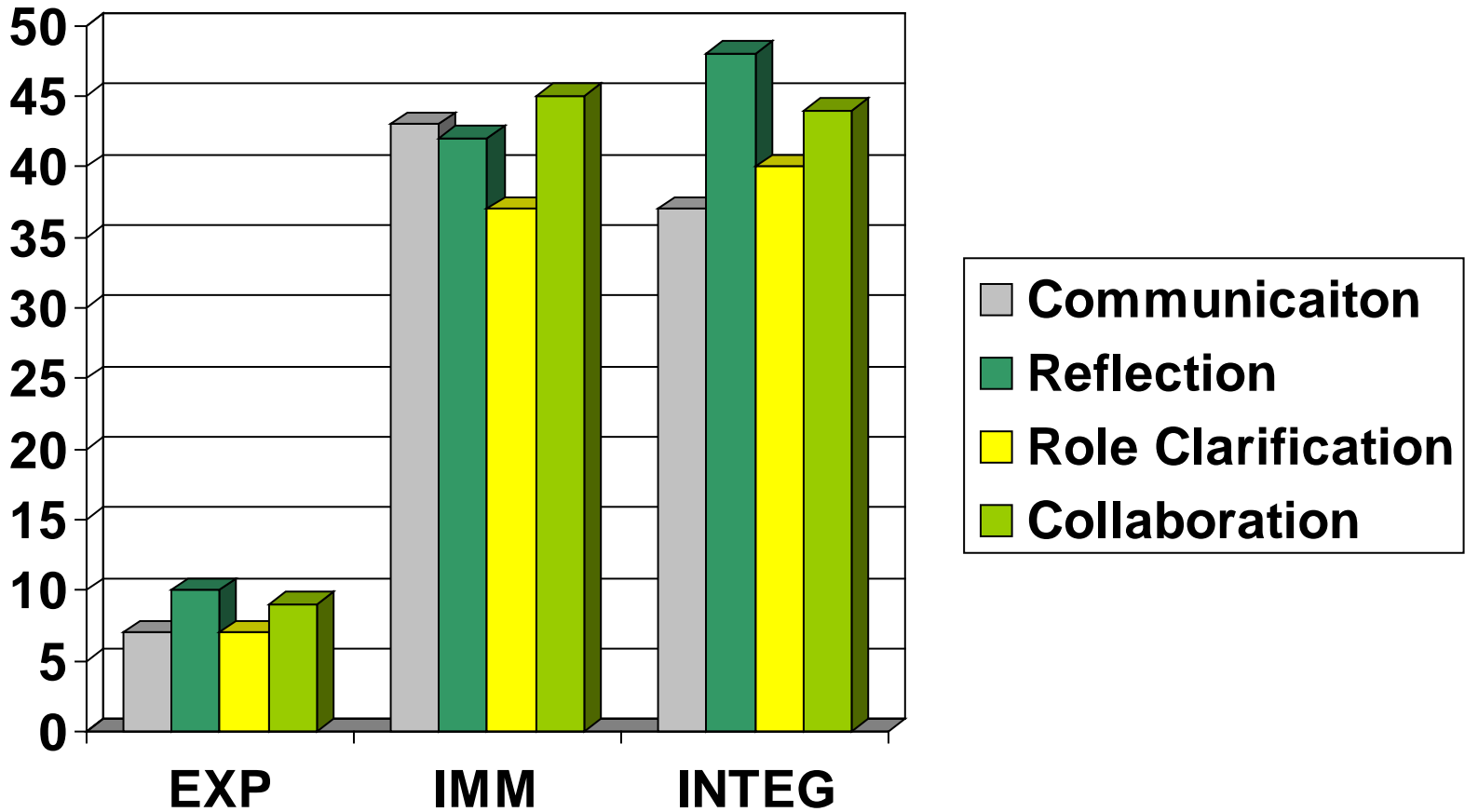


Methods



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Baseline Skill



Findings





Benefits to University

Benefits for Facilitators

Benefits to Workplace





Benefits to University

Street credibility

Case studies

Clinical teaching skills



Findings



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Benefits for Facilitators



Facilitation skills

**Personal/Prof
skills**

Work team



Findings



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Benefits to Workplace



Findings



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Challenges



Findings



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Workload

As part of a team, we are expected to ‘carry’ others when needed. So my own ***workload has almost doubled***, as I take on half of the responsibilities in addition to my own.”





Instability

“I found these (journals) very ***hard to keep up*** with and apply to my workplace as I ***changed positions*** during this course.”



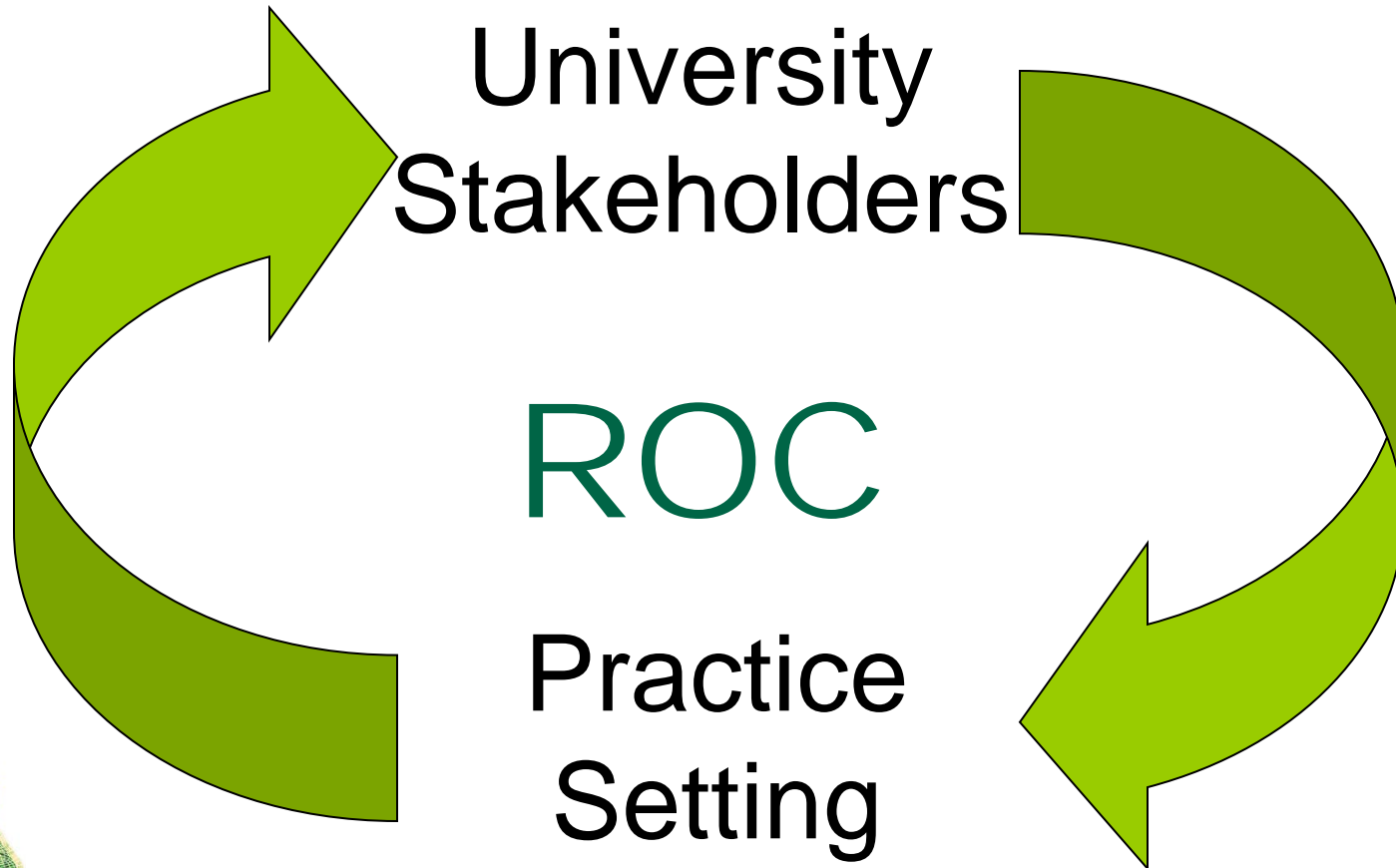


Incongruence

“We’ve just learned that our program will be downsized (in number and scope) ...I will no longer work on such a diverse team ... It might be simpler, and perhaps even easier, but in terms of ***patient care*** I’m seeing it as a real ***step down in quality.***”



Moving Forward



Purpose



Thank You!

Renate Kahlke

Elizabeth Taylor

Rosemarie Cunningham

Tara Hatch

Sharla King

Martha Miller

Teresa Paslawski

Susan Sommerfeldt

<http://www.hserc.ualberta.ca/>

