

Facilitating interprofessional online student groups

Opportunities and challenges

International Network for Health Workforce Education

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Background

- ▶ Web-based Interprofessional Education (IPE)
 - ▶ UH-nett Vest and the curriculum
 - ▶ Students from both health and social studies
 - ▶ Interactions strictly online
- ▶ 29 interprofessional student groups
 - ▶ 6-7 students per group (a total of 142 students)
- ▶ The students handed in both individual and shared group assignments
- ▶ 13 facilitators met the groups for discussions in two or three sessions



Shared first experience

- ▶ Facilitators experienced that their role in online interprofessional discussions were more meddling compared to discussions being physically present
- ▶ How can we develop the role of the facilitator to adjust to the new contexts?



Method

- ▶ Four group interviews conducted with 13 facilitators
 - ▶ Auto ethnographical methodology
 - ▶ Background from health and social studies
 - ▶ Two online interviews. Two face-to-face interviews
- ▶ Analysis inspired by Grounded Theory
 - ▶ «Line by line» codes done by 4 researchers and compared
 - ▶ Focused codes conducted together
 - ▶ Core categories still preliminary



Preliminary results

- ▶ New arena and its consequences
 - ▶ Focusing on challenges
- ▶ New insight through shared reflections
 - ▶ Focusing on opportunities
- ▶ New practice
 - ▶ From vertical to horizontal learning
 - ▶ The need for support from skilled online facilitators



New arenas and the consequences

- ▶ Changing from:
 - ▶ Individual sessions - to group sessions
 - ▶ Monoprofessional - interprofessional groups
 - ▶ Physical - to online sessions
 - ▶ Overcoming technological problems
 - ▶ Students knowing each other and the facilitator - to sessions among strangers
 - ▶ Facilitating IPE processes - more than products
 - ▶ The expectations to conduct vertical teaching



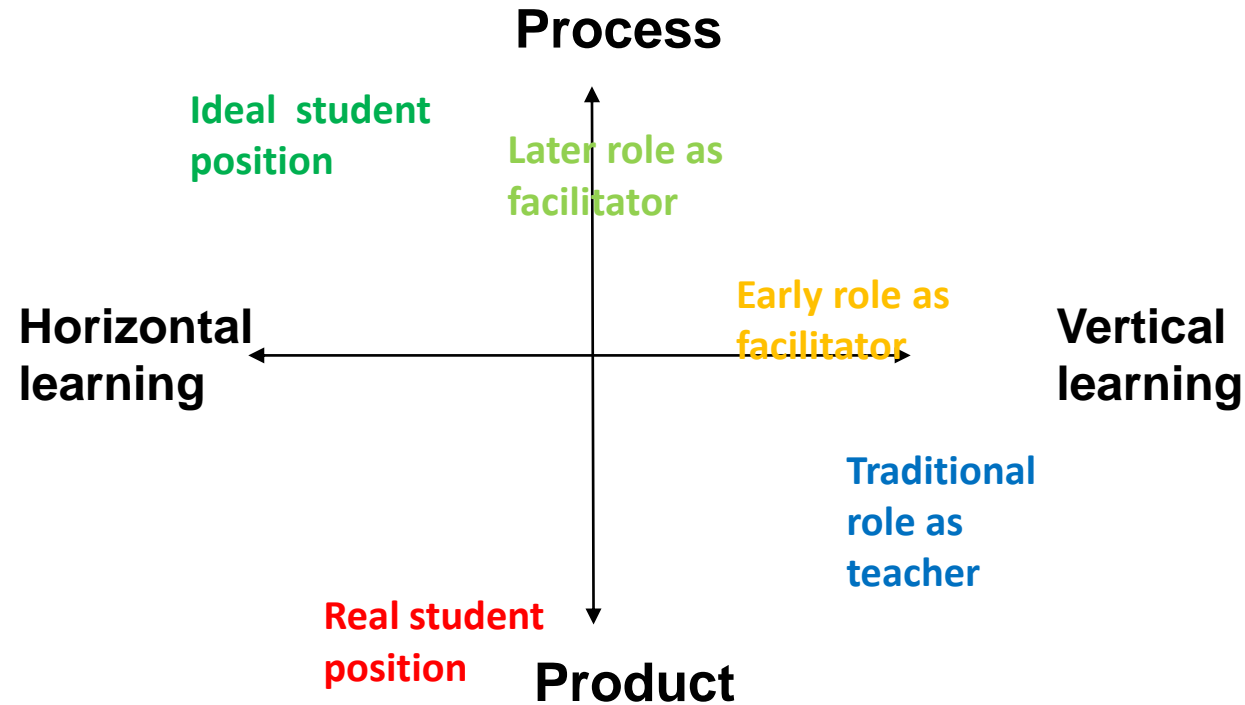
New insights

- ▶ IPE is possible on smaller campuses
- ▶ High quality on communication – despite that the non-verbal communication is hard to understand
- ▶ Disciplinary strategy
 - ▶ Only one microphone working at a time
- ▶ Everybody can see each others faces
- ▶ The interprofessionalism in the group affects the facilitator
 - ▶ The facilitator is no more the expert
 - ▶ Facilitators need to learn how to work in this context



Facilitating model

(Inspired by Ekeland, 2018)



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Main task – and core category

**To facilitate horizontal learning processes from a
more competent position**



From vertical to horizontal learning

- ▶ Facilitating processes rather than products
 - ▶ Not the same as leaving the group on its own
 - ▶ Student groups will easily focus their work on product
- ▶ To facilitate processes is a demanding task BUT:
 - ▶ **Easier to achieve in groups that are interprofessional and online**
- ▶ The facilitators need advisory workshops
 - ▶ The importance of reflections on context and own behavior as facilitator
 - ▶ Common reflections about practice may contribute to new practices

