

Chapter 7

Training of Facilitators (including FD and SD)

1. Principles of IPE (Interprofessional Education) (©CAIPE August 2006)

The former CAIPE web site contained the following text: "The following principles were first published in 2001 to guide the provision and commissioning of IPE and to assist in its development and evaluation." However, the content of the principles was greatly enhanced in 2011 by Dr. Hugh Barr and Mrs. Helena Low, and there are now six, twelve and six items related to the values of IPE, the process, and the outcomes respectively. Please refer to the URL below for details.

<http://www.caipe.org.uk/about-us/principles-of-interprofessional-education/>

However, for a beginner reviewing all 24 items from the start is probably quite an arduous task. Therefore, we have listed the content of the former principles which are considered important for both teachers and students but particularly important for teachers in understanding the essence of IPE. However, we have omitted the explanations about the individual items.

- 1) Works to improve the quality of care
- 2) Focuses on the needs of service users and carers
- 3) Involves service users and carers
- 4) Encourages professions to learn with, from and about each other

The above items may give a more specific explanation of the CAIPE definitions of IPE (2002).

- 5) Respects the integrity and contribution of each profession
- 6) Enhances practice within professions
- 7) Increases professional satisfaction

These three items are the characteristic aims and expected effects of IPE.

In so-called uni-professional education, lecturers who possess the qualifications the students are aiming to acquire often provide the education whereas in IPE there are probably no teachers who possess all of the qualifications the students in a group are aiming to acquire. In that sense the teachers first gain an interest in the areas of the other teachers, and respect the special characteristics of other occupations that are not characteristics of their own occupation. In Japan it is said that "children grow up watching the behavior of their parents," and of course if the teachers constantly cause conflict among themselves, the effective IPE for students cannot be expected. Conversely, we also say that "if you look at the children you will know what their parents are like." We personally believe that the enthusiasm of the teachers will be transmitted to their students.

2. Outcomes from training in foreign countries

Each of the CIPES-21 (Consortium for IPE Strategy-21) universities has been involved in training primarily in the United Kingdom and also in Canada and Australia, and has achieved good outcomes, and below we describe these outcomes with the focus on matters related to facilitation.

1) Training in the United Kingdom in 2009

In 2009 the three-year plan for strategic university collaboration was approved by the Ministry of Education, Culture, Sports, Science and Technology, and in fiscal year 2009 preparation for the creation of the Modules (learning materials by case scenario) was made a priority issue in the initiative. One more issue was to experience how IPE practice is being implemented.

Over two days on November 19 and 20, 2009 a training workshop was held in St George's, University of London, and 15 people participated from three of the five universities in CIPES-21. They divided into four groups, used an authoring system for creating *vpSim™*, a node-type case-based learning (CBL) program developed by the University of Pittsburgh, and under the guidance of Prof. Terry Poulton and his staffs all of the groups were able to make presentations on their work at the end of the second day. For details about *vpSim™*, please refer to the following URL.

<http://vpsim.pitt.edu/vpSim/shell/Login.aspx>

Furthermore, on the first day we were allowed to attend a practice for the second-year students implementing problem-based learning (PBL) using printed study materials. Later we received some of the facilitator guides, but PBL was not so popular in our school days, so most of us were surprised about the detailed aims written in those notes. On the second day we visited a CBL class based on *vpSim™*. The room was built with a special design which could hold precisely one teacher and seven or eight students. It had white boards on three of the walls, and the video projector could be projected on the front wall. We were also surprised at how lively the students' comments were, but more than anything else the accurate facilitation by the teachers was extremely impressing to us. They were so excellent that all of us personally felt some unease about whether or not we, as members of the committee for facilitator training, could raise the teachers from our own university to the level of these teachers.

However, in the case of *vpSim™* mostly medical models are used, and one of the presented options is the only correct answer. Regarding this point, in real cases which require the welfare assistance perspective as well, even when there is a best option we can safely say that it is never the case that the best option is "the only option." Of course, development of a computer-based testing system for the national examinations for doctors is currently in progress also in Japan. We think that *vpSim™* is effective in that sense. Please refer to Chapter 5, section

10) for details regarding the workshops held in Tokyo and Niigata in February 2010 by Professor Terry Poulton and his colleagues.

2) Training in the United Kingdom in 2010

The priority issue in 2010 was the training of the facilitators and another interest was to know how to utilize the e-learning system. We mainly trained at Sheffield Hallam University and University of Nottingham through the introduction of Mrs. Helena Low, a vice chair of CAIPE.

(1) Training at Sheffield Hallam University

On the first day there was a lecture given by Professor Francis Gordon and the trainees observed a level 5 IPE session, one of the interprofessional courses that go up to level 6. The consensus game that was combined with the ice breaking is similar to a survival game used in Japan, NASA: Survival on the Moon, and everyone seemed to have fun during the discussion. The task on the second day was based on Belbin's team work theory, and enabled people to confirm their own roles inside the team. A high proportion of the participants played an active role, so we strongly felt the differences from students in Japan. Furthermore, slightly different trends in each occupation were verified. From the afternoon we experienced simulation education using 3D and a virtual learning environment in which people could access the IPE study materials from their homes using the e-learning system and advance the debate centered on an electronic bulletin board, and we felt that this offered hints about the direction in which Japan would proceed going forward.

(2) Training at the University of Nottingham

We mainly received explanations from Associate Professor Richard Pitt. The so-called blended type of IPE practice was adopted in which the debates were carried out in the face-to-face format only the first and the final time, and in between the debates were held by accessing WebCT. Software that creates figures from statistics was introduced to WebCT, the students were also evaluated, and we were surprised by the fact that the graduate school students were helping with the operation while simultaneously utilizing it for their master's degree research. Furthermore, we were impressed by the fact that in the Interprofessional Practice Learning Team (IPLT) adjustments were made so that practical training for a single occupation was not carried out in the hospitals and facilities, but rather the practical training periods for multiple occupations, partially overlapped.

(3) Training at Coventry University and experience of on-line participation

A different group of three people visited Coventry University rather than the University of Nottingham. They also visited in 2008, before the inauguration of CIPES-21, in order to learn about the Center for Interprofessional e-learning (CI-Pel). It seems that the Virtual Street has been at a high degree of completion for some time. IPE practices using e-learning are thriving most of all and on the oc-

casation of this visit the Niigata University of Health and Welfare (NUHW) associate professors Hoshino and Matsui formed pairs with the students and participated in on-line Interprofessional Learning Practice (IPLP). An enormous number of students participated, 1,100 students in total, so we felt that the role of the facilitator was extremely important, and compliance with the grand rules was important precisely because the practice was ubiquitous.

3. Facilitator training courses

1) Facilitator training course in the Summer Seminar

Essentially we do not need to describe the Summer Seminar for Interprofessional Students hosted in 2009 and 2010 by a different consortium from CIPES-21, but the substantial plans and implementation were all by NUHW, including the plan for the facilitator training course, and the majority of the participating teachers were NUHW teachers, so we describe it briefly below.

(1) June 6, 2009 holding of the seminar

On this occasion the seminar was held at NUHW with Prof. Nobuo Ohshima from Tokyo Metropolitan University (TMU) as the lecturer. The participants included 28 teachers and 25 students from NUHW and 20 members from universities within Niigata prefecture (including one person from a facility other than a university). After the lecture, firstly all of the teachers and students observed Prof. Ohshima's demonstrative and situation-dependent facilitation of the debate featuring a group he had selected himself. Next the participants divided up into groups, a head and deputy teacher facilitator was assigned to each group, and the other teachers observed the group activities. After the presentation of the outcomes of the activities by each group, the teachers exchanged views among themselves about the role of the facilitator.

(2) June 5, 2010 holding of the seminar

On this occasion three lecturers from Saitama Prefectural University (SPU) were invited to give the seminar at NUHW. The participants included 21 teachers from NUHW and 17 from other universities within the prefecture (including one person from a facility). At SPU, IPE practice in the region has been made a compulsory subject, and it has trained not only SPU teachers but also professionals at hospitals and facilities in the region as facilitators, so the study materials were high quality. We omit the detailed content of the seminar, but the main element was to debate the conditions for ensuring that group activities go well.

Based on the above experiences, a facilitator's guide (draft) listing precautions in accordance with the flow of events over the three days was distributed to all of the teachers in charge before the holding of the seminar in August. It was well received by most of the teachers. In the post-questionnaire a certain teacher stated that "I felt that being brave enough not to intervene is the secret to being a good facilitator."

2) Basic course

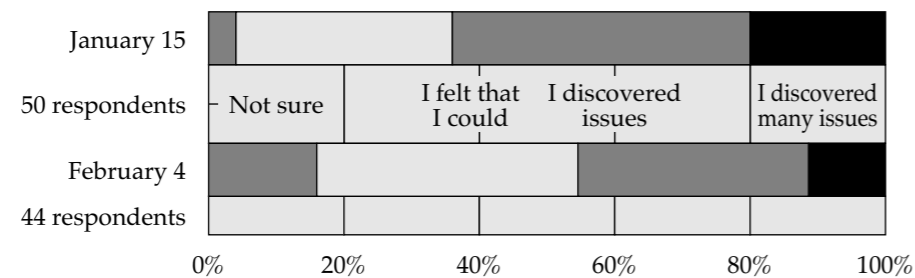
Since its founding in 2001, NUHW has been running the Freshman Seminar I (Freshman Seminar from 2009) for six to eight students from the same academic discipline as one of the First Year Experiences (FYE) in the first semester of the freshman year, and Freshmen Seminar II for students from a mixture of academic disciplines in the second semester of the year. However, the latter seminar did not have clear aims as a FYE, so in the second semester of 2010 it was decided to grade it up to the second-year Interprofessional (IP) Seminar I in order to bring the objectives of IPE more to the forefront.

As was also very apparent from the training in the United Kingdom, the role of the facilitator is important in small group learning. At NUHW the number of students enrolled and the number of teachers increased every year so teachers that did not originally take charge of the Freshman Seminar I & II were also forced to do at least one of the Freshman and IP Seminar I. Therefore on January 15 and February 4, 2010 we held the Facilitator Training Course - Basic Part for all of the teachers. We asked Mr. Toshio Yoshizaki, a member of the Facilitators Association of Japan, to be the lecturer. The objective was not only to learn methods of debating in small groups, but also to encourage the participants' self-awareness as facilitators by enabling them to experience the process from divergence to convergence themselves. The time schedule is shown in Table 7-1. The times shown are not the real world time but rather the amount of time that has passed since commencement of the workshop.

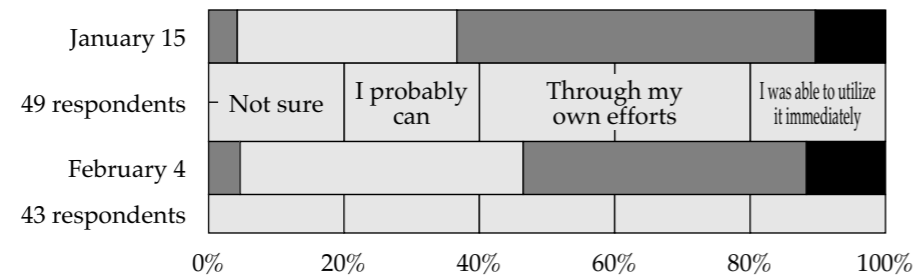
Table 7-1. The Flow of the Facilitator Training Course - Basic Part

Time	Contents of Workshop
0:00	Self Introduction by Mr. Yoshizaki Orientation of the course, objectives, grand rules Ice breaking (games for good communication)
0:30	Introduction work "When in charge of IPE what 'conditions in which team work was not achieved' did you feel?": Record the key words on post-its.
1:00	Divergence work "sharing of issues through meetings in the world cafe format": One of the four people was left in their original group, and the other three moved to the other group to advance the dialogue. This rotation was carried out four times in total with breaks in-between.
2:10	Convergence work "How can we support team building in IPE?": The two cafe groups were combined into one (with eight members), and the issues and solutions that were revealed by individuals were firstly summarized and then aggregated in the group. The aggregated results in the group were presented.
3:00	Feedback: Each feedback sheet was filled out, and the group representatives spoke about their impressions, etc.
3:10	Final comments from Mr. Yoshizaki

On January 15 there were 52 participants (including two participants from Tokyo Metropolitan University), and on February 4 there were 44 participants (including three participants from three universities inside Niigata prefecture). The results from Q1 and Q2 in the feedback sheet are presented in diagrammatic form below. In Q1 nobody gave the response “I could not discover any issues” and in Q2 nobody gave the response “utilization is difficult”. In Q1 the responses from the participants on January 15 tended to skew towards a slightly positive perception ($p < 0.05$) and perhaps this was because the average age of the participants was low and they felt that this kind of workshop was fresh.



Question 1. Did you discover issues in IPE through the workshop? ($p < 0.05$)



Question 2. Can you utilize “facilitation” in IPE support? (N.S.)

On February 25, 2011 we held the same workshop again. The participants were 16 teachers who had not participated in 2010 and teachers who had been newly appointed since April (NUHW teachers only). However, there were a small number of participants so the exchanges of views between Mr. Yoshizaki and the participants were lively.

3) Advanced course

The Facilitator Training Course - Advanced Part is specialized for facilitation for IPE rather than that for general small groups as in the Basic Part.

(1) First time: Held on September 2, 2010

The course was held in Tokyo with Prof. Mariko Otsuka and Prof. Masaya Asahi from Saitama Prefectural University (SPU) as the lecturers. The partici-

pants were four teachers from two CIPES-21 universities and four teachers from two other universities. It was supposed that the reason there were so few participants was that many teachers had already participated in the seminar in part (2) of section 3.-1) above. The schedule is shown in Table 7-2. They were able to obtain many hints regarding ways of coping when they encountered actual problems in IPE practices, and to make the draft for the Integrated Learning Seminar.

Table 7-2. The Schedule of the Advanced Course (1)

Time	Content
10:00	Opening remarks, introduction of the lecturers
10:05	Session 1: IPE & IPW of SPU
11:05	Session 2: Team-building
	(Lunch-break)
13:00	Session 3: Team activities
14:45	Session 4: Reflection
15:10	Conclusion
16:10	Question and answer session (finishing at 16:30)

(2) Second time: Held on December 5, 2010

This time the course was held with the Arakawa Campus of Tokyo Metropolitan University as the venue. The lecturer was University of Toronto Associate Professor Scott Reeves, who was also helped by his assistant Simon Kitto. The participants were 12 teachers from four CIPES-21 universities and 11 teachers from nine other universities. Firstly, the participants received a lecture from Dr. Scott about the theory and effects of facilitation. Next they divided into four groups of six teachers each, and looked at how to establish facilitator training courses based on the scenarios for each objective. Naturally perspectives related to evaluation were in the background, and even though it was not training for facilitation itself the participants re-acknowledged the importance of always incorporating evaluation perspectives for facilitator training courses as well.

(3) Third time: Held on September 9, 2011

This time the course was held in Tokyo with the theme of “Facilitation and reflection in IPE practices.” The lecturer was Prof. Yumi Tamura from the Graduate School of Health Care Sciences, Jikei Institute and Mr. Peter Bontje assisted her. Ten teachers from four CIPES-21 universities and ten teachers from six other universities and three business establishments participated. The schedule is shown in Table 7-3. This time the major characteristic of the course was that it utilized modules developed at NUHW, and the participants were also able to renew their perceptions related to reflection.

We have just finished the fourth course held on December 17, 2011 in Osaka. Although there were only eight participants, we recognized the importance of the fact that the workshop was held in the western part of Japan for the first

time.

Table 7-3. The Schedule of Advanced Course (3)

Time	Content
10:00	Opening remarks, introduction of the lecturers
10:05	Introduction, ice breaking
10:30	1) Common perceptions of the meanings IPECP-related terminology 2) Development and facilitation of IPE utilizing SBL / PBL 3) Characteristics of facilitation in IPE
12:00	(Lunch-break)
13:00	Facilitation practice 1): Interactive activity related to scenarios
14:15	(Break)
14:30	Facilitation practice 2): Experience of the roles in facilitation through role-plays
16:00	Feedback & reflection (finishing at 16:30)

4) Other FD (Faculty Development) activities

(1) FD related to ice breaking

The ice breaking method is essential as an introduction to the Freshman Seminar and the Integrated Learning Seminar, and if it is used not only the first time but also when the debate in the group gets bogged down, it leads to fresh ideas, and sometimes solutions are found unexpectedly. This was held twice, on September 9 and 15, 2010. Firstly, the FD chairperson explained the objectives and methods of ice breaking, and a different teacher taught the practical skills.

(2) FD for the teachers in charge of the Integrated Learning Seminars

This seminar was held on July 29, 2011 for the teachers in charge of the Integrated Learning Seminar. Firstly, there was an explanation about the schedule for the Integrated Learning Seminar, and then the FD training was implemented. The content was divided into a) the “divergence and convergence” theory of facilitation, b) actual facilitation examined by looking at cases, and c) experience of reflection, and different NUHW teachers were in charge of each of these sub-topics. There were participants present who experienced reflection for the first time.

(3) Staff Development (SD)

We had never held SD about IPE in particular. However, the staff has definitely supported the various kinds of training workshops described above, and have contributed to the prior preparation, preparation of the tea, videotaping, etc., and sometimes in cases when teachers had to cancel or leave early, they would join the group as substitutes. Overseas training workshops include participation

in workshops in the United Kingdom in 2009 and Canada in 2011 by one of the chiefs of academic affairs, and in the United Kingdom in 2010 by one of the chiefs of the e-learning development section, and they are utilizing those experiences in their work.

4. Creation of the guidelines (Draft) for the facilitators

1) Draft for the Integrated Learning Seminar

The teacher’s guide for use in the IPE Summer Seminar described in part (2) of section 3.-1) was well received so we created a draft for the guidelines for use in the Integrated Learning Seminar, and distributed it to all of the teachers in charge before the implementation of the 2010 Integrated Learning Seminar. The major content is shown in Table 7-4.

Table 7-4. The Contents of the Draft of the Facilitator Guidelines

1. What is facilitation?: Presented the explanation of the Facilitators Association of Japan, and added the URL as the source.
2. The definition of IPE: Distributed the definition of CAIPE as a supplement. Added the URL as the source.
3. Position of the Facilitator (FT): Explained the position of the facilitator including the differences from the role of the tutor.
4. Principles and ground rules for implementation of IPE: The former were stated in 1. The latter are recorded in Table 7-5.
5. Collection of FT don’ts: Firstly, illustrated undesirable scenes by example. For example, in response to the question “Is this acceptable?,” immediately pointed out “No, surely it is not?”
6. Other precautions: For example, when the entire group has become silent, are all of the members deep in thought? Ascertain whether the discussion has become bogged down.
7. The role of the FT in accordance with the draft schedule in the Integrated Learning Seminar (specifically for each of the five days):
For example, explained specific methods of intervention in cases in which the students’ support measures are excessively idealistic and removed from the wishes of the service users and their families, and conversely cases in which the students are caught up in the “dreams” of the service users and their families, etc.

After completion, several teachers stated their impression that “I also thought that the secret to successful facilitation is not to intervene too much.” As described below, going forward the plan is to repeatedly revise and enhance the guidelines.

2) Student's guide

The student's guide was created for use in the 2011 Integrated Learning Seminar. The content explains the learning goals of the seminar, the IPE ground rules, the schedule of the seminar, the mental attitude needed for participation in group work, roles within the group, etc., and also mentions achievement evaluations. Furthermore, the following five types of forms are attached as documents at the back of the guide: 1) Self-introduction Sheet, 2) Know how to use the on-line collaboration tool NOTA, 3) Schedule list, 4) Team Introduction Sheet and 5) Reflection Sheet.

The Ground Rules recorded the Japanese translation of the matters explained by Mrs. Helena Low in the August 2010 Summer Seminar. The original text is shown in Table 7-5. If more specific rules are decided in the group, for example "Do not interrupt while someone is speaking!," "Say something at least once per hour," etc., then the group activities become more lively.

Table 7-5. The Contents of Ground Rules

■ Equity - all contributions are valued
■ Respect differences
■ Confidentiality
■ Avoid or explain jargon
■ Check understanding
■ Seek to identify mutual goals and where these diverge
■ Identify and agree what the barriers are to collaborative learning and working
■ Identify and agree how to address conflict
Important:
★ Mutual Respect
★ Mutual Support
★ Recognise own and others' knowledge and expertise
★ Recognise where these are different and where they overlap

3) Teacher's guide

The following items are included in the teacher's guide that was first created in 2011: I. The value of the Integrated Learning Seminar, II. Objectives, III. Behavioral objectives, IV. The content to be implemented in this fiscal year, V. The learning process in the Integrated Learning Seminar, VI. The actual form of Integrated Learning Seminar, VII. Explanation of how to use NOTA, explanations of the forms 1) to 5) attached to the student's guide, which is the learning support sheet, VIII. Debriefing session, IX. Achievement evaluations, X. Completion certificate and XI. Expenses. III. Behavioral objectives are particularly important and shown in Table 7-6.

Table 7-6. The Contents of Behavioral Objectives

1. Can implement evaluations of the service users*
2. Can distinguish the difference between evaluations based on the specialist skills and orientations of other occupations and evaluations based on their own specialist skills and orientations
3. Can explain the results of evaluations and assessments of service users*
4. Can identify the needs of service users* by carrying out reviews with students from other academic disciplines
5. Can plan approaches to service users* through collaboration based on the results of the reviews
6. Can point out the differences between the characteristics of the approaches of other occupations to the needs of service users* and the characteristics of the approaches of their own occupation
7. Can explain the importance of reflecting the views of the service users* in the support plans
8. Can effectively present support measures reviewed with students from other academic disciplines

* The term "service users" also includes their families.

4) Enhancement of the guidelines for teachers

In the draft of the former guidelines, the definition of CAIPE and the former principles and ground rules were attached as a supplement, but as stated above the principles have been significantly revised. Therefore, it was decided to basically retain the framework for the Integrated Learning Seminar and then enhance the reference materials. The items that are considered to be reference materials are as follows.

- (1) CAIPE Principles (2011): The Japanese translation has been completed for all of the items. We think that the importance in Japan of each item under values, process and outcomes should be reviewed.
- (2) Enhancement of the explanation of the Facilitators Association of Japan: As shown in Table 7-4, only the "What is facilitation?" item was quoted in the guidelines, but items such as "the facilitator gets involved in the process," "use interaction to break down the framework" and "facilitation changes people, organizations, and society" are also easy to understand, and "the four skills of facilitation" is also informative, so we want to get permission to reproduce these in the guidelines.
- (3) Incorporate the study materials described in section 3.-4)-(1) in the ice breaking, and moreover ensure that the video material recorded on the day can be viewed.
- (4) Tuckman's group development theory
This is a theory that people who have experienced involvement in small group activities will definitely have heard about, but it seems that there are not

enough teachers who understand the details of the theory deeply and can apply it. In particular, the question of how to handle the storming stage is a problem that the FT cannot avoid.

(5) Conflict Manage Building Better Teams at Queen's University

This was created at the Office of Interprofessional Education and Practice at Queen's University, which we visited in March 2011 after the University of Toronto, and uses animals as an analogy for the personal conflict style developed by Falikowski (2002) and explains its advantages and disadvantages, so we would definitely like to obtain permission to translate it into Japanese.

(6) Reflection

In the first JAIPE Congress, University of Tokyo lecturer Dr. Hiroshi Nishigori gave a lecture and held a practice. We felt that it was a huge mistake to think that we would probably be able to use it somehow and that the reflection was profound, and enhancement of the documents is expected.

(7) Adult education, adult learning (andragogy)

So-called social education, or continuing education for professional occupations after obtaining qualifications, are often misunderstood as being almost synonymous with adult education. Therefore, if one mentions adult education one is asked if that is a term for IPW rather than IPE. There are probably few people from the education field involved in IPE so even if we are talking about a switch from pedagogy to andragogy a basic explanation would be ideal.

5. Sharing of FT guidelines and documents for each scene

We think that whether it is in the regional face-to-face format, in the modules format, or in the web format and blended format, the basic competency required for FT is absolutely the same. However, it is undeniable that there are particular precautions added to each type, and the priority items shift to some extent.

For that reason, Saitama Prefectural University (SPU), which incorporated the regional face-to-face format early and made IPE practice compulsory from 2009, formulated an FT Manual in 2006 and FT Guidelines in 2008. SPU also cooperated with the seminar in section 3.-1)-(2) and the course in section 3.-3)-(1), and we used the SPU manual and guidelines as an important reference when formulating the draft guidelines for the NUHW Integrated Learning Seminar and IP Seminar II in 2012. We would like to take this opportunity to thank everyone involved.

Regarding the reference materials (1) to (7) listed in section 4.-4), no matter what format they are they would be a useful reference. If the basics are the same, useful reference materials are identical, and if they can be shared they will be useful for everyone on the ground, and feedback about how to use them will also be possible. Going forward we should collaborate to repeatedly review Belbin's team work theory mentioned in section 2.-2)-(1) and other theories.

Even if we climb the same mountain, surely there are various routes to the top, they cannot all be said to be the shortest courses, and they each have their own drawbacks and advantages? However, we think that students can have a strong sense of having stood on the summit of course because of their own self-motivated activities, but also thanks to the protection and timely and appropriate facilitation of the FT. Perhaps this is why there are many teachers who, aware of the hard work involved, still want to undertake FT work again this year, in order to see the smiling faces of the students when they have achieved something? Setting aside the question of whether or not FT is fun, IPE is useful, and perhaps we can say that it is the skill of the FT that makes people feel it is fun in certain respects?