

# Strengthening Collaborative Education using E-Learning Technologies

Creating a Knowledge Exchange Community  
of Learners and Educators to Improve the  
Mental Health of Canadians

## *Tips for Interprofessional Facilitators*

1. Interprofessional education is not an end in itself, but a means of preparing different types of health care personnel and consumers, their families and caregivers to work together.
2. Be sure to involve learners in your planning and implementation committees when developing your interprofessional education initiatives. Finding meaningful strategies to involve a range of team members to ensure your CE program meets the needs of the participants:
  - Participation on planning committees
  - Developing a needs assessment tool
  - Gathering input and feedback on proposed activities
  - Assisting the development of learning materials
3. Unless professionals are learning ‘how to work together’ when they are brought together for training, they are simply engaged in “multi-professional” learning rather than “interprofessional” learning.
4. If possible, try to gather some basic details about your learning participants before the session so you can tailor the activities to meet their learning needs.
5. Encourage training participants to prepare for the session by reviewing all materials. It will save time going over background concepts and principles and allow the group to focus on interactive activities and case studies.
6. Be sure to ask participants about their learning goals so they feel engaged in the interprofessional session and the group understands one another’s expectations.
7. Be considerate of participants’ needs and resources: start and end on time; have regular breaks; and appeal to a range of learning styles (visual, kinaesthetic and auditory)
8. Be sure to leave time at the end of the session for a ‘debriefing’ so participants can share what they have learned and raise any questions or concerns.