

Preparing facilitators for interprofessional learning

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Introduction

In earlier chapters of this book, it has been emphasised that there is a necessity to recognise that facilitators of interprofessional learning (IPL) do not need a unique set of skills, but that they need to develop the more advanced type of skills that would be required to facilitate any complex, diverse group. This implies that facilitators cannot simply be thrown in the deep end, even if they are used to managing homogenous groups effectively.

The aims of this chapter are to:

- discuss the premise of facilitation as a professional practice in education
- propose recommendations for the way in which facilitator preparation for IPL could effectively take place, taking into account the findings from the PIPE project.

The role of facilitating IPL requires specific preparation. The evidence for this statement comes from the findings of the research undertaken within PIPE schemes two and three, and evidence which arose from the work in PIPE schemes one and four as well as from a growing body of literature.^{1,2,3,4} The findings from PIPE scheme three indicate that, currently, facilitators do not feel that they have been offered sufficient preparation before undertaking IPL within the workplace. It is not within the scope of this chapter to explore the reasons for such failure to adequately prepare facilitators, though one explanation might be a genuine but simplistic lack of appreciation that IPL groups are inherently complex and diverse, not just made up of several homogenous groups of individuals coming together.

Facilitation as a professional practice

Facilitators of learning are engaged in educational practice. Aristotle, as cited by Carr⁵ suggests that in educational practice, the professional is frequently faced with competing choices and has to exercise practical wisdom, a combination of

good judgement and action, knowing what is required in a particular moral situation and being willing to act on this knowledge. Hogan describes a facilitator as 'process consultant', who makes considered and deliberate interventions into how a group is working, helps group members become more aware of their functioning or enables them to achieve tasks that they could not have completed alone.⁶ Because IPL settings are inherently complex and diverse situations, IPL facilitators need to constantly demonstrate professional artistry, described by Schon as the kinds of competence that practitioners display in 'unique, uncertain and conflicted situations of practice'.⁷

The authors' premise is that IPL facilitators engage in educational practice as professionals and are called upon to act with practical wisdom in uncertain situations. Insight into their own professional practice is a fundamental aspect of facilitator preparation. Such insights are developed not just through the acquisition of theoretical knowledge but through the range of experiences that each individual has undergone. Consideration of ways in which these two aspects can be combined to ensure the optimum outcome in a given situation is the essence of reflective practice.⁸ However, as alluded to by Schon,⁷ this process can be seen as an art or a skill in itself and as such, is something which needs to be worked on and developed over time through a structured approach. Indeed, it has been suggested that expertise in reflective practice can be seen to develop through a series of stages.⁹

Fish and Coles¹⁰ offers the iceberg as a useful metaphor for professional practice. They invited a number of experienced healthcare professionals to reflect upon an incident they each took from their practice, write individually about this and then engage in critical discussion about their reflections as a group. Several aspects of their findings have particular relevance for facilitator preparation in IPL:

- the realisation, by these professionals, that their professional actions (decisions and judgements) were determined more by their own values, beliefs and assumptions than by formal theories that they had encountered
- the recognition that the learning had to be experienced and could not simply be passed on by others who had gone through a similar experience; greater understanding of their practice came through experience, personal reflection and deliberation with others.

Through this work and their deliberations with the group of participants, Fish and Coles¹⁰ suggested that the iceberg would be a useful metaphor for professional practice, parts of it protruding above the waterline and visible, other parts not easily seen (Figure 5.1).

The aspects of professional practice, whether in healthcare, teaching or facilitating, which are part of the iceberg seen above the waterline are those actions which are visible. This might be evident in the behaviour which facilitators exhibit in response to conflict situations within IPL workshops, for example, irritation, avoidance or confrontation. The factors which influence facilitators' behaviours in response to such situations are often not visible, even to the facilitators themselves. These may include their previous experiences of similar situation, their expecta-

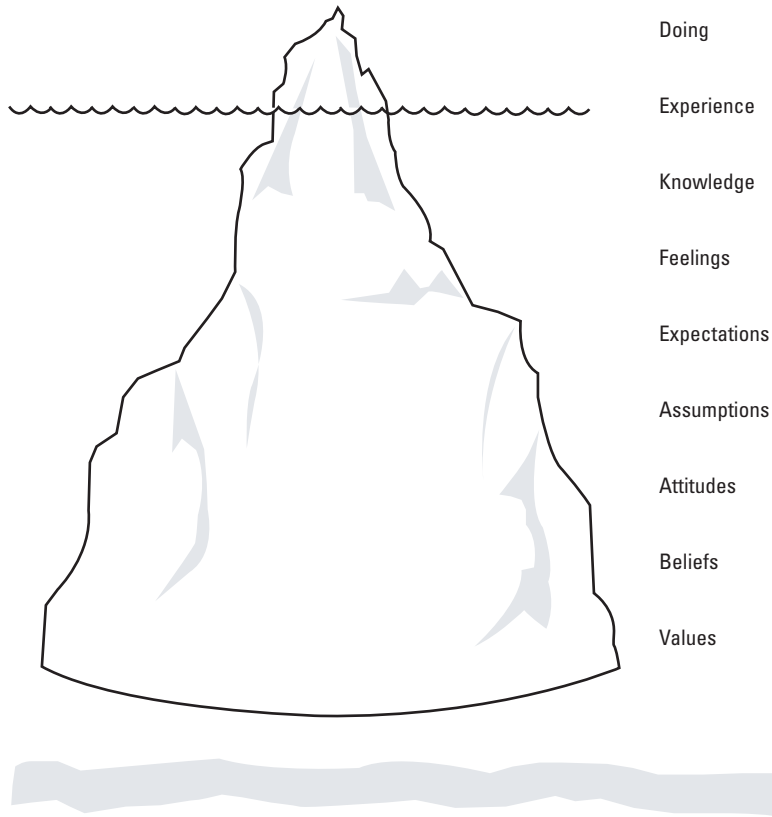


FIGURE 5.1 Iceberg of professional practice (Fish and Coles 1998).

tions and assumptions about the participants and their beliefs and values. The opportunity to expose and reflect on the aspects of professional practice beneath the 'waterline' provides the facilitator with the opportunity to learn from that experience and develop his/her skills at a deeper level. An example is shown in Box 5.1 to illustrate this.

The findings from the PIPE project support this need to develop aspects of practice that are less visible, i.e. it is not so much the development of skills for doing what needs to be done (more technical skills) as much as how it needs to be done (process skills and skills to respond to situations). There needs to be opportunity for facilitators to reflect upon, and learn from, the process of IPL facilitation within a safe setting. The iceberg metaphor offers a structured approach to reflection in a step-by-step way.

Dimensions of learning

Earlier in this book, others have referred to the three dimensional model of learning described by Illeris.¹¹ Not only do facilitators need to develop insight into the

BOX 5.1 Facilitating IPL: application of iceberg model**Context:**

IPL workshop consisting of two students from each of the following backgrounds: medical, nursing, occupational therapy, physiotherapy, social work: one facilitator.

Scenario:

The medical and nursing students begin to get into a heated discussion about their respective roles on a ward. Medical students stated that they felt unwelcome and were made to feel 'in the way'. The nursing students stated that they could see why the medical students felt that way because, unlike the nursing students who participated in patient care, medical students appeared to only follow their seniors around. They suggested that medical students might feel better if they started making a real contribution to patient care too.

Facilitator response:

Agreed with the nursing students about their perception and asked medical students how they could change their behaviour so that they would be perceived more positively on the ward. This was the 'doing' that was the only bit visible to all the workshop participants. The facilitator became obviously irritated with the medical students when they could not come up with a list of action points and, instead, wanted to explore further why they were made to feel 'in the way'. By the end of the workshop, the medical students left feeling resentful and that this workshop had been a waste of time; the nursing students left feeling that the medical students had been negative; the facilitator left feeling that the medical students had been 'difficult' and had made this a difficult event to facilitate.

What was really going on beneath the iceberg:

The facilitator came from a ward nursing background, so the nursing students' observation resonated with previous real life experience. The facilitator was also experienced in working with junior doctors in the clinical setting, with whom robust discussions about the role of medical students on the ward had taken place. This had not been particularly negative, so the facilitator's assumption was that such a discussion could usefully take place in this IPL workshop setting with the medical students. However, the facilitator had not taken into account the very different setting in which this discussion was taking place, the power relationship the facilitator had over these students (unlike the much more equal relationship possible in the clinical setting) and the fact that such a diverse group meant that the medical students might feel unsafe and picked on. Moreover, the facilitator's own values included a strong conviction that medical students' learning usually got in the way of patient care and smooth operation of the clinical service. In this situation, the facilitator failed to recognise this deep underlying value and to hold it safely in order to be able to facilitate and support all the students (medical, nursing and others) involved in this situation in an equitable manner.

hidden depths of their own professional practice, they also need to be able to hold the tension between the cognitive and emotional dimensions of learning, and between the learning process that takes place at an individual level and at the level of interaction with others. This is not always easy or predictable even in uniprofessional groups. When two or more professions come together to learn with, from and about each other in order to improve collaboration and the quality of care, the need to balance the cognitive, emotional and societal dimensions of learning, and to pay attention to both content and process, is even more crucial, but can result in much richer learning. This was a process that became evident in scheme four which functioned as a learning set. The documented reflections of the scheme four members, at the end of each meeting, demonstrate the richness of this learning with, from and about each other.

Illeris' framework¹¹ may be used by IPL facilitators to identify where their initial focus lies and to map out the process of the IPL event, in terms of where it sits in the framework at any one time. This framework provides a useful tool, both in preparing for an event and reflecting on it afterwards, to pay mindful attention and make careful choices about balancing the content and process of the IPL experience.

In the next part of this chapter, we draw together the findings from all of the schemes within the PIPE project and discuss these in terms of the implications for facilitator preparation. The discussion focuses around six themes which are:

- 1 development of self awareness
- 2 respecting and valuing difference
- 3 the impact of group dynamics on learning
- 4 managing issues around power and hierarchy
- 5 planning IPL
- 6 the facilitator's learning philosophy.

Emerging themes from PIPE project: implications for facilitator preparation

Development of self awareness

The expert panel in scheme three Delphi study were unanimous in their view that self awareness, acknowledgement of personal biases and awareness of own professional identity were essential qualities for IPL facilitators. Whilst such biases were inevitable (perhaps even adding to the richness of learning), it was seen as essential that facilitators were able to identify and acknowledge these within their teaching. This also emerged as a fundamental quality for IPL facilitators within scheme two, as facilitators' ability to use themselves as a 'tool' for learning was seen as important, as was their ability to act as an equal participant within the group, role modelling the importance of acknowledging personal beliefs and biases. In essence, if facilitators can acknowledge their own biases and values with the group and demonstrate how they deal with them (role modelling), then there is a good chance that the group will begin to do the same. Self awareness has been

described as an essential attribute for reflective practitioners.⁷ This quality, however, relies on individuals being aware of their own values, beliefs and prejudices in the first place, i.e. being able to dip beneath the water level and see the more hidden aspects of professional practice, as in the iceberg model (*see* Figure 5.1). Scheme four provided opportunity for such acknowledgement to take place within the safe setting of the learner set.

The development of a high level of self awareness and self knowledge therefore appears to be fundamental to professional practice, particularly so in the arena of facilitating interprofessional learning. It is essential that IPL facilitators are given regular opportunities to reflect upon and analyse their teaching practice in a similar way that clinicians are encouraged to do in clinical practice. These sessions could, therefore occur in a similar way to that of clinical supervision, i.e. they could occur in a group, or on a one-to-one basis. However, as with clinical supervision, a very important factor would be that an appropriate person takes the role of facilitator.¹² This person would themselves need to be a self aware, experienced IPL facilitator who could provide the degree of challenge necessary to enable individuals working at this level to explore alternative approaches to practice and to grow and develop both personally and professionally. The importance of being able to challenge traditional models and approaches to practice was demonstrated clearly within scheme one. For people in dual teaching and clinical roles, just as much emphasis should be given to developing the teaching element of their role as the clinical elements. The iceberg metaphor may be used to provide a safe and structured opportunity, through individual reflection and group deliberation, for IPL facilitators to develop their self awareness within sessions for facilitator preparation or reflection on real experiences.

Respecting and valuing difference

Understanding the variety of issues relating to diversity and difference within groups is another important issue for IPL facilitators. In scheme three, aspects such as awareness of the range of factors which make some groups more diverse than others, the importance of taking time to explore the differences and commonalities within groups and the difficulties associated with the use of professional jargon were highlighted. The findings indicate that facilitators need to be willing and able to challenge group members but that it should be the view that is challenged, not the person expressing that view. The panel also considered that conflict within any group is inevitable but, well facilitated, this may be harnessed as a positive and creative force. However, managing conflict appropriately is arguably a skill which particularly needs to be developed by IPL facilitators, as conflict is more likely to arise in complex, diverse groups and, managed inappropriately or left to fester, becomes destructive. Findings from scheme two suggested it was crucial for facilitators to be active in promoting non-discriminatory practice and to role model this throughout group sessions. The learner sets in PIPE scheme four provided opportunity to practice the skill of unpicking and valuing differences and the assumptions that underpin these. The example in Box 5.1 demon-

strates how the facilitator's failure to recognise the diversity within the group meant that the medical students within that group were challenged in a somewhat unsafe context.

Awareness of the nature of, and issues surrounding, discriminatory practice would therefore appear to be essential, particularly when such practice lies deep beneath the surface. Here again, the use of the iceberg metaphor may provide a structured way for facilitators to explore their own values and beliefs which underpin their practice.

The impact of group dynamics on learning

The ability to be able to manage group dynamics to enable group members to develop effective working relationships was a key theme which emerged from PIPE schemes two, three and four. Facilitators were required to remain flexible within IPL sessions, allowing groups to develop their own identities. The ability to be able to actively facilitate the social dimension of the group, allowing individuals to get to know one another and subsequently learn about each other's professional roles, was seen as valuable. Similarly, within scheme two, the need for facilitators to be committed to focusing on the process of the group emerged as a key theme. This meant viewing group members as a powerful resource, just as important as any content which might be delivered within the session itself. In order to embrace this principle, it was seen as important for the facilitator to invest time at the beginning of any IPL session in allowing the group to form their own identity and establish ground rules. In the evidence from the Delphi survey it was clearly demonstrated that diverse IPL groups, by their very nature, consist of individuals who bring with them a whole host of past experiences, work and professional issues, expectations and different learning styles. As a result, this process can be fraught with difficulties and may become uncomfortable.

Facilitators are therefore required to understand group dynamics, have the courage to handle this purposefully and acquire skills for managing group tension and conflict constructively. Basic skills about managing group dynamics may be acquired. Much has already been written about this but facilitators who engage in formative evaluation and reflective practice will be able to hone these skills further.

Managing issues around power and hierarchy

Issues around power and hierarchy were raised and discussed at considerable length within schemes two and three, suggesting that they play a significant part in IPL. The unequal power base which may be present amongst group members in an IPL session and the effect of professional stereotyping within IPL groups were identified as issues of which facilitators must be acutely aware. In addition it was seen as crucial that facilitators should be aware of their own power within the group through their own professional background but also by virtue of their position as group facilitator.

Scheme one demonstrated that power can be exerted not merely from professionals themselves, but by professional governing and accrediting bodies. The

original aim for this scheme was to develop and evaluate the course for GP trainers as an interprofessional course and introduce interprofessional teaching. A small number of other professionals joined the course and thus offered the potential for it to become interprofessional. There were however several problems, such as the other professionals unable to assess the GPs and the status of GP trainer, a role not open to other professionals. The main benefit of the change was to that of an interprofessional teaching team with the emphasis on an increased focus on generic teaching skills and a tutor team who were able to reflect the values of IPL. Attitudes of GP trainers emerging from the revised programme now reflect the values of IPL to a greater degree than before the intervention. This is evidenced by their plans to draw on the expertise of other professionals in their practices, when devising educational programmes for GP registrars.

Although, there has been some shift towards IPL values at the course level and by the teaching teams, the power exerted by the professional governing bodies makes change to an interprofessional course unlikely at present. This is an area which needs to be acknowledged by facilitators of IPL and explored within IPL activities, power has great significance and occurs at many different levels.

The result of power differentials and of professional stereotypes not being reconciled was very apparent within the interview transcripts analysed in scheme two. The 'language of war and conflict' was used throughout by participants when referring to other professional groups and interprofessional relationships. Having the means to explore and manage issues around power and hierarchy therefore emerged as an essential component for successful IPL.

It would appear therefore, that anyone undertaking IPL facilitation, who lacks appreciation and awareness of the role of power within complex, diverse groups, does so at their peril. Failure to acknowledge the significance of power and hierarchies within a mixed professional group may result in failure to achieve the level of trust required for all the group members to be able to participate fully. Not only is this an opportunity lost, it could create or reinforce negative assumptions and beliefs about other professionals which then become hidden deep within the iceberg of professional practice.

Planning IPL

The fifth theme, which emerged strongly from the research undertaken within scheme three and four, was the need to address the context in which any IPL occurs. Gaining advance information about the participants, their backgrounds and giving some thought to existing contentious issues which participants might bring into the IPL setting with them were viewed as important. Equally essential, was the awareness of external factors which may impact on learning such as organisational structures, policies and procedures. This issue was clearly illustrated within scheme one, where the significance of the influence of external forces such as work pressures for certain professionals and constraints from the GP training standards body were underestimated with regards to developing a truly interprofessional generic teaching skills programme. If facilitators are unaware of such

important issues, it is very difficult for them to relate learning to the realities of the work environment and the process could lack authenticity. Indeed, some of the students in the focus groups cited having the opportunity to relate classroom teaching to the realities of the work environment as an essential component of IPL. The need to pay equal attention to the content and process of the IPL educational event was particularly highlighted in scheme four where IPL seminars in health inequalities were being piloted. Gaining the commitment of all the participating organisations in order that the IPL was a truly collaborative activity was also viewed as important. The issues relevant to this are explored further in Chapter 7. Finally, the need to give attention to the learning environment, specifically, practical details such as the room being an appropriate size with the ability to move chairs around and arrangements for refreshments was highlighted.

This attention to context and relevance reflects a particular value which, we would suggest, is fundamental to any teaching situation, i.e. the duty of care to all learners, both in terms of comfort and respect for ensuring time well spent on a learning activity that would be relevant and applicable back at base. IPL facilitators need to invest time in these aspects so that this value may be experienced. They should also have thought in advance about how to deal with difficult situations which might arise.

The facilitator's learning philosophy

An important finding which strongly emerged from scheme two was that successful facilitators tend to have a particular philosophy of learning and indeed of life in general, not just to IPL. This philosophy encompasses a commitment to the beliefs and values of adult learning and inclusivity. It is reflected in the way they view the world and the way they value others as individuals. Such values are clearly integral to their teaching processes and the way in which these values are modelled is an issue which requires careful consideration on the part of the facilitator.

It is clearly impossible to 'teach' this in any formal sense, but such an approach to learning may be fostered and nurtured in a number of ways. Firstly, through role modelling of those from whom they learn facilitation. Secondly, the opportunity to co-facilitate with others means that there is not only back-up and the chance to take turns at adopting a forward or backward role throughout the event, but also an opportunity for the co-facilitators to provide each other with feedback. Thirdly, inviting other peers to observe and provide constructive feedback helps facilitators to stay open to development and learning themselves. It should be the established practice of any person involved in teaching, training or facilitation to receive peer observation on a regular basis. At present, although this often occurs within higher education, it is far less frequent within practice environments. It is something we would suggest is vital for all facilitators to undertake. An appropriate person (i.e. someone who will provide an objective, constructively critical view of the facilitator) should be identified to attend a session purely as an observer and not as a participant. This activity should occur at least annually and more frequently in the case of newly appointed IPL facilitators.

IPL facilitators who have themselves engaged in experiential learning within IPL groups will find it easier to understand and accept that IPL facilitation is usually complex and unpredictable. They may be less likely to blame themselves for any difficult experience but be more open to the need for learning and development through these. Certainly, one of the outcomes of scheme one was that attitudes of the GP trainers emerging from the revised programme with a wider professional mix of both students and members of the teaching team, reflected the values of IPL to a greater degree. The work of scheme four demonstrated the value of being part of a learner set for IPL facilitators. Over the course of the project, this provided a safe forum for sharing problematic issues in running IPL events, celebrating IPL successes and even a setting in which interprofessional tensions and resolutions could be played out because the participants of scheme four were, themselves, interprofessional in constitution. In scheme one, the opportunity to engage in an IPL team at a programme planning level was considered to be very valuable in terms of widening the perspectives of the teaching team and subsequently, the students on the programme.

The discussion on the six themes of facilitator preparation which emerged from the whole of the PIPE project offer many ideas, suggestions and a value base on which to help facilitators prepare for their role. One way that some of these themes have been put into practice can be found in the following example (Box 5.2) which sets out how two of the PIPE project team members built the experience of IPL into a workshop on group facilitation skills.

The next section builds on this practical application of how facilitation can be learnt in practice and offers some realistic suggestions.

Learning and developing facilitation skills in practice

Institutions and communities of educators need to acknowledge that IPL facilitation is a complex activity. At the institutional level, there needs to be commitment not to throw the 'rookie' teacher in at the deep end without support. Any person beginning a role involving facilitating interprofessional groups should be encouraged to develop a personal 'programme' of experiential and learning activities, to support their personal and professional growth during their first year in the post.

A philosophy of nurturing and supporting people into new roles is at the very core of the National Health Service (NHS) Knowledge and Skills Framework¹³ which provides a useful model for how this could be achieved. The novice facilitator would consider the demands and requirements of their role and 'match' their existing knowledge, skills and abilities against these. They would then produce a personal development plan identifying learning and development needs, set goals and then create a plan for how they could achieve these goals. They would be encouraged to learn and develop their facilitation skills in a variety of ways with the support of an experienced facilitator. Examples could be:

BOX 5.2 Developing skills in facilitating complex, diverse groups: learning through working as an interprofessional group

Two of the PIPE team members work in primary care and were approached by managers from some of the local primary care trusts. They were concerned about the lack of experience that some of the specialist nurses and other healthcare professionals had in undertaking the training and group facilitation which was a key aspect of their roles. The PIPE team members agreed to run two workshops in order to enable such professionals to develop their skills in facilitating interprofessional learning. When the workshops were advertised the response was overwhelming. Whereas it was expected that a small number of mainly specialist nurses would apply, in fact, a large number of people from a wide variety of professional, training and support roles did so. This appeared to support the starting premise of the PIPE three project, that there are large numbers of staff within the workplace facilitating complex, diverse groups who require additional levels of knowledge, skills and experience. It also became apparent that in addition to the variety of professional backgrounds there was also a rich mix among the delegates in terms of race, nationality, gender and age.

The PIPE members considered this to be a great opportunity to enable the participants to learn and develop their skills primarily through the experience of working within diverse groups. The workshops therefore consisted of a series of group activities exploring different aspects of group facilitation. Such activities included producing drawings depicting a facilitator and a trainer, discussing strategies for dealing with challenging situations during IPL sessions and identifying types of behaviour from group participants which might trigger personal emotional responses from themselves. After each activity, the participants were asked to feed back the results to the other groups and also to reflect on their experiences of the process, particularly with regards to the impact of their own values, beliefs and assumptions. They were also required to 'regroup' several times throughout the day, thus enabling them to experience different group dynamics. The group activities were interspersed with presentations on different theories of facilitation and findings from the PIPE project.

The workshops were thus structured in a way which enabled the participants to experience and explore the emotional and social/environmental aspects of learning as well as the cognitive. The feedback from the workshops was extremely positive and the participants clearly valued the opportunity to be able to learn and develop their skills in this way.

- shadowing experienced IPL facilitators: this would allow observation of the aspects of professional practice that experienced IPL facilitators demonstrate which are less explicit and which they may find difficult to articulate. The novice facilitator would be encouraged to evaluate the teaching practice observed and then reflect upon and analyse this with the experienced facilitator at the end of the session

- co-facilitation and buddy teaching: this requires specific preparation in terms of negotiating the division of leadership and responsibilities within the session, styles of facilitation, how to deal with issues that may arise, etc. The novice facilitator could initially take a less active role in facilitating sessions but gradually become more actively involved as their level of knowledge and skills develop. This would enable them to gain confidence in their ability over a period of time
- opportunity to engage in formative evaluation of IPL activity: this promotes critical thinking about the process and effect of IPL activities
- opportunity for mentoring: this provides protected time and attention with another teacher for reflection within a safe environment
- opportunity for engaging in learner sets: similar opportunity for reflection as in mentoring but, in addition, it provides the support and collaborative learning of a peer group. As we have indicated, IPL is inherently complex and it is particularly valuable for facilitators to have the opportunity to 'pool' a range of ideas for improving their skills and dealing with difficult issues which may arise during the process
- opportunity for engaging in interprofessional programme planning teams: provides opportunity for experiencing interprofessional activity and influencing the way in which interprofessional learning develops.

Individuals would be required to evaluate this programme of learning and development, identify how they were applying it to their teaching practice and demonstrate professional growth.

Although such activities are particularly important in the first year, acknowledgement of the complex, dynamic nature of facilitating interprofessional learning, institutions, organisations and individuals themselves need to accept that facilitators of IPL will never become 'experts' – they will need to continue to review and develop their skills for as long as they remain in such roles.

Conclusion

Interprofessional interactions are, by their very nature, dynamic and spontaneous, and impossible to choreograph. Learning to facilitate IPL cannot therefore be achieved by undertaking a prescribed course or programme. However, it is perfectly possible to rehearse situations and scenarios, learn from experience and seek to broaden the base of the iceberg of professional practice and strengthen its foundations. For the purposes of this chapter, we assumed that IPL facilitators are already knowledgeable about the content of the learning. We considered how they might prepare themselves to help their students in the other dimensions of learning: emotional processes and interaction with the world around them.

The evidence from all of the PIPE schemes has implications for the process of preparing facilitators for IPL or, indeed, for facilitating any complex diverse groups. Facilitators need to be self-aware:

- to be able to deal with difference and conflict
- to understand group processes and relationships
- to be able to handle power issues
- to be based on real patient/carer issues
- to plan carefully for the context of learning.

This may sound like a daunting prospect, even for experienced teachers, but we would argue that many teachers and facilitators already hold much of this explicit and tacit knowledge within themselves. They simply need help, support and opportunities to gain this awareness and deepen their understanding. In short, facilitation of IPL should be undertaken within the structured, reflective framework which we advocated earlier in the chapter. Without the proper support and investment in this, IPL facilitators would be, at best, ineffective and at worst, counter-productive. We would argue that it is only through fully engaging in the reflective process and developing higher level skills in this area, that practitioners are able to successfully role model the attitude that is necessary for effective inter-professional learning and working to occur. With the right preparation, IPL facilitators can help their learners to unlock the potential within themselves. The most important factor is time, space and willingness to reflect upon and unpick one's own practice, attitudes, beliefs and values, within a supportive environment. Fundamentally, this requires a personal commitment and institutional support.

The values of interprofessional learning need to be similarly reflected in curricula development, so that the facilitation process is matched by an appropriate context, in which interprofessional learning may flourish. Curricula development and the role of the institutions in enabling such environments are discussed in the next chapter.

