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
Competency-Based Course Process Learning

- Collaboration
- Communication
- Patient-Centered Care
- Role Clarification
- Reflection

Context

UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA, CANADA
3 Facilitation Workshops

1. The curriculum
2. Facilitation skills
3. Assessment
Purpose of study

Facilitation

Practice

Purpose
Methods

- Self-assessment
- Journaling
- Interviews
Baseline Skill

Findings
Benefits to University
Benefits for Facilitators
Benefits to Workplace
Benefits to University

Street credibility
Case studies
Clinical teaching skills

Findings
Benefits for Facilitators

Findings

Facilitation skills
Personal/ Prof skills
Work team
Benefits to Workplace

Findings
Challenges

Findings
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

University Stakeholders

ROC

Practice Setting

Purpose
Thank You!

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