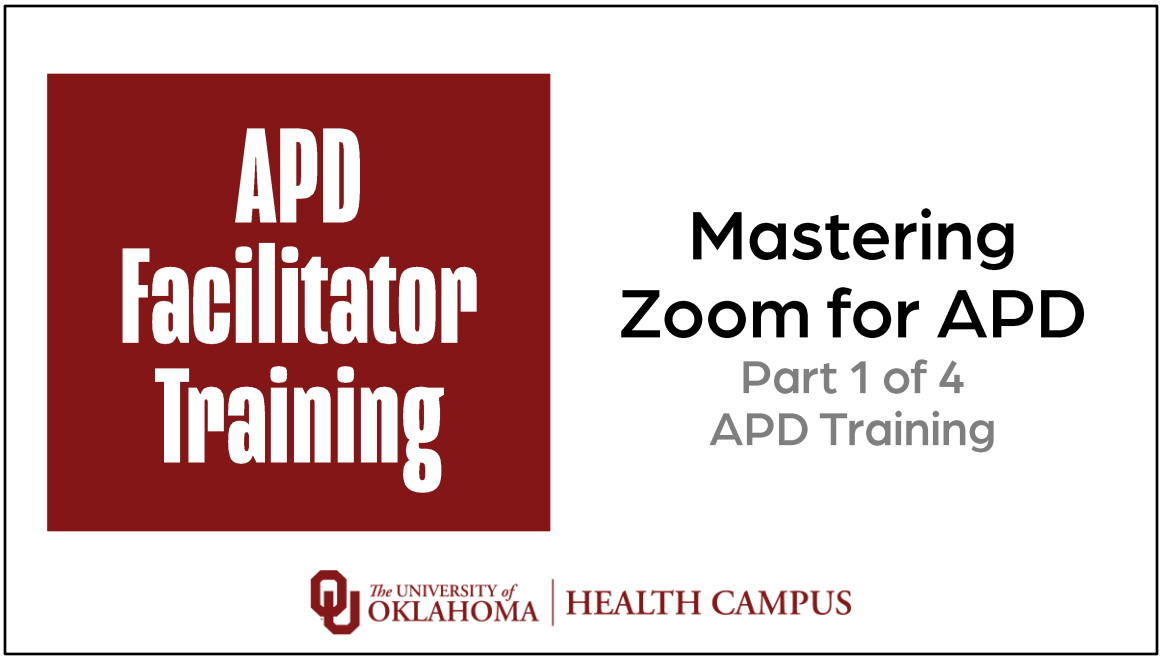
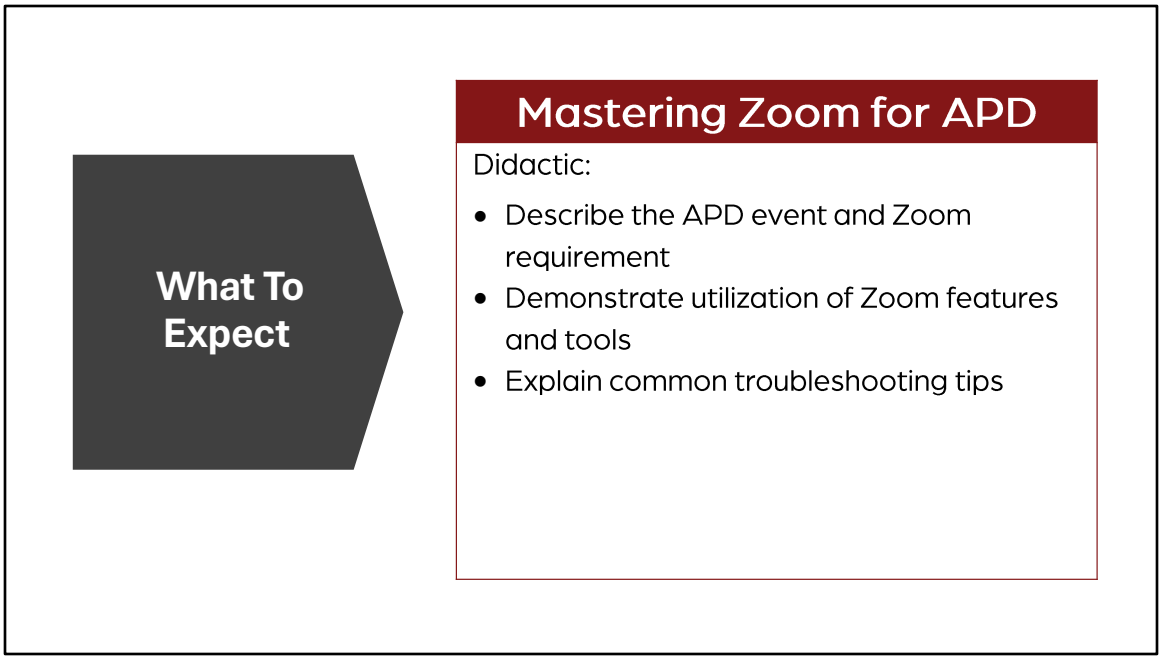


Hello, I'm Margaret Robinson with Interprofessional Education

This is session 1 of our four part series on Preparing Facilitators for APD on Zoom

This session will focus on mastering Zoom for the APD educational activity.
Your role is not to manage Zoom.
It's to manage learning.
If something breaks, keep going and let the host support the tech.

In future sessions we'll also review additional topics on engaging learners, principles of psychological safety in small groups, and roles and responsibilities of facilitators. Today will focus on the mechanics of the event.



How will today work?

We'll spend about 10-20 minutes reviewing content and then reserve the rest of the time for practice.

Today we will review:

- Describe the APD event and zoom requirement
- Demonstrate utilization of zoom features and tools
- Explain common troubleshooting tips

Lets get started

APD Event

Let’s get started with a review of what APD is and your role in the activity.

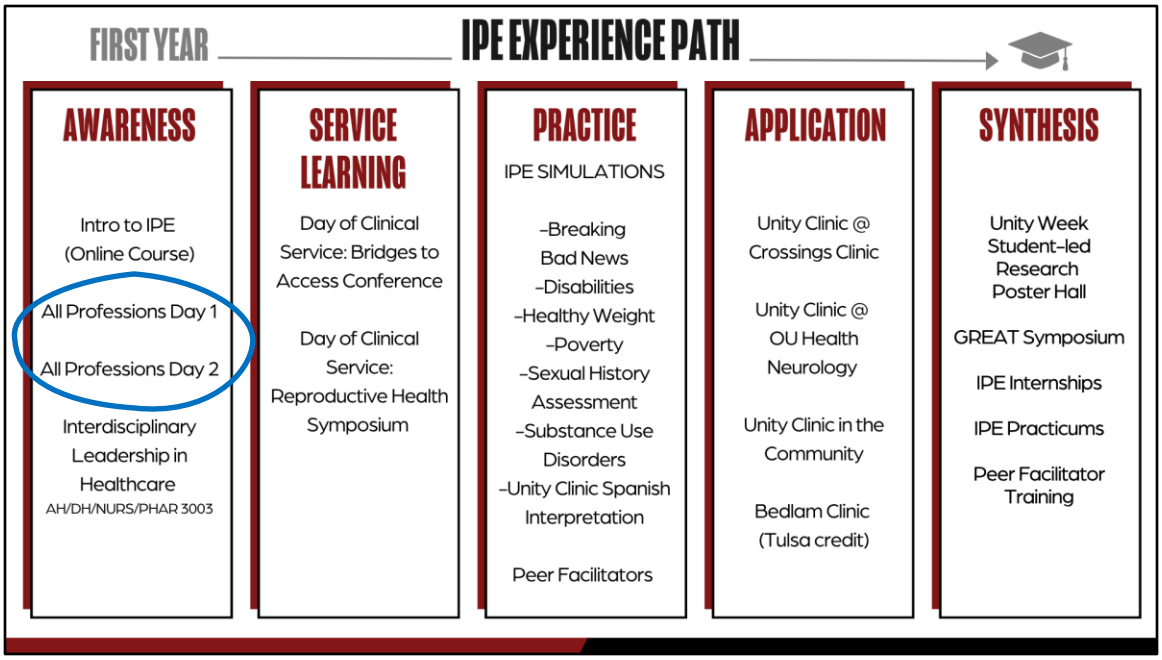
What is APD

- 2 Part, Didactic Intro
- Early Career Learners
- IPEC Core Competencies
- On Zoom
- Breakout Rooms
- Active learning

APD is a two part series for early career learners focused on the IPEC Core Competencies for Interprofessional Collaborative Practice.
We host approximately 1,000 leaners from every campus site and online programs. Because of the diversity of programs, locations, and class schedules, this activity is offered online using zoom.

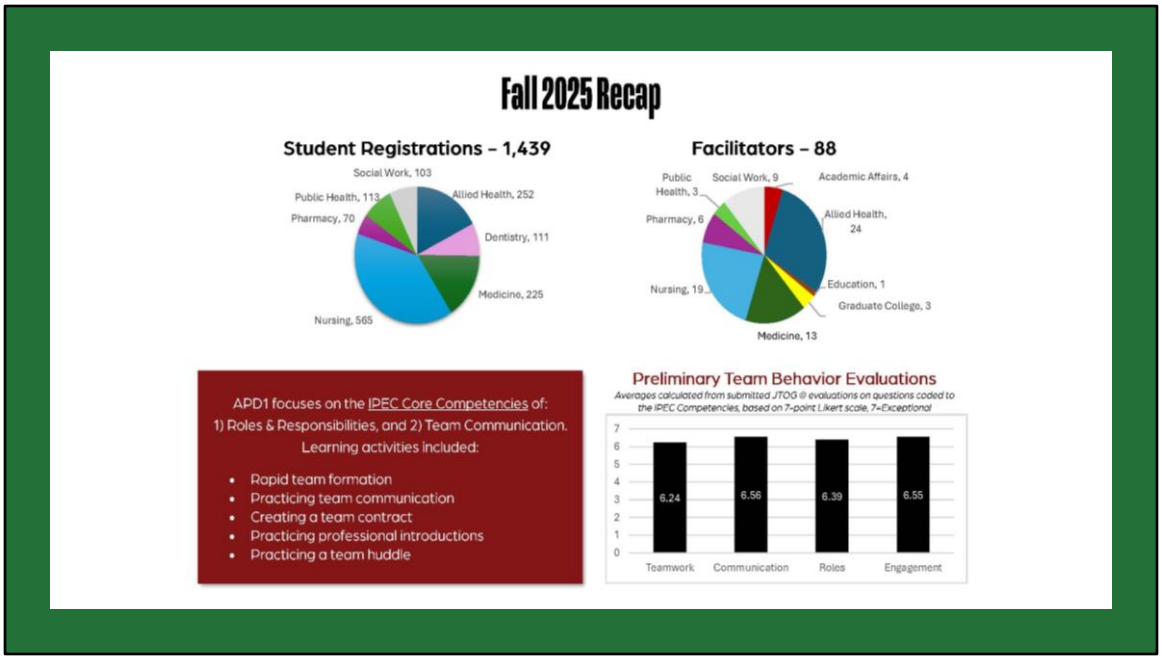
To maintain the classroom approach, breakout rooms are utilized with a facilitator guiding student teams.
Student team composition will vary by group and program availability.
In general, we try to spread out professions for as equal of participation as possible.

In the breakout room, the course content is reviewed in active learning methods where facilitators are guides and not expected to be content experts.

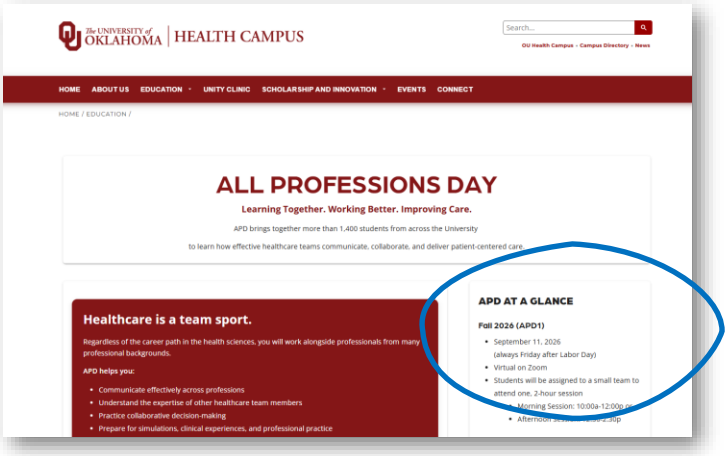


APD is part of the larger IPE curriculum offered at the OU Health Campus.
As you see, APD sits in the early section of the learning continuum and intended to be an introduction.

Students are expected to participate in additional IPE activities throughout their academic career.
Most students will complete an additional 12 clock hours of IPE content to earn their IPE graduation cords and transcript notation.



This screen is a snapshot of the Fall 2025 APD1 activity.
We had just over 1,400 learners with a great many coming from the College of Nursing.
Our facilitators also come from all colleges and departments across campus.
Our averaged aggregate team behavior scores are based on a 7 point scale where 7 equals exception and 6 equals exceeds expectations.
APD1 had strong evaluations this past year.



Website

- Agenda
- Facilitator Manual
- Slide Deck

https://ipe.ouhsc.edu/Education/All-Professions-Day

The APD website is our centralized location to post information and handouts so everyone has access across all campus locations.
Our facilitators will need to have the agenda and the facilitator manual open on their local devices for this event.

https://ipe.ouhsc.edu/Students/Intro-to-IPE-Course/All-Professions-Day

Facilitator's Guide

- Same handouts as students
- Tips on how to deliver each activity
- Extensive debrief questions

The facilitator's guide is your roadmap to the educational activity.

It includes:

- Content review provided to the students, so you can see what they received
- Facilitator activity tip pages for each of the 4 activities
- The worksheets for each activity
- Extensive debrief questions to guide your group facilitation

Zoom Host

- ✓ Run Zoom call
- ✓ Admit participants
- ✓ Play videos
- ✓ Broadcast messages
- ✓ Handle technical issues
- ✓ Take attendance

Facilitators

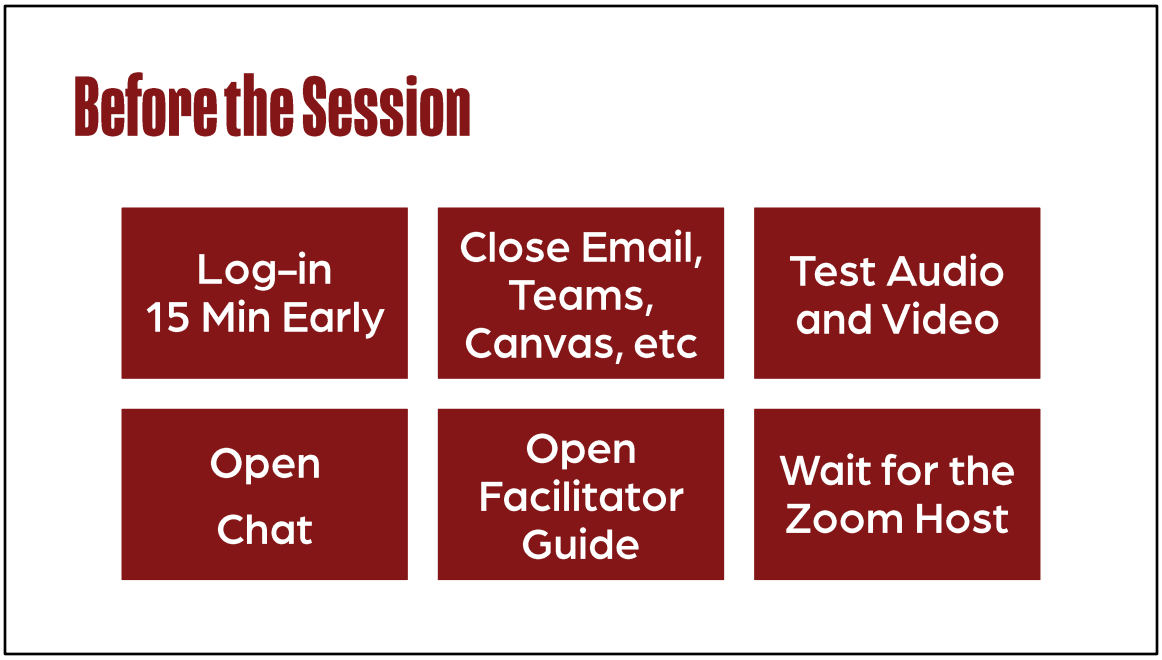
- ✓ Guide one breakout room
- ✓ Share documents for activities
- ✓ Watch the time
- ✓ Take notes
- ✓ Engage learners
- ✓ Report any issues

Important, we want to point out that while the facilitator's guide includes a great deal of information, you will have a Zoom host assisting you.

- Zoom is just the room. You're here to facilitate learning, not run tech support. Let the zoom hose provide tech support.

- Your role is to guide the breakout room, to share the documents in the breakout rooms, keep an eye on the time to keep things moving, take notes on the documents or ask a student to be a notetaker.

- You are there to engage learners in active participation and to report any issues back to the zoom host.
- You don't need perfection; you need presence, clear expectations, and forward momentum.



APD sessions begin at 10:00 am and 12:30 pm.

Before your session, make sure to log-in early so you can double check your connection and functionality.

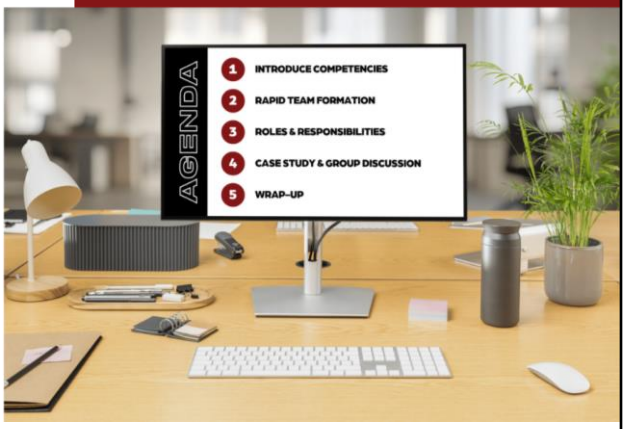
We recommend closing your other system applications such as email, teams, and canvas, to assist with your device bandwidth.

When you log in, please test your audio and video. Go ahead and open the chat and make sure you know where all the zoom toolbar buttons are.

Open the facilitator guide. Then sit back and take a breather while the zoom host gets everything else started.

APD Learning Activities

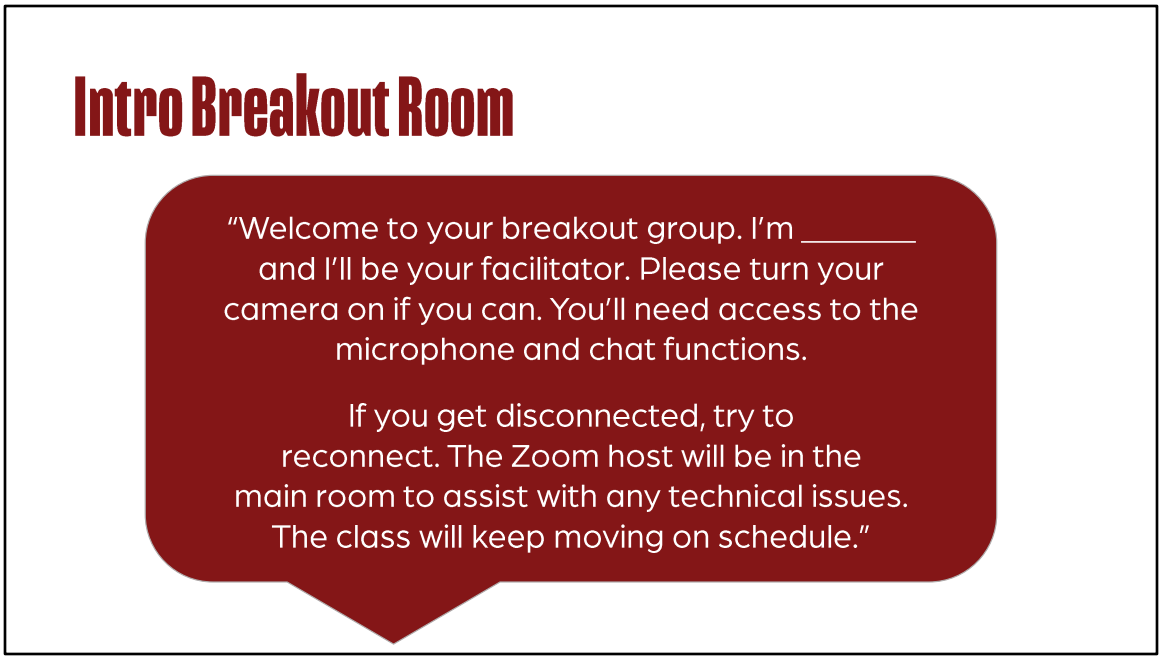
- Watch videos in large group
- Facilitator will lead breakout rooms
- Facilitator Guide
- Videos and instructions automatically play



You'll begin with a video in the main room.
The zoom host will automatically place you in a breakout room with your students.
You will lead the breakout room using the facilitator guide.
Note, there is one video that will automatically play at the time on the agenda.
You just need to make sure your team is ready for those videos when they play.

Zoom Demonstration

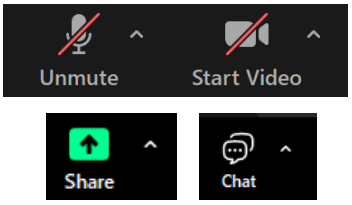
Lets get into the zoom details now

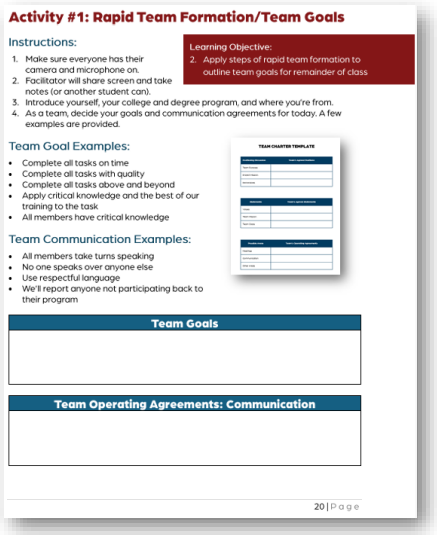


When you enter the breakout room you should know what you are going to say as an introduction.
Here on the screen is a sample. I'll read it for you:
"Welcome to your breakout group. I'm _____
and I'll be your facilitator. Please turn your
camera on if you can. You'll need access to the microphone and chat functions.
If you get disconnected, try to reconnect.
The zoom host will be in the main room to assist with any technical issues.
The class will keep moving on schedule."

Learning Activity #1

- Rapid Team Formation
- Navigating Ethics





Activity #1: Rapid Team Formation/Team Goals

Instructions:

1. Make sure everyone has their camera and microphone on.
2. Facilitator will share screen and take notes (or another student can).
3. Introduce yourself, your college and degree program, and where you're from.
4. As a team, decide your goals and communication agreements for today. A few examples are provided.

Learning Objective:
2. Apply steps of rapid team formation to outline team goals for remainder of class

Team Goal Examples:

- Complete all tasks on time
- Complete all tasks with quality
- Complete all tasks above and beyond
- Apply critical knowledge and the best of our training to the task
- All members have critical knowledge

Team Communication Examples:

- All members take turns speaking
- No one speaks over anyone else
- Use respectful language
- We'll report anyone not participating back to their program

Team Goals

Team Operating Agreements: Communication

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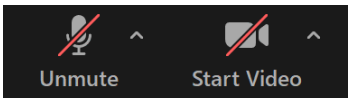
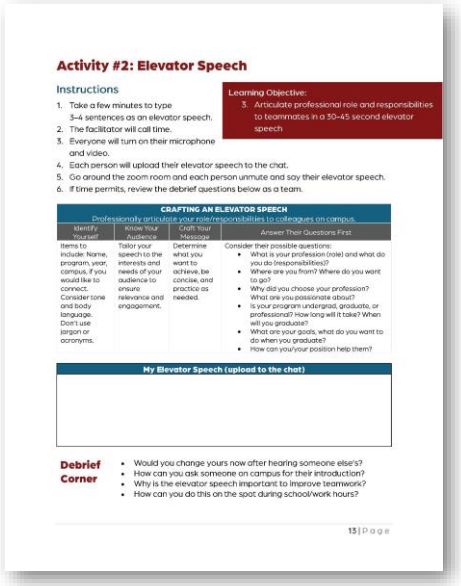
Then you'll jump right into Activity #1.
Students will receive instructions for Activity #1 in the main room before the breakout rooms are opened.
You will want to make sure everyone turns on their camera and microphone and participates.
You will share your document to guide students through the Activity #1 worksheet.
You can also ask students to use the chat to assist with ideas.

Learning Activity #2

- Practicing Elevator Speech Introductions
- Keep time
- Lead debrief if time permits





Activity #2: Elevator Speech

Instructions

1. Take a few minutes to type 3-4 sentences as an elevator speech.
2. The facilitator will call time.
3. Everyone will turn on their microphone and video.
4. Each person will upload their elevator speech to the chat.
5. Go around the zoom room and each person unmute and say their elevator speech.
6. If time permits, review the debrief questions below as a team.

Learning Objective:
3. Articulate professional role and responsibilities to teammates in a 30-45 second elevator speech

CRAFTING AN ELEVATOR SPEECH
Professionally articulate your role/responsibilities to colleagues on campus.

Identify Yourself	Know Your Audience	Craft Your Message	Answer Their Questions First
Items to include: Name, program, year, campus, if you would like to connect. Consider tone and body language. Don't use jargon or acronyms.	Tailor your speech to the interests and needs of your audience to ensure relevance and engagement.	Determine what you want to achieve, be concise, and practice as needed.	Consider their possible questions: • What is your profession (role) and what do you do (responsibilities)? • Where are you from? Where do you want to go? • Why did you choose your profession? What are you passionate about? • Is your program undergrad, graduate, or professional? How long will it take? When will you graduate? • What are your goals, what do you want to do when you graduate? • How can you/your position help them?

My Elevator Speech (upload to the chat)

Debrief Corner
- Would you change yours now after hearing someone else's?
- How can you ask someone on campus for their introduction?
- Why is the elevator speech important to improve teamwork?
- How can you do this on the spot during school/work hours?

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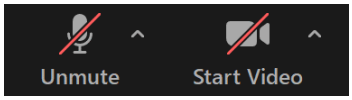
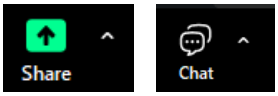
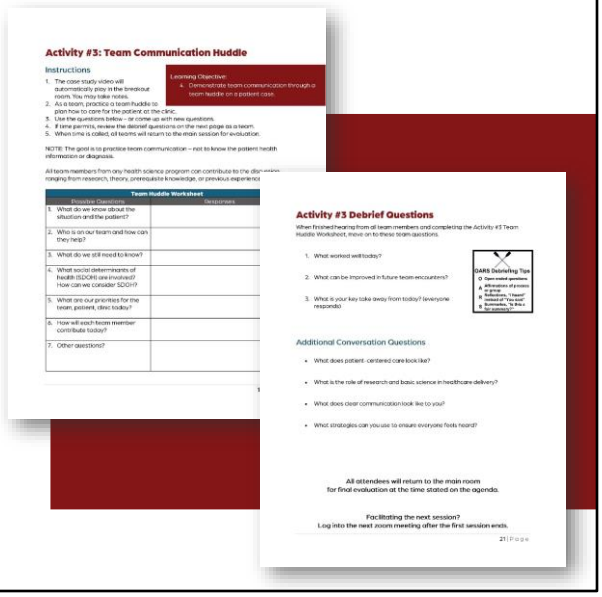
When time is called using the broadcast message on the screen, or when your timer goes off, you'll want to stop sharing the activity #1 worksheet and open the Activity #2 instructions.
Here you will walk students through introducing themselves professionally to others.

Learning Activity #3

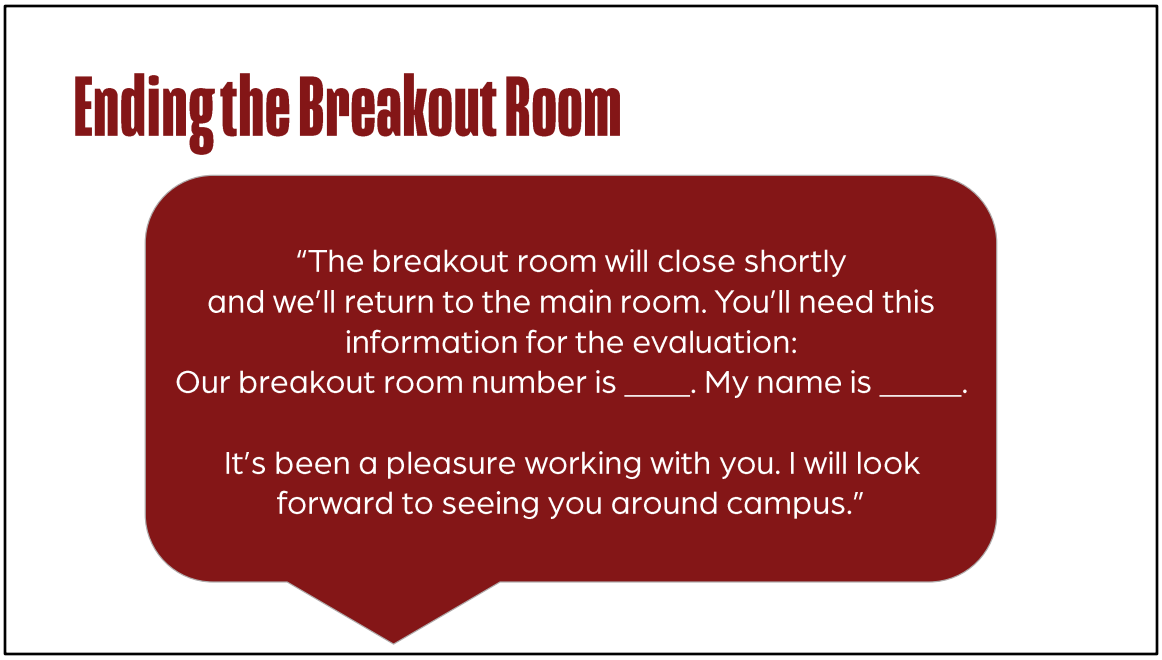
- Video will play first
- Lead discussion
- Type notes if needed
- Lead debrief at end







The video for activity #3 will automatically play at the time on the agenda.
You do not need to do anything except have the team ready to watch the video.
Once the video is over, you will need to share the team huddle case study worksheet.
Learners can again use the chat.
When you are done with the team huddle, there are extensive debrief questions available in the facilitator's manual.



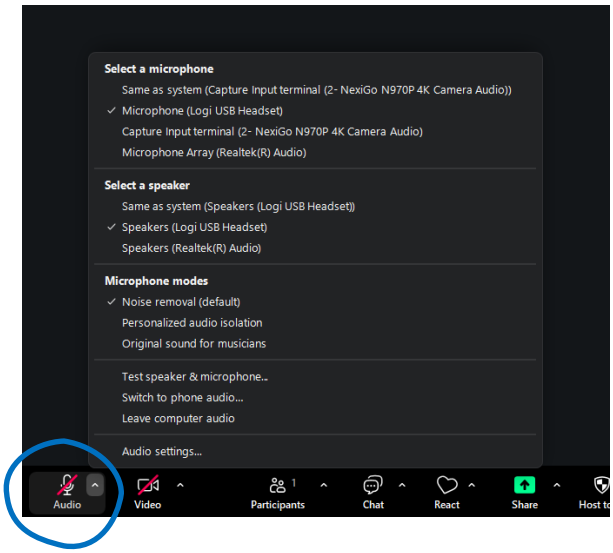
At the conclusion you will return to the main room automatically at the time on the agenda. It's important to be ready with a closing. Here is a sample:

"The breakout room will close shortly
and we'll return to the main room. You'll need this information for the evaluation:
Our breakout room number is ____. My name is _____.

It's been a pleasure working with you. I will look forward to seeing you around campus."

Audio

- Helpful to use headset with microphone
- Move to a quiet location
- Test your speaker and microphone



Psychological Safety Tip

"Please mute when not speaking to reduce feedback for the rest of the team"

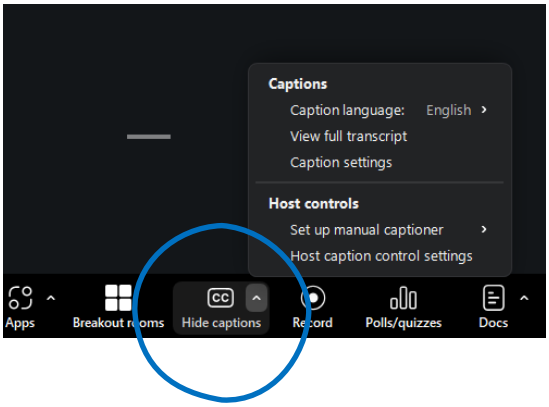
Now let's get into the zoom functions you'll be using for this class.

Audio is your most useful tool.
We find it can be helpful to use a headset and microphone, but make sure they are charged if they are wireless.
We also suggest moving to a quiet location to assist with any background noise.

As we said before, when you connect early, test your audio and double check your settings.

Audio - Captions

- Captions available for everyone
- Can turn on or hide



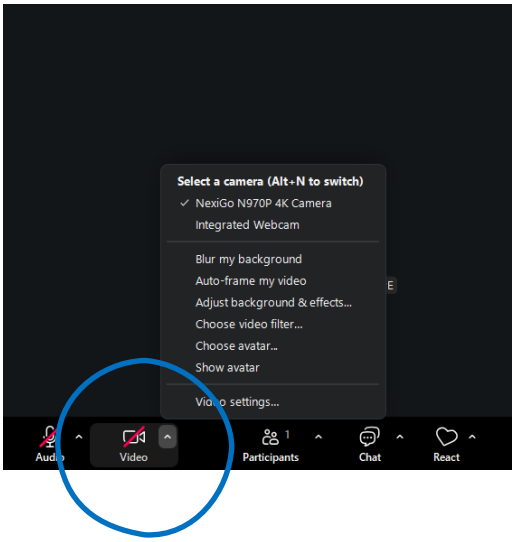
Captions are also available for all participants and should be enabled on your own device.
This can be helpful if a student has a poor audio connection.
Or you can ask them to use the chat instead.

Video

- Check your video each time
- Adjust background to reduce cognitive load

Psychological Safety Tip

"We strongly encourage cameras on so we can work as a team"

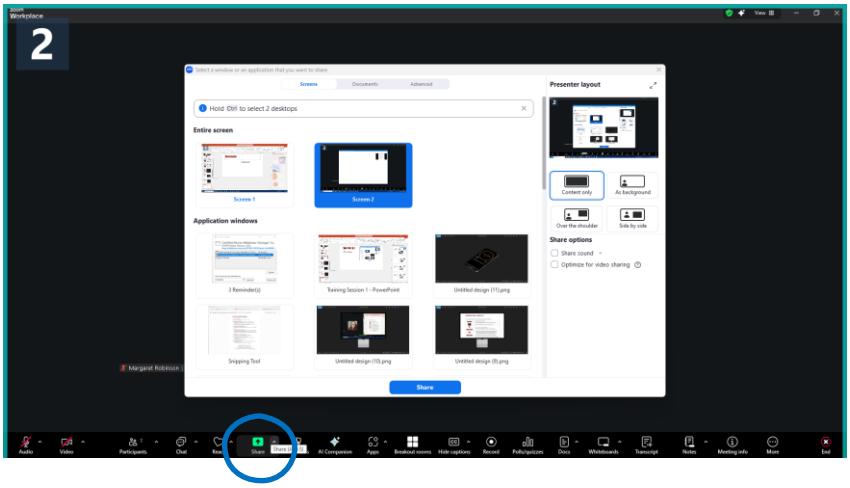


You will also need a camera for this class.
We recommend checking your video connection each time.

A tip for success here is to consider your background and adjust your settings. Using the blurred background or a static simple image can reduce cognitive load for learners, and reduce visual burden for those with impairments.

We do expect everyone to use their camera if possible as a way of classroom presence.
To establish psychological safety, we encourage your facilitators to say "We strongly encourage cameras on so we can work as a team."

Share Function



Facilitators will also need to use the share screen function.
This should be enabled for all participants.
The share is a green button with an arrow in the toolbar.
It should open a pop-up window. In the new window, you will pick which screen or application to share with the breakout room.
By having other applications closed it will make it easy to share the worksheet or activity slides.

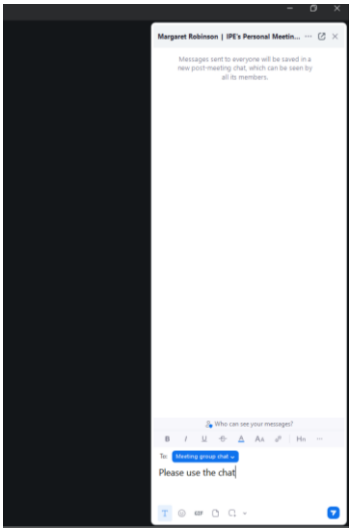
Note, you now have the option to choose how the presenter layout is formatted.
Your video can be included with the shared document as indicated on the right of the share pop up box.
This is entirely up to each presenter.

Chat

- Chat is an instructional tool, necessary in activities
- Keep chat box open in your Zoom call
- Check routinely
- Save chat if there are any issues

Psychological Safety Tip

"Chat is your backup microphone, please use it actively today"



An last, we will use the chat as an instructional tool for class participation. In fact, it is required for certain activities.

We recommend you keep the chat open throughout and check it regularly. You can also save the chat if there are any issues.

We recommend you leverage the chat as a classroom aid when:

- A student is hesitant to speak
- Time is short
- You want equitable participation

Especially useful during:

- Debrief reflections
- Quick check-ins ("Type one word…")

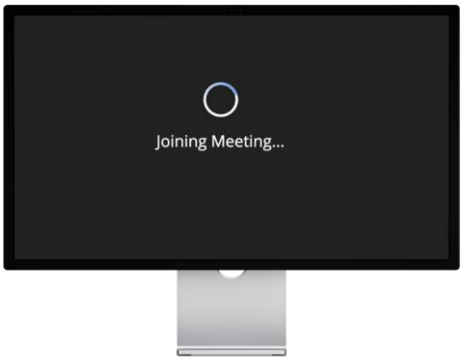
High-yield phrasing for facilitators is to say:
"The chat is your backup microphone. Please use it actively today."

Troubleshooting Tips

We'll wrap up with some common troubleshooting tips

If Zoom Breaks (or when)

- Keep leading and keep on schedule
- Don't troubleshoot during learning time
- Refer to the Zoom host
- Reconnect
- Try a different device



IT Help Desk: 405–271–2203

If, or when, zoom breaks it can be extremely problematic.

Our goal for facilitators is to keep teaching according to the schedule.
You are not expected to be zoom tech support.
You can refer students back to the zoom host if their local zoom app or computers are giving them trouble.

You can also have students contact the IT help desk at 405-271-2203.

Most commonly, if you or a student is having issues, we recommend exiting the call and trying to reconnect.
If that does not work, try a different device such as a phone or tablet.

If you have to connect by a phone, you won't be able to share screen with the same functionality.
This is not ideal.
However, you could ask a student to share screen with their student packet.

Breakout Rooms

- ✓ Facilitators cannot move students between rooms
- ✓ Students may drop and come back, keep going
- ✓ New students may add late
- ✓ If assistance is needed, direct to Zoom Host, keep going
- ✓ Not recorded

In the breakout rooms, common issues arise with moving students.

You cannot, as the facilitator, move students between rooms.
The student has to leave the room and the Zoom host can reassign them.

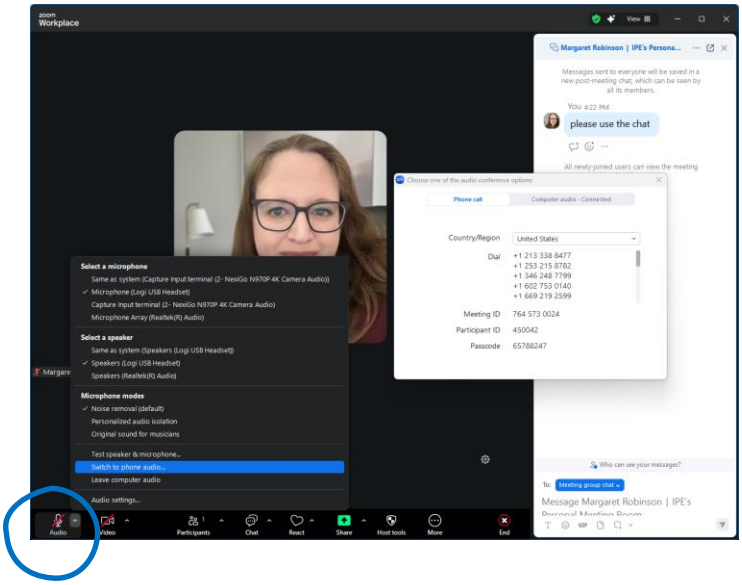
If a student drops the call, they will likely come back.
You do not need to do anything.
Just keep the class moving forward.

You may also have students who come late.
This may be for various reasons.
Please welcome them and plug them into the activity wherever the rest of the class is.
You do not have to restart for them.

And, you do not have to record the breakout room.

Audio Tips

- Move to a quiet location
- Mute others
- Dial in with phone audio, mute computer

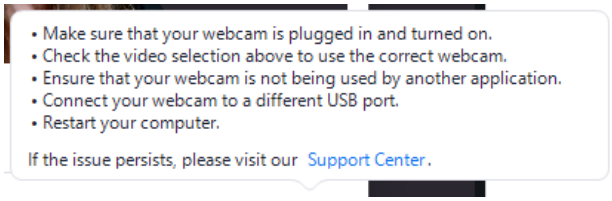


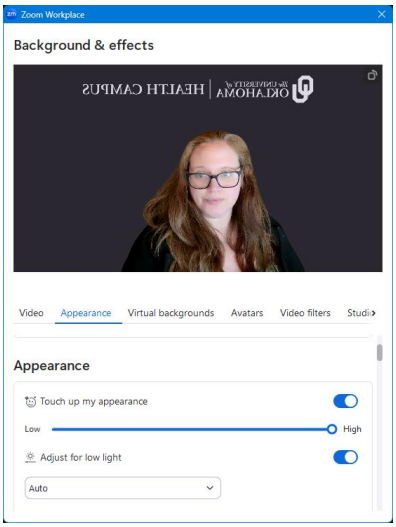
When it comes to audio some of our common issues are due to noise.
You can ask students to move to a quieter area during the call.
You can also mute others if necessary.

If your audio fails during the meeting, you can also try switching to phone audio, or switch your entire connection to a smart phone.
If you do this, be sure to also mute your computer so you don't get audio feedback.

Video Tips

- Use a background
- Mirror your Image
- Turn off video if there are bandwidth issues





On the video side, if you're using a background you will need it to mirror your image. This will turn the image so others see it correctly.

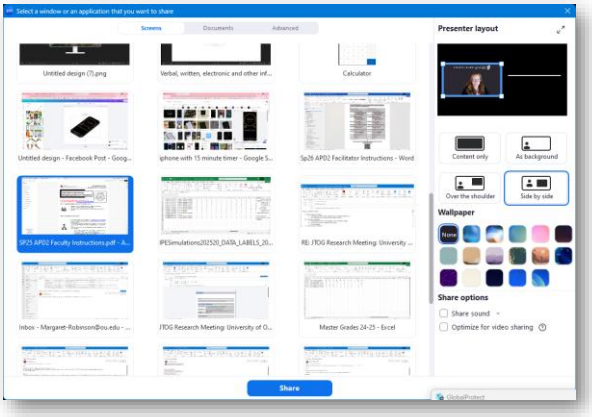
If you are having trouble with lagging, you can ask participants to turn off their videos.
This is less ideal, but it can assist with bandwidth.

On the screen, you will also see some common tips on how troubleshoot video issues, such as making sure the webcam isn't being used by Teams or another app. This is another reason to close all other apps before starting this class.

And, when in doubt, restart your device.

Share Tips

- Close all unnecessary screens, apps
- Open documents before the session starts
- Put links in chat so students can follow
- Share application, not the whole window



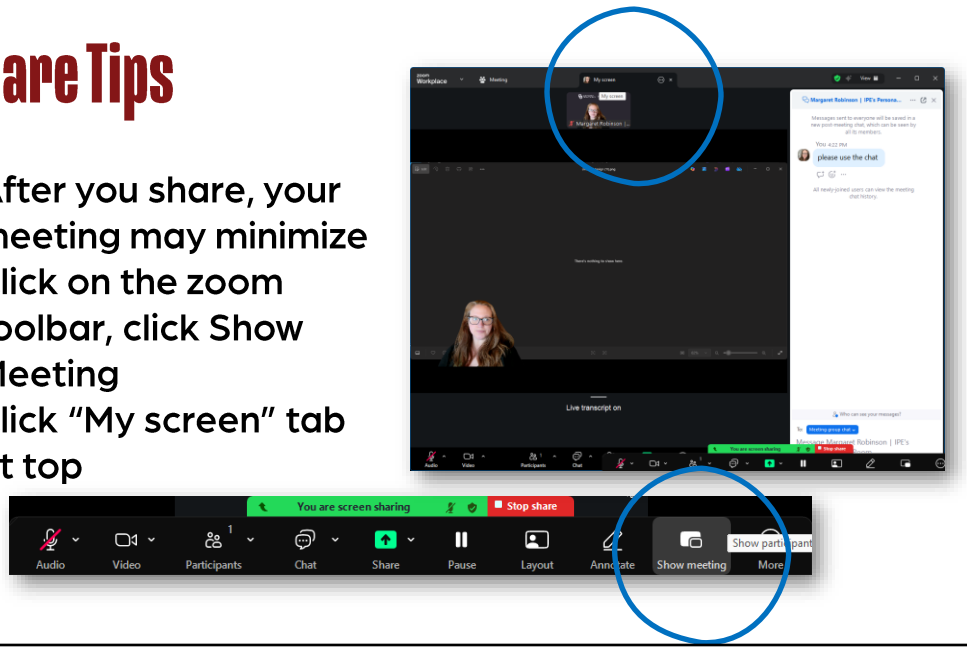
When it comes to sharing screen, and needing to find the document, you need to make sure the document is already open before you try to share it.

If you close all other apps and open the class activity apps and slides first, this should be no problem.

In the worst case scenario, you can put links to the documents in the chat, or ask a student to share their screen with the document.

Share Tips

- After you share, your meeting may minimize
- Click on the zoom toolbar, click Show Meeting
- Click "My screen" tab at top



And for our last tip before we end the recording and move into the practice portion, when you share screen with an app or window, you may lose the video gallery and chat.

To reactivate it, find the zoom toolbar at the bottom or top of your screen and click the button that shays show meeting.

And, if you're not sure what the students are seeing, you can click the tab on the top that says My screen and it'll show what you're sharing.

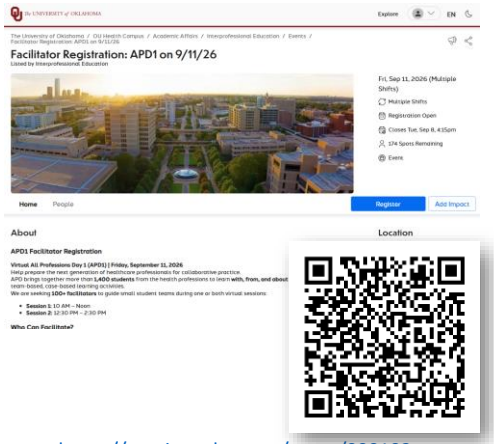
Additional Training

ENGAGING LEARNERS
Techniques to encourage participation and meaningful discussion.
August 26, 2026

BUILDING PSYCHOLOGICAL SAFETY
Strategies for building trust in online team environments.
September 2, 2026

FACILITATION BEST PRACTICES
Practical tools for guiding interprofessional teams through APD activities.
September 9, 2026

Register for APD



https://ou.givepulse.com/event/900102-facilitator-registration-apd1-on-91126

This concludes Training #1. We will follow this with 3 additional training sessions on

- Learner Engagement
- Small Group Psychological Safety
- Facilitator roles and group dynamics

If you have not done so already, also register to be a facilitator by logging into give pulse and telling us which sessions you can attend.
https://ou.givepulse.com/event/900102-facilitator-registration-apd1-on-91126