APD Facilitator Training

APD Facilitation Tips
Part 4 of 4
APD Training

HEALTH CAMPUS | Office of Vice Provost for Faculty Development

Hello, I'm Margaret Robinson with Interdisciplinary Programs in the OU Health Campus Office of the Vice Provost for Academic Affairs & Faculty Development

This is session 4 of our four part series on Preparing Facilitators for APD on Zoom

This session will focus on the roles and responsibilities for facilitators at APD.

In the last three sessions we reviewed the zoom technology and discussed methods of learner engagement. Last week we discussed psychological safety. Today we'll look at more of the mechanics of facilitation, debriefing, and your responsibilities as a guide on the side.

# What to Know in Advance:

| 01 | 02 | 03 |
|---|---|---|
| Didactic training portion will be recorded | There are 3 additional sessions in addition to this session | Additional training can be scheduled with Margaret Robinson 1:1 |

First, some housekeeping.

Today's session will be recorded. I will stop the recording before we go into the practice section.

This is the second part of a four part series. For those needing full training, please review the additional weekly presentations.

If you have to hop off or would like additional training or practice, please reach out to Margaret Robinson to schedule that directly.

| APD Facilitation Tips | |
| --- | --- |
| **Didactic:** | **Guided Practice:** |
| • Define roles and responsibilities of facilitators<br>• Discuss neutrality in interprofessional facilitation<br>• Demonstrate use of engagement techniques<br>• Discuss group dynamics<br>• Describe debrief methodology and content synthesis | • Using peer coaching, two participants will use a breakout room and facilitate each other in a case study scenario followed by peer feedback |

**What To Expect**

How will today work?

We'll spend about 30 minutes reviewing content and then reserve the rest of the time for practice.

Today we will review:
• Define roles and responsibilities of facilitators
• Discuss neutrality in interprofessional facilitation
• Demonstrate use of engagement techniques
• Discuss group dynamics
• Describe debrief methodology and content synthesis

In the practice session, we'll use one-on-one peer coaching in the breakout rooms.

By the end of the session, you'll have practical strategies you can use immediately in group facilitation."

Lets get started

# Roles & Responsibilities

- Define roles and responsibilities of facilitators

# Facilitator Role

- Guide process, not content
- Set tone, norms, and expectations.
- Encourage team identity.
- Lead learner engagement strategies.
- Manage group dynamics

- Lead activity debrief
- Ensure learners have the tools needed to be successful
- Report any issues to the zoom facilitator

As facilitators, our role is to guide the *process*, not the content.

We're here to create the structure that helps learners think together, rather than to provide clinical answers.

That starts with setting the tone—establishing norms, expectations, and a welcoming environment from the moment the breakout room opens.

We promote a shared team identity by encouraging all voices and making sure no single profession leads the discussion. To do that, we use engagement strategies that activate everyone—whether that's chat, reactions, gentle invitations, or structured turn-taking.

We also monitor and manage group dynamics, noticing when participation becomes uneven or when hierarchy begins to shape the conversation. Our goal is to keep the space psychologically safe and balanced.

At the end of each activity, we lead a brief, neutral debrief to help the team reflect on their collaboration, not to judge their answers. And throughout the session, we make sure learners have the tools and support they need—whether that's help with Zoom functions or clear next steps.

Finally, if anything comes up that interferes with learning—technical issues, behavior concerns, or anything outside our lane—we simply report it to the Zoom host so they can assist. We're not alone in this; we're part of a larger support structure.

# Facilitator Responsibilities

- Creating structure in breakout rooms, including time management, role assignment, and keeping the group on task.
- Maintaining psychological safety,
- Staying neutral

- Ensure students generate ideas; facilitators shape the flow.
- Ensuring professionalism, reinforcing expectations around teamwork, communication, and respectful behavior.

Facilitators are responsible for:
**Creating structure** in breakout rooms, including time management, role assignment, and keeping the group on task.
**Maintaining psychological safety**, monitoring participation, and encouraging equitable engagement.
**Staying neutral** and supporting students' reasoning rather than providing clinical answers.
**Guiding the process**, not dominating content—students generate ideas; facilitators shape the flow.
**Ensuring professionalism**, reinforcing expectations around teamwork, communication, and respectful behavior.

# Facilitators Are Not Responsible For

- Creating the learning activities
- Creating the curriculum
- Evaluating students
- Providing specialty-specific instruction
- Solving the clinical case
- Correcting content directly (they guide students to clarify, explore, and reason)
- Lecturing as a subject matter expert

Facilitators **are not** responsible for:
Evaluating students
Providing specialty-specific instruction
Solving the clinical case
Correcting content directly (they guide students to clarify, explore, and reason)

# Neutral Facilitators

- Discuss neutrality in interprofessional facilitation

# Team Identity

- Center team identity, not professional hierarchy
- **Stay "guide on the side," not the** expert in the center
- Ask questions instead of giving answers
- Balance airtime across disciplines
- Normalize uncertainty and diverse viewpoints
- Redirect to shared purpose when hierarchy emerges

"In interprofessional facilitation, neutrality is one of the most important skills we bring.
Neutrality doesn't mean silence or disengagement; it means creating a space where *no single profession dominates the conversation* and every learner feels their perspective belongs.
Our role is to be the **guide on the side**—we hold the process, not the content. Students bring the ideas; we draw out thinking, connect viewpoints, and help the team build solutions together.

A key part of neutrality is promoting **team identity** over professional hierarchy.
In health sciences learning, hierarchy appears quickly—learners defer to the discipline with the most clinical experience or confidence.
When this happens on Zoom, quieter professions often step back.

To counter that, we focus the group on their *shared purpose* rather than their titles.
We ask questions like:
- 'What does the *team* need to consider next?'
- 'Who hasn't weighed in from their profession's lens?'
- 'How would each role contribute to this plan?'

Neutrality also means we **balance airtime**. We don't call on specific individuals or elevate one profession's answer as "correct."

Instead, we create multiple ways to contribute—chat, reactions, brief turn-taking, or "pass or participate" options.

Finally, we model **curiosity rather than authority**.

We use phrases like:

- 'Tell me more about how your profession approaches this.'
- 'What might another discipline notice here?'
- 'Let's explore all angles before moving forward.'

Neutral facilitation keeps the focus on collaboration, shared insight, and psychological safety—what we want students to carry into real healthcare teams."

# Tips to Maintain Neutrality

| Issue | Suggestion |
|---|---|
| Subject Matter Expertise Needed | Use your expertise to generate questions, not answers |
| When Hierarchy Emerges | "I'm hearing one perspective strongly, let's broaden the conversation to include other perspectives" |
| When One Role Emerges | "Let's pause and gather thoughts from professions we haven't heard yet" |
| When Redirection is Needed | "What might the team consider…?" |

# Neutral Engagement

- Demonstrate use of engagement techniques

## Structure Without Controlling Content

- Provide clear, concise instructions
- Restate goals; chunk tasks
- Assign quick roles (scribe, timekeeper, chat-monitor) to distribute power
- Student-led opportunities

Before we begin an activity, make sure the task, time, and expected output are clear.
Clear instructions reduce anxiety and give every learner—regardless of discipline or experience—a confident starting point.
When learners know what to do, they're more willing to participate.

We can also invite students to lead—share their screen, manage the chat, or choose the next question.
This shifts ownership to the group and strengthens team identity across professions.
It also reinforces that the facilitator is here to guide the process, not control it.

# Invite Without Spotlighting

- Use gentle invitations: "I'd like others to build on this. Who else has something to add?"
- Round-robin for equitable voice
- Popcorn
- Ask for volunteers
- Ask by profession, not specific names

When we need balanced participation, we can refocus on the process rather than the person.
I might say, 'We haven't heard from everyone yet—let's make space for a few more voices.'
This maintains psychological safety while inviting broader contribution.

And if you still are not hearing from specific participants, change the technique to round-robin. Let everyone know they will be called upon and in what order.
Techniques such as I'll call on Margaret first, Meg second, and then Margo is after Meg.

Another round-robin technique is the popcorn. Where each person has to pick the next speaker when they are done.
This allows the process to be led by the group rather than the facilitator.
However, it can feel uncomfortable for those who are called last.
Try using the "raise hand" feature in zoom to make it a little more equitable.

# Low Pressure Modes for Engagement

- Chat for reflective learners
- Mic for verbal processors
- Reactions (thumbs up/down) for quick check-ins
- Waterfalls or one-word brainstorms for simultaneous input

The chat is a great option for reflective learners or anyone uncomfortable speaking aloud.
It creates multiple pathways to participate and supports learners dealing with noise, stress, or bandwidth issues.
It keeps the discussion accessible for everyone."

Reactions—thumbs up, yes/no—are fast, accessible engagement tools.
They let everyone respond at once without interrupting the flow.
This is especially helpful when you want to check understanding or see if the group is ready to move on.

In a waterfall, everyone types a response in the chat but waits to send until the count down.
This lets all voices 'enter the room' at the same time and prevents anchoring on the first answer.
It's great for brainstorming because it levels hierarchy and increases psychological safety.

# Micro-Engagement

- Change modality every 5–7 minutes
- Ask a 90-second cognitive check-in question ("Are we together on this step?")
- Use short pauses to allow processing and reduce dominance

Asking a quick question every 90 seconds—'Is everyone with me?' or 'What are you noticing?'—helps re-activate attention.
These questions don't always require answers.
They simply keep learners mentally engaged.

Pauses give learners time to think before responding. In Zoom, silence often feels uncomfortable, but it's actually productive.
A 5–10 second thinking pause or a short reflective pause helps quieter voices prepare and reduces dominance by fast responders.
Remember to guide the pauses, and state "I'll allow a few moments for you to reflect on the next question and then we'll open the floor to responses."

## Normalize Uncertainty

- "What else might be true?""
- How might another discipline see this?"
- Reflect, paraphrase, and redirect without judgment

These prompts help us stay neutral and keep the conversation open.

When a strong opinion or single viewpoint surfaces, I use curiosity to widen the lens rather than challenge the speaker.
Asking *'What else might be true?'* invites the group to consider additional possibilities without dismissing anyone.

Similarly, *'How might another discipline see this?'* helps shift the focus from individual expertise to team-based thinking.
It reminds learners that no single profession holds the full picture and encourages them to value each other's perspectives.

Reflecting and paraphrasing—like saying, *'Here's what I'm hearing…'*—allows the speaker to feel understood, while redirecting without judgment keeps the discussion balanced.

These techniques help prevent dominance, reduce defensiveness, and maintain psychological safety as the team works toward shared understanding.

# Leverage Zoom

- Stop screen-share to re-center faces for discussion
- Reshare to refocus on the task
- Use camera presence and calm body language to model neutrality

On Zoom, how we use the tools can shape the tone of the discussion.
Stopping screen-share helps re-center the group on each other's faces, which is especially useful when emotions rise or when we need connection rather than content.
Resharing helps refocus the group on the task once discussion settles.
And even though we're on camera, our body language still communicates leadership.
Looking toward the camera and maintaining calm, open posture helps model neutrality and keeps the environment steady and welcoming for all professions

# Group Dynamics

- Discuss group dynamics

| What to Expect | What To Do (Facilitator Response) |
|---|---|
| Early hesitancy, silence, or role-seeking | Set clear expectations; use gentle invitations; offer multiple ways to participate (chat, mic, reactions). |
| Hierarchy or dominant voices emerging | Pause, use round-robin, redirect with curiosity. |
| Some professions speaking more than others | Re-center team identity: "How might another discipline see this?"; invite quieter professions specifically but safely ("voices we haven't heard yet"). |
| Different communication styles (fast talkers vs. reflective thinkers) | Build in purposeful pauses; allow think-time; use written or chat-based prompts. |
| Disengagement cues (silence, camera off + no interaction, long delays) | Do micro check-ins; simplify instructions; slow the pace; give alternatives like chat or reactions. |
| Tech barriers (noise, audio issues, unstable video) | Normalize flexibility; shift to chat; allow camera off; restate key points verbally and in writing. |
| Conflict signals (interruptions, dismissive tone, chat disagreements) | Pause + name what you're noticing; reference group agreements; use curiosity to de-escalate. |
| Energy shifts or frustration due to unclear tasks or time pressure | Stop screen-share to refocus on faces; reshare to clarify task; restate the goal in one sentence. |
| **Students looking to you as the "expert"** | Redirect with neutrality: ask open questions, paraphrase ideas back to the group, avoid giving answers; encourage student-led engagement techniques |

Group dynamics at APD are predictable—students come in with different levels of confidence, different communication styles, and different levels of familiarity with Zoom.
You may see dominance, hesitation, silence, or hierarchy appear early. None of these are problems—they're signals.

This chart shows how we respond.
When the group is hesitant, we offer gentle invitations and multiple ways to participate.
When hierarchy shows up, we shift the focus back to team identity and use round-robins or curiosity prompts to balance the room.
If energy drops or confusion rises, we slow the pace, simplify instructions, or turn off screen-share to reconnect.
And when conflict cues appear—interruptions, tone shifts, chat disagreements—we pause, name what we're noticing, and redirect without judgment.

Our role isn't to fix or control the group—it's to guide the process with neutrality and structure.
Small adjustments keep the team psychologically safe and allow every profession to

contribute to the shared work.

# Debriefing

- Describe debrief methodology and content synthesis

# Why We Debrief

- Reinforce interprofessional learning
- Help students make meaning of the activity
- Create shared understanding across professions
- Transition from "what we did" → "what we learned"

The purpose of debriefing at APD is to help students move from just completing the activity to actually understanding what it means for interprofessional teamwork. We're not evaluating answers or correcting content—we're helping students surface insights, compare perspectives across professions, and connect the experience back to IPEC competencies.

There are sample debriefing questions for each activity included in the facilitators guide. Students have these questions in their resource guide as well.

## What Facilitators Can Do

- Stay neutral: guide the conversation, not the interpretation
- Use open-ended questions
- Invite all professions to reflect
- Keep the focus on team process, not right/wrong answers

Our role as facilitators is fully neutral.
We guide the process with open-ended questions, invite reflections from all professions, and keep the conversation centered on teamwork and communication rather than clinical accuracy.
The goal is not to teach—it's to help the team make meaning together.

**OARS Debriefing Tips**

O  Open ended questions

A  Affirmations of process or group

R  Reflections, "I heard" instead of "You said"

S  Summaries, "Is this a fair summary?"

There are practical tools to structure a debrief.

OARS is a simple framework: use open questions to start, offer affirmations about the group's process, reflect what you're hearing, and give a neutral summary.

You can also use PARLA—pause, ask, reflect, listen, and ask again—to help teams slow down and think more deeply.

We recommend sticking to prompts focused on teamwork, communication, and the interprofessional lens:

'What stood out?'

'How did your professions approach this differently?'

'Where did communication support or block your team?'

During the debrief, we can paraphrase to show understanding without judgment, invite quieter professions to add their voice, and help the group identify themes.

We can close by asking learners to name the takeaways—because the insight should come from the team, not from the facilitator.

# Practice

Now we will stop the recording and spend some time in practice.

# Facilitator (5-7 min)

1. Opening the activity with a clear, confident welcome
2. Sharing your screen to display the APD worksheet or slide
3. Demonstrating that you can open chat, monitor reactions, and toggle screen share
4. Closing with one debrief question, such as: What is one thing your profession would contribute here?
5. Your partner will mimic a realistic APD learner by giving brief or hesitant responses.

# Peer Coach (3-5 min)

The partner provides kind, specific feedback, such as:
- "Your instructions were really clear."
- "That pause helped me think."
- "I noticed you redirected gently— great neutrality."

This is a safe space to try things, not to critique skill level.

Then switch roles.

# Evaluation



https://qualtrics.ou.edu/jfe/form/SV_bggYdZkVuxLahwi

This will conclude today's training. Please complete our short 3 question survey to let us know how we did today.

https://qualtrics.ou.edu/jfe/form/SV_bggYdZkVuxLahwi

Thank you.