

How to Teach Multiprofessionals in Educational Events

Learners have individual preferences for the **instructional environment**, whether **online** versus **face-to-face** or in a **practice** versus **out-of-practice**. Teachers can consider an online environment for convenience, face-to-face for greater interactivity, learning in the practice team for teamwork and translation into practice, and closing the practice for protected learning time (PLT) for learning in a practice team.

The **subject matter expert** can be a member of any profession who is most qualified with expert knowledge and skills, as long as they act inclusive to all professions.

Ensure the content is **relevant** to the role of different professions. Teachers can familiarise themselves with the competency frameworks for each profession from different regulatory bodies

Consider techniques to **gauge the level** of learning outcomes. **Pre-event**, the teacher can send out a **questionnaire** or **pre-assessment**. **In-event**, the teacher can discuss **prior knowledge** with the learners or ask questions to **check understanding**. **Post-event**, the teacher can adapt the level for future teaching events in response to **feedback**.

Teach to the top, i.e. teach to the highest level of ability for learning outcomes. Provide scaffolding, such as post-course handouts, to help learners of lower ability. Learners find the higher level of knowledge useful, but the context and where it fits in should be explained to them.

Consider a **baseline** or **generic** level of knowledge when formulating learning outcomes for mandatory topics such as BLS or safeguarding.

Include **interprofessional education** as a learning outcome. Interprofessional education means professions learning together specifically for **teamwork and collaboration**. This can be implemented using interactive methods and incorporating learning outcomes from interprofessional competency frameworks.

Use **case studies**. This can help teach learners at different levels and with different learning needs because they can take their own perspective from the case. This can also help provide relevance to their daily practice.

Use **interactive methods**. The main format is **group discussion**. Groups should include all professions to aid the sharing of knowledge and translation into practice. In a lecture format, consider splitting into **groups, polls, quizzes, and questions and answers**.

Teachers should be aware of a **hierarchy of professions** which acts as a barrier between professions. Teachers should act as a **facilitator**. Pay attention to effective **group dynamics** and a **psychologically safe environment**.

Use the **language and terminology** for all professions, explaining terms and avoiding being doctor-centric.