

“Becoming Collaborative Team Members”



PURPOSE

To provide an opportunity for an IPE team of students to focus on specific areas of their collaborative team development.

ACTIVITY DESCRIPTION

This is a set of interprofessional client-centred collaborative learning modules that will assist in developing a team’s competence to practice as a team. The team members select three out of the nine workshops to meet this learning activity requirement. To determine which workshops would be the most valuable to your teamwork all team members should have a discussion about where which modules would be of most benefit to enhance your team’s working relationships.

Each workshop is comprised of a series of learning activities and readings. The team members are encouraged to work together on the learning activities after each member has completed the prescribed readings. You decide as a team how quickly you would like to work through each module. Each module is designed to take approximately two hours in total to complete. We recommend 1-2 weeks per module. Before beginning, discuss together in the Discussion Forum are of your team OWL site (copy and paste these questions into a forum topic):

1. What ground rules you will agree on for your work together – eg. Timing of workshop completion, assignment of leadership and other roles (such as someone to summarize the work and someone to submit the completed activities), expectations regarding participation and communication.
2. How will decisions be made regarding your work?
3. How will you handle disagreements?

4. How will the team respond when a member fails to comply with your team ground rules?

LEARNING GOALS

To provide opportunities for an interprofessional group of students to hone in on areas that they, as a team feel needs some attention to enhance their collaborative teamwork. This activity will assist in focusing on your development of any three of the following workshop options:

WORKSHOP 1: What is IPE/IPCP?

Learning goals:

1. Understand and articulate the difference between interprofessional education and interprofessional client-centred collaboration
2. Identify the challenges of interprofessional education in educational and practice settings
3. Explore the ways a client might experience interprofessional client-centred collaborative practice.

WORKSHOP 2: Health Professional Roles

Learning goals:

1. Increase knowledge and appreciation of other health professional roles
2. Increase knowledge and appreciation of the patient/client's perspective.

WORKSHOP 3: Gaining Respect

Learning goals:

1. Explore the meaning of respect in relation to interprofessional collaboration,
2. Identify the conditions necessary for respect to flourish,
3. Increase understanding and respect for different health professional roles.

WORKSHOP 4: Understanding Each Other

Learning goals:

1. Become familiar with key aspects of listening skills (including the barriers and facilitators of effective vs. ineffective communication/listening).
2. Raise awareness of how the use of language (including ‘ jargon’) impacts on the effectiveness of the communication process,
3. Emphasize the importance of being client-centered in all interactions.

WORKSHOP 5: Leadership in Interprofessional Collaborative Teams

Learning goals:

1. Determine how leadership can be incorporated into interprofessional collaborative practice,
2. Participate in a case scenario with a patient and an interprofessional team.

WORKSHOP 6: The Many Faces of Conflict

Learning goals:

1. Observe common examples of conflict in an interprofessional healthcare team,
2. Discuss the causes of conflict within your own interprofessional healthcare teams, and develop team agreements on conflict.

WORKSHOP 7: Case Coordination

Learning goals:

1. Within an interprofessional team, discuss a complex patient case,
2. Practice client-centred care.

WORKSHOP 8: Effectiveness: How well do we Function as a Team?

Learning goals:

1. In an interprofessional team determine how to assess your own effectiveness as a team member,
2. In an interprofessional team determine how to assess your team’s effectiveness as a collaborative group,

3. Assess the interactive environment your team sets with the participation of patients as team members.

WORKSHOP 9: Putting it All Together

Learning goals:

1. Enjoy a demonstration of a successful interprofessional team and a discussion of a diverse case,
2. Reflect upon your evolving interprofessional collaborative patient centred teamwork,
3. Benefit from the interactions with other professionals in developing shared care approaches with patients.

PROCESS

1. One member of the IPE Team will notify the IPHER office staff of the team's desire to complete this learning activity.
2. The IPHER office staff will register the team members to access the web-site for this learning activity.
3. The team will review the workshops and select three to complete as a group, and notify the IPHER office staff at ipher@uwo.ca.
4. The team will decide whether they wish to complete the activities in real time in a virtual meeting room (in which case common times must be set for all members to work through the learning activities. Use the calendar in your team site to keep track of your meeting times), or "asynchronously" using the OWL Discussion Forum. **Prior to doing the learning activities all team members must have completed the readings.**
5. Each workshop learning activity is to be completed and the team will submit their work into their team portfolio in Sakai.
6. Once all three workshops chosen are completed a team reflection on the learning achieved and an individual reflection on your own role in the team is required to be completed. Once the reflections and all learning activities are submitted into the team portfolio one member of the team will notify the IPHER office staff at ipher@uwo.ca.

7. A member of the IPHER Curriculum Committee will review the learning activities and the reflections. Then notify the IPHER office staff of this completion.
8. The IPHER office staff will generate IPE certificates for the team members and will transmit the IPE credit notification into the co-curricular program to be added to the students' transcripts (undergraduate students only).