



IPE Component in a Practice Setting: Flexible Activity #3

Collaborating with Team Members

Description

In this activity, learners engage in a collaborative activity with one or more team members (i.e., staff member, provider, learner) from another profession/role, and reflect on the factors that enabled or hindered the collaboration. This activity focuses on an interdependent task, collaborating with other team members, that occurs as part of assigned responsibilities while on placement or can be arranged with preceptors/supervisors. This activity can be completed at any point but is most appropriate for learners in senior level placements who have a stronger understanding of their professional contributions and are able to work with greater independence.

Learning Objectives

- Work collaboratively with others to perform a shared activity to optimize the quality of service delivery and/or client/patient/family outcomes/experiences.
- Effectively facilitate discussions, interactions and collaboration with/among team member(s).
- Analyze factors that enabled or hindered the collaboration.
- Reflect on how to establish and maintain effective interprofessional working relationships with others (e.g., team members) to support achievement of common goals.

Structure

Consult with the preceptor/supervisor to identify a collaborative activity or multiple activities, if available, and determine level of consent and supervision needed. Suggested time is a minimum of a cumulative total of 1 hour time commitment for all collaborative activities, plus preparation and debrief. After completing all activities, consider the Post-Activity Reflection questions in a written (one page single spaced) reflection or any other form of submission if suggested by your professional program. This will be followed by a debrief discussion with your preceptor/supervisor reflecting on the collaborative activity, as well as factors that enabled or hindered collaboration.

A collaborative activity should:

- Be part of daily practice activities of placement, where possible;
- Involve team members from another profession or role;
- Include interactivity and interdependency between participants regarding a shared goal;
- Provide opportunities to learn about, from and with one another;
- Support the appropriate confidentiality, consent, and supervision to manage any risk to a patient/client/family/learner.

Examples of Collaborative Activities

These are examples to support activity choices with preceptor/supervisor. Activities need to be relevant to the profession and placement setting and may be guided by your professional program.

- Screen, interview, assess, plan intervention or treat a patient/client with team members from another profession/role.
- Develop and/or co-lead patient/client/family or staff education with team members from another profession/role.
- Participate in quality Improvement, safety meetings or activities with team members from another profession/role.
- Participate in service delivery, discharge, strategy or care planning with team members from another profession/role.

Preparation

In consultation with the Preceptor/Supervisor, the following must be ensured:

- Confidentiality, consent, and supervision are addressed, as per organizational policy, prior to learners engaging in the activity. Learners should be aware of whom to contact for any questions or support regarding activity or supervision. Appropriate supervision should be clarified for any task involving any risk to a patient/client/family/learner.
- Team members, patients/clients/family and other stakeholders are aware and in agreement with the learners participation in the activity.
- Timing of activities within the placement and schedule should be considered. This can be completed in one day or occur over the length of a placement.
- The learning objectives and reflection questions are reviewed in advanced and modified as appropriate.
- Any potential challenges should be discussed and addressed with preceptor/supervisor.

Consider the following preparation questions with your preceptor/supervisor prior to collaborative activity:

- What is the goal of the collaborative practice activity?
- Have you clarified your roles and responsibilities and how you will communicate with team members?
- What do you hope to learn through participating in the collaborative activity with a team member from another profession/role?
- Is there anything you need to review or learn in advance to best prepare for collaboration?

Post-Activity Reflection Questions:

After completing this activity, consider the questions below in the written reflection followed by a debrief with the preceptor. Reflect on your own feelings and learnings from the interaction:

1. What did you learn about the role of other team members (e.g., patient/client/family, learners, providers, support staff, community members, etc.)?
2. Did anything about the experience surprise you or make you uncomfortable?
3. How did you work together and make decisions as a team? If there was a difference of opinion or conflict, how was it managed?
4. What factors (e.g., relationships, environment, scheduling etc.) enabled or hindered the collaboration?
5. How was the patient/client/family/community voice addressed (as applicable to activity)?
6. What were the benefits of and challenges to collaborating and learning together in this experience?
7. What did you learn that you can apply to your own role and future practice? How will this experience influence your role as a professional and team member?

Debrief

Preceptor/Supervisor Instructions

- An accompanying Facilitation Tip Sheet and additional facilitation resources are available for Preceptor/Supervisor. These can also be shared with team members prior to the activity.
- Ensure that the learner discusses their reflection either with you, or a delegate. As an alternative, consider a collaborative debrief (e.g., with other team members or learners involved in the activity) following the activity.
- Review the post-activity reflection questions with the learner. Consider sharing your own reflection on what surprised/resonated with you and any key implications for practice as a professional and team member.
- This is also an opportunity to engage the learner on how you can continue to guide and support this learner's understanding of interprofessional collaboration on their placement.

Evaluation

Your feedback for the flexible activity is welcomed and are used for quality improvement of our learning activities. Please evaluate the content and format of the flexible activity with the link below.

<https://www.surveymonkey.com/r/NNC9XC2>