

Interprofessional Student Team Experience – Sample Learner Handout

Students completing practicum/fieldwork placements may have the opportunity to participate in an interprofessional education (IPE) experience. The nature of these IPE experiences may vary according to the site or service, but the overall objective is to provide you with the opportunity to learn, practice and reflect upon the knowledge, skills and attitudes related to interprofessional, collaborative, patient/client/family/community-centred care.

What is IPE?

IPE “occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes”. (WHO, 2010)

What Qualifies as an IPE Experience in the Practice Setting?

There are four key components to an IPE experience in the practice setting:

- 1) An introduction to or review of the six **interprofessional competencies** identified in the National Interprofessional Competency Framework (CIHC, 2010).
- 2) The opportunity to learn about the **roles and scopes of practice** of other health professionals and to consider such issues as stereotypes, assumptions, hierarchies and areas of overlap within a team.
- 3) The opportunity to **practice**, in collaboration with students and professionals from other health or social service professions, skills related to these interprofessional competencies.
- 4) The opportunity to **reflect upon** the nature and process of interprofessional, collaborative practice and the personal development of competencies related to this practice.

What are the competencies identified in the National Interprofessional Competency Framework?

- **Role Clarification** – Understand learner’s role and the roles of those in other professions and use this knowledge to establish and achieve patient/client/family and community goals.
- **Team Functioning** – Understand team work dynamics and team processes to enable collaboration.
- **Conflict Resolution** – Actively engage self and others (including clients) in positively and constructively addressing disagreements.
- **Collaborative Leadership** – Understand and apply leadership principles that support collaborative practice while maintaining individual accountability for actions, responsibilities and roles defined within the learner’s professional scope of practice.
- **Patient/Client/Family/Community-Centred Care** – Seek out, integrate and value the input and engagement of the patient/client/family and community in designing and implementing care/services.
- **Interprofessional Communication** - Communicate with others in a collaborative, responsive and responsible manner.

Role of the IPE Learner

Learners involved in the IPE experience are expected to:

- Identify specific personal and group learning goals related to the CIHC interprofessional competencies,
- Engage in IPE meetings with respect and openness (e.g., arrive on time, commit to group rules, engage in discussions),
- Respect different professional perspectives and levels of clinical experience of other learners within the group,
- Reflect on and share interprofessional experiences and collaboration within their own practice,
- Contribute to the definition (and evolution) of IPE group goals and processes and debrief session(s),
- Provide feedback on the IPE experience.

Role of the IPE Facilitator

The primary role of the interprofessional student team facilitator(s) is to **facilitate** the team's discussions about collaborative, patient/client/family/community-centred care. The facilitator is not expected to be an instructor or a content expert, but rather a coach who guides the team in setting its own goals and group processes, in discovering the benefits and challenges of interprofessional collaboration and in reflecting on the collaborative process. Specifically, the facilitator(s):

- Organize IPE meetings,
- Facilitate collaborative practice, discussion and reflection,
- Encourage IPE learners to coordinate IPE activities outside of set meeting times that will incorporate interprofessional experiences within their clinical placements,
- Provide constructive feedback to support learners in developing IPE competencies.

What does the IPE experience look like?

The IPE experience varies across settings. However, one model that has worked well in a variety of settings includes the following elements:

- Interprofessional student teams formed during periods of overlap in traditional student practicum/fieldwork placements (typically 4-5 weeks) within healthcare facilities or community agencies,
- Usually 3 – 7 professions represented on each team, often from multiple educational institutions,
- Members of the student teams meet individually or in small groups, usually with a patient/client/family or community group,
- Student teams meet weekly for approximately 1.5 hours with facilitators to discuss cases, healthcare delivery issues and programs in the context of the 6 interprofessional competencies,
- Student teams define and complete IPE group goals which may include a care plan or patient/client/family or community-centred project, and a presentation to staff in the healthcare facility or community agency.

Other examples of successful IPE team experiences have included:

- Two students from different health professions working together to develop and deliver an education or treatment program,
- Two or more students carrying out a joint assessment,
- A student working with one or more health professionals to implement a group treatment program
- Intraprofessional placements – students collaborating with students from assistant programs within their own discipline (e.g. Occupational Therapy, Occupational Therapy Assistant),
- Individual or team shadowing,
- Completion of a group project, e.g. a pamphlet or poster that is clinically useful for teams.

Questions to Guide Reflection on Interprofessional Practice

These questions may guide your reflection throughout the IPE experience, in your practicum/fieldwork placement and in your future practice. The first questions are about IPE in general followed by questions related the six competencies.

General Questions:

- 1) How are the interprofessional competencies expressed in the setting?
- 2) What are the opportunities for collaboration and how do they happen? Reflect on the effectiveness of these interactions.

Role Clarification:

- 1) What is the current staff mix at (setting)?
- 2) What are the unique knowledge/skills that the different providers bring to the table?
- 3) What are some of the stereotypes and assumptions people make about different professions?
- 4) What is some of the profession-specific jargon different disciplines use?
- 5) What are some of the similarities and differences between the different professions?
- 6) What are the treatment values and priorities that different providers bring to patient care?
- 7) Is there role blurring and/or role ambiguity between the providers? How would you address this?
- 8) What are the implications of the staff mix and the role distribution for the clients? Are there any gaps?

Conflict Resolution:

- 1) What are the circumstances in the team in which conflict is more likely to arise?
- 2) How does the team manage conflict?
- 3) What is your personal conflict management style? How does it compare to that of others?
- 4) What are some of the negative outcomes of conflict in the team?
- 5) What are some of the positive outcomes of conflict in the team?
- 6) How does conflict among providers affect client care?

Collaborative Leadership:

- 1) How does the team encourage emerging leadership roles for different team members?
- 2) Are all members of the team equally engaged in decision-making?
- 3) How do you purposefully engage others in decision-making?
- 4) Do you have a group leader or leaders?
- 5) Do leadership roles rotate among members? Which ones?

Patient/client/family/community-centered care:

- 1) Is the patient/client/family a member of the team?
- 2) How does the team partner with the patient/client/family?
- 3) Does the team take into account the goals of the patient/client/family?
- 4) Does the team use language that is easy for the patient/client/family to understand?

Interprofessional Communication:

- 1) How effective and timely is communication between different providers?
- 2) Is the language used and communication medium used appropriate for the information to be exchanged?
- 3) How well do team members listen to each other?
- 4) What is our process around client feedback for our program?

Team Functioning:

- 1) What are the interprofessional dynamics of the group?
- 2) Are there open discussions on the effectiveness of the team?
- 3) Do team members show strong commitment to the team?
- 4) To what extent does our group make shared decisions?
- 5) What is our process for decision-making?
- 6) What are the benefits of collaboration on our team/individual members?

These questions are adapted from: Deutschlander, S. and Suter, E. (2011). Interprofessional Mentoring Guide for Supervisors, Staff and Students. Alberta Health Services.

How will my participation in the IPE experience be evaluated?

The IPE experience is considered to be one aspect of your overall placement experience and you will not receive a separate grade or evaluation for this experience. However, you will be asked to complete a short self-assessment of your interprofessional competencies before and after the experience (Interprofessional Collaborative Competencies Attainment Survey). You are expected to share this self-assessment with your IPE facilitator and your profession-specific preceptor. Your preceptor will include a comment about your development of interprofessional competencies on your profession-specific placement evaluation. Your particular university or college program may also require you to submit a journal reflection or some other evidence of your participation in an IPE experience.

ICCAS Interprofessional Collaborative Competencies Attainment Survey¹

Name of Student _____

Dates of IP Practice Experience _____

Name of Profession Specific Preceptor _____

Please answer the following questions by checking the box that most accurately reflects your opinion about the following interprofessional collaboration statements:
(1=strongly disagree; 2=moderately disagree; 3=slightly disagree; 4=neutral; 5=slightly agree; 6=moderately agree; 7=strongly agree; na=not applicable)

Please rate your ability for each of the following statements:

Before participating in the
learning activities I am able
to:

After participating in the learning
activities I am able to:

| Communication | 1 | 2 | 3 | 4 | 5 | 6 | 7 | na | | | | | | | | |
|---|---|---|---|---|---|---|---|----|--|--|--|--|--|--|--|--|
| 1. Promote effective communication among members of an interprofessional (IP) team* | | | | | | | | | | | | | | | | |
| 2. Actively listen to IP team members' ideas and concerns | | | | | | | | | | | | | | | | |
| 3. Express my ideas and concerns without being judgemental | | | | | | | | | | | | | | | | |
| 4. Provide constructive feedback to IP members | | | | | | | | | | | | | | | | |
| 5. Express my ideas and concerns in a clear, concise manner | | | | | | | | | | | | | | | | |
| Collaboration | | | | | | | | | | | | | | | | |
| 6. Seek out IP team members to address the issues | | | | | | | | | | | | | | | | |
| 7. Work effectively with IP team members to enhance care | | | | | | | | | | | | | | | | |
| 8. Learn with, from and about IP team members to enhance care | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | |
| 9. Identify and describe my abilities and contributions to the IP team | | | | | | | | | | | | | | | | |
| 10. Be accountable for my contributions to the IP team | | | | | | | | | | | | | | | | |
| 11. Understand the abilities and contributions of IP team members | | | | | | | | | | | | | | | | |
| 12. Recognize how others' skills and knowledge complement and overlap with my own | | | | | | | | | | | | | | | | |
| Collaborative Patient/Family-Centred Approach | | | | | | | | | | | | | | | | |
| 13. Use an IP team approach with the patient** to assess the health situation | | | | | | | | | | | | | | | | |
| 14. Use an IP team approach with the patient to provide whole person care | | | | | | | | | | | | | | | | |
| 15. Include the patient/family in decision-making | | | | | | | | | | | | | | | | |
| Conflict Management/Resolution | | | | | | | | | | | | | | | | |
| 16. Actively listen to the perspectives of IP team members | | | | | | | | | | | | | | | | |
| 17. Take into account the perspectives of IP team members | | | | | | | | | | | | | | | | |
| 18. Address team conflict in a respectful manner | | | | | | | | | | | | | | | | |
| Team Functioning | | | | | | | | | | | | | | | | |
| 19. Develop an effective care*** plan with IP team members | | | | | | | | | | | | | | | | |
| 20. Negotiate responsibilities within overlapping scopes of practice | | | | | | | | | | | | | | | | |

*The client's family or significant other, when appropriate, are part of the IP team.**The word "client" has been employed to represent resident, patient, and service users. ***The term "care" includes intervention, treatment, therapy, evaluation, etc.

¹ Adapted from MacDonald, Archibald, Trumppower, Jelley, Cragg, Casimiro, & Johnstone, 2009

Self-reflection before participating in IPE experience

Take a few moments to reflect on where you are with respect to the six areas of competency, at this point in your education. Remember that acquiring and demonstrating these skills is a developmental process: not everyone will be at the same place. Please share the results of the assessment and your reflection with your interprofessional student team facilitator(s) and your preceptor and discuss ways to support your development of these competencies.

What are your top three strengths in the area of interprofessional practice?

What are your top three priorities for further development?

Self-reflection after participating in IPE experience

Take a few moments to reflect on your experience in the IPE experience. Please share the results of the assessment and your reflection with your interprofessional student team facilitator(s) and your preceptor and discuss ways to support your development of these competencies.

What were three strengths you demonstrated during this IPE experience? How did you demonstrate these?

What are your top three priorities for further development?