# LEARNING TOGETHER TO WORK TOGETHER: WHY TEAMWORK MATTERS

**Student Package**

Friday, February 9, 2018
Hamilton Convention Centre

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PLANNING/CONSULTATION TEAM

Welcome to our annual IPE Day!

The workshop is made possible through the collaborative work of the Program for Interprofessional Practice, Education and Research (PIPER), the IPE Leads from each health professional program, the Health Science Education Committee (HSEC), and the wonderful energy of the McMaster Interprofessional Student Collaborative (MISC). On Friday, February 9, approximately 555 students from the Faculty of Health Sciences, along with a team of expert facilitators, will come together to learn more about each others’ disciplines and best practices in care planning as a team. We hope you enjoy the workshop. Thank you.

Carrie McAiney, Director, PIPER

PIPER

Linda Bondy: Program Coordinator, PIPER
Hartley Jafine: Instructor & Applied Theatre Specialist, Bachelor of Health Sciences Program
HeeJin Kim: Research Assistant, PIPER
Jennifer English: Program Assistant, PIPER
Kimberly Ng & Pranali Raval: Co-Chair, McMaster Interprofessional Student Collaborative

Educational Programs

Kristen Burrows: Physician Assistant Program
Nadine Graham: Physiotherapy Program
Allison Sohanlal: Child Life Studies Program
Jeanette LeGris: Nursing Program
Anne Malott: Midwifery Program
Sandra Moll/Brenda Vrkljan: Occupational Therapy Program
Jennifer Nash: Bachelor of Health Sciences Program
Carrie Mines: Medical Program
Justine Hamilton: Speech Language Pathology Program

WORKSHOP OBJECTIVES

Through the workshop learning activities, students will have the opportunity to:

- describe their own professional roles and responsibilities;
- learn about the general scope of practice of other health professionals;
- begin to understand how to involve other professions in patient care; and
- contribute to team effectiveness by sharing information, listening attentively, respecting others’ opinions, and demonstrating flexibility.
AGENDA

Learning Together to Work Together: Why Teamwork Matters

Feb 9, 2018, Hamilton Convention Centre
Chedoke Room, 8:40am – 1:00 pm

8:20 – 8:40  Refreshments available.

**Please note:** Registration, by way of taking attendance at the end of the program, will be done at individual tables.

8:40 - 8:50  Introductions and Ice Breaker Activity at Assigned Tables (Chedoke Room)
*Table assignments will be emailed 2-3 days before the event.

**Please note:** Seating is assigned so that each table will have a mix of students from the various health science programs. Attendance will be taken at your assigned table.

8:50 - 9:00  Welcome and Introduction to the Workshop

  **Dr. Carrie McAiney**, PhD
  Director, Program for Interprofessional Practice, Education, and Research (PIPER),
  Associate Professor, Department of Psychiatry and Behavioural Neurosciences

9:00 - 9:15  Video

9:15 – 10:25  IPE and Teamwork Videos & Discussion

  **Hartley Jafine**, MA
  Instructor, BHSc Program

10:25 - 10:30  Introduction to the Team-based Curriculum Pilot

10:30 - 10:50  Break

10:50 - 12:00  Interprofessional Small Group Work (Designated Rooms)

12:00 - 1:00  Lunch & Panel Discussion (Chedoke Room)

  Closing Remarks
SUGGESTED PROCESS

The workshop provides an opportunity for students to interact, collaborate and learn together with the guidance of a facilitator. Consistent with Problem-Based Learning, the small group sessions should be student-centered, promote critical thinking, facilitate dialogue and engagement, and stimulate future learning.

In Your Preparation:

- review two e-modules in preparation of the workshop. These modules can be found on YouTube:
  - Introduction to IPE  [http://youtu.be/y3iHN6PrvZs](http://youtu.be/y3iHN6PrvZs)
- review the Professional Roles document
- print off this Student Package and bring it with you on February 9.

GROUPS:

Each small group will have a Facilitator and consist of approximately 9-10 students:
- 3-4 Medical students (Year 1)
- 2-3 Nursing students (2nd Year; 1-2 Occupational Therapy students (Year 1);
- 1-2 Physiotherapy students (Year 1); and
- 1-2 Students from Midwifery (Level I), Physician Assistant (Level 1), Speech Language (Level 1), Child Life (Levels 1 or 2), BHSc Program, or Social Work
**IPE Day 2018**

**Learning Together to Work Together:**

**Why Teamwork Matters**

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**SCHEDULE**

**GETTING TO KNOW YOUR GROUP**

8:40 – 8:50

**WELCOME AND INTRODUCTION TO THE WORKSHOP**

8:50 – 9:00

**EMPATHY VIDEO**

9:00 – 9:15

This video reminds us of the importance of empathy, and to remember that we all have things (good and bad) happening within our lives. It encourages us to try and keep this in mind as we interact with others. This video is meant to underscore the important role empathy plays in our daily interactions with family, friends, colleagues, and patients. It is a key ingredient for working together successfully as a team.

**IPE AND TEAMWORK VIDEO & DISCUSSION**

9:15-10:25

The videos from the Canadian Patient Safety Institute shares a real life example of what can happen when communication and collaboration within a team – including the meaningful involvement of the patient and his/her family – is not working effectively. These videos are meant to underscore the importance of communication and strong team functioning.

*Resource: Collaboration Indicators Chart (page 6)*

**INTRODUCTION TO THE TEAM-BASED CURRICULUM PILOT**

10:25-10:30

**REFRESHMENT BREAK**

10:30-10:50

**REJOIN GROUP IN THE BREAKOUT ROOM ASSIGNED**

10:50-11:50

Work through one or more of the following activities. You may want to try different approaches, e.g., use of dyad/triad breakout discussions, or role-play as appropriate to the comfort level of your group.

**ACTIVITY 1 – ROLES AND RESPONSIBILITIES**

Role clarification is an important domain that impacts one’s ability to work effectively in a team to achieve patient/client, family and community goals.

Students will share with each other:

- the role and responsibilities of their chosen discipline/profession
- educational requirements in your program
- regulatory and practice requirements
- understanding of other team member’s roles (discuss assumptions, knowledge gaps)
- understanding of the patient’s/client’s role within the team
ACTIVITY 2 – SHARING PERSPECTIVES AND EXPERIENCES

In the practice setting there are many enablers and barriers to interprofessional collaboration. Discuss the following questions:

- How do you define IPE/C? What does IPE/C mean to you?

  Share some positive examples that you have experienced related to IPE/C. What were the key factors that made it a positive example? What factors would contribute to a well-functioning interprofessional/interdisciplinary team?

- Share some challenging examples that you have experienced related to IPE/C. How might you re-write the script for those situations now?

- Identify and describe 1-2 strategies that you can realistically implement to promote and facilitate IPE/C in the future.

ACTIVITY 3 – CASE STUDY

Case study to be provided at IPE Day.

GROUP DEBRIEF 11:50-12:00

Discuss how the group collaborated as an interprofessional group? Reflect using the Collaboration Indicators Chart, page 6.

Review the learning needs as developed at the beginning of the workshop and discuss whether these needs were addressed.

Please complete the PIPER event evaluation form before adjourning for lunch. Your feedback is very important to us!!

LUNCH & PANEL DISCUSSION 12:00-1:00

Return to the same table with your same group (Chedoke Room) and enjoy lunch!
### APPENDIX A  COLLaboration INDicators

The chart below summarizes the behaviours that are necessary for each indicator of collaboration.

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<th>Indicators of Collaboration</th>
<th>What to Look For</th>
<th>Check If Present</th>
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| Shared experience           | • Agreeing on a shared vision  
|                             | • Having a patient-centred orientation  
|                             | • Establishing consensual goals  
|                             | • Participating in shared planning  
|                             | • Reducing duplication in services  
|                             | • Using consultation and referral appropriately | |
| Responsibility and accountability | • Balancing independent and shared accountability within the team  
|                             | • Engaging in collective decision-making | |
| Sharing information         | • Sharing information in a way that is concise, relevant to decision-making, timely and open to discussion  
|                             | • Understanding how teamwork contributes to outcomes  
|                             | • Meeting frequently to discuss opportunities  
|                             | • Accessing common infrastructure for collecting and exchanging information | |
| Co-operation                | • Establishing non-hierarchical relationships  
|                             | • Participating in shared consensual leadership  
|                             | • Defining rules jointly  
|                             | • Having a willingness to collaborate  
|                             | • Establishing partnerships with patient, community and faculty | |
| Support for innovation      | • Having expertise that fosters introduction of collaboration and innovation  
|                             | • Sharing different viewpoints to integrate different approaches when creating care solutions | |
| Mutual trust and respect    | • Depending on each other as a team  
|                             | • Having grounded trust  
|                             | • Appreciating and respecting all professions included in the interprofessional team | |

(Busing, Way & Jones, 2000; D’Amour et al., 2008; Nolte, 2005; Oandasan et al., 2004)

REFERENCES


