

Foundations of Collaboration and Teamwork

Update: *The Development & Evaluation
of an
Intentional Interprofessional Experiential Education Experience*

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Intentional Interprofessional Experiential Education (IIEE)

- *the explicit effort by educators “to create/foster educational opportunities or activities designed specifically to achieve interprofessional educational competencies”*

(Grice, et al., 2018)

The “Team” (2016)

IPE Working Group

- Jenn (NUSC)
- Madelyn (HLSC)
- Kirsty (Julie) (SPMA)
- Brian (Gail) (KINE)
- Colleen (RECL)

Vision Statement

- *The FAHS at Brock University will prepare professionals for a collaborative workforce that is equipped to respond to & meet the health, physical activity, leisure and sport needs of the population.*

(adapted from WHO, 2010).

Mission Statement

- *We aim to break down the walls between departments in the FAHS, & provide all learners with the opportunity to learn with, from, and about one another* – which is essential in developing a collaborative workforce.*
- *We aim to develop professionals who are capable of effectively collaborating within a team, leading a team, & engaging with other teams from commercial, not for profit, and public sectors.*

** Definition of IPE (CAIPE, 2002)*

Goal - SET OUR STUDENTS UP FOR SUCCESS!

- Build competence & confidence required for *effective interprofessional collaboration*
- Develop “*soft skills*” (*communication, teamwork, shared decision-making ...*)

IPE WORKING GROUP – Timeline of Events

2016-2017:

- Working group assembled (5 members)
- Met bi-monthly; established common goals
(language, vision of group & IPE in the FAHS)

IPE WORKING GROUP – Timeline of Events

2017-2018:

- First draft/plan of the IPE course
- +++Communication about the course, with IPE Group, Deans & Chairs
- Applications to UPC; CPI

IPE WORKING GROUP – Timeline of Events

2018-2019:

- Course in UG calendar; Communication with Academic Advisors/Colleen P (re: recruitment)
- IPE Working Group member roles: to seek out/confirm community partnerships/activities
- Draft & Feedback - Course Syllabus
- Course Resources – identified & adopted
- Equipment (GoPros etc) & break out rooms (arranged)

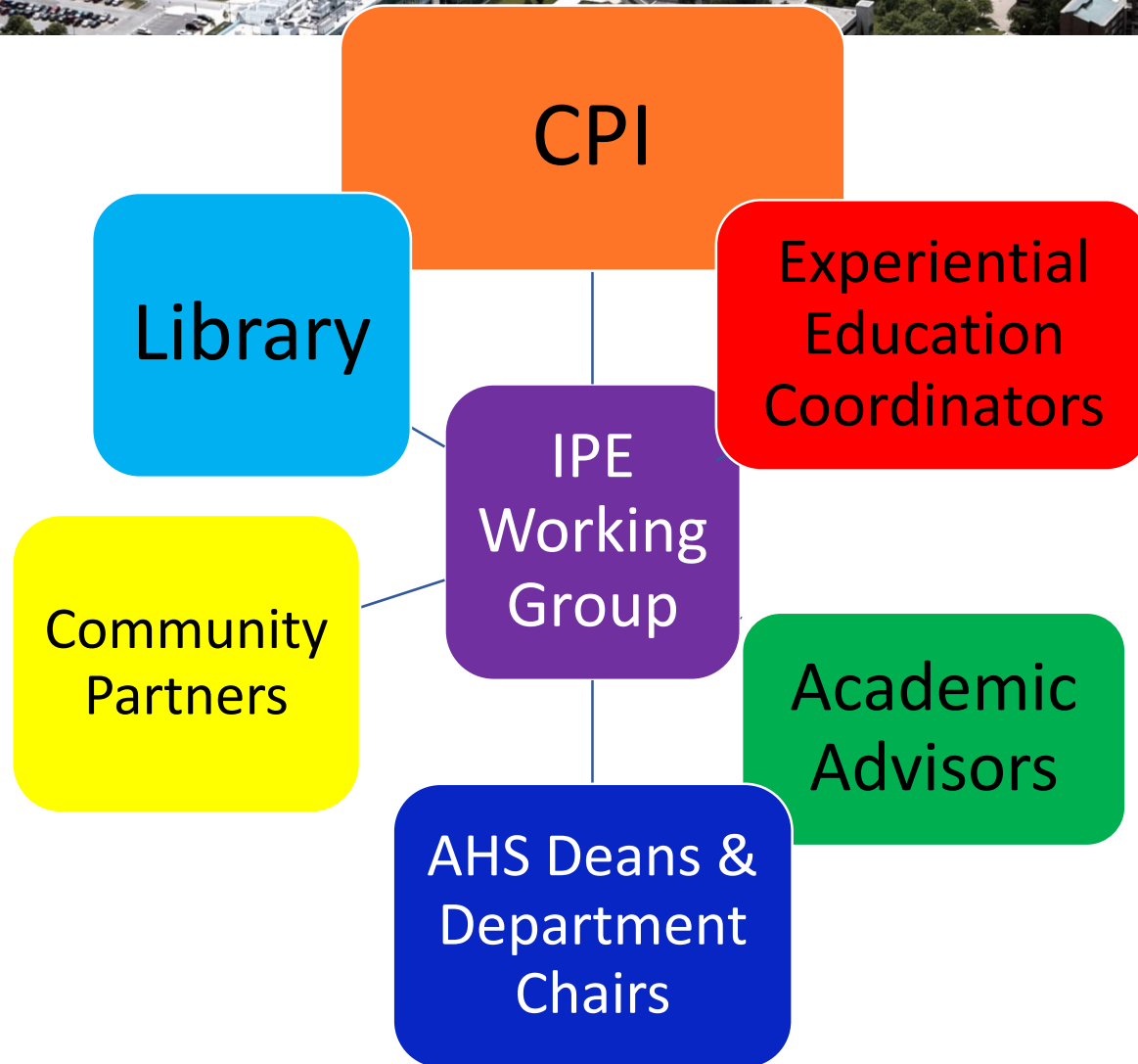
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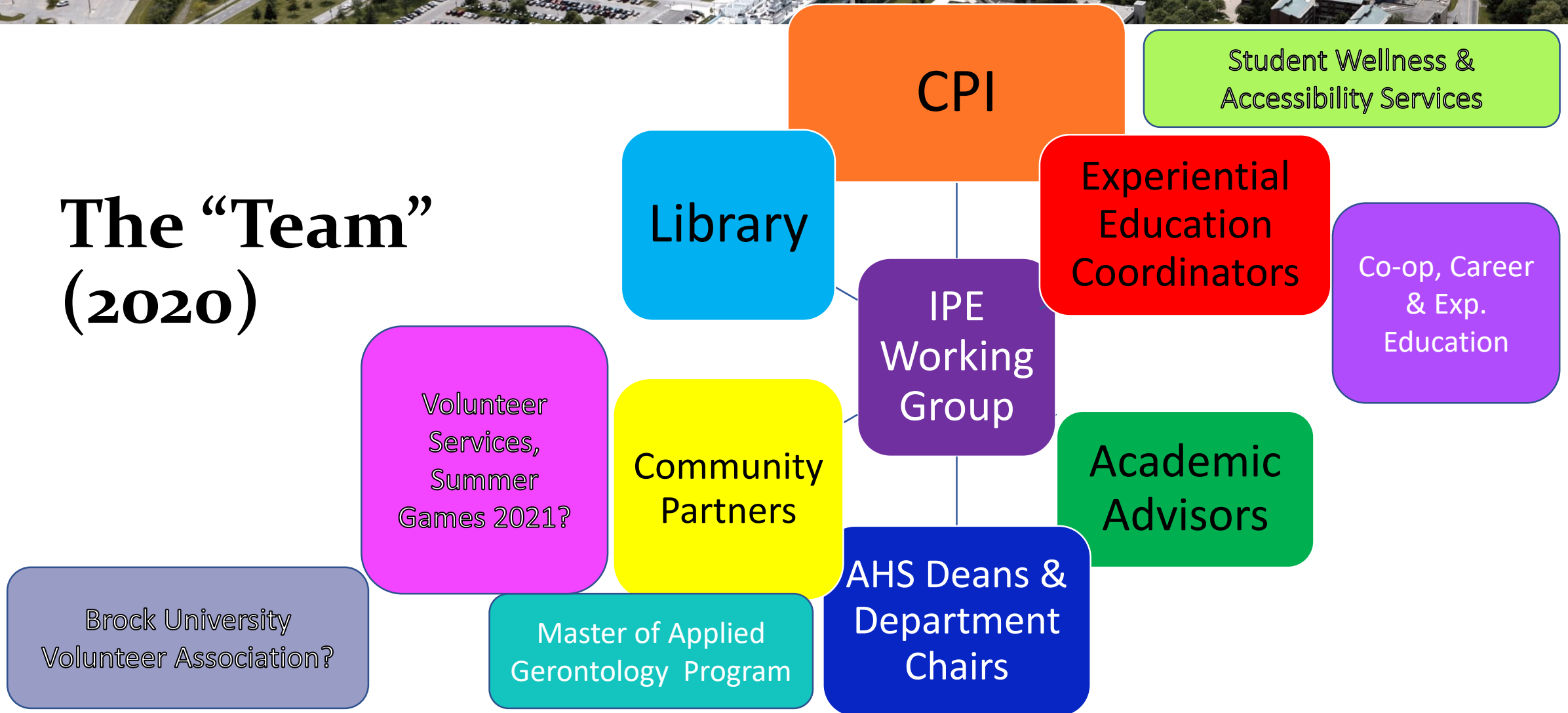


The “Team” (2019)





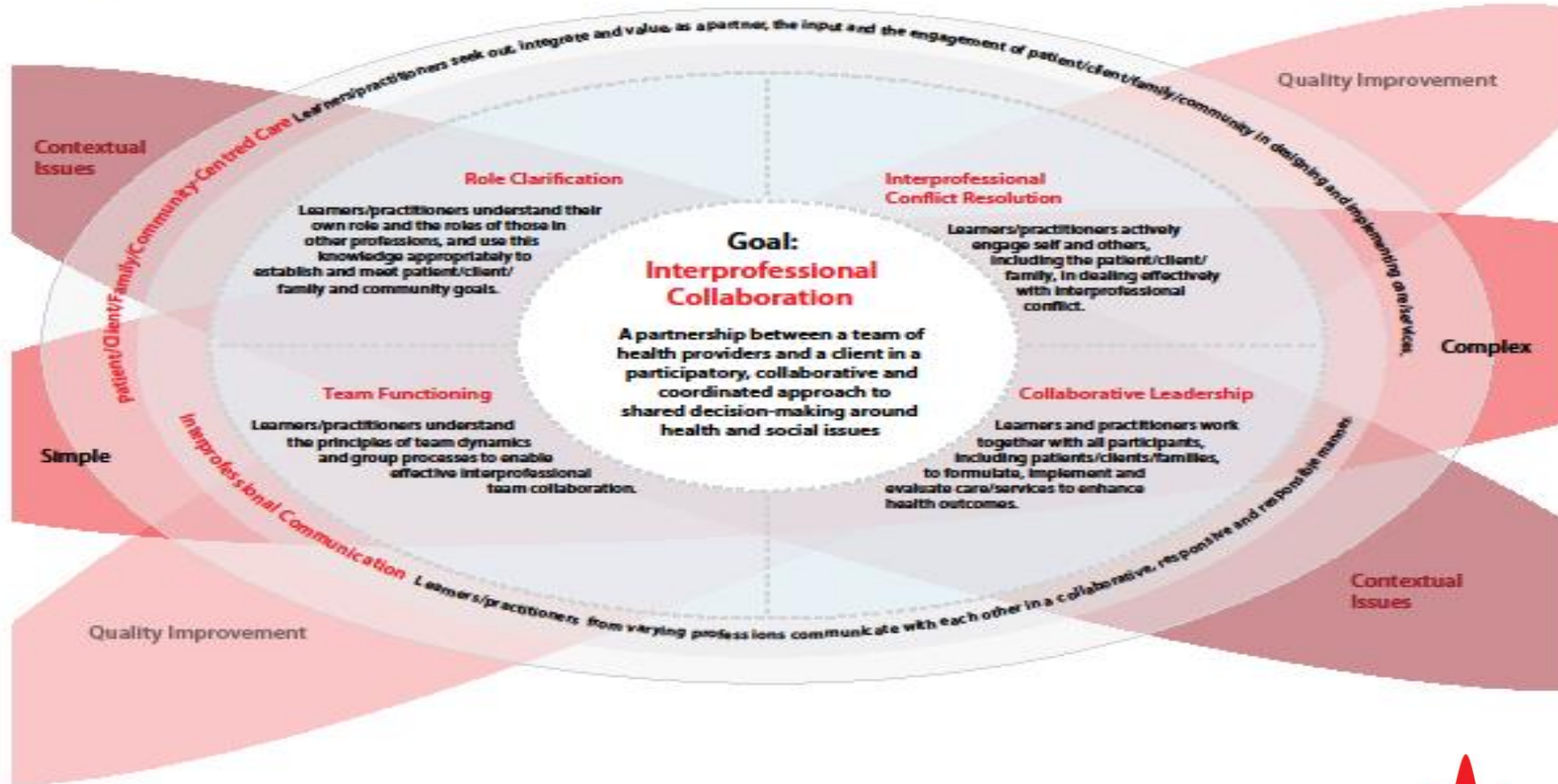
The “Team” (2020)



Foundations in Collaboration & Teamwork: Resources

- Dimock (required texts)
- Tuckman – forming, storming, norming, performing
- Belbin's Team Roles
- Thomas-Kilmann – conflict management styles
- PHAC, WHO

Figure 1: The National Competency Framework



A National Interprofessional Competency Framework



Evaluation Component	Grade Weight
GoPro Group Process Paper	40%
Community Collaboration Activity & Presentation	40%
Reflection (Reflecting back & Moving forward)	20%
Individual & Group Performance Assessments (Midterm) (Final)	Formative Feedback

Foundations of Collaboration & Teamwork - Timeline of Events

May – June 2019:

- First Class!
- *15 Undergrad students* (KINE, PhysEd, RECL (Ther & Comm), Med Sci, Public Health, Community Health, HLSC, SPMA)
- *1 Grad student* (SPMA)

Foundations of Collaboration & Teamwork - Timeline of Events

Weeks 1-3:

- At first, a little concerned ... majority of spring students “needed” a course (vs registering for the course w deep desire to learn how to collaborate)!
- By final day: some close friendships developed, laughter, & even a couple of partnerships extending beyond the classroom took form

Foundations of Collaboration & Teamwork – Timeline of Events

Weeks 4-9 :

- New groups were formed (Community Collaborative Activity)
- With a bit of support, the students were quickly able to move forward & be successful with their community partners in a very short amount of time
- CPI, Brock's Sport Performance Centre & Wellspring Niagara

Foundations of Collaboration & Teamwork - Timeline of Events

Final Class:

- Presented in their small groups
- ***Respect*** & ***appreciation*** for one another's unique skill sets
- Absolutely amazing to witness this growth – in just 8 weeks

“TEAMING” is a reality.

Foundations of Collaboration & Teamwork – Preliminary Findings

“... the skills I learned taught me about how a group of people can come together and work as a team, but also how I can enhance the teams performance ... using the skills I now have to push the team to be the best.”

“I now know that when working in the field of TR (therapeutic recreation) there is a lot of collaboration between all of the different caregivers ... knowing & learning all these new skills can enhance the care I provide for my future clients ...”

Foundations of Collaboration & Teamwork – Preliminary Findings

“The first month was us all learning with our training wheels on and having full support from a grown-up, to the second month riding down the street, wheels off, with nothing but opportunities in the foreground. By giving us the freedom in the second group experience to learn as we go with help to fall back on, it really made me feel empowered at the end to know that we made the final product by ourselves.”

Foundations of Collaboration & Teamwork – Preliminary Findings

*“By combining a group of individuals
who are all studying different areas in school,
is the first step to
creating something special.”*

Foundations of Collaboration & Teamwork – Future Changes to Course?

Spring 2020, Fall 2020:

- Grade for participation
- Maintain current paper for Grad level students; adjust paper for Undergrad
- Eliminate conflict resolution role play activity
- New in class group activity or assignment? – Team Board Game Experience
- New in class group activity or assignment? – Train the Trainer?

Foundations of Collaboration & Teamwork – What lies ahead ...

Spring 2020:

- 8 Graduate students
- ? UG students AHS

Fall 2020:

- 20 Graduate students
- ? UG students AHS

Foundations of Collaboration & Teamwork – What lies ahead ...

Spring 2020, Fall 2020:

- Application to REB submitted Feb. 2020
- Potential sources of data:
 - Before/after videos of group discussions
 - Content analysis – papers, reflections
 - Open-ended questions re: course, collaboration
 - Observations/field notes (personal journal; RA recording notes)
- Disseminate & share what was learned

“The strength of the team is each individual member. The strength of each member is the team.”

- Phil Jackson