

Partnered Learning Project (PLP)

A joint research study involving
*The Hospital for Sick Children, Toronto Rehabilitation Institute,
and Children's Hospital of Eastern Ontario*

Clinical Team IPC/IPE Workshop
March 2009

PLP Project

Overall Project Goal:

Enhancing:

- i) Interprofessional collaborative awareness and capacity
- ii) The way collaboration is taught to learners in clinical settings

Research Partnership: SickKids, Toronto Rehab & CHEO

Study jointly focused on:

- Practicing clinical teams of health professionals
- IPE students on placement with the selected teams

PLP Team Workshop

Key Learning Objectives

- 1) Introduce some key concepts and language of IPC that are foundational to the emerging IPE curriculum material for health care professionals
- 2) Provide **opportunities** for team members to **reflect on & affirm** team's current IPC **strengths** using this framework
- 3) Identify **opportunities** for **enhancement of IPC** in the context of Complex Care team work
- 4) Provide opportunities for professionals to **describe** their **team's IPC practices** as they might when talking to students or new team members.

Interprofessional Collaboration

Interprofessional Education

- “occasions when two or more professions learn from and about each other to improve collaboration and the quality of care”

~CAIPE, 1997, revised

Collaborative Patient-centred Practice

- “an interprofessional process of communication and decision-making that enables the separate and shared knowledge and **skills** of health care providers to *synergistically* influence the client/patient care provided”

~Way & Jones, 2000

~Referenced in Health Canada Report , 2004

IPC/IPE Interdependence

**“...interprofessional education (IPE) and collaborative practice are dependent upon one another....
Interprofessional education conducted at the pre-licensure level of training must take place in settings that house successful collaborative practices by practicing health professionals who can act as role models and provide experiences for students to work collaboratively.”**

~Health Canada, 2004

4 Key Elements in Student IPE Placement Program

1. Interprofessional students placed together in a shared practice area at same time *and*
2. Two introductory tutorials
3. Four weekly, patient-themed group discussion tutorials
4. Shared preparation and delivery of a formal group presentation

IPE Co-Facilitators

7 Essential Elements for Collaboration

1. ➤ Mutual Trust & Respect
2. ➤ Autonomy
3. ➤ Responsibility
4. ➤ Communication
5. ➤ Co-ordination
6. ➤ Assertiveness
7. ➤ Co-operation



~Way & Jones, 2000

Interprofessional Education (IPE) Collaborative Competencies

Goal: To prepare students with the **KNOWLEDGE, SKILLS** and **ATTITUDES** necessary for collaborative interprofessional practice.

IPE helps students develop the following:

1. Describe one's roles and responsibilities clearly to other professions
2. Recognize and observe the constraints of one's role, responsibilities and competence, yet perceive the needs of patients/clients in a wider framework
3. Recognize and respect the roles, responsibilities and competence of other professions in relation to one's own

Continued...

(IPE) Collaborative Competencies

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4. Work with others to assess, plan, provide and review care for individual patients
5. Tolerate differences, misunderstandings and shortcomings in other professions
6. Work with other professions to effect change and resolve conflict in the provision of care and treatment
7. Enter into interdependent relations with other professions
8. Facilitate interprofessional case conferences, team meetings, etc.

~Adapted from Barr, H. (1998)

Conditions that Foster Team Collaboration

- ✓ Clear goals and shared sense of purpose
- ✓ Clear roles and responsibilities
- ✓ Clear, regular communication
- ✓ Mutual trust, respect, understanding and support
- ✓ Recognition & appreciation of all members' contributions
- ✓ Effective leadership
- ✓ Mechanisms and strategies for team tasks
- ✓ Organizational structures including regular meetings

~Adapted from Gov ON, Family Health Team Guide to Collaborative Team Practice (2005)

Reflection

REFLECTION IS:

A mental process which **promotes critical thinking** when:

- examining information
- questioning its validity
- drawing conclusions

Resulting in: better understanding of the subject under study.

- + Self reflection about *how* one learns and transfers new knowledge into practice can be applied again in the future.

Opportunities for Reflection

- PLP journal – to encourage attention and reflection on the interprofessional practices and opportunities that arise within your team
- Contribute your own perspective to today's group discussions IPC/IPE
- Provide feedback to the facilitators and research team

Appreciative Inquiry

- **Looking for what works** - leads to a series of statements that describe where the organization wants to be, based on the high moments of where they have been.
- Art and practice of **asking questions that strengthen a system's capacity** to apprehend, anticipate, and heighten positive potential.... and it *assumes that every system has many untapped and inspiring accounts of the positive.*
- Seeks to **discover** people's **exceptionality** – their **unique** gifts, strengths, and **qualities**.
- Based on principles of **equality of voice** – everyone is asked to speak about their vision of the true, the good, and the possible.
- Process grounded in **trust, respect, mutual understanding & support**

