INT D 410

Interprofessional Health Team Development / Essentials of Collaborative Practice

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This foundational course provides students with:

- Collective competence to ensure a solid underpinning in the principles of collaborative practice for their professional careers.
- Transferable behaviours grounded in an understanding of how to engage the expertise of other health professions across settings.
- Understanding that collaboration is central to quality improvement, patient safety, health systems and advocacy.

Curriculum

- Based on the University of Alberta Interprofessional Learning Pathway Competency Framework and the Canadian Interprofessional Health Collaborative National Competency Framework.
- Covers all competency areas of the framework: communication, collaboration, role clarification, and reflection with patient centred care embedded within those.
- Addresses competencies at the exposure and immersion levels identified in the framework.
- Includes students from multiple disciplines learning with, from and about each other.
- Structures learning in group-based activities.
- Provides experiential opportunities to build and improve collaborative practice skills.
- Includes learning experiences that are clearly linked to future practice.
- Is informed by collaborative practice and pedagogical theory and literature.
- Builds on rather than duplicates discipline specific learning.
- Assesses students based on participation, observed behaviours and written reflections.

Course Design, Delivery and Evaluation

- Includes faculty members from each participating discipline (leadership to frontline) engaged at all stages: curriculum development, delivery and evaluation.
- Includes faculty development opportunities that are skill-based and informed by collaborative practice and pedagogical theory.
- Follows HSERC evaluation framework.

Detailed Learning Objectives

COLLABORATION: interprofessional team process skills that achieve common goals

Team Process Skills

- Employs effective shared decision-making skills.
- Employs appropriate team role behaviors to support team function.

Context

- Explores the attributes of leadership on their team and in broader practice.

Building and Maintaining Collaborative Culture

- Demonstrates attitudes and behaviours that build a culture of inclusivity, mutual respect and trust.
- Takes action that builds and maintains inclusivity, respect, and trust on the team
- Demonstrates openness to new ideas in discussion and decision-making.
- Takes action that ensures inclusive decision making.

REFLECTION: critical evaluation of professional and team practice in an interprofessional context

Personal

- Invites and uses feedback to inform reflection on personal strengths and weaknesses.

Professional

- Invites and uses feedback to inform reflection on professional strengths and weaknesses.
- Demonstrates a reflective habit of mind building toward self-regulatory professional practice.

Team Based

- Employs reflective practice as a team to intentionally and regularly improve team function.

Systemic

- Expands focus of reflection beyond self and team to include systemic analysis.

COMMUNICATION: communication skills which enhance interprofessional team function

General Skills

- Adapts level and mode of communication to the needs of team members, including the patient.

Confidentiality

- Acts to preserve patient/client confidentiality in context of team.

Conflict Management

- Identifies sources and impact of conflict.
- Identifies own conflict style and conflict styles of team members.
- Establishes safe and clear guidelines for how team will address conflict.
- Employs appropriate conflict resolution techniques.

Feedback

- Accepts, provides, seeks and integrates feedback into professional and team practice.

ROLE CLARIFICATION: understanding of professional and team roles in an interprofessional context

Understanding of Role

- Shares and evaluates own professional values and culture.
- Articulates initial knowledge of other professional roles.

Accessing Full Scope and Addressing Overlap

- Acknowledges areas of professional role overlap.
- Identifies how the team will deal with overlap.
- Accesses all knowledge and skills among team members necessary to improve outcomes.
- Addresses gaps in team membership.

Understanding Context

- Analyzes perceived power imbalances and stereotypes between and within professions.

PATIENT CENTRED CARE: threaded throughout the University of Alberta competencies

Role Clarification

- Engages patient in understanding own and others' professional roles.

Collaboration

- Demonstrates openness to engaging patient as team members.
- Explores and matches patient's expected level of participation to engagement with team.
- Challenges instances where engagement of patient as team member is lacking.

Communication

- Ensures that communication is respectful and clearly understood by patient.
- Ensures reciprocal exchange of perspectives.

Reflection

- Explores own view of patient centeredness.