

Appendix A

Option 1 is based on a discussion format. Participants can watch the Baby Boy Blue video cases demonstrated with good (Appendix D) and poor (Appendix E) IPE principles. Appendix A, the Instructor only video resource contains IPE competencies to guide discussion.

Equipment/Materials needed:

For Option 1 Video Experience: (Total Time – minimum 1 hr 15 minutes)

1. Instructor Video Only Resource (Option 1) **Appendix A**
2. Video example of good IPE principles **Appendix D**
3. Video example of poor IPE principles **Appendix E**
4. Video playback with large screen
5. Quiet room for discussion
6. Ability to set up debriefing group in circular fashion to promote active discussion

Option 1- Video Experience (Total Time – minimum 1 hr 15 minutes)

Complete the exercise in groups of 4 – 5 educators from diverse disciplines (i.e Health Professions: nursing, nurse practitioners, physician assistant, emergency medicine physicians, obstetric physicians, pediatric physicians, pre-hospital emergency medical technicians, pharmacist or pharmacy technician)

*Time in parentheses mark the appropriate start in each video

Total length of poor IPE video and good IPE video = (12 min 58 seconds)

1. View Case Introduction (*38 seconds)
1. View the “poor IPE practice” BBB case. (*6 minutes 45 seconds)
2. View the “good IPE practice” BBB case. (*5 min 56 seconds)
3. Debrief both cases to compare and contrast the differences in team dynamics and the impact on patient care. (60 minutes)

Total Time: Approximately 1 hr 15 minutes for experience

Debriefing discussion: 60 minutes

Discussions Points: Good example of IPE Video:

1. Values and Ethics: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Video clip: Starts at *4 min 26 seconds to 6 min 11 sec)

2. Roles and Responsibilities Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served. (Video Clip: Starts at *0:38 to 1 minute)

3. Communication: Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease. (Video Clip *1 min 15 sec to 2 min 30 seconds) second clip (*4 min 18 sec to 6 min 11 sec)

4. Team and Teamwork: Demonstration of shared mental model and check in with team members (Video Clip: *2 min 30 sec to 4 min)

Discussions Points: Poor example of IPE Video:

1. Values and Ethics: Values and Ethics: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Video clip: *1min 02 seconds to 1 min 48 sec)

2. Roles and Responsibilities: Roles and Responsibilities Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served. (Video Clip: *1 min 48 sec to 2 min 18 sec)

3. Communication: Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease. (Video Clip: *Beginning of video to 1min 2 sec)

4. Team and Teamwork: Demonstration of shared mental model and check in with team members (Video clip: *2 min 24 sec to 3 min 28 sec)

Key Teaching Points

- As health professional students *and as health professionals in the future*, they all will practice as members of an interprofessional health care team. **(Note: It may help to bring in your own experiences working as part of an interprofessional health care team)**
- During urgent and emergent situations clear team communication and the creation of a shared mental model can optimize patient outcomes
- The interprofessional team achieves its purpose through the collaborative learning and working and the application the collective knowledge and skills of all team members.
- A well-functioning interprofessional team involves members who respect and value each other and have an awareness of each other's' shared and unique skills and scopes of practice.

Recommended reading: Hammick M, Olckers, L., & Champion-Smith, C. (2009). Learning in interprofessional teams: *AMEE Guide no 38. Medical Teacher* 31(1), pp 1-12.

IPE Goals and Objectives are provided here as a resource to stimulate debriefing discussion¹

General Competency Statement-VE. Work with individuals of other professions to maintain a climate of mutual respect and shared values. Specific Values/Ethics Competencies:

- VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.
- VE2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- VE3. Embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.
- VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
- VE5. Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.
- VE6. Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).
- VE7. Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care.
- VE8. Manage ethical dilemmas specific to interprofessional patient/ population centered care situations.
- VE9. Act with honesty and integrity in relationships with patients, families, and other team members.
- VE10. Maintain competence in one's own profession appropriate to scope of practice.

General Competency Statement-RR. Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served. Specific Roles/Responsibilities Competencies:

- RR1. Communicate one's roles and responsibilities clearly to patients, families, and other professionals.
- RR2. Recognize one's limitations in skills, knowledge, and abilities.
- RR3. Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- RR4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.
- RR5. Use the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.
- RR6. Communicate with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- RR7. Forge interdependent relationships with other professions to improve care and advance learning.

¹ Core Competencies for Interprofessional Collaborative Practice, May 2011, Sponsored by the Interprofessional Education Collaborative; last accessed June 25, 2012; https://www.aamc.org/download/186750/data/core_competencies.pdf

- RR8. Engage in continuous professional and interprofessional development to enhance team performance.
- RR9. Use unique and complementary abilities of all members of the team to optimize patient care.

General Competency Statement-CC. Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease. Specific Interprofessional Communication Competencies:

- CC1. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- CC2. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- CC3. Express one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.
- CC4. Listen actively, and encourage ideas and opinions of other team members.
- CC5. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- CC6. Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.
- CC7. Recognize how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).
- CC8. Communicate consistently the importance of teamwork in patient centered and community-focused care.

General Competency Statement-TT. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable. Specific Team and Teamwork Competencies:

- TT1. Describe the process of team development and the roles and practices of effective teams.
- TT2. Develop consensus on the ethical principles to guide all aspects of patient care and team work.
- TT3. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.
- TT4. Integrate the knowledge and experience of other professions— appropriate to the specific care situation—to inform care decisions, while respecting patient and community values and priorities/ preferences for care.
- TT5. Apply leadership practices that support collaborative practice and team effectiveness.
- TT6. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.

- TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.
- TT9. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.
- TT10. Use available evidence to inform effective teamwork and team-based practices.
- TT11. Perform effectively on teams and in different team roles in a variety of settings.