

IPE Component in a Practice Setting: Flexible Activity 2

Analyzing Interprofessional Interactions of Team Members

Description

Successful interprofessional team interactions are based on communication, shared decision-making, respect and shared leadership. Through observing and/or participating in interprofessional team interactions, learners have the opportunity to analyze the nature of the interactions as well as the impact on their patients/clients/family. This activity could be completed at any point but is most appropriate for learners in intermediate to senior level placements.

Learning Objectives

- Apply the use of a structured team assessment tool.
- Analyze the interactions among team members through the use of a structured tool and reflection on the interprofessional interactions in light of effective team functioning and communication.
- Identify factors that contribute to or hinder team collaboration and address conflict, including role ambiguity, power gradients, and differences in goals.
- Synthesize observations to consider recommendations to enhance team functioning and communication.

Note: This will only be used for the learner's reflection and the learner is not expected to give feedback to the team, though it can be reviewed with their preceptor/supervisor.

Structure

- Observe or participate in interprofessional team interactions or team meetings (minimum two recommended).
- Suggested time is at least one hour for the activity, plus preparation and debrief. Interprofessional team interactions/meetings could involve collaborative team planning or clinical interactions such as joint goal-setting, assessments, interventions or service planning.
- The format of interactions could be face-to-face meetings, team rounds, team huddles, phone or online meetings; they should involve two or more team members of different professions/roles.
- Apply a team assessment tool to analyze team interactions. The Jefferson Team Observation Guide (below, page 3) was designed for this purpose; however, a preceptor/supervisor may suggest another similar team assessment tool commonly used at the organization. The tool is ideally completed after the interaction so that the learner remains focused while observing. The tool and notes are not to be submitted as a reflection but rather to inform the final reflection paper.

- After completing this activity, consider the Post-Activity Reflection questions in a written (one page single spaced) reflection or any other form of submission if suggested by your professional program.
- This activity will be followed by a debrief discussion with your preceptor/supervisor.

Note: Your preceptor/supervisor should explain the purpose of the activity to team members and confidentiality maintained as per organizational policy.

Preparation:

- Review the objectives for this activity and add additional ones that may be important for you. Share any additional objectives with your preceptor/supervisor and any potential challenges that you see.
- With your preceptor/supervisor, select a minimum of two team interactions/meetings (consider group, team or individual-to-individual) to analyze and ensure that the team is clear about the purpose of this activity and your role.

Consider the following reflection questions with your preceptor/supervisor/leader prior to interactions:

1. What supports will I need to perform as an effective interprofessional team member?
2. How I can prepare for collaborating in team meetings?
3. What do I expect will happen when I participate in and observe the team meetings (e.g. how will the team function, what will support the team to reach its goals)?

Rate your level of agreement with each of the following statements:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
1. There appeared to be a team leader that coordinated the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The team leader facilitated the discussion rather than dominated it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Members of the team came prepared to discuss the case/situation from their discipline specific perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Members of the team who were involved in the case/situation contributed to the discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Discussion was distributed among all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Members of the team appeared to understand the roles and responsibilities of other members of the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Team members appeared to have respect, confidence, and trust in one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Team members listened and paid attention to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Team members listened to and considered the input of others before pressing their own ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Team members added other supporting pieces of information from their discipline specific perspective regarding the case/situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The opinions of team members were valued by other members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Team members appeared to feel free to disagree openly with each other's ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Team members sought out opportunities to work with others on specific tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Team members engaged in friendly interaction with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from the JEFFERSON TEAM OBSERVATION GUIDE, USED WITH PERMISSION

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Post-Activity Reflection Questions:

After completing this activity, consider the questions below in the reflection followed by a debrief with the preceptor. The bolded questions are the primary questions to consider with additional questions to deepen reflection and discussion as appropriate.

1. Briefly describe the team based interactions that you observed today:

What was the reason for the interaction/meeting and were objectives for the meetings set and met? Consider who was involved (e.g. patient/client/family, providers, support staff, community members, etc.)? Was anyone missing and if so, how was information from that person shared? How was the patient/client/family voice expressed?

2. How did the team members conduct the interactions/meetings?

How would you describe the relationships between team members and how do you think these relationships impact service delivery, patient/client/family care, and team member satisfaction? Consider how decisions were made in the interaction and did all members seem comfortable with the decision? Were there any power differentials or hierarchies and how did they address it (if at all)? If there was conflict, what were the positions/perspectives behind the conflict and any strategies used to resolve it?

3. Describe any factors that enabled or hindered teamwork and collaboration:

Did you observe any structures used to support the team interaction (team ground rules or norms, agendas, technology, phone or video communication)? Where did the interaction take place and how did that impact the communication (location, seating, distractions)? Were there any roles evident such as leader, chair, facilitator, recorder/time keeper, etc. that supported team functioning and participation?

4. Reflect on your own feelings and learnings from the interaction:

Did anything about the experience surprise you or make you uncomfortable? What did you learn that you can apply to your own role and future practice? What recommendations might you suggest for future interprofessional team interactions/meetings?

Debrief

Preceptor/Supervisor Instructions

- An accompanying Facilitation Tip Sheet and additional facilitation resources are available for Preceptor/Supervisor. These can also be shared with shadowed staff prior to the activity.
- Ensure that the learner discusses their reflections, either with you, or a delegate. As an alternative, only if the learner wishes and feels safe to do so, consider a collaborative debrief (e.g. with other team members or learners involved in the activity) following the activity.
- Review the post-activity reflection questions with the learner. Consider sharing your own reflection on what surprised/resonated with you and any key implications for practice as a professional and team member.
- This is also an opportunity to engage the learner on how you can continue to guide and support this learners understanding of interprofessional collaboration on their placement.

Evaluation:

Your feedback for the flexible activity is welcomed and will be used for quality improvement of our learning activities. Please evaluate the content and format of the flexible activity with the link below.

<https://www.surveymonkey.com/r/NNC9XC2>