

McGill University – Faculty of Medicine
Interprofessional Education Series
IPEA 500 - Roles in Interprofessional Teams

Welcome to the IPE Seminar on IPE Roles in Interprofessional Teams. This IPE Seminar involves students from the 4 Schools within the Faculty of Medicine: Communication Sciences & Disorders, Nursing, Physical and Occupational Therapy, Medicine and the Faculty of Dentistry. This half day seminar is an introduction to interprofessional education, interprofessional practice, and the roles of the different members that make up an interprofessional team.

Learning objectives for IPE learning Module (Pre-Seminar Assignment)

Following completion of the IPE learning module students will be able to:

1. Define interprofessional education (IPE) and Interprofessional Practice (IPP)
2. Understand and respect the roles, responsibilities and scope of practice of one's own profession and of other healthcare professions.
3. Recognize the impact of the healthcare environment on the development of the identity of an individual health care professional and an interprofessional team.
4. Appreciate the evidence supporting interprofessionalism

Each student is responsible to view the online Learning Module “**Roles in Professional Teams**” on MyCourses and complete the assignment (3 questions) that will be available on MyCourses. As you respond to the questions, reflect on your own profession in the context of Molly and her family.

Learning objectives for IPE seminar:

Following participation in the IPE Seminar on roles in interprofessional team, students will be able to:

1. Understand and respect the roles, responsibilities and scope of practice of one's own profession and of other healthcare professions through a role play experience and open dialogue.
2. Communicate role expectations of each healthcare profession within the context of interprofessional team functioning.
3. Recognize the impact of teamwork on patient-centred practice.
4. Appraise the attributes of effective interprofessional team functioning and their impact on effective healthcare delivery using a case-based approach.

This IPE Seminar is student- centred and interactive. You will be expected to practice self-directed, active learning prior, during and after the Seminar. Participation in all activities is mandatory.

Activity Evaluation Method:

In order to receive a **complete** grade for this IPEA activity students must:

- Complete the **IPE learning module** prior to the Seminar AND
- Attend the **IPE seminar** and participate as instructed

If one or both of these activities are not completed then a make-up assignment will be made available to students on MyCourses after the seminar dates.

Students who do not complete **any** of these activities will receive an **incomplete** grade and will have to repeat this activity in a future term.

SEMINAR ACTIVITIES:

Plenary; small group discussions including a **Role Play** experience –**individual and group work**

Evaluation of Seminar:

All students will complete a **student survey at the end of the Seminar** to evaluate the IPE Seminar-individual work.

Agenda:

1:30- 1:45 pm:	Welcome, Introduction and learning objectives; outline of seminar
1:45-2:05 pm:	Ice breaker session using <i>clickers</i>
2:05-2:30 pm:	Briefing and presentation of the Molly video
2:30-2:45 pm:	Move to small groups
2:45-3:50 pm:	Small group activities including role play
3:50-4:15 pm:	Debriefing of role play
4:15-4:30 pm:	Closing summary and evaluation of Seminar

Small group activities: Role play. Focus on the ‘process’ of interprofessional communication and collaboration to best address the rehabilitation goals for Molly and to enhance your experience of learning with, from and about other healthcare professionals.

Ground Rules for Role Play (please review prior to the Seminar):

- Understand the context of the role play and how it will be conducted
- Remain respectful of role player’s roles and the role play room set-up
- Do not interrupt the role play while it is in progress
- Address each role player within his/her role play character
- Allow a role player to request a ‘time-out’ if he/she is ‘stuck’ or wishes to discuss a particular aspect of the role/or conflict

The Role Play is based on the case of Molly.

1. **Molly’s case description:** Molly is a 19 year old woman who has been hit by a car while crossing the street. As a result, she has suffered multiple injuries (concussion, fractures, altered speech and paraplegia in her lower extremities). Molly was completing her 2nd semester as an arts student at the university. She lives in an apartment with her boyfriend. Her parents live in a suburb close by and both work full time. She has a younger brother (age 15 yrs) who lives at home and attends a community high school. Molly was a very active young woman prior to this event: she played volleyball and worked and volunteered in a seniors’ home.
2. **Role play:** Each group will be divided into two smaller groups (8-9 students each). Each group will perform a role play. All students will participate, either as a role play participant, assuming the role of your respected profession, or as an observer and provider of formative feedback. Some students may pair up to perform one professional role.
 - i. **Role play participants (professionals):** Molly has now been transferred to a rehabilitation hospital. As a member of the rehabilitation team, you will contribute to the planning of Molly’s treatment plan during her course of stay within the rehabilitation hospital setting. You will role play your own future profession. Each student participant (assuming your professional role) will receive **one cue card** to further guide your professional participatory roles with respect to Molly’s situation.

- ii. **Role play observer/ formative feedback:** As an observer you note the strengths and challenges of interprofessional teamwork and each professional’s role and contribution to the case. Be prepared to share your feedback during the guided debriefing session.
 - 3. **Debrief:** Each small group will debrief separately following the role plays and then come together as a whole group for an additional summary of the IPE role play experience. Strengths and challenges of interprofessional teamwork will be highlighted.
- *Focus on the goals for Interprofessional education to enhance your experience of learning with, from and about other healthcare professionals.**

Glossary of Terms and concept map of interprofessional practice

Collaborative Practice

An interprofessional process for communication and decision making that enables the knowledge and skills of care providers to synergistically influence the client/patient care provided.(Way, Jones, & Busing 2000) Collaborative practice is interlinked to the concept of teamwork.

Collaborative Patient-Centred Practice

Promotes the active participation of each health care discipline in patient care. It enhances patient and family-centred goals and values, provides mechanisms for continuous communication among caregivers, optimizes staff participation in clinical decision-making within and across disciplines and fosters respect for disciplinary contributions made by all professionals. (Health Canada 2003).

Teamwork

Describes an interdependent relationship that exists between members of a team. It is an application of collaboration. “Collaboration” deals with the type of relationships and interactions that take place between coworkers. Effective health care teamwork applies to caregivers who practice collaboration within their work settings. (D’Amour, Ferrada-Videla & San Martin Rodriguez 2005).

Figure 1: The National Competency Framework

