

**McGill University – Faculty of Medicine**  
**Interprofessional Education Series**  
**IPEA 501 - Communication in Interprofessional Teams**

Welcome to the IPE World Cafe on Communication and Functioning in Interprofessional Teams. This interactive IPE activity 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 effective communication and interactions among interprofessional teams.

Preparation for this IPE activity will involve small group work prior to the session and participation in a world café and plenary session.

**Objectives of this activity:** by the end of this IPE activity, students will be able to:

1. understand the process of team development
2. develop a set of principles for working together that respects the ethical values of members
3. effectively facilitate discussions and interactions among team members
4. participate and be respectful of all members' participation in collaborative decision-making
5. reflect on their functioning within the team
6. establish team work communication principles
7. actively listen to other team members

**Preparatory group work:**

You have been selected by your employer to work with two to three of your fellow colleagues to develop a health promotion idea/proposal to present to the new provincial minister of health. (You have been pre-assigned to a group, check the listing on MyCourses).

Together, your team needs to:

- decide on a health promotion topic,
- read one relevant article on the topic
- prepare a 5 minute oral presentation to explain the merits of your idea for health promotion.

Your group has 2 weeks to prepare and how you choose to do so (in person meeting, email, etc) is left to your discretion. Each group is required to complete one proposal worksheet but all 3 students are required to submit the same proposal on MyCourses. Your small group assignment and table number are posted on MyCourses.

Required readings:

- Information about health promotion : <http://www.cpha.ca/en/programs/policy/action.aspx>
- Communication reading: See PDF on MyCourses

**Agenda World Cafe:**

Please arrive 5 to 10 minutes before the start of the session to find your table and settle in.

1:30-1:35 pm:	Welcome and instructions
1:35-1:45 pm:	Introductions within your group
1:45-1:55 pm:	Group establishes ground rules for the session
1:55-2:10 pm:	Each small student group has 5 minutes to present their health promotion idea to the group (3 projects per table)
2:10-2:40 pm:	Group discussion to select one health promotion idea/project and record reasons for decision
2:40-3:00 pm:	Debrief: members complete an assessment tool and identify communication strategies that facilitated the process
3:00-3:15 pm:	BREAK

3:15-3:20 pm:	Each small group chooses a card on the table and moves to the assigned table
3:20-3:35 pm:	Each small student group has 5 minutes to present to their new table the health promotion idea that their previous table prioritized
3:35 -3:55 pm:	Group discussion to select one health promotion idea/project and record reasons for decision
3:55-4:35 pm:	Key points, debrief and student evaluation of the session

### **World Café Group work**

**Introduction:** Introduce yourself to the group (name, program, year of training).

**Establish Ground rules for your table:** The group adopts principles/rules to facilitate communication and group work. For example, these may include turn taking, appointing a leader, a time keeper, recorder etc.

**Round 1: Presentation of Health Promotion idea/project:** Each small group will have 5 minutes to present their health promotion idea to the larger group. Focus on the relevance/importance of the topic to health and what is innovative about the idea.

**Discussion:** 30 minutes have been allocated for your table to select the priority project and to make any modifications to the presentation. Each small group needs to prepare to present the priority project to others in the next round.

**Debrief:** Each table will complete an assessment and identify communication strategies that facilitated the process

**Changing tables:** Each small group takes one of the cards at the centre of the table and moves with their small group to their new assigned table. One of the small groups will remain at the same table.

**Round 2: Presentation of Health Promotion priority idea/project:** Each small group will have 5 minutes to present the health promotion priority idea from their previous table to the new group. Focus on the relevance/importance of the topic to health and what is innovative about the idea and why it was voted the priority idea.

**Discussion:** 20 minutes have been allocated to select the priority project for the table and to justify the choice.

### **Key points and debrief: Communication strategies in Interprofessional teams**

Following the completion of round 2 students will engage in a large group discussion. Students will be asked to share the challenges of interprofessional communication and the strategies that facilitated positive interactions.

### **Evaluation of Seminar:**

All students will complete a student survey at the end of the session to evaluate the IPE activity.

### **Activity Evaluation Methods:**

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

- Complete the **preparatory group work** prior to the Seminar AND
- Attend the **IPE seminar/World Café** 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.

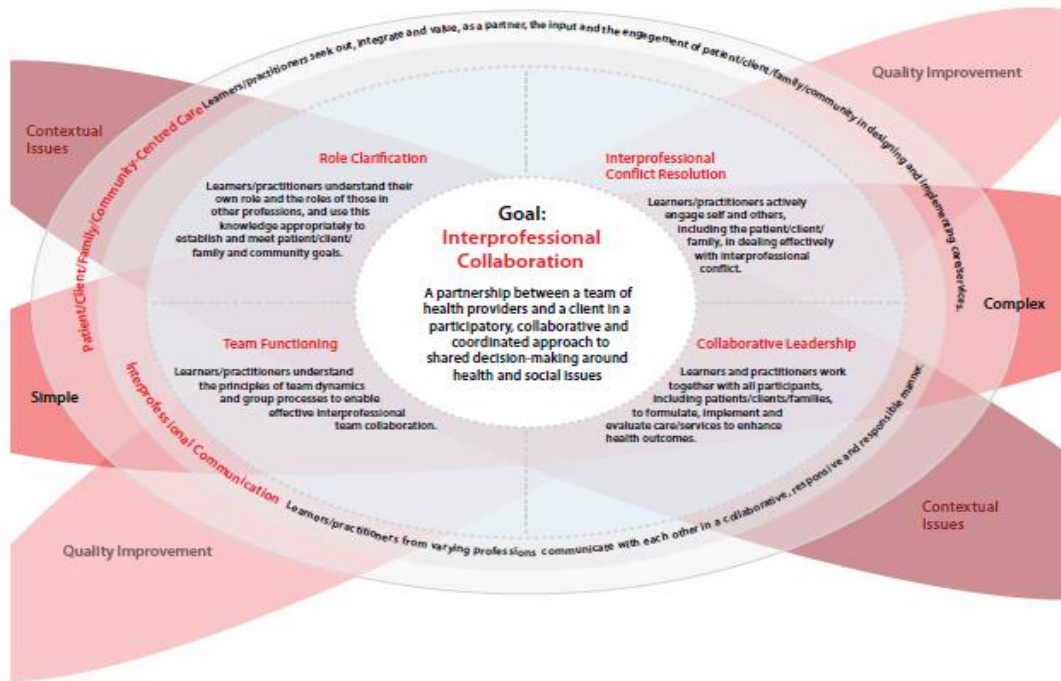
### **Glossary of Terms**

**Health Promotion:** please refer to proposed reading

**Teamwork:** Describes an interdependent relationship. 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). [www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)



Figure 1: The National Competency Framework



A National Interprofessional Competency Framework