

Alternative Options for IPE Activities in APPE Rotations for Class of 2T1

Interprofessional Competency Assessments (IPCA)

Students were originally assigned to ask interprofessional team members to provide feedback with the [IPCA form](#) on PHM402 (second required institutional rotation) and PHM414 (required 10 week community rotation). Due to the recent announcement of changes in rotations during COVID, students can ask for these forms to be completed in **any two** direct patient care rotations.

IPE Flexible Activities

Refer to the three flexible activities documents. Ideally students should complete the three flexible activities in face-to-face (i.e. not remote) direct patient care placements. However, due to the pandemic this may not always be possible. Outlined below are some suggestions for completion of these activities if you are on a remote rotation or cannot complete the activities in person.

Flexible Activity 1

Option A:

Shadow a team member as they conduct their role through a secure virtual platform. This could be in a telehealth appointment with a client, caregiver, family/team meeting in which the shadowed profession plays a significant role. The activity, debrief and permissions should be conducted in the same format as the current flexible activity.

Option B:

Interview a professional / team member through a secure virtual platform in order to understand their role. The activity, debrief and permissions should be conducted in the same format as the current flexible activity.

As described in the flexible activity, there is an option to have a collaborative debrief (e.g. with other team members or learners involved in the activity) following the activity. A virtual debrief could be arranged as a beneficial opportunity for collaborative learning for learners and team members.

Ways to contact/identify other healthcare professional team members:

1. Contact someone you already know (i.e.. a friend, a family member or one of the health professionals that you may visit)
2. Work with your preceptor to find a healthcare professional that you can contact through email to set up a virtual interview or shadowing opportunity.
3. Contact your APPE course coordinator or IPE Coordinator to see if they know another health care provider willing to be interviewed by one or more students

4. Collaborate with 1 or 2 other students to interview another healthcare provider together.

Students can use the questions provided as a guide (See Flexible Activity 1) to help them achieve the learning objectives, but students are also encouraged to ask their own follow up questions.

After completing this activity, consider the Post-Activity Reflection (see Flexible Activity 1) questions in a written (one page single spaced) reflection. This activity will be followed by a debrief discussion with your preceptor/supervisor.

Note: The activity debrief may be completed individually or as a group (e.g. 2-3 learners could interview and/or shadow an occupational therapist at the same time and, if appropriate, debrief together).

Flexible Activity 2

Students must analyze an interprofessional team interaction. Ideally this would be a group meeting or team rounds but could also include the observation of a one-to-one interaction across two different health providers and roles. Ideally this would be done in person, but if you are on a virtual rotation, or not in a placement with team rounds, there are a variety of ways to complete this task, including:

1. Rotations with virtual staff rounds could allow students to witness and observe these rounds. Students can then reflect on the interprofessional collaboration that occurs in these rounds.
2. Students might also have the opportunity to observe and reflect on a virtual team meeting in a community or hospital pharmacy or another workplace that has team interactions with other professionals. These may be team rounds to discuss patient care or about policies and procedures where there is team interaction.
3. For rotations that do not have access to staff rounds or team meetings, students could watch the following videos:

- Team Rounds Interaction (Ineffective)
<https://www.youtube.com/watch?v=NBNrYOBfwDs>
- Team Rounds Interaction (Effective)
<https://www.youtube.com/watch?v=1r31pL1aZDQ>
- Doctor-Pharmacist one-to-one interaction (Ineffective)
<https://www.youtube.com/watch?v=CtdNQ-sfKg8>
- Doctor-Pharmacist one-to-one interaction (Effective)
<https://www.youtube.com/watch?v=fsazEArBy2g>

Students are to complete the Jefferson guide (See Flexible Activity 2) based on the interaction they witnessed or on observation of the two videos and write a reflection (one page, single spaced) of what they learned about interprofessional team interaction. This activity will be followed by a debrief discussion with your preceptor/supervisor.

Note: The activity debrief may be completed individually or as a group with other learners completing a similar activity. A collaborative debrief with other team members or learners may be a beneficial opportunity for collaborative learning

Note: If you're attending virtual staff rounds, your preceptor/supervisor should explain the purpose of the activity to team members and confidentiality must be maintained as per organizational policy.

Flexible Activity 3

Students experience interprofessional collaboration as they work with other health providers and roles. Ideally this would be done in person but students can collaborate through an online video conference platform, Google Docs or any other form of online communication. Outlined below are some other ways to complete this task remotely.

1. Students can reflect on an existing collaboration with other team members, virtual or non-virtual, that occurs as part of assigned responsibilities while on placement.
2. Students could collaborate with their preceptor to identify a shared activity that can be completed with students of a different healthcare profession.
2. Students of different healthcare professions can be grouped together to collaborate on a real patient case (ensuring patient confidentiality is kept).
3. Students could collaborate with other team members on a virtual project or virtual collaborative teaching presentation which requires interdependent work (preparation and delivery) with one or more team members (i.e. staff member, provider, learner) from another profession/role and reflection on the factors that enabled or hindered the collaboration.
5. Students could attend a virtual IPE structured activity that is set up by IPE coordinators to collaborate on a shared activity presented by the IPE coordinators.
6. If there is no opportunity to collaborate virtually, students could complete Flexible Activity 3 - Alternative which is attached.

After completing this activity, consider the Post-Activity Reflection questions (see Flexible Activity 3) and complete a written (one page single spaced) reflection. Students are encouraged to complete a debrief with their preceptor to explain what they learned, how they felt the collaboration went and how the collaboration would be different/similar to a face-to-face collaboration.

Note: The activity debrief may be completed individually or as a group with other learners.

IPE Component in a Practice Setting: Flexible Activity 3 Alternative

Collaborating with Team Members (Alternative Activity for Virtual Placements)

When working in virtual settings, collaborating with team members can look very different; however, the same collaborative competencies (Role clarification; Team functioning; Interprofessional communication; Patient/client/family/community-centered care; Interprofessional conflict resolution; Collaborative leadership) are required. Team members may not be co-located, and communication may be completed virtually.

Description

In this activity, learners consider collaborative activity with one or more team members from another profession/role and reflect on the factors that would enable or hinder the collaboration. This activity can be completed at any point but is most appropriate for learners in senior level placements who have a stronger understanding of their professional contributions and are able to work with greater independence.

Learning Objectives

- Reflect on collaborative work leading to optimization of the quality of service delivery and/ or client/patient/family outcomes/ experiences.
- Reflect on type of team structure and corresponding collaborative competencies
- Effectively facilitate discussions, interactions and collaboration with/among team member(s), where applicable
- Analyze factors that enable or hinder the collaboration.
- Reflect on how to establish and maintain effective interprofessional working relationships with others (e.g. team members) to support achievement of common goals.

Table 1. Interprofessional Team Structures (Reeves, Xyrichis & Zwarenstein, 2018)

Interprofessional Team Structure	Characteristics of Team
Interprofessional Teamwork	Shared team identity, clarity of tasks, interdependence, integration, shared responsibility
Interprofessional Collaboration	As above, but with less importance given to shared identity and integration of individuals; shared accountability and interdependence
Interprofessional Coordination	Integration and interdependence seen as less important; some shared accountability
Interprofessional Networks	Tasks described as more predictable, non-complex and non-urgent. Members could communicate in asynchronous manner.

Reflection (1-2 pages- double-spaced): Reflect on at least 3 different interactions you have had with other healthcare professional team members outside of pharmacy. This can include telephone or video interactions with physicians, nurses, dentists, personal support workers, etc.

- What did you learn about the role of other team members (e.g. patient/client/family, learners, providers, support staff, community members, etc.)? Were your roles and responsibilities clear to other team members? If more clarity was needed, what strategies would have enhanced this?
- What collaborative competencies were required to interact as a team member in this structure? What factors may enable or hinder these relationships? How might this be different for face-to-face team and virtual relationships in your context?
- Were there opportunities for shared decision-making among team members from other professions?
- How was the patient/client/family/community voice addressed (as applicable to the current placement)? Did you experience issues of sensitivity, confidentiality of patient/client information in a virtual environment?
- Were there any issues leading to conflict in your work to date? How might you consider management of future conflict resolution among team members when working in a virtual environment vs face-to-face practice?
- What have you/could you do to ensure good ongoing team relationships in this work? Reviewing your reflection, what is one future goal do you have related to one of the competencies for your future teamwork in practice?

Submission:

After discussion with your preceptor/supervisor, upload your reflection into CORE ELMS..

Debrief

Ensure you discuss your reflection with your preceptor, or a delegate. Discuss how you can continue to enhance your interprofessional collaboration on this and future placements.

Reference

Reeves, S., Xyrichis, A. & Zwarenstein, M. (2018). Teamwork, collaboration, coordination, and networking: Why we need to distinguish between different types of interprofessional practice. *Journal of Interprofessional Care*, 3(1):1-3.

Adapted from CIPE/OT Flexible Activity 3 Alternative