

IPE Component in a Practice Setting: Flexible Activity 3

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 (2 pages- double-spaced): Choose questions relevant to your current work situation:

- 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 for the project in relation to other team members? If more clarity was needed, what strategies would have enhanced this?
- How do the current or potential relationships on this project align with the interprofessional team structures outlined in Table 1? Describe and consider the structure as it applies to your context. What collaborative competencies are 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? What strategies are/were helpful to working towards shared goals in a virtual environment? If applicable, what would be helpful to enable optimal collaboration and decision-making for sustaining any future work or rolling out of the project?
- 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:

Submit the reflection to your preceptor/supervisor for review and discussion. Ask the preceptor/supervisor to sign the reflection and then upload it to the appropriate tab on the OCT1190Y (Building Practice through Mentorship) portal.

Debrief

Preceptor/Supervisor Instructions

- Ensure that the learner discusses their reflection either with you, or a delegate
- Review the 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 learners' understanding of interprofessional collaboration on their placement.

Evaluation:

Your feedback for the virtual alternative flexible activity is welcomed and are 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/collect/?sm=nEJoIMXTmC8uhqDbt_2F6u17rG58mCHpGBAz3v3ZeTKJnzR3DsE3A2RZ_2F2Mwa5k3PK

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.