***Analyzing Team Interprofessional Interactions of***

***REFLECTION/OBSERVATION ACTIVITY***

# IPE Learning Stage: Exposure  Immersion X Integration

**Overview**: Through observing and/or participating in interprofessional team interactions, learners can 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 using a structured tool and reflection on the interprofessional interactions considering 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 may be reviewed with their preceptor, based on faculty guidance.*

# Activity Description

* During the activity, information will be gathered through shadowing (accompanying and observing a team member in practice) and/or interviewing (asking questions of a team member). The choice of whether to shadow, interview or do both will be discussed with the preceptor/faculty in consideration of the placement setting.
* After completing this activity, consider the Post-Activity Reflection questions in a written (one page single spaced) reflection or any other form of submission, as suggested by your assigned faculty.
* This activity will be followed by a debrief discussion with your preceptor/faculty member.
* *The activity may be completed individually or as a group (e.g., 2-3 learners could interview and/or shadow a team member at the same time and, if appropriate, debrief together).*

***Application to Micro-credential:***

* Students who directly participate in the session will be recognized with a digital badge for Interprofessional Collaborative Practice-Healthcare Practice

# Expected Time to Completion: approximately three hours, plus preparation and debrief. This includes time spent with at least two team members from another profession and debrief with preceptor/faculty. Consider team members in varying roles (e.g., pharmacist, home care coordinator, personal support worker, etc.)

# Preparation:

* Review the learning objectives, interview questions and reflection questions, in consultation with your preceptor/supervisor.
* List all the team members with whom you interact and reflect on your knowledge of their professions and roles.
* Discuss this list with your preceptor/faculty and together select at least two team members to shadow and/or interview. Consider selecting professions/roles about whom you know the least and/or one with whom you will collaborate regularly.
* Inquire how to best accommodate the team member being interviewed and/or shadowed.
* Consider your understanding of the professions and roles and come prepared to ask questions of any learning gaps of the profession or setting.
* Conduct additional research on the profession and/or provider role to be interviewed/shadowed (e.g., review the professional association websites or the patient/client/family record, as appropriate).

***Note:*** *Your preceptor/faculty member should explain the purpose of the activity to team members and obtain approval in advance of the learning experience.*

# Structure

* Observe or participate in interprofessional team interactions or team meetings (minimum of two interactions 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) was designed for this purpose; however, faculty may suggest another team assessment tool. 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 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****: faculty 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/faculty, 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/faculty 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)?

# Suggested IPE Team Assessment Tool: [Jefferson Interprofessional Observation Guide](https://health.tamu.edu/iper/research/docs/jtog-july-2014.pdf)

# 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 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/timekeeper, 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/Faculty Instructions

* 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 learner’s understanding of interprofessional collaboration on their placement.

# IPE Core Competencies Addressed:

# 1. Teams & Teamwork

# 2. Interprofessional communication

# 3. Values & Ethics

# 4. Roles & Responsibilities

# Evaluation:

Your feedback on the flexible learning activity is welcome and used for ongoing quality improvement of IPE learning activities. Please confirm completion of this activity by uploading the report and your evaluation on the survey link. [**https://forms.office.com/r/tF9pMLiuxv**](https://forms.office.com/r/tF9pMLiuxv)

Student Survey Instructions**: (Select “Reflection/Observation Activity” for question #6, “None of the above” for question #7, and “Analyzing IPE Interactions of Team Members” for question #8. Upload your reflection question responses according to the instructions for section #11).**