

Team Functioning and Collaborative Practice

Social Service and Physiotherapy Technology
Fall 2023
SESSION 1



You will need...



Uncooked spaghetti



Marshmallows

INTERPROFESSIONAL COLLABORATION

- exists when two or more professions
work towards a common goal



Health Care Deja vu



A group of four diverse students (three women and one man) are gathered around a table, looking at papers and a laptop. They appear to be in a collaborative learning environment. The text is overlaid on this image.

INTERPROFESSIONAL EDUCATION

Occurs when two or more professions learn with, from, and about each other

Aims to provide students with skill set and acumen to work together effectively for the patient.



WELCOME

Team Functioning and Collaborative Practice

- ⊗ Over the next two sessions, you will be provided with an opportunity to learn how to function as a multidisciplinary team as well as some key concepts of collaborative practice
- ⊗ In addition, you will be exposed to key concepts of motivational interviewing and cultural safety
- ⊗ As a summarizing activity, you will utilize these lessons to intervene on a complex case through a simulation

Team Functioning and Collaborative Practice

LEARNING OUTCOMES

Interprofessional Communication

2.2 – Effectively communicate to other team members

2.4 – Communicate to ensure common understanding of care decisions

2.5 – Determine ways to develop trusting relationships with clients and their families

Team Functioning and Collaborative Leadership

LEARNING OUTCOMES

Team Functioning

- 3.1 – Identify types of roles typically taken when working within a team
- 3.3 – Effectively facilitate discussions and interactions among team members
- 3.5 – Regularly reflect on functioning with the members of the team

Team Functioning and Collaborative Leadership

LEARNING OUTCOMES

Collaborative Leadership

- 5.1 – Establish a climate for collaborative practice among all participants
- 5.3 – Facilitate effective decision making
- 5.4 – Facilitate effective team processes
- 5.7 – Apply collaborative decision making processes

Today's schedule

Activity	Time	Location
Building activity	8:30 – 8:50 20 minutes	4C.1
Team Functioning and Collaborative Practice workshop	8:50 – 9:25 35 minutes	4C.1
TRAVEL/BREAK TIME		
Nahman case role play	9:40 – 10:50 70 minutes	Breakout rooms (4G.2B, 4C.1, and 4H.10)
Consolidation	10:45-11:15 25 minutes	4C.1

Your participation

- ⊗ Here is how you can get the most out of this experience
 - ⊗ Don't be shy to speak up
 - ⊗ Make mistakes
 - ⊗ Trust your gut
 - ⊗ Have an open mind
 - ⊗ Use your cheat sheets

Time to learn

Part 1
Working in a team



Group Activity #1

- ⊗ Make groups of 5-6 people – turn to your neighbor - **MULTIDISCIPLINARY**
- ⊗ Share your perspective from your experiences of working in teams
- ⊗ What were some common reflections?
- ⊗ What were some outliers?
- ⊗ You have 5 minutes

Your answers

Working in a Team

- ⊗ Task roles
 - ⊗ Help accomplish the task
- ⊗ Maintenance roles
 - ⊗ Help the group build and maintain itself as a group
- ⊗ Disruptive roles
 - ⊗ Members of the group have their own individual desires, needs, and agendas which can be in harmony with the group.... Or not.
 - ⊗ Must be dealt with
 - ⊗ If not dealt with, result can be group frustration and lack of production
 - ⊗ Sometimes frustration can result in a disruptive role and cycle continues

Let's Act

- ⦿ GUESS WHO???
- ⦿ Using the ROLES SHEET – guess which character is which role
- ⦿ Need 6 volunteers to read script

Part 2
Collaborative practice

Collaborative Practice

- ⦿ What is collaborative practice? What is shared leadership?
- ⦿ Each person in the team takes on a different role that helps to lead the team
- ⦿ If a mistake happens, it's the team's responsibility to help
- ⦿ There are two components that make up leadership in a team
 - ⦿ Task orientation – helps other members keep on task in achieving a commonly agreed upon goal
 - ⦿ Relationship orientation – assists members to work more effectively together
- ⦿ Leadership role may rotate among professionals

Collaborative Practice

COMPLEX

Emergent Practice

Collaboration needed for
diagnosis and solutions

Probe-Sense-Respond

COMPLICATED

Good Practice

The expert diagnosis and the
team collaborates to solve

Sense-Analyze-Respond

CHAOTIC/CRISIS

Novel Practice

Collaboration needed for
innovations and solutions

Act-Sense-Respond

OBVIOUS Problem

Best Practice

An expert knows the
solution

Sense-Categorize-Respond

Collaborative Practice

COMPLEX

Sarah Lynn Breast cancer

Probe-Sense-Respond

COMPLICATED

Rheumatoid Arthritis has
difficulty doing ADL's

Sense-Analyze-Respond

CHAOTIC/CRISIS

Covid, new types of cancers,
Car accident, PTSD, Legal,
Injuries

Act-Sense-Respond

OBVIOUS Problem

Slipped Disc cannot work
therefore can't pay rent

Sense-Categorize-Respond

Key takeaways

- ⊗ Key takeaways
 - ⊗ Roles within a group are fluid
 - ⊗ Disruptive roles in a group are a sign of?
 - ⊗ Indicator of team functioning
 - ⊗ Response to disruptive role
 - ⊗ Reflect on useful or non-violence language statement
 - ⊗ I vs. Us
 - ⊗ Reflect upon yourself – you don't need to change your personality
 - ⊗ Have a level of awareness of your role at that given moment
 - ⊗ Collective/Collaborative Practice – that a team can be filled with competent people but are not competent as a team

Time to apply

NAHMAN CASE

- ⊗ You will be tasked with working on the NAHMAN case
- ⊗ In a nutshell, here is the scenario
 - ⊗ You are working at a multidisciplinary diabetic clinic
 - ⊗ Nahman is your patient – He has complained to the director indicating that he is receiving conflicting advice on how to manage his exercise routine with this Type 1 diabetes
 - ⊗ The Nurse gave the advice to 'stop exercising as it could kill you'
 - ⊗ The Physiotherapy Technologist gave 'wishy washy advice that wasn't clear'
 - ⊗ The Social Service Worker gave the advice to 'keep exercising because it is good for your mental health'

NAHMAN CASE

- ⊗ Facilitator will divide group of students into smaller multidisciplinary teams (about 6-7 students in each)
- ⊗ Each team will have time to prepare for the appointment with Nahman
 - ⊗ Each team needs to provide Nahman with the correct advice regarding exercise
 - ⊗ Each team needs to guide Nahman on how to live with his diabetes
 - ⊗ Motivation, social support, and cognitive way of thinking

NAHMAN CASE

- ⊗ Simulation begins
 - ⊗ Each team will have 10 minutes to complete the simulation/scenario
 - ⊗ During the simulation, other teams can watch and learn from their peers

- ⊗ Debrief will be completed after all 3 groups



Make teams

Group number	Students	ROOMS
1	Physiotech (9) AND Social Service (10)	4H.10
2	Physiotech (9) AND Social Service (10)	4C.1
3	Physiotech (9) AND Social Service (10)	4G.2B

NAHMAN CASE

- ⊗ Debrief of simulation

Consolidation

- ④ TYPE their answers live