



## Team Meeting Exercises

### Interprofessional Faculty Development Institute for Quality Improvement and Patient Safety

Six progressive team breakout sessions build toward developing an institutionally-based IPE QI/PS project. Guided worksheets for each team meeting are provided to help organize the team's discussion. A designated team recorder will capture the final consensus from each meeting session on the blue worksheet, capturing key elements the team will use as a reference during subsequent work sessions, peer consultation, and on return to their institution.

#### Day 1 • Monday, May 20, 2013

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| 11:00a - 12:00p | <b>Team Meeting #1</b> Revisit your education goal and complete the worksheet. Who is the target audience? What are their learning needs?   |
| 1:30p - 2:30p   | <b>Team Meeting #2</b> Use IPE principles to identify potential learning strategies related to the team's educational goal. When, where and how might this learning occur?  |
| 2:50p - 3:30p   | <b>Peer Consultation</b> Structured with teams paired throughout entire institute. The goal is to provide feedback to the opposite team, opportunities for improvement, etc. Team leader and recorder from each team will provide synopsis. |
| 3:30p - 4:20p   | <b>Group Sharing</b> best ideas of the day – Coaches will select ~10 people to present something from their team's work for 3-4 minute each.  |

#### Day 2 Tuesday, May 21, 2013

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| 9:40a - 10:40a  | <b>Team Meeting #3</b> Given the education plan so far, how to assess the learning? Is there any opportunity to demonstrate improvements in care and/or health?            |
| 11:00a - 11:30a | <b>Peer Consultation</b>   |
| 1:00p - 2:00p   | <b>Team Meeting #4</b> How will we evaluate our educational program and use the information to improve it over time? How do we model improvement in our work as educators? |
| 2:00p - 2:30p   | <b>Peer Consultation</b>   |
| 2:50p - 3:30p   | <b>Team Meeting #5</b> Review and revise overall plan from Day 1 and Day 2.  |
| 3:30p – 4:00p   | <b>Group Sharing</b> Volunteer teams briefly share overall plans   |

#### Day 3 Wednesday, May 22, 2013

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| 9:10a - 10:10a | <b>Team Meeting #6</b> Developing an Action Plan for Your Provost |
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**Interprofessional Faculty Development Institute for  
Quality Improvement and Patient Safety  
May 20, 2013 11:00a-noon**

**Team Meeting #1 (60 mins)**

**Team Project: Develop project goals. Who is the target audience? What are their learning needs?**

1. Assign roles of timekeeper and recorder (completes blue consensus sheet). **(5 min)**
2. Refer to project goal as reported on preconference team survey. (Team response will be provided to the team and assigned coaches.) Write down the interprofessional QI/PS education project that your team plans to implement post-institute. ( e.g., “In time for the 2014-15 academic year, create meaningful shared learning experiences for students in our three health professions schools, using quality improvement and patient safety as the common content ‘bridge’ topic.”) **(5 min)**
3. Identify the target audiences? Health profession schools involved. **(10 min)**
4. What are their learning needs? **(10 min)**
5. Revisit your initial education goal (step #2) adding specificity. Based on your discussion so far, are any revisions needed? Is the outcome clear? Refine/revise. **(15 min)**
6. Discuss key elements to include on blue consensus sheet. **(5 min)**
7. Prepare to share your revised education goal in the peer consultation session. Are there any specific questions you’d like help with? **(10 min)**

**Interprofessional Faculty Development Institute for  
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May 20, 2013 1:30p-2:30p**

**Team Meeting #2 (60mins)**

Using the WHO definition of interprofessional education and IPE QI/PS principles, identify potential learning strategies related to your educational goal. (Resources: Dolansky handout 'Effective methods/strategies for IPE in quality & safety' and adult learning principles summary)

**INTERPROFESSIONAL EDUCATION** - When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.  
World Health Organization, 2010

1. Assign roles of timekeeper and recorder (completes blue consensus sheet). **(5 min)**
  
2. Identify specific elements related to learning strategy, i.e., this learning will occur: **(25 min)**
  - Who
  - What
  - When
  - Where
  - How
  
3. Describe learner activity **(20 min)**
  
4. Discuss key elements to include on blue consensus sheet. **(5 min)**
  
5. Prepare to share potential learning strategies in the peer consultation session. Are there any specific questions you'd like help with? **(5 min)**

## 10 KEY ASPECTS OF LEARNING FOR EFFECTIVE TEACHING\*

### 1. REPETITION/REVISIT - Revisiting from multiple perspectives

**Current:** compressed coverage in limited time of a great amount of material, with little repetition, revisitation, and consolidation. Avoid perceived redundancies/overlap between classes or sections.

**Aim:** reinforce material through interval repetition

### 2. REWARD AND REINFORCEMENT - Proximal reward signals reinforce learned behaviors

**Current:** multiple demands with varying degrees of priority incentive

**Aim:** stimulate ongoing reward signals instead of sparsely distributed, high-stakes rewards

### 3. VISUALIZATION - Development and refinement of internal representations

**Current:** learning considered a response to external stimuli

**Aim:** engage visualization to extend mental practice and rehearsal experience

### 4. ACTIVE ENGAGEMENT - Interactive formats stimulate optimum brain activity

**Current:** trend in reducing traditional large-group lecture venues and increasing problem-based learning and small-group interactive discussion formats

**Aim:** maximize full individual participation, personal accountability, and feedback

### 5. STRESS - Modulate stress experience to enhance memory

**Current:** stress associated with negative consequences, high stress deleterious effect on learning

**Aim:** balance moderate 'stress' experience of individual accountability in interactive teaching to reinforce memory acquisition

### 6. FATIGUE - Disrupts memory consolidation from working memory to a long-term stable form

**Current:** busy schedules emblematic of contemporary student life

**Aim:** facilitate downtime from intense problem-solving or detailed quantitative reasoning activities

### 7. MULTITASKING - Multiple activities/competing information streams inhibit attention state

**Current:** medical learners multitasking default prompts cognitive competition that degrades performance and diminishes deep comprehension

**Aim:** educational methods that *integrate* multimodal information relevant to the topic; encourages engagement of relevant converging informational mechanisms thus *enhancing* attention.

### 8. INDIVIDUAL LEARNING STYLES - Varied types of learners and associated learning strategies

**Current:** standardized learning modalities

**Aim:** employ varied learning approaches and multimodal convergent strategies

### 9. ACTIVE INVOLVEMENT - Experiential reinforcement

**Current:** some 'doing is learning' in curriculum

**Aim:** foster retention and confidence with experiential learning (laboratory and simulation)

### 10. MULTIMEDIA/SENSORY PROCESSES - Develop internal representations to consolidate content

**Current:** information typically presented once in a single format

**Aim:** repeat content through multiple modalities that prompt different sensory processes

Adapted from **What Can Medical Education Learn From the Neurobiology of Learning?**  
 Academic Medicine, 86:4. 2011

**Interprofessional Faculty Development Institute for  
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 May 21, 2013 9:40a – 10:40a**

**Team Meeting #3 (60 mins)**

**Learner Assessment and Impact**

1. Assign roles of timekeeper and recorder (completes blue consensus sheet).
2. Given the education plan so far, how will the learning be assessed? **(45 min)**  
 Consider appropriate assessment methods, learner outcomes evaluation, and organizational metrics  
 (See table below)

<b>Modified Kirkpatrick Typology</b>	
<b>Level 1 – Reaction</b>	<b>Learners’ feedback about the learning experience.</b>
<b>Level 2a – Modification of attitudes/perceptions</b>	<b>Changes in learner attitudes or perceptions.</b>
<b>Level 2b - Acquisition of knowledge/skills</b>	<b>Changes in learner knowledge and skills.</b>
<b>Level 3 - Behavioural change</b>	<b>Learners’ transfer of learning to the practice setting.</b>
<b>Level 4a – Change in organisational practice</b>	<b>Wider changes in the organisation and delivery of care.</b>
<b>Level 4b – Benefits to patients/clients/populations</b>	<b>Improvements in health or well- being of patients/ clients/populations.</b>

3. Discuss key elements to include on blue consensus sheet. **(5 min)**
4. Prepare to share your learner assessment and impact strategies in the peer consultation session. Are there any specific questions you’d like help with? **(10 min)**



**Interprofessional Faculty Development Institute for  
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May 21, 2013 1:00p – 2:00p**

**Team Meeting #4 (60 mins)**

**Program Evaluation**

1. Assign roles of timekeeper and recorder (completes blue consensus sheet).
2. How will we evaluate our educational program and use the information to improve it over time?  
(20 min)
3. How do we model improvement in our work as educators? (20min)  
Look outside health professions literature for insights into process improvement.
4. Consider opportunities to include additional health professions. (10 min)
5. Discuss key elements to include on blue consensus sheet. (5 min)
6. Prepare to share your program evaluation plans in the peer consultation session. Are there specific areas you'd like help with? (5 min)



**Interprofessional Faculty Development Institute for  
Quality Improvement and Patient Safety  
May 22, 2013 9:10a - 10:10a**

**Team Meeting #6 (60 mins)**

**Developing an Action Plan for Your Provost/Institutional Leadership ‘Monday morning’ post-conference.**

1. Assign roles of timekeeper and recorder (completes blue consensus sheet).
2. Now that your team has a project action plan, how will you share it with institutional leadership, and secure leadership and organizational support in the form of tangible resources, as well as public endorsement? **(30 min)**
  - What’s the post-conference message about your team’s implementation project your leadership should know about?
  - What are the ‘asks’ you’ll need to make it happen?
  - Where/When are opportunities to share the message about your team’s work? (i.e., university publications, electronic posts, alumni newsletters)
3. What’s your 30-60 second elevator pitch? **(20 min)**

Use Language that is compelling, unique, engaging. Highlight return on investment and value to care delivery. Explicitly align with which organizational priorities.

  - Title your team’s work product
  - 1-2 sentences about your team work product/why you put it together
4. Discuss key elements to include on blue consensus sheet. **(10 min)**