Team Meeting Guides

Progressive team breakouts build toward developing, adapting, and/or refining an institutionally-based action plan for your IPE project.

Guides for each team meeting are provided to help organize your team discussions; however, use of the worksheets is left to the discretion of each team.

Teams using these guides may select a recorder to capture the final consensus from each meeting. Tracking your conversations will assist in: summarizing key elements, checking on team agreement with proposed ideas, and carrying forward decision points into subsequent team meetings.

The ultimate aim of the team meetings is to enable you to prepare your team to implement your IPE project upon returning to your home institutions.

**Day 1 • Monday, April 30, 2018**

11:00 AM - 12:30 PM  **Team Meeting #1 PLANNING**
Revisit your goals for attending the institute and review your areas of strength and opportunities for improvement.

2:15 PM - 3:45 PM  **Team Meeting #2 BUILDING**
Review the Core Competencies for Interprofessional Collaborative Practice: 2016 Update, explore IPE resources, and ground your project in theory.

**Day 2 • Tuesday, May 1, 2018**

10:00 AM - 12:00 PM  **Team Meeting #3 DESIGNING**
Create active learning experiences by applying effective teaching principles to curriculum design that places learners in the forefront.

1:45 PM - 3:45 PM  **Team Meeting #4 ASSESSING**
Design/outline an assessment/evaluation tool for your learners and/or program.

**Day 3 • Wednesday, May 2, 2018**

10:00 AM - 11:30 AM  **Team Meeting #5 ACTING AND COMMUNICATING**
Operationalize and articulate your goals for your IPE project.
1. Refer to your project goal as reported on the pre-institute team survey. Write down the interprofessional education project that your team plans to implement post-institute. What further clarification about this goal is needed for team members' endorsements? (e.g., “In time for the 2018-19 academic year, create meaningful shared learning experiences for students in our three health professions schools.”)

   Our IPE project will be:

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   We plan to implement it in the ________ semester (F/Sum/Sprg) of 20____.

2. From the pre-institute survey, revisit your team’s areas of strength, gaps/needs, and preliminary thinking on how the project will facilitate curricular change.

   • **Strengths:**

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   • **Opportunities for improvement:**

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   • **How the project will facilitate curricular change:**

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________
3. Pinpoint target audience(s) (students/faculty/administrators, etc.), health professions, and other professional schools to involve in your IPE project, and community/local partners to engage.

- **Target Audience(s):**
  - ______________________________
  - ______________________________
  - ______________________________________________________________________

- **Health Professions:**
  - ______________________________
  - ______________________________
  - ______________________________

- **Other Professions:**
  - ______________________________
  - ______________________________
  - ______________________________

- **Community/Local Partners:**
  - ______________________________
  - ______________________________
  - ______________________________

- **Others:**
  - ______________________________
  - ______________________________

4. Where does your institution stand in meeting the competencies? For example, what are the collaborative practices at your institution? Are students in each of your health professions able to communicate each other’s roles? Are your faculty members and students able to use effective methods of communication to enhance team functions?

5. Based on your discussion so far, what resources do you already have available? What type of additional support will you need to obtain (financial, human or other resources)? What approach will you take to obtain these needed resources?

6. How will you evaluate your IPE program?
TEAM MEETING #2 BUILDING

Review the interprofessional collaborative practice domains/competencies you want your project to address:

**Values & Ethics**

- Work with individuals of other professions to maintain a climate of mutual respect and shared values. Describe related student activity:

**Roles & Responsibilities**

- Use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of the patients and to promote and advance the health of populations. Describe related student activity:

**Interprofessional Communication**

- Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. Describe related student activity:

**Teams & Teamwork**

- Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and deliver patient/population-centered care and population health programs and policies that is safe, timely, efficient, effective, and equitable. Describe related student activity:

What will your project look like? What are the learning goals? Consider your preliminary assessment tool for the participants and your evaluation tool for the program.
Designing Effective Shared Interprofessional Learning Experiences

Goal: Design shared interprofessional learning by

- Linking to interprofessional collaborative practice competencies, and
- Incorporating effective learning principles (see 10 Key Aspects of Learning summary on following page.)

Exercise (45 mins) Design an interprofessional learning experience(s) linked to interprofessional collaborative practice competencies that incorporates/extends effective teaching and learning principles. Consider desired student outcomes and resources needed.

Desired Student Outcomes

Resources: Consider the resources you already have available to design learner experience. What type of additional support will you need to obtain (financial, human, or other resources)? What approach will you take to obtain these needed resources?
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, 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

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 information mechanisms 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
1. What do our stakeholders say about how our health professional graduates need to function on collaborative teams in practice or community work environments in order to be safe, competent, effective and cost-effective?

   a. What stakeholders should be included in this process within and external to the academic institution (consider practitioners, employers, new graduates, alumni, patients, faculty, administration, health services researchers, etc.)?

   b. What are the key (3-4) survey questions that should be asked of stakeholders?

2. How will our team use this information to develop our IPE program outcome competencies that relate to practice and the community work environment? How should these outcomes be informed by the IPEC core competencies?

   a. Are there other key team members that should be added to manage the assessment and research components of our work?

3. What is the timeline for the longitudinal evaluation of the program and assessment of learners including key benchmarks (short-, intermediate- and long-term goals)?

4. Are there existing institutional technology and data mining systems in place that can be used or enhanced to track program and learner outcomes?

5. What conceptual model(s) are a good fit for how we wish to frame our IP program spanning from learning interventions and assessments to program evaluation and outcomes in practice and the community work environments?
6. Based on the stated desired program outcomes, what are the research questions to be asked about the program?

   a. What approaches will be selected that apply sound research principles and mixed research methods (qualitative and quantitative) using direct and indirect measures, enable us to learn more about how well the program is functioning and ways that it may need to change in the future, establish a link between education and practice, and affirms or modifies the theoretical underpinnings for the program?

   b. How will you assess program costs and cost-effectiveness to be able to sustain the program in the future?

7. Based on the conceptual model selected, identify the specific research questions to be posed related to the defined learning experiences (Theory Burst #3) that your team identified? How do the identified research questions span learning outcomes in the classroom, clinical education, practice and the work environment? (Remember that outcomes of IPE programs long term need to relate to patient care outcomes in practice.)

   a. For example, a Realist Approach connects the context with the learning intervention followed by a description of the process, defined learning outcomes, and context in which learning will occur.

   b. The approach asks: Under what context will the experience occur or could be modified? What is the defined learning intervention that will occur? How will the IPE experience be specifically implemented? What is the intended learning outcome(s) from the experience? What valid tools and rubrics will be used to measure learning using both qualitative and quantitative measures?

8. Develop your learner outcomes assessment table to have a quick way to identify gaps, redundancies, and areas for refinement and expansion.
<table>
<thead>
<tr>
<th>Element</th>
<th>Research Questions</th>
<th>Stakeholders</th>
<th>Tools and Methods</th>
<th>Timeline</th>
<th>Notes</th>
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TEAM MEETING #5 ACTING AND COMMUNICATING

1. Now that your team has crafted an IPE project, how will you implement it and communicate it with institutional leadership, prospective students, academic colleagues, and community partners, as well as secure commitment and organizational support in the form of tangible resources?

   • What’s the post-institute message about your team’s project your leadership should know about?
   • What are your “asks” to launch your project/take your project to the next phase?
   • Which upcoming events could be used to communicate with key players about leveraging existing resources and partnerships in support of IPE?
   • Where/When are opportunities to share the message about your team’s work? (i.e., university publications, electronic posts, alumni newsletters)

2. What’s your 30-60 second elevator pitch?

   Use language that is compelling, unique, engaging.

   • Title your IPE project
   • Prepare one-two sentences about your project, making sure to answer the “so what?!?” question:
     ✓ Highlight return on investment and value to care delivery
     ✓ Pitch the community health benefits from your IPE work
     ✓ Pinpoint how the project aligns with specific institutional priorities
     ✓ Affirm the significance of IPE to student achievement in future, successful collaborative practice