Team Meeting Exercises
Interprofessional Faculty Development Institute

Progressive team breakout sessions build toward developing an institutionally-based action plan for an IPE project. Guided worksheets for each team session are provided to help organize the team's discussion. Teams should designate a recorder to capture the final consensus from each meeting session so that key elements are captured and can be carried forward during subsequent team sessions, peer consultation, and on return to their institution.

Day 1 ● Monday, May 5, 2014

10:00 AM - 10:45 AM	**Team Meeting #1 PLANNING:** Revisit your goals for attending the Institute and review your areas of strength, and self-reported gaps for opportunities.
1:45 PM - 3:00 PM	**Team Meeting #2 BUILDING:** Review the Interprofessional Collaborative Practice Competencies, explore IPE resources and ground your exercise in theory.

Day 2 ● Tuesday, May 6, 2014

10:30 AM - 12:00 PM	**Team Meeting #3 DESIGNING:** Teams will engage in active learning by applying effective teaching principles to intentional curriculum design that places learners in the forefront.
1:45 PM - 3:00 PM	**Team Meeting #4 ASSESSING:** Design/outline an assessment for your learners or and evaluation for your program.

Day 3 ● Wednesday, May 7, 2014

9:30 AM - 10:30 AM	**Team Meeting #6 ACTION:** Developing an Action Plan for Your Provost/Institutional Leadership

1. Refer to your project goal as reported on the preconference team survey. Write down the interprofessional education project that your team plans to implement post-institute.   What further clarification about the project goal is needed for team endorsement?

2. *Our IPE project will be:*

   _____

   We plan for our IPE project to be implemented for the _____ semester (F/Sum/Sprg) of 20_____.

3. Identify target audience(s) (students/faculty/administrators, etc.).Health profession schools to be involved.

4. *Target Audience(s):*_____

   Health Professions:

   _____

5. 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 disciplines able to communicate each other's roles? Are your faculty members and students able to use effective methods of communication to enhance team functions?

6. 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?

7. How will you evaluate your IPE program?

Team Meeting #2 BUILDING (75mins)

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

<u>**Values & Ethics**</u>

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

<u>**Roles & Responsibilities**</u>

☐ *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 populations served.* **Describe related student activity:**

<u>**Interprofessional Communication**</u>

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

<u>**Teams & Teamwork**</u>

☐ *Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care 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

_____

1) **Exercise (45 mins)** Design an interprofessional learning experience linked to interprofessional collaborative practice competencies that incorporates/extends effective teaching and learning principles.

Desired   _____
Student   _____
Outcomes   _____
                     _____

Resources: What resources do you already have available to design program? 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, 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
May 6, 2014 ● 1:45 PM - 3:00 PM
Team Meeting #4 ASSESSING (75 mins)

1. **How will you assess the learners in your program?**
2. **Will each profession assess their own learners or will the assessment be interprofessional?**
3. **Can you use the IPEC Core Competencies as a guideline for assessment questions?**
4. **Can you collaborate with the institutional research office at your University (if applicable).**
5. **How will you evaluate the effectiveness of the overall program?**

Team Meeting #5 ACTION (60 mins)

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

1. Now that your team has drafted an IPE project, how will you communicate it with institutional leadership, and secure leadership and organizational support in the form of tangible resources, as well as public endorsement?
   - 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)

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

   Use language that is compelling, unique, engaging.

   - Title your team's work product

   - 1-2 sentences about your team work product/why you put it together
     - ✓ Highlight return on investment and value to care delivery

     - ✓ Explicitly identify with which organizational priorities it aligns.