

01/02
W 0.2

GRANDE PRAIRIE REGIONAL COLLEGE

University of Alberta
Collaborative Baccalaureate Nursing Program

NS 3410

Interdisciplinary Health Care

Course Syllabus

Modified by :
Faculty of Nursing
Grande Prairie Regional College
1998/1999

Excerpted and Adapted from:
University of Alberta
Facilitator Manual
INTD 410: Interdisciplinary Health Team Development 2000
(C)1999 Administrative Group on Interdisciplinary
Health Sciences Education

Course leader: Elizabeth Hood, BScN, MSN,
Office -H216
Phone -539-2757

CALENDAR DESCRIPTION

A process learning course, intended to provide experience in working with a team of health care professionals from different disciplines. Emphasis is placed on team building through recognizing and capitalizing upon the unique contributions of different professions, as well as patients and families.

COURSE DESCRIPTION

Based on the principles of client-centred care, this process-orientated course fosters the development of knowledge and practice related to teams that facilitate health care. Various models for health care team service delivery will be critically analysed. Students explore concepts such as: client-centredness, optimal health, respect, egalitarianism, interdependency, consensus, mutual collaboration, and interdisciplinary teams. Emphasis is placed on recognizing the unique and collective contribution of individuals, families and various partners in health care delivery. The goal of this course is to give students an opportunity to learn about the roles and responsibilities of team members and how to function effectively as a team.

COURSE HOURS: 36 hours seminar over 4 weeks, 3 credits.

OBJECTIVES:

- *develop knowledge related to (a)the essential features of an effective team and (b)the unique contribution of other health care disciplines
- *explore and critically analyze modalities that deliver health care through teams (including intra-disciplinary, multi-disciplinary and inter-disciplinary)
- *explore and critically analyze client-centred care from a team perspective.
- *examine, select and practice strategies for leadership consistent with an interdisciplinary team model
- *using an inter-disciplinary team model assess, plan, implement and evaluate strategies to sustain, attain, maintain, or promote optimal health for a client (person, family, community)
- *practice skills of consensus building, conflict resolution, communicative feedback, collective responsibility and accountability.
- *actualize the concept of respect among the partners in health care (clients, families, various professional and para-professionals).
- *collaborate with others to determine the most efficient use of resources.
- *direct own learning through determining learning needs, accessing appropriate resources, analyzing information, applying new knowledge, and evaluating.

LEARNING METHOD -Process Learning

Using context-base learning modalities, students will investigate the specialized knowledge and roles of various health care disciplines through the use of case scenarios.

Individual students will select or be assigned a specific health care discipline (not necessarily their own) to investigate and represent throughout the learning process.

Students will form teams of 6 or 7 to explore five scenarios.

Teams have two parallel learning activities:

TEAM TASK

1) investigate and make decisions regarding the exploration of the scenarios (ie. acquire scenario-specific knowledge), and

TEAM PROCESS

2) manage the team efficiently (ie. acquire knowledge about

team building and practice group process skills).

This course includes the following teamskills: collaboration, team roles and professional roles, giving and receiving feedback, managing conflict on a team, and decision making and gaining consensus on a team. Teams are guided to carry out these two parallel learning activities by instructor-designed scenarios and questions to guide learning. Each scenario contains learning activities and information relating to the team task AND team process. Each scenario emphasizes a certain team building skill set, for example scenario 3 focuses on giving and receiving feedback. All team process information is relevant to all team encounters, but may only be introduced in a particular scenario. Teams will provide input to the entire class related to their learning about the team task and/or team process. These section meetings will allow teams to learn from each other's investigations, decisions and experiences.

GROUP ROLES AND FUNCTIONS

Each class you will take on a group role, or function as listed below, and by the end of the ten classes you will have had the opportunity to take on all roles and several functions. The Leader, Recorder, Energizer, and Skeptic roles should be assumed by team members at each class. Students not assuming one of these roles choose from the list of functions. Keep in mind that this list is not all-inclusive; in practice one might take on several roles or functions. Place tags with the role name and role description are provided and should be placed within view of team members during class.

ROLES

Leader

- Lead the team to determine goals for the scenario
- Lead group to decide approach and execution strategy goals
- Lead group to determine what is known, what is not know, and oversee information gathering
- review past assessments to determine which processes need to be worked out or what strategies need modification
- ensure that goals take precedence over problems/conflicts
- keep the group on task and on time to meet deadlines

Recorder

- clarify ideas of eliminate vagueness and imprecision
- summarize ideas and synthesize group's discussion
- record main points

- help the leader keep the team on task and on time

Energizer

- keep a positive attitude and assure group members are engaged
- energize group when motivation is low, keep spirits up
- be an encourager (bring out the best in each person)
- use humor, strategy changes, or surprise to achieve ideal "learning mood" and relieve stress

Skeptic

- help your group avoid coming to agreement too quickly, be "devils advocate"
- make sure all possibilities are explored
- suggest alternative ideas or options
- help your group evaluate practicality of plans and expectations

FUNCTIONS

Several of the "functions" necessary for a properly functioning team are listed below. It will vary according to the situation, so be aware of which of these you could do to help your team.

- **Assessor:** assess how well the group is functioning and accomplishing its objectives (identifies and analyzes problems in the group).
- **Equalizer:** ensure democratic, balanced, equal involvement. As well ensures balance between attention to task and process.
- **Unifier:** understands and helps resolve conflicts and seeks unity; reconciles differences in understanding and conclusion.
- **Attending to Critical Dialogue:** ensures no "yes-yes-yes" sayers, and "no-no-no" sayers, as well considers all quality criteria in producing the product -have they been met?
- **Synthesizer:** ensures synthesis of best ideas to create a high-quality solution or answer.
- **Clarifier:** clarifies and ensures everyone clearly understands the discussion and/or expectations.
- **Summerizer:** restates group discussion and conclusions/decisions (pulls the discussion together).

At first these roles will feel uncomfortable, conscious and contrived, however with practice they will eventually become automatic, and more comfortable. Group roles and functions help teams focus on team process-in other words how the team functions in order to complete its task. Team process is important because it affects the outcome. For example, if no one takes a leadership role in moving the team along, the team will have difficulty completing the task within a set time period.

EVALUATION

Evaluation whether by yourself, your teammates or your facilitators can be a powerful learning tool, if done appropriately. In this course we encourage evaluation and feedback. You will be involved in evaluation on several levels:

- evaluating yourself and your team at the end of each scenario, using the materials provided as a guide. You will complete a debriefing questionnaire at the end of scenarios 3, 4, and 5 and hand it in to facilitators for review and comments.
- facilitators will observe and record team process in order to offer input to individuals and teams
- final Group Objective Structured Clinical Evaluation or GOSCE

In summary, learning will be initiated by team experiences and will be apparent by:

- your participation on the team and in class discussions and presentations
- your ability to answer questions as assigned
- your individual and team performance at the GOSCE, which will occur in class nine.

GRADING IN THE COURSE

A CR (completed Requirements/Incomplete) grading in the course is based on student and team behavior throughout the course and team GOSCE in class nine.

Attendance and Behavior. Due to the nature of the course, your presence in class is a requirement. If you must be absent you are expected to communicate this to your team and find a mutually satisfactory way to fulfill your commitment to the team, e.g. deliver the materials that you were expected to present to a team mate prior to class, email the materials to your team mates. Also, upon your return to class, your team will expect you to take on greater responsibilities to make up for your absence. The course organizing committee team views non-attendance as

seriously impeding your ability to achieve course objectives, potentially resulting in a failing grade.

Failure can occur as a result of uncooperative or untoward behavior on the team. Students are expected to attend to the tasks at hand and make an honest effort for the good of the team. Behaviors having the potential to negatively impact another individual and or the team in general, such as disrespectful comments, will be viewed as not fulfilling objectives of the course and will result in a failing grade. Facilitators and team members will be providing feedback on your behavior throughout the term, Hence you will have opportunities to rectify untoward behavior.

GROUP OBSERVED SKILLS AND KNOWLEDGE EXAM (GOSCE)

What is a GOSCE?

A GOSCE or Group Objective Structured Clinical Examination is a modification of the individual OSCE format, widely used to assess clinical skills in the health science undergraduate and postgraduate educational programs. In the GOSCE a group of students will be assessed. It will include a written scenario and specific instructions which ask the team to address the health issues in the scenario. The team will be expected to demonstrate specific team skills related to communication and decision-making.

How will it take place?

The GOSCE will occur in class 9. Each team will be given a patient scenario and 25 minutes to complete the instructions attached to the scenario. After 25 minutes the facilitator will indicate the time and the team will have five minutes to "evaluate themselves." Teams will negotiate a specified start time the week prior. Please arrive on time, the GOSCE will begin on time.

How will I be graded?

Facilitators will evaluate both team and individual behaviors using a predetermined checklist. Examples of behaviors are included in the Debriefing Questionnaires after scenarios 3, 4, & 5. Your facilitator will give you the GOSCE results in class ten. As there is an individual and team component, it is possible for an individual to fail while a team passes.

Class Schedule

| | |
|---|---|
| <p>Class 1 (3 hrs) JAN 15</p> <p>1) Part A Course information session Receive team assignments</p> <p>2) Part B Introductions Scenario #1: Gilligan Who?</p> | <p>Class 2 (3.5 hrs) Jan 17</p> <p>Scenario #2: Getting to know the professions and teamwork</p> <p>1) Answer questions 2) Develop five minute presentation</p> |
| <p>Class 3 (3 hrs) Jan 22</p> <p>Scenario #2 cont.</p> <p>1) Presentations by the team 2) Debriefing Session: Develop team expectations</p> | <p>Class 4 (3 hrs) Jan 24</p> <p>Scenario #3 Mr. Mysenko</p> <p>1) Develop feedback contract 2) Perform intake conference 3) Feedback session</p> |
| <p>Class 5 (3.5 hrs) Jan 29</p> <p>Scenario #3 Mr. Mysenko cont.</p> <p>1) Perform discharge conferences 2) Feedback session 3) Debriefing session: Giving and Receiving Feedback *Complete debriefing questionnaire</p> | <p>Class 6 (3 hrs) Jan 31</p> <p>Scenario #4 Community as Client</p> <p>1) Answer questions 2) Plan community program</p> |
| <p>Class 7 (3.5 hrs) Feb 5</p> <p>Scenario #4 Community as a Client cont.</p> <p>1) Presentation to Town Council 2) Debriefing session: Conflict *Complete debriefing questionnaire</p> | <p>Class 8 (3.5 hrs) Feb 7</p> <p>Scenario #5 Wolverine Alberta</p> <p>1) Part A questions and discussion 2) Part B questions and discussion 3) Debriefing session *Complete debriefing questionnaire, course evaluation</p> |
| <p>Class 9 (up to 3 hrs) Feb 12</p> <p>*GOSCE (Group Exam)</p> | <p>Class 10 (3.5 hrs) Feb 14</p> <p>TBA</p> |