

**IPPE Student Learning Objectives for Collaborative Practice<sup>i</sup> – Developed by participants of the IRPbc Community 2010\***

Competency Domain	Student or Team Learning Outcome	Learning Activity / Strategy	Evidence (How will we know we have learned it?)	Validation of Met Outcomes
<p><b>COLLABORATIVE LEADERSHIP:</b></p> <p><b>Learners understand and can apply leadership principles that support a collaborative practice model</b></p>	<p>Student will be an active facilitator in multi-disciplinary, patient centred care planning meetings</p>	<p>Team charter</p> <p>Team Process</p> <p>Learning styles</p> <p>Shared decision making</p> <p>Case study- facilitated by the appropriate leader</p>	<p>The input of the student will be reflected in the care plan.</p> <p><i>The development of a care plan that reflects the student's facilitation of the input from members of the patient care team.</i></p>	<p>Patient outcome-receiving coordinated interprofessional care</p> <p>Feedback from peers</p>
	<p>The student will identify and define leadership through a collaborative practice model</p>	<p>The student will select a leadership mentor from another discipline and meet with them 3 times</p> <p>Observation of Role modelling from preceptors</p>	<p>The student will develop a learning plan with 2 objectives <i>that relate to demonstrating: accountability in their decision making; appropriate sharing of leadership depending on the skills / knowledge needed ; facilitating team environment for collaboration and decision making</i></p>	<p>Evaluation by preceptor</p> <p><i>(Peer- Evaluation by team members of leadership skills demonstrated)</i></p>

\*Content developed by participants of IRPbc Community Workshop *Growing IPE in Rural Communities and Beyond: A Collaborative Workshop for IRPbc Communities and Educators.* Vancouver, BC, March 26, 2010

Competency Domain: <b>CLIENT CENTRED CARE:</b>	<b>Student or Team Learning Outcome</b>	<b>Learning Activity / Strategy</b>	<b>Evidence</b> (How will we know we have learned it?)	<b>Validation of Met Outcomes</b>
<b>Learner's seek out, integrate and value, as a partner, the input and the engagement of the patient/client/family community in designing and implementing care/service</b>	By the end of the placement, the student consistently demonstrates effective communication strategies in all client interactions that meaningfully engage the client in the plan of care <i>(and centred around identified client goals?)</i>	Case conference Discharge planning Care mapping Client Assessment	The student is able to articulate strategies used to engage clients  The student asks open ended questions <i>(to the client)</i>  The student accurately documents the client perspective and interaction  The student advocates on behalf of the client to other health professionals  <i>The student's treatment planning reflect the patient's self identified goals</i>	Client feedback that their goals were listened to / centre to the care delivered  Look Upstream  Direct observation of interaction/communication of student with patient  Peer feedback  Student self reflection  Documentation of client goals and measures to evaluate

TEAM FUNCTIONING:	Student or Team Learning Outcome	Learning Activity / Strategy	Evidence (How will we know we have learned it?)	Validation of Met Outcomes
<p><b>Team Functioning:</b></p> <p><b>Learner’s understand the principles of team work, team dynamics and group / team processes to enable effective interprofessional collaboration</b></p>	<p>On a weekly basis, students will reflect on their ability to function as an effective member of their IP team.</p> <p>Students demonstrate modification of their behaviour based on team process and their understanding of team functioning</p> <p><i>Describe the characteristics of a highly functioning effective interprofessional team</i></p> <p><i>Demonstrate the characteristics of a team member on a highly effective interprofessional team</i></p>	<p>Develop and Utilize a Team Charter</p> <p>Sharing stories</p> <p>Reflective practice: Journaling</p> <p>Observation of Team of Health care professional in facility / community</p> <p>Participate in team functions: rounds, case conferences, formal and informal gatherings, Weekly seminar and debriefing</p> <p>Review literature on effective teams</p>	<p>Interaction with other team members:</p> <ul style="list-style-type: none"> <li>– Respectful</li> <li>– Responsive</li> <li>– Collaborative</li> <li>– Play different roles on the team</li> </ul> <p>Identifies various team roles that are necessary for effective team functioning- leaders, active listeners, personal reflections on team functions</p> <p><i>Sets common client centred goals which each team member is working towards; respects the “ground rules” of the team and adheres to them, assumes role assigned within team; performs duties within their scope of practice</i></p>	<p>Reflection: Journal, debriefing with team members, guided reflection sheets, self assessment</p> <p>Peer feedback</p> <p>Observation through Video</p>

INTERPROFESSIONAL COMMUNICATION:	Student or Team Learning Outcome	Learning Activity / Strategy	Evidence (How will we know we have learned it?)	Validation of Met Outcomes
<p><b>Interprofessional Communication:</b></p> <p><b>Learner's from different professions communicate with each other on a collaborative, responsive and responsible manner.</b></p>	<p>Students will participate in patient centred rounds daily or weekly.</p> <p>Actively contribute (rather than participate)</p> <p>Students will provide as a group an in-service to staff regarding collaborative, responsive and responsible communication by the end of the placement</p> <p>Demonstrate effective interpersonal communication skills</p>	<p>Developing rules for communication at team meetings</p> <p>Documenting in a manner that is appropriate</p> <p>Living together</p> <p>Sharing stories</p> <p>Learning outside of the typical</p> <p>Socialdemics</p> <p>Informal activities</p> <p>Stories from community</p> <p>Listen to each other</p> <p>See it role modelled</p>	<p>Attendance</p> <p>Verbalize about their clients</p> <p><i>Does not use discipline specific jargon or acronyms</i></p> <p>Can share provide perspective from their own discipline</p> <p>Listen respectfully to others</p> <p>Students meet and plan and carry out in-service</p> <p>Equal representation and input from disciplines</p> <p>Effort made to gain input from interdisciplinary team</p>	<p>Creation of interprofessional care plan</p> <p>Interprofessional referrals made appropriately</p> <p>Reflective practice; journals</p> <p>Survey of in-service participants regarding effective communication</p>

<b>ROLE CLARIFICATION:</b>	<b>Student or Team Learning Outcome</b>	<b>Learning Activity / Strategy</b>	<b>Evidence</b> (How will we know we have learned it?)	<b>Validation of Met Outcomes</b>
<p><b>Role Clarification:</b></p> <p>Learners understand their own role and the roles of those in other professions and use this knowledge appropriately to establish and achieve patient client family and community goals.</p>	<p>Describe what your role is to other members of the team in a language others will understand specific to that patient / care team/ audience</p> <p>Student will consistently identify appropriate Roles, responsibilities and scope of practice as per the needs of the client</p> <p><i>Describe knowledge of other professional roles in relation to theirs (specific to the context/setting)</i></p>	<p>Shadow another professional, student, patient through the health care service continuum</p> <p>Team project</p> <p>IP Rounds</p> <p>Ask another professional what they do</p> <p>Ask yourself what is my role with this patient-What can I contribute to the patient, to the team,</p> <p>Identify your lens, your perspective &amp; of others</p> <p>Case conferences/ Case studies/ presentation</p> <p>Teams of students with any preceptor</p> <p>Observe competency Role modelled</p>	<p>In team meetings, appropriately communicate role, job duties,</p> <p>No jargon</p> <p>In specific cases</p> <p>Contribute appropriately</p> <p>Recognize when your role is not necessarily needed to contribute</p> <p>Student will appropriately consult and engage with their colleagues</p> <p>Patient understands your role</p> <p>Patient receives appropriately care from the right provider</p> <p>Appropriately engage and ask other professionals</p>	<p>Ask the client</p> <p>Ask other professionals, preceptor &amp; members of team</p> <p>Feedback from patient</p>

<b>INTERPROFESSIONAL CONFLICT:</b>	<b>Student or Team Learning Outcome</b>	<b>Learning Activity / Strategy</b>	<b>Evidence</b> (How will we know we have learned it?)	<b>Validation of Met Outcomes</b>
<b>Interprofessional Conflict:</b>  <b>Learners / practitioners actively engage self and others, including the client/patient/family, in positively and constructively addressing disagreements as they arise.</b>	Describe possible IP conflict  Demonstrate effective IP conflict resolution skills	Team project  IP Rounds  Case conferences  Case studies / presentation  Teams of students with any preceptor  Observe competency Role modelled	Identify your lens, your perspective and those of others  The student is able to identify potential conflict and articulate strategies used to avoid or manage conflict in collaboration or team	Reflective practice: Journal, debriefing with team members, guided reflection sheets, self assessment  Feedback from team members, colleagues

Table adapted from: Bossers, A., Miller, L.T., Polatajko, H.J., & Hartley, M. (2007). *Competency based fieldwork evaluation for occupational therapists*. Albany, NY: Delmar Thomson Learning.

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<sup>i</sup> Based on the National Interprofessional Competency Framework, CIHC, 2010