### IPPE Student Learning Objectives for Collaborative Practice

**Competency Domain: COLLABORATIVE LEADERSHIP**

Learners understand and can apply leadership principles that support a collaborative practice model

<table>
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<tr>
<th>Competency Domain</th>
<th>Student or Team Learning Outcome</th>
<th>Learning Activity / Strategy</th>
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| **COLLABORATIVE LEADERSHIP:** | Student will be an active facilitator in multi-disciplinary, patient centred care planning meetings | Team charter  
Team Process  
Learning styles  
Shared decision making  
Case study- facilitated by the appropriate leader | The input of the student will be reflected in the care plan.  
*The development of a care plan that reflects the student's facilitation of the input from members of the patient care team.* | Patient outcome-receiving coordinated interprofessional care  
Feedback from peers |
| The student will identify and define leadership through a collaborative practice model | The student will select a leadership mentor from another discipline and meet with them 3 times  
Observation of Role modelling from preceptors | The student will develop a learning plan with 2 objectives 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 | Evaluation by preceptor  
(Peer- Evaluation by team members of leadership skills demonstrated) |

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<tr>
<th>Competency Domain: CLIENT CENTRED CARE:</th>
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| 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 | 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 (and centred around identified client goals?) | 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 (to the client)
The student accurately documents the client perspective and interaction
The student advocates on behalf of the client to other health professionals
*The student’s treatment planning reflect the patient’s self identified goals* | 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 |
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<th>TEAM FUNCTIONING:</th>
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<tr>
<td>Team Functioning:</td>
<td>On a weekly basis, students will reflect on their ability to function as an effective member of their IP team.</td>
<td>Develop and Utilize a Team Charter</td>
<td>Interaction with other team members: - Respectful - Responsive - Collaborative - Play different roles on the team</td>
<td>Reflection: Journal, debriefing with team members, guided reflection sheets, self assessment</td>
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<td>Learner’s understand the principles of team work, team dynamics and group / team processes to enable effective interprofessional collaboration</td>
<td>Students demonstrate modification of their behaviour based on team process and their understanding of team functioning</td>
<td>Sharing stories</td>
<td>Identifies various team roles that are necessary for effective team functioning-leaders, active listeners, personal reflections on team functions</td>
<td>Peer feedback</td>
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<td>Describe the characteristics of a highly functioning effective interprofessional team</td>
<td>Reflective practice: Journaling</td>
<td>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</td>
<td>Observation through Video</td>
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<td>Demonstrate the characteristics of a team member on a highly effective interprofessional team</td>
<td>Observation of Team of Health care professional in facility / community</td>
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<td>Participate in team functions: rounds, case conferences, formal and informal gatherings, Weekly seminar and debriefing</td>
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<td>Review literature on effective teams</td>
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### INTERPROFESSIONAL COMMUNICATION:

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<td>Students will participate in patient centred rounds daily or weekly.</td>
<td>Developing rules for communication at team meetings</td>
<td>Attendance</td>
<td>Creation of interprofessional care plan</td>
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<td>Actively contribute (rather than participate)</td>
<td>Documenting in a manner that is appropriate</td>
<td>Verbalize about their clients</td>
<td>Interprofessional referrals made appropriately</td>
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<td>Students will provide as a group an in-service to staff regarding collaborative, responsive and responsible communication by the end of the placement</td>
<td>Living together</td>
<td>Does not use discipline specific jargon or acronyms</td>
<td>Reflective practice; journals</td>
</tr>
<tr>
<td>Demonstrate effective interpersonal communication skills</td>
<td>Sharing stories</td>
<td>Can share provide perspective from their own discipline</td>
<td>Survey of in-service participants regarding effective communication</td>
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<td>Learning outside of the typical Socialdemics Informal activities Stories from community Listen to each other See it role modelled</td>
<td>Listen respectfully to others</td>
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<td>Students meet and plan and carry out in-service</td>
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<td>Equal representation and input from disciplines</td>
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<td>Effort made to gain input from interdisciplinary team</td>
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<th>Role Clarification:</th>
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<td>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.</td>
<td>Describe what your role is to other members of the team in a language others will understand specific to that patient / care team/audience Student will consistently identify appropriate Roles, responsibilities and scope of practice as per the needs of the client Describe knowledge of other professional roles in relation to theirs (specific to the context/setting)</td>
<td>Shadow another professional, student, patient through the health care service continuum Team project IP Rounds Ask another professional what they do Ask yourself what is my role with this patient-What can I contribute to the patient, to the team, Identify your lens, your perspective &amp; of others Case conferences/ Case studies/ presentation Teams of students with any preceptor Observe competency Role modelled</td>
<td>In team meetings, appropriately communicate role, job duties, No jargon In specific cases Contribute appropriately Recognize when your role is not necessarily needed to contribute Student will appropriately consult and engage with their colleagues Patient understands your role Patient receives appropriately care from the right provider Appropriately engage and ask other professionals</td>
<td>Ask the client Ask other professionals, preceptor &amp; members of team Feedback from patient</td>
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<td>Interprofessional Conflict:</td>
<td>Describe possible IP conflict</td>
<td>Team project</td>
<td>Identify your lens, your perspective and those of others</td>
<td>Reflective practice: Journal, debriefing with team members, guided reflection sheets, self assessment, feedback from team members, colleagues</td>
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<td>Learners / practitioners actively engage self and others, including the client/patient/family, in positively and constructively addressing disagreements as they arise.</td>
<td>Demonstrate effective IP conflict resolution skills</td>
<td>IP Rounds</td>
<td>The student is able to identify potential conflict and articulate strategies used to avoid or manage conflict in collaboration or team</td>
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<td>Case conferences</td>
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<td>Teams of students with any preceptor</td>
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<td>Observe competency Role modelled</td>
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Thanks to Donna Drynan for her guidance through the workshop.

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¹ Based on the National Interprofessional Competency Framework, CIHC, 2010

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Vancouver, BC, March 26, 2010