

Team Competencies Education Session – Café Style Format

The format of this session is interactive and best done in pairs.

Duration: 1 hour

Group size: Minimum 6 – 12 participants, but may be used for larger groups

For this session, you will need:

1. Laptop/data projector
2. Flip Charts (x 6)/markers
3. CIHC IP Competency Definitions
4. Evaluation forms

Room set-up:

The room should allow for set-up for an initial PowerPoint presentation as well as the ability for the pairs to circulate through the room to discuss the competencies.

Post the six competency definitions on the flip charts around the room.

Instructions:

Start with the initial PowerPoint presentation outlining the WRHA Collaborative Care Action Plan/regional commitment to IP and the CIHC Competency Framework. Divide the group into pairs. (~15 minutes)

Depending on the time allocated for the session and the number of pairs, you may assign the pairs to specific competencies, or allow all pairs to circulate through the room to discuss as many of the competencies as they can in the allocated time.

Pairs are asked to read the definitions of the competencies, discuss how their team demonstrates that particular competency and write their comments on the flipcharts. They may use story telling related to a particular case example; discuss team processes or particular team characteristics, etc... (~20 minutes)

The pairs are brought back together to the large group where either:

1. each pair is asked to present on the competency(s) that they were assigned to, or
2. a general group discussion is facilitated. (~20 minutes)

Provide participants with evaluation forms (~5 minutes)

This session may be modified to different time lengths depending on the team and the amount of discussion anticipated. If a longer time line is possible, the discussions could lead to development of action plans by participants to improve their engagement related to each of the IP competencies.

Person-Centered Care

Health Providers/students include Residents/families as members of the healthcare team, involving them in the design, implementation and evaluation of their care plan.

Role Clarification

Health Providers/students understand their own role and the roles of those in other professions. This helps avoid duplication and gaps in care.

Team Functioning

Health Providers/students understand the principles of team work and team processes to enable effective interprofessional collaboration.

Collaborative Leadership

Health Providers/students work together as a team to plan, put into place and evaluate care. Each team member shares responsibility for their role towards positive outcomes.

Interprofessional Communication

Health Providers/students
communicate with each other and
Residents/families in an open,
collaborative and responsible manner
that builds trust with others.

Interprofessional Conflict Resolution

Health Providers/students work as a team that actively engages in addressing disagreements and responds effectively to all types of conflict.