

**Collaborative Learning Environments: Preparation, Culture Change, & Activities**

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 Salem State University  
 May 16, 2022



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Please open the app on your phone, or another tab in your browser and go to [PollEv.com/cece2021](https://PollEv.com/cece2021) and be ready to respond to the poll!

**How familiar are you with IPE?**


Very  
 Somewhat  
 Not at all

Your responses will create an interactive graph.



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### What are the barriers to IPE?

*Your entries will create a word cloud. You have three opportunities to respond. If your entry is two or more words ie. "Not\_Enough\_Time" please connect them with an underscore "\_"*



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### What are the benefits to IPE?

*Your entries will create a word cloud. You have three opportunities to respond. If your entry is two or more words ie. "Better\_Communication" please connect them with an underscore "\_"*



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Upon listening to today's session learners will be able to:

1. **Knowledge:** Describe interprofessional pedagogical concepts including competencies, teamness, and resilience.
2. **Skills:** Apply and debrief collaborative concepts in a team activity.
3. **Attitude:** Promote and support the ups and downs of building a collaborative culture unique to your setting and goals.
4. **Application:** Consider a range of interprofessional learning modalities for your student population.
5. **Future Action:** Identify your first action step for interprofessional planning.

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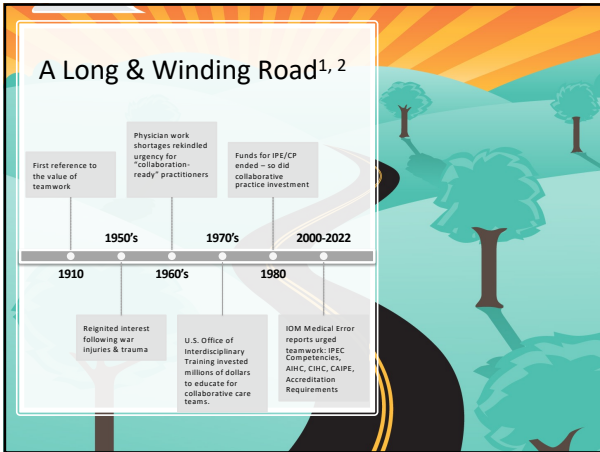
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Interprofessional pedagogical concepts: competencies, teamness, & resilience

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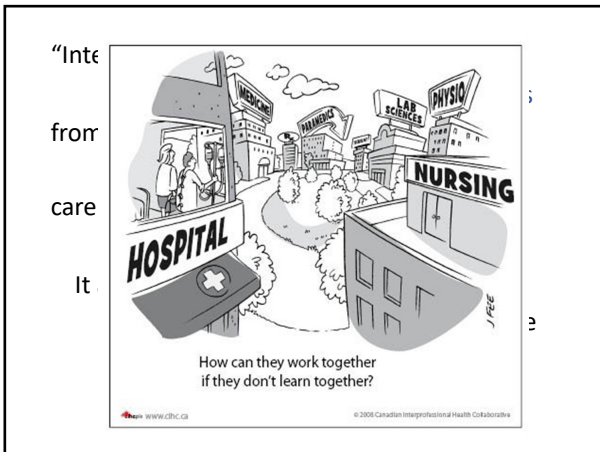
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Interprofessional education is an applied methodology – not content – used to support collaboration, shared learning, team behaviors, curiosity, equity, critical & relentless inquiry and respect amongst learners.

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### IPEC Collaborative Competencies 2016

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**Ethics and Values:** Shared commitment to improve quality of care.

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**Roles and Responsibilities:** Understand and respect the roles, responsibilities and expertise of others.

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**Communication:** Communicate effectively and respectfully with patients/clients, colleagues, and communities.

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**Teamwork:** Cultivate and support team-based approaches.

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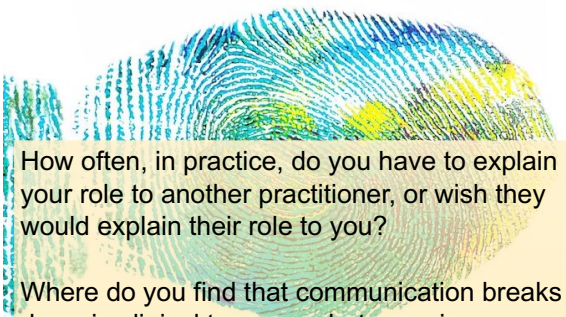
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How often, in practice, do you have to explain your role to another practitioner, or wish they would explain their role to you?

Where do you find that communication breaks down in clinical teams – what experiences have you had that you would like your students to be able to avoid?

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Canadian Interprofessional Health Collaborative

- Interprofessional communication
- Patient/client/family /community-centered care**
- Role clarification
- Team functioning
- Collaborative leadership**
- Interprofessional conflict resolution**

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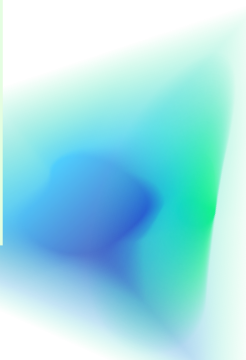
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How do you resolve conflicts in a team?

What kinds of conflicts does your profession see?

When is your profession the leader of the team? How does that get established?




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Quadruple Aim

Quadruple aims need to be optimized simultaneously




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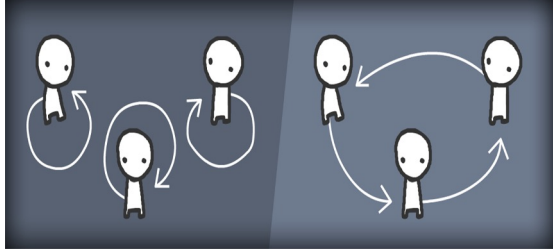
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**The Idea:**  
 Interprofessional collaborative learning recognizes the **complementarity and interdependence** of professional disciplines and the value of **teamwork**; advocates for **power sharing** (collaborative leadership), and **collective** action.



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**Best Team Practices**

What practices have you experienced or witnessed as a team player or observer?

*Your entries will create a word cloud. You have three opportunities to respond. If your entry is two or more words ie. "Transitive\_Leadership" please connect them with an underscore " \_ "*



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**Teamness:**  
 Interprofessional rapport building needs to be **intentional, continuous**, and not assumed.  
 Simply bringing groups together (co-location) is insufficient to reduce negative **intergroup attitudes** and **stereotyping**  
 It takes time and **consistent contact** to displace misconception and replace it with **trust**.

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Smart People don't necessarily form Smart Teams

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**TEAMS ARE SMARTEST WHEN:**

- Diverse expertise and experience are valued and capitalized upon.
- Active listening is taught and reinforced.
- Brave space & psychological safety is thoughtfully built and revisited
- Contributions of those who have not felt empowered are actively invited to speak up.
- Power inequities are explicitly recognized as factors impacting teambuilding.
- Microaggressions and misunderstandings are addressed
- New ideas are welcomed even if they aren't used or don't work out – we learn from mistakes.
- Asking for help is encouraged and seen as a skill not a weakness.
- Leadership is inclusive and fluid.

(Modified from Mayo & Woolley, 2016)

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Have you ever been on a team that treated mistakes as learning opportunities without blame or shame?

How could you or your profession foster that kind of culture in a team?

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**Team Resilience**

The collective capacity of team members to manage pressures and deal with current and future challenges and adversities.

Resilient teams foster and sustain collectively empowering characteristics whether or not they're in a crisis.

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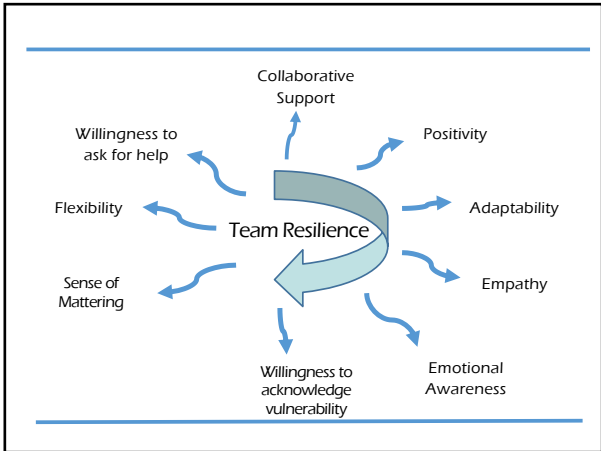
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**Patricia Chalmers**

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Patricia Chalmers, Age 31

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@UNEIPE

#PEUNE

- Patricia (Pat) Chalmers, a 31-year-old cisgender woman, prides herself on self-sufficiency and resourcefulness.
- Pat lives with her grandmother, is paid for providing homecare, and works part-time as a bookkeeper.
- Pat doesn't ask for help or acknowledge that she has needs.
- She's frustrated by providers focused on her weight, diet, and need to exercise. Because of this, she avoids health care. "I know what risks I face" she says. "But I've tried everything, and nothing works. I've accepted my size and would like others to respect that."
- Several months ago, Pat broke her ankle. The break was significant requiring surgery.
- Pre-surgery labs found elevated glucose levels.
- Surgery was postponed; further bloodwork will determine whether Pat has diabetes an/or other pre-existing health conditions.
- Pat reacted strongly to the delay. "I don't have the time or money for diabetes!"

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**COLLABORATIVE LEARNING EXERCISE**

-  What do we know about Pat?
-  What contextual factors are important to consider?
-  What more do we need to know?
-  What barriers might impede building a relationship with Pat?
-  What are your aspirations as a care provider? As a team member?

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**DEBRIEF**

- What do we know about Pat?
- What contextual factors are important to consider?
- What more do we need to know?
- What barriers might impede building a relationship with Pat?
- What are your aspirations as a care provider? As a team member?

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When asked "would you rather work for change, or just complain?" 81% of the respondents replied, "Do i have to pick? This is hard."

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Culture change requires a commitment to creating an open, receptive environment that explicitly promotes equal status, shared goals, a commitment to facilitative and fluid leadership, and institutional support for collaborative learning.

Modified from Kahlili et al, 2021

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People will engage in change only if they understand **What** they need to do and **Why** they need to do it.

What is your **why**?

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No "One Size Fits All"

- Promote ideas that are meaningful and achievable
- Reach out to colleagues in other programs
- Establish a consistent 'allies' constituency
- Remove known obstacles & sidestep barriers
- Begin with small successes and expand
- Actualize student input
- Evaluate

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Building a collaborative culture

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**Interprofessional Team Immersion**

- Build Collaborative Case Study
- Establish Longitudinal Teams
- Half-Day Didactic & Team Building Session
- Simulations 1 & 2
- Debriefing Sessions
- Poster Session

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**Lived Wisdom**

"We must move beyond what we typically think of as 'patient engagement' efforts—things like inviting patients to respond to surveys or to participate on advisory panels—and integrate patients and families as partners throughout the health professions education and delivery system."

Dr. George Thibault, former President, Josiah Macy Foundation

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**Service Learning: 800 harm reduction kits**

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**Collaborating Across Campus**

- Nursing
- Occupational Therapy
- Pharmacy
- Physical Therapy
- Physician Assistant
- Social Work

IN CURRICULUM  
SUMMER SESSION

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## Student Poster Session

17 Presentations 86 Students 15 Health Professions

Join us for an action-packed hour of collaborative celebration!

Students from UNE's graduate and undergraduate disciplines will showcase their creative research and scholarship projects with our UNE community.

IP Competencies: *Teamwork, Communication*  
Participation may be applied toward IP Honors Distinction

**Wednesday, May 5**  
**12-1 p.m.**

UNE Community: (logged in via Oitai):  
<https://une.zoom.us/j/93796000707>

Public: [facebook.com/UniversityOfNewEngland](https://www.facebook.com/UniversityOfNewEngland)  
-or- [une.edu/live](https://www.youtube.com/channel/UC...)

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## IP HONORS DISTINCTION MICRO-CREDENTIAL

- *Attend and reflect on 4 events*
- *Participate in an interprofessional team activity*
- *Present with your team to an audience of your peers*
- *Archive everything in an online portfolio*
- *The Digital Credential can be attached to a website, Linked-In, your online resume ...*

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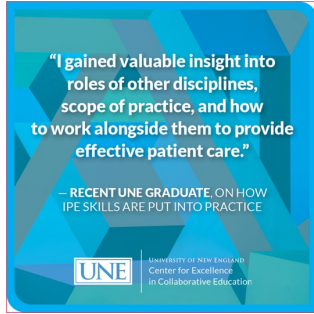
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RESEARCH: Translation of IPE into Practice

Hypothesis: Learners who have engaged in positive IPE in their educational programs have stronger cross-professional skills, attitudes, and collaborative orientations than those with low or no IPE.



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Please open the app on your phone, or another tab in your browser and go to [PollEv.com/cece2021](https://PollEv.com/cece2021) and be ready to respond to the poll!

Action Steps:

3 things that you'd like to do to promote an IP collaborative culture at Salem State

Your short answer (3-15 words) responses will scroll on the screen.



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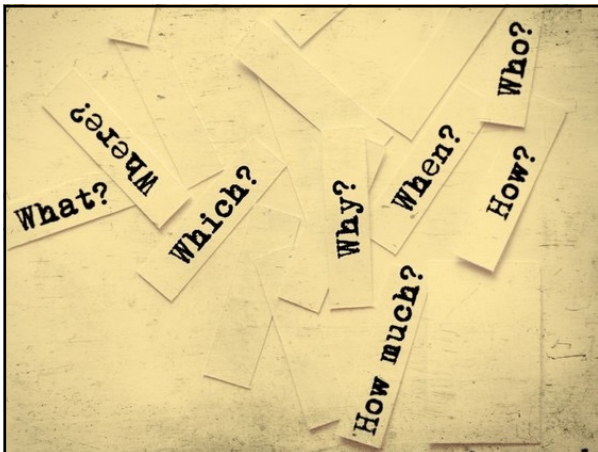
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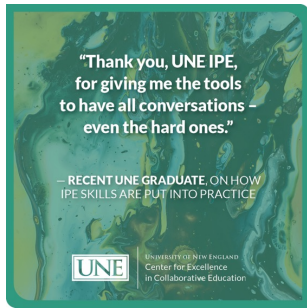
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Nancy Jo Ross  
[nross@une.edu](mailto:nross@une.edu)



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