

# How to Train Health Professionals across the Continuum of Professional Development to Work Together



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**90 minutes**

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# PRESENTER DISCLOSURE

- **Presenters:** Olga Heath and Tyla Charbonneau
- **Relationships with commercial interests: None and no conflicts to declare**

# LEARNING OBJECTIVES

1. Describe the evidence for the value of interprofessional collaboration in mental health care
2. Explain the importance of life-long learning for effective teamwork
3. Utilize a novel framework for developing practical, scaffolded interprofessional education opportunities for students and practitioners



# THE EVOLUTION OF MENTAL HEALTH CARE DELIVERY IN CANADA

- Recognition that quality care must be:
  - collaborative
  - team-based
  - patient-centred (esp. for marginalized)
- Mental and physical health issues connected
- Move to primary health care settings to increase access and collaborative care



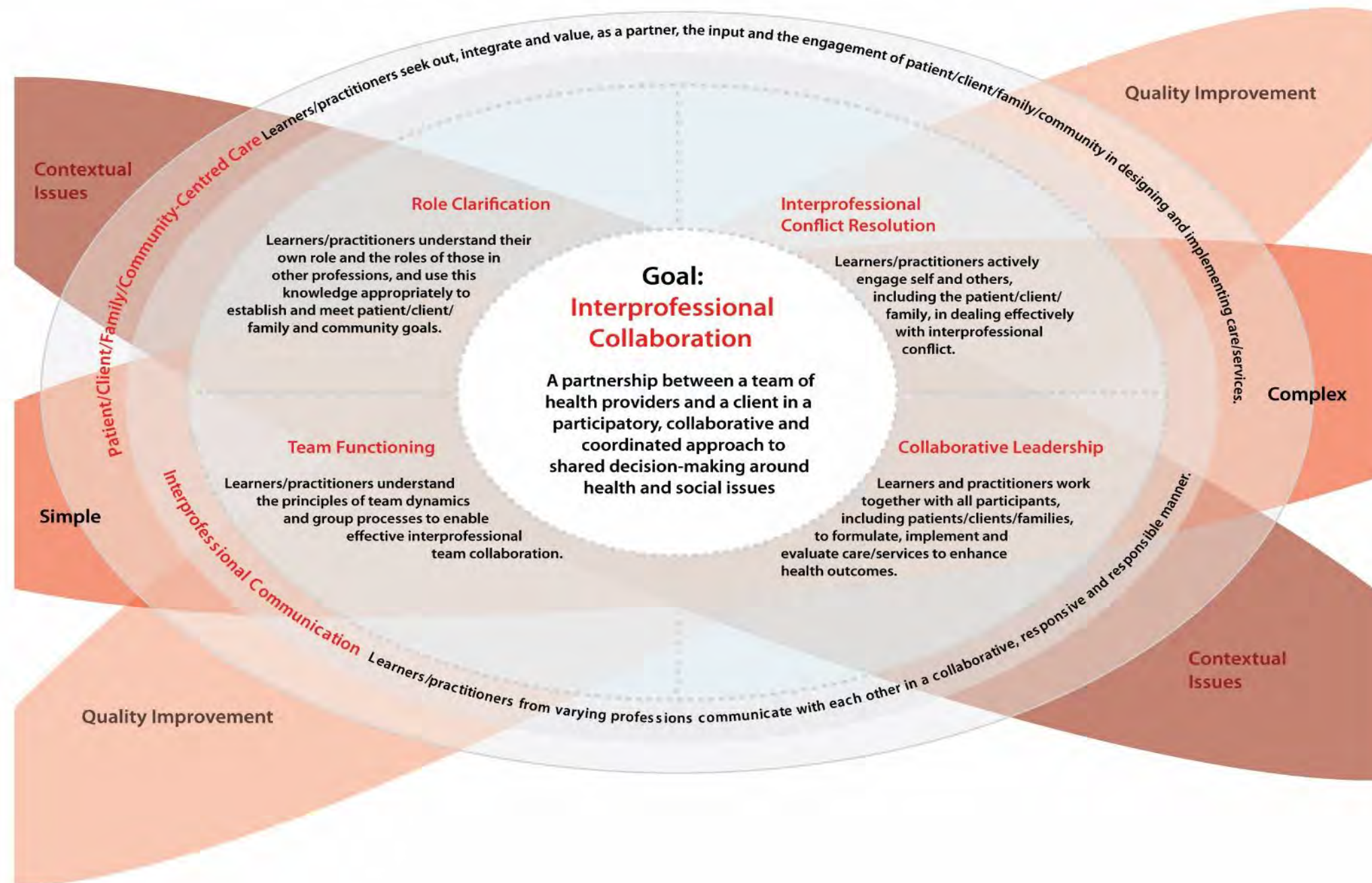
# EFFECTIVE COLLABORATIVE MENTAL HEALTH CARE WORKS

- There is increasing evidence that collaborative care models in mental health care result in more positive outcomes for service users and providers while possibly reducing costs <sup>1,2</sup>
- Providing effective collaborative care is complex
- Successful implementation requires organizational support and training for service providers and managers as well as education for service users
- Example: *Assessment of in-patient on psychiatric ward- what is needed to manage this situation?*





# COLLABORATION COMPETENCIES



## CANADIAN INTERPROFESSIONAL HEALTH COLLABORATIVE



# CHARACTERISTICS OF EFFECTIVE IPC

## FEATURES OF A COLLABORATOR

### WHEN IT DOESN'T WORK...

### WHEN IT WORKS...

#### Accountability

Mediocrity is encouraged amongst team members

Team members want to perform and improve

#### Assertiveness

Conflict occurs because difference is viewed as threatening

Team members feel safe sharing opinions and ideas

Glover Takahashi, S, Martin, D & Richardson D (2010) Toolkit for Teaching & Assessing the CanMEDS Collaborator Role



# CHARACTERISTICS OF EFFECTIVE IPC

## FEATURES OF A COLLABORATOR

### WHEN IT DOESN'T WORK...

### WHEN IT WORKS...

#### Autonomy

Team members feel underappreciated and are underutilized

Team members are confident of each other's skills and expertise

#### Role Clarity

Assumptions are frequently made, leading to conflict, misunderstanding, or error

Team members understand their own and others' roles and responsibilities

Glover Takahashi, S, Martin, D & Richardson D (2010) Toolkit for Teaching & Assessing the CanMEDS Collaborator Role





# CHARACTERISTICS OF EFFECTIVE IPC

## FEATURES OF A COLLABORATOR

### WHEN IT DOESN'T WORK...

### WHEN IT WORKS...

#### Communication

Confusion and / or duplication occur

Information sharing is proactive, clear and direct among team members

#### Cooperation

Role boundaries are inflexible, team members are hesitant to ask for help

Team members actively help and appreciate each other

Glover Takahashi, S, Martin, D & Richardson D (2010) Toolkit for Teaching & Assessing the CanMEDS Collaborator Role



# CHARACTERISTICS OF EFFECTIVE IPC

## FEATURES OF A COLLABORATOR

### WHEN IT DOESN'T WORK...

### WHEN IT WORKS...

#### Coordination

Team is slow to respond,  
there is redundancy

The right person is doing the  
right job at the right time

#### Responsibility

There is no commitment to the  
team or the outcome

Mutual support among team  
members

Glover Takahashi, S, Martin, D & Richardson D (2010) Toolkit for Teaching & Assessing the CanMEDS Collaborator Role



# CHARACTERISTICS OF EFFECTIVE IPC

## FEATURES OF A COLLABORATOR

### WHEN IT DOESN'T WORK...

### WHEN IT WORKS...

#### Transparency

Information is withheld

Information is shared freely among team members

#### Trust & Respect

Team members feel protective of own role and suspicious of others' intentions

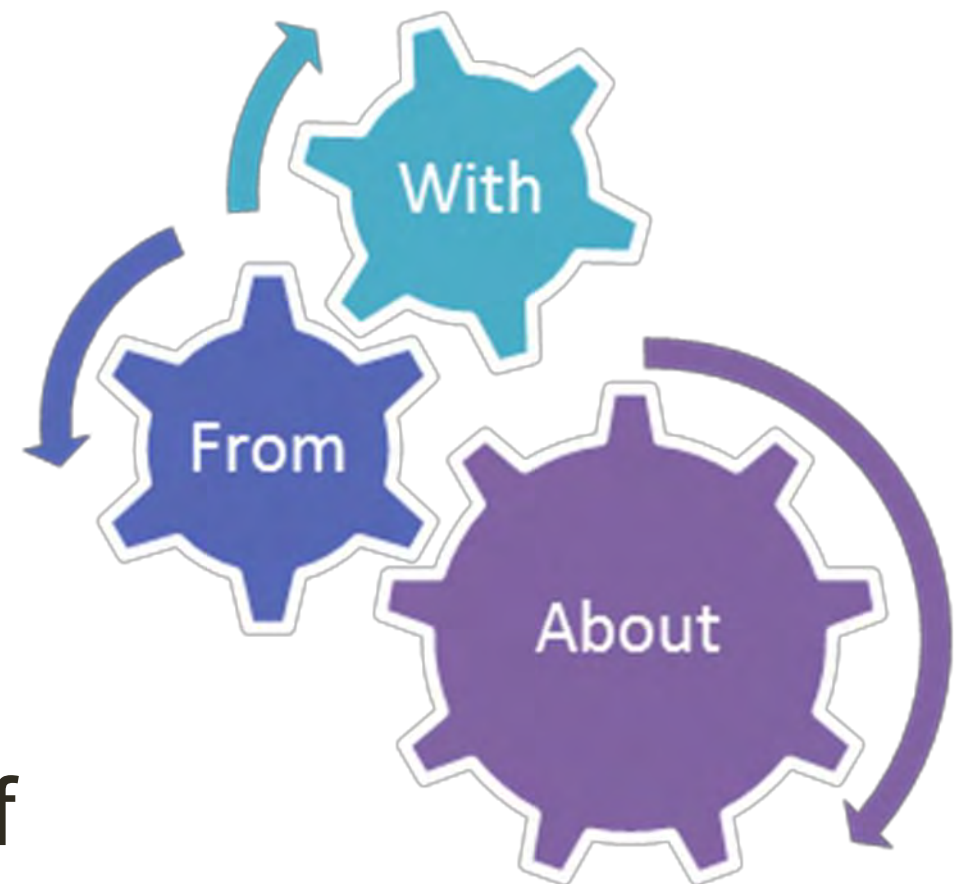
Team members have confidence in each others' intentions and skills

Glover Takahashi, S, Martin, D & Richardson D (2010) Toolkit for Teaching & Assessing the CanMEDS Collaborator Role



# HOW TO TEACH COLLABORATIVE COMPETENCIES

Interprofessional education (IPE) occurs when “two or more professions learn with, from and about each other to improve collaboration and the quality of care” (Centre for Advancement of Interprofessional Education [CAIPE], 2002).



# TEACHING COLLABORATIVE COMPETENCIES

- Cannot be taught effectively uni-professionally
- Must be taught interactively and reflectively
- Learners must understand the role of the self in interprofessional interactions including those with the service user





# WHEN TO TEACH IPE?

- Classroom learning is not enough
- Powerful impact of modelling in practice setting
- Contextual factors and pressures in practice may undermine pre-licensure learning
- Must educate across the continuum of professional training from in-class to continuing interprofessional education post-licensure



# THINK, PAIR, SHARE

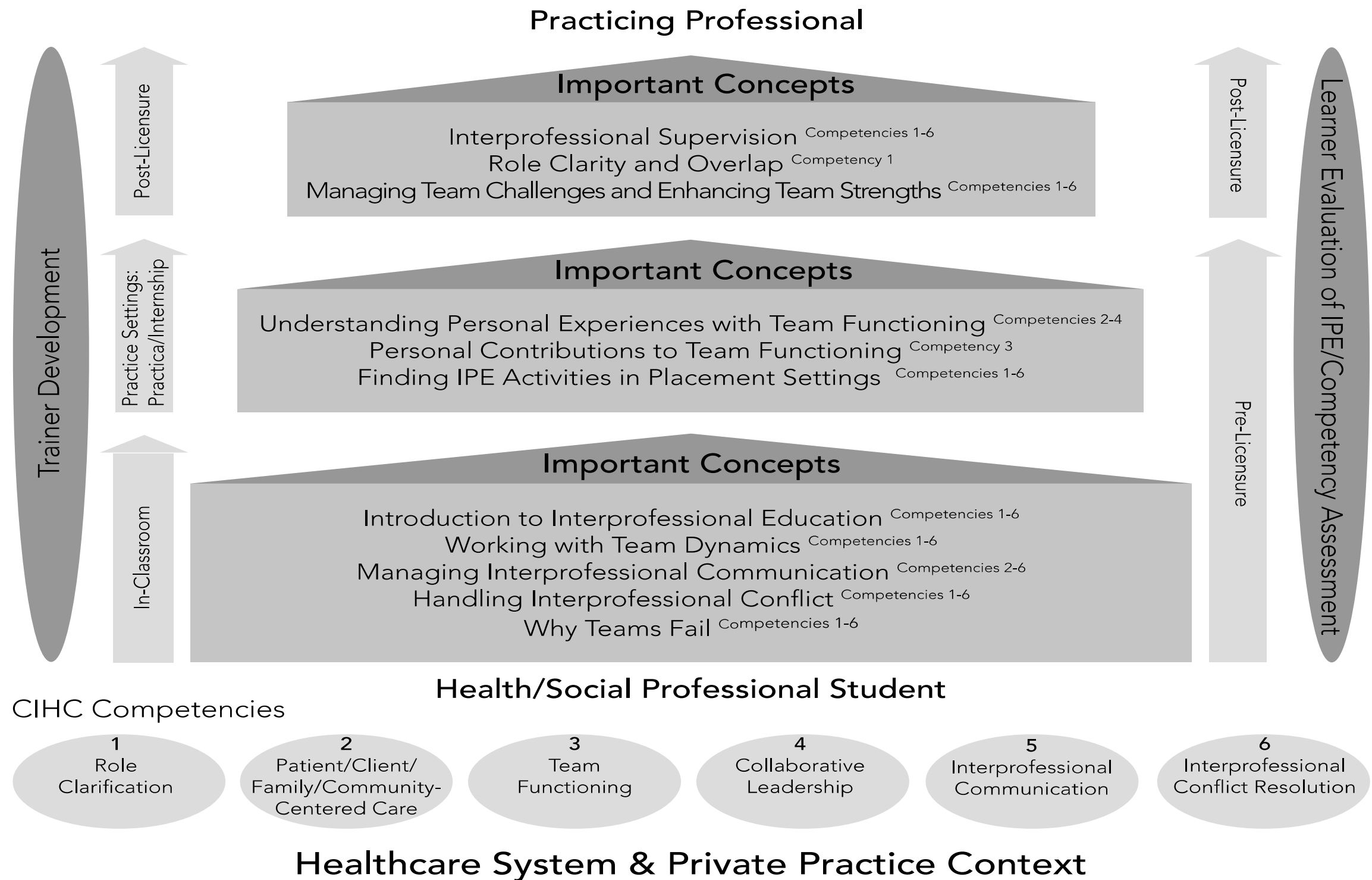


- Reflect on your own training
  - ❖ Were you taught collaborator competencies?  
If so, when and how?
  - ❖ What are the barriers to training professionals to work collaboratively?
    - In classrooms
    - In practice placements
    - Post licensure
- Turn to the person on your left and discuss these two questions
- Share what you discussed with the larger group

TIME FOR A 10 MINUTE  
BREAK



# Interprofessional Education Model for Health/Social Professionals



Design by Heather Roberts, HSIMS

# Stage 1: Classroom Settings

Exploring what already exists

Creating an integrated program

Communicating the importance of IPE

Activity examples

Why teams fail

Assessment and evaluation



# **“The great aim of education is not knowledge but action” Herbert Spencer**

- Explore existing programs- IPE specific and within curriculum
- Who are the stakeholders? How do I get them involved?
- What can I learn from existing programs at other institutions?



# Classroom IPE at Memorial

IPE: Skills Training Series (8 sessions over 2 years)

- Four themes:
  - Team Functioning
  - Communication
  - Conflict Management
  - Addressing Team Failures
- Focused on self-awareness and reflection
- Exploring the option of adding patients to small interprofessional teams



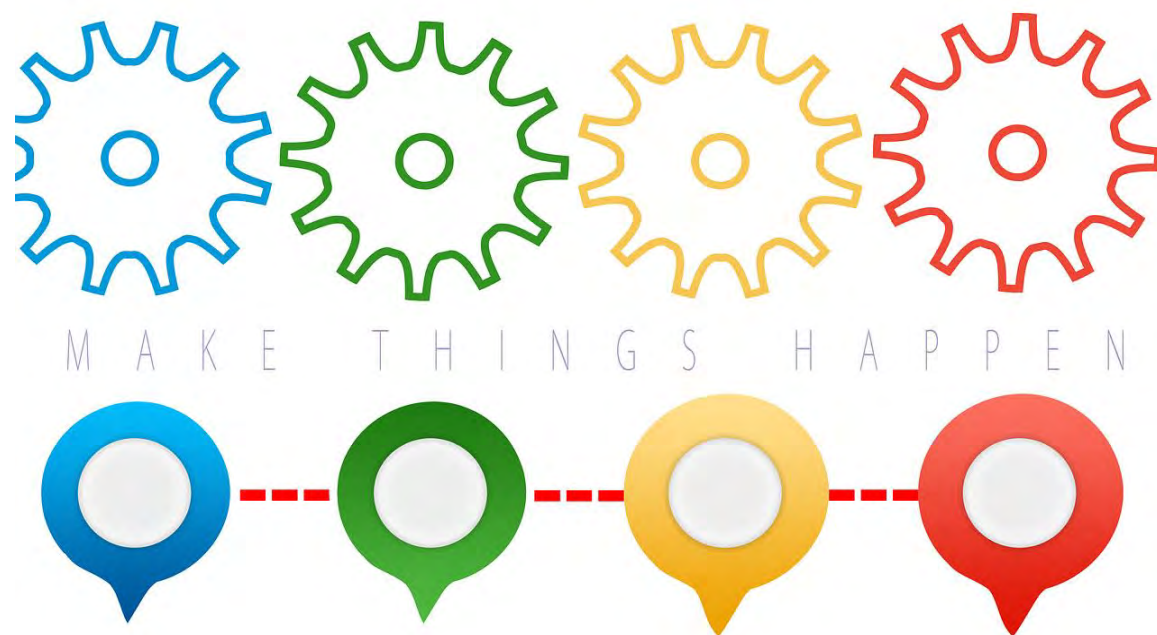
# Classroom IPE at Memorial

## IPE: Case-based Modules (3)

- Mental Health: *Geriatric depression*
- HIV Care: *Ethical issues with informing sexual contacts*
- Health and Well-being of Children: *Intersectoral collaboration in child abuse*



# Communicating Importance



- Two year one team commitment- required not optional
- Invested facilitators from all health professions
- Well researched training topics
- Incorporation of feedback from students and programs
- Meaningful activities





# Activity Example- What is your conflict management style?





# Activity Example- What is your conflict management style?

- What did you learn about your style?
- How does this impact your work?
- What happens when these styles conflict?
- Experiences of conflict in work situations?



# Why Teams Fail

- Failure to communicate respect for the contributions of and culture of all members of the team including the patient and family
- Not having appropriate leadership of the team based upon the needs of the patient
- Failing to effectively manage team conflict
- Ignoring power differentials
- Neglecting to set up processes which support effective teamwork and communication such as team rounds and interprofessional charting



# Assessment and Evaluation

**Table 5.1 Assessment of collaborative behaviors**

<b>Peer Assessment</b>				
PART 1: Thinking about your experiences in completing this activity, please rate on the scale provided how frequently this team member demonstrated each of the following interpersonal skills.				
This team member . . .	Never	Sometimes	Often	Always
Gives useful feedback to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts useful feedback from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to listen and understand what others are saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows respect for the opinions and feelings of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PART 2: Please provide feedback to your team member by responding to the following question.				
<ul style="list-style-type: none"> <li>What is the single most important way this person could alter his or her behavior to more effectively help your team?</li> </ul>				
<b>Self-Assessment</b>				
PART 1: Thinking about your experiences in completing this activity, please rate on the scale provided how frequently you have demonstrated each of the following interpersonal skills.				
How often have I:	Never	Sometimes	Often	Always
Given useful feedback to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepted useful feedback from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listened to and understood what others are saying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed respect for the opinions and feelings of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PART 2: Please reflect on your own experience on your team by responding to the following question.				
<ul style="list-style-type: none"> <li>What is the single most important way I could alter my own behavior to more effectively help my team?</li> </ul>				





# Stage 2. Practice Settings: Practica, Internships, and Service Learning Opportunities

Finding creative experiences

Supervision

Assessment and evaluation



***“Gettin’ good players is easy. Gettin’ ‘em to play together is the hard part” Casey Stengel***

- Teaching collaborative competencies is especially important at this level
  - Deepening already existing experiences
  - Examples of these IPE experiences
  - Hidden curriculum
- Challenges include finding practice opportunities and creating appropriate IPE experiences, supervision, and assessment





# Finding IPE in Practice Settings

- Challenging to find defined IPE in practice settings
- BUT: there are actually many opportunities for development of the collaboration competencies
- Examples of interprofessional mental health care that you experience whether as service user or provider?
- Considerations when creating IPE experiences for students in practice
  - Prepare students – How?
  - Create opportunities for processing of positive and negative team experiences - How?



# Supervision



- General – IMPORTANCE of REFLECTIVE PRACTICE
- Role clarity
- Interprofessional communication
- Collaborative leadership
- Team functioning
- Interprofessional conflict
- Service User centered care



# Assessment and Evaluation



# Stage 3: Post Licensure Practice Settings

Opportunities for IPE in practice settings

Opportunities for IPE outside of practice settings

Assessment and evaluation

# Opportunities in Practice Settings



# Examples from Memorial and University of Manitoba

- Interprofessional Teams in Practice
- Building Interprofessional Collaborative Teams
- Continuing Interprofessional Education
- Partnership on Clinical Placements: University of Manitoba and Winnipeg Regional Health Authority





# Opportunities Outside of Practice



- Continuing education credits
- Conferences
- Engaging with others
- Joining professional organizations





# Online Professional Development Opportunities

- The National Register of Health Service psychologists- The National Registers' Integrated Healthcare Training Series
- The American Interprofessional Health Collaborative Webinar
- The University of Toronto Centre for Interprofessional Education- Educating Health Professionals for Interprofessional Care



# ASSESSMENT AND EVALUATION

Competency	Suggested Activities	Possible Assessment Strategies
Role Clarification	Explore professional identities in Rounds/ Case conference.	Self- and peer-review 360 assessment
Patient/Client/ Family/ Service User Community-Centered Care	Patient Voice Advocate Reflect on personal role	Self-review, patient feedback 360 assessment
Team Functioning	External evaluations of team functioning Monitor dynamics Reflect on personal contributions to team	Self- and peer-review ; 360 assessment



# ASSESSMENT AND EVALUATION

Competency	Suggested Activities	Possible Assessment Strategies
Collaborative Leadership	Observe management of collaborative activities Reflect on quality patient care and effective teams	Self-review, reflective journal
Interprofessional Communication	Observe the strengths and challenges in the communication Reflect on your own role in that communication process Discuss with others	Self- and peer-review, patient feedback and 360 assessment
Interprofessional Conflict Resolution	Observe conflict  Reflect on personal contributions to conflict	Self- and peer-review; patient feedback and 360 assessment

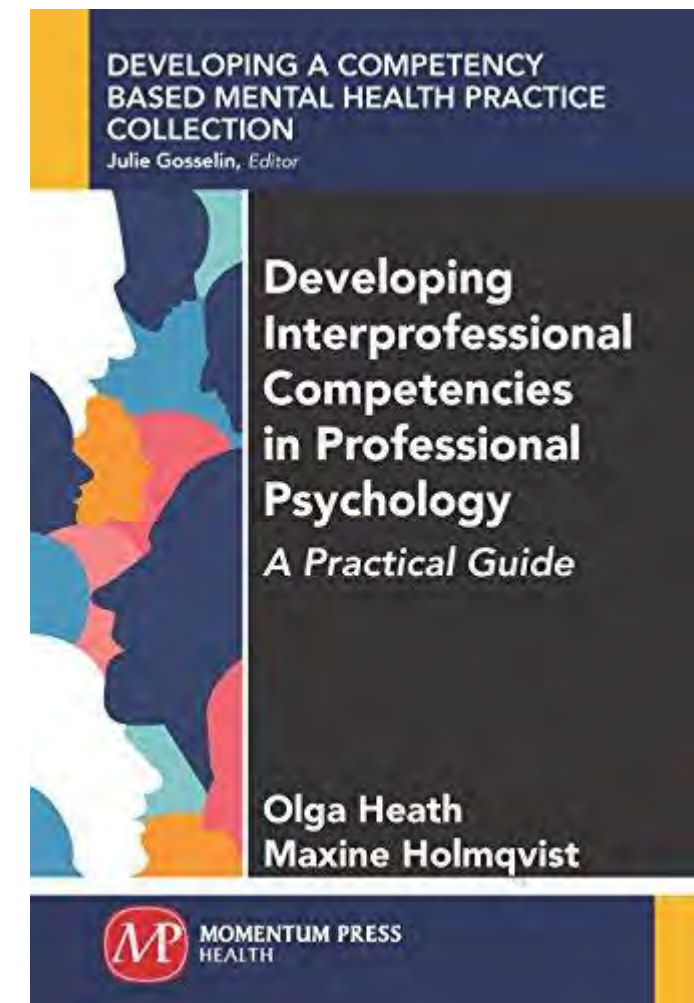


# SMALL GROUP ACTIVITY

- Break into small groups
- Designate a recorder/reporter
- Discuss for your setting:
  - enablers to developing IPE
  - barriers to developing IPE
- Identify 1 activity that could be implemented
  - What would be the first steps?



# Questions?





# REFERENCES

1. Jacob V, Chattopadhyay SK, Sipe TA, Thota AB, Byard GJ, Chapman DP, et al. Economics of collaborative care for management of depressive disorders: a community guide systematic review. *Am J Prev Med*. 2012;42(5):539–49.
2. Woltmann E, Grogan-Kaylor A, Perron B, Georges H, Kilbourne AM, Bauer MS. Comparative effectiveness of collaborative chronic care models for mental health conditions across primary, specialty, and behavioral health care settings: systematic review and meta-analysis. *Am J Psychiatry*. 2012;169(8):790–804.