TEACHING IPE

Interprofessional Education (IPE) is defined as ".... two or more professions learning with, from and about each other to improve collaboration and the quality of care." (CAIPE, 2002). Collaborative practice encourages a holistic model of practice and can increase quality of service and care. It is important for students to see collaborative work modeled in the classroom in order to prepare to work collaboratively in the field. Students who have an opportunity to learn with, from and about other disciplines have an enriched understanding of their own disciplinary roles and the roles of other disciplines and professions. Students need to learn how to work collaboratively in both the classroom and the field in order to practice collaboratively. Interprofessional collaborative skills are critical for successful practice in any profession.

WHAT ARE THE CHARACTERISTICS OF AN INTERPROFESSIONAL SIMULATION?

• Involves the use of a complex scenario that may be utilized by various professions.
• Provides opportunity for various professionals to address common issues in a collaborative manner.
• Allows learners to interact with and examine a situation from multiple perspectives.
• Provides a forum for the experience of applying professional competencies in an interprofessional context.
• Challenges the attitudes, judgments and values endemic within a profession.
• Provides opportunity for the exploration of issues of power, hierarchy, role and boundary clarity.

HOW TO USE THE IPE SIMULATION AS A LEARNING TOOL:

This video, which developed from an actual interprofessional simulation, is intended to provide learners with the opportunity to use an interprofessional lens to analyze and reflect on the types of issues arise when different professions are brought together to work on what appears to be, a common task. The task – developing a process and guide for a community revitalization, reflects a real life situation where a number of often unrelated professions must find a way of working collaboratively to develop a viable plan that reflects the needs and realities of both professional and community stakeholders. In particular, this video highlights issues of facilitation, leadership, inter-professional conflict, power dynamics, group dynamics and the assumptions and expectations of collaborative teamwork.

The video can be used in a number of ways. It can be watched all the way through, or stopped and started to address particular issue as they arise. It can also be used as a class/group or individual activity, depending on course needs and realities.
The following questions are divided into topics that can be used to guide discussion/analysis of the video within an interprofessional lens. They can be used as the impetus for large class or small group discussion or they be used to create individual or group written responses to the video. Instructors can choose to use all areas of discussion, or just focus on ones that are appropriate to their course.

**Introduction of characters**
Lorraine Meadows – Public Health Nurse & Facilitator
Neil Leath – Architect, Leath/Purdy Architects
Teresa Kazan, Community Development Worker
Frank DuPont, Developer, DuPont Corporation
Brigitte Heen, Principal, Wolcott Public School

**Facilitation**
- What role did Lorraine, (Facilitator) play?
- How did the style of facilitation influence team development and process?
  - What did the facilitator do that moved the process forward and/or supported team function?
  - What did she do that allowed the process to lose focus?
  - What could have been done differently?
- What would you do if you were the facilitator? What kind of style would you assume in this group? Why?

**Leadership**
- Who is the leader of this group?
  - Is there an obvious or natural leader in the group?
  - Is there one leader or is leadership shared?
  - Does leadership shift during the meeting? When? Why do you think this is so?
  - How is leadership demonstrated?
- Is the leader in this group the same as the facilitator? Why/why not?
- How is leadership assumed? Does everyone seem to agree who the leader is?
- What is the style of the leader (e.g. hierarchical, shared, transformative, etc)?
- How would you rate the effectiveness of the way in which leadership is enacted?
- How does the leadership affect group process?

**Professional positioning and group dynamics**
- How do jobs/roles/professions affect the lens through which the various group members address issues?
- Are there factors outside formal professional designation that affect group dynamics?
• How does the use of professional language/jargon affect group process? How do various people respond to jargon (verbal/non verbal behaviours)?
• Who might be missing from the table?
  o What are possible implications of not having certain voices at the table?

Alliances and group dynamics
• What kinds of alliances are apparent? Why do you think these alliances occur?
  o How are alliances demonstrated? What kinds of verbal/nonverbal behaviours indicate alliances?
  o Are alliances static or fluid?
  o When do alliances shift? What kinds of factors create shifts in alliances?
  o What kinds of behaviours indicate a shift in alliances?
• How do the initial and shifting alliances affect group process?
• Where and when do you see evidence of “side deals”? How do these “side deals” affect the both group dynamics and the process of problem solving during the meeting?

Power
• Who holds power in this meeting?
  o Are power and leadership the same in this meeting? Why/why not?
• How is power demonstrated? What kinds of verbal/nonverbal behaviours indicate that someone is trying to assume or has power?
• How do issues of power affect group process and problem solving?
• Does everyone have an equal voice at the table?
  o Are there some voices that seem to be ignored or silenced during the meeting? What verbal/nonverbal behaviours suggest this? Why do you think this is so?
  o How do issues of ‘voice’ affect group process?

Conflict
• How does conflict emerge and how is it resolved?
• What kinds of issues create conflict?
• What strategies for managing conflict can be identified?
  o Which strategies are/are not effective and why do you think this is so?
  o How does unresolved conflict affect group process?

Verbal and nonverbal behavior and group dynamics
• Did people listen to each other? What did you see/hear to indicate listening was happening? What did/you hear/see to suggest that people were NOT listening? Why do you think they were not listening?
• What kind of non-verbal behaviours can you identify throughout the meeting? How do you interpret them?
  o How do non-verbal behaviours affect the team process?
• How would you handle the non-verbal behaviours if you were facilitating this meeting?
Individual group members and group dynamics

• How does the physical set up of the meeting (seating arrangement, types of chairs, etc.) affect group process?
• What is Teresa’s (Community Development Worker) role in the group and how does she affect group process and problem solving?
  o In general, does Teresa facilitate or detract from the group process and the process of moving things forward? Why do you think this is so?
• What is the relationship between Teresa and Frank (Developer)? Do you see them as similar or different? What factors suggest that they are similar and/or different?
• What happens between Teresa and Frank towards the end of the meeting? Why do you think this happens?
• Teresa and Brigitte (Principal, Wolcott Public School) seem to have a similar perspective of the community. How are they different/similar? How does this perspective affect the overall process and problem solving?
• How would you describe the dynamic between Lorraine and Teresa?
  o What verbal and non verbal behaviours demonstrate this dynamic?
  o How does this dynamic affect group process and problem solving?
• Compare the behaviours and interactions of Neil and Frank. How are they different and/or similar? How does each affect group dynamics and problem solving process?
  o Within this think about
    ▪ What is the effect of Frank’s style on group process?
    ▪ How does Frank’s understanding of his role in the group affect process and problem solving?
    ▪ How does Frank try to assert his position and power in the process?
    ▪ When does Neil (Architect) lose interest and how is this manifested?
• What is Brigitte’s impact on the group? How do her verbal and non-verbal behaviours affect team dynamics?
• How does Lorraine’s style of facilitation affect group process?
  o How do you think she felt about her facilitation and the outcome of the meeting?

The End

• What happens at the end?
• Do you think that people were satisfied with how the meeting ended? Why/not?
• What could have been done differently?
Additional activities for Learners:
In a group, role play the next meeting. Who would be there? What would the agenda be? Role play the scenario that you envision.

- **Individual activity:**
  - Reflect on your own role in the role play – what was easy, what was difficult, what surprised you?
  - How did your own professional designation affect the role you took on in the simulation?
  - How did your own personality affect the role you took on in the simulation?
  - What assumptions did you have about other professions? Do you think they were accurate?
  - How do you think your own assumptions affected the way in which you participated in the simulation?
  - After reflecting on your own participation, what would you have done differently?
  - What would you have needed/liked to know before going into a meeting like this?
  - What lessons will you take from this experience into your own professional practice?

- **Group activity:**
  - Reflect as a group on what happened in the role play – what was easy, what was difficult, what surprised the group as a whole?
  - How did individual professional designations affect the dynamic during the role play?
  - How did personalities affect the dynamic?
  - What assumptions did people feel that others were making about their role? How did affect group process? How did people see themselves in the context of the bigger group?
  - What would the group have done differently?
  - What would the group have needed/liked to know before going into a meeting like this?
  - What are the group lessons that were learned from this role play?

**Reflective activity**
- In a group or individually, write a short reflection paper that discusses what you learned about interprofessional collaboration/teamwork through the video or the role play. Draw on the questions above, or on your own observations and feelings in writing this reflection.