

### **Teaching Across Teams**

This special educational course under the direction of Hollis Day, MD MS, Susan Meyer PhD School of Pharmacy, and Helen Burns RN, PhD will provide a component that is rarely provided in medical education and often not in other health professions education. This 1-credit course will meet for 2 hours/week for 8 weeks in the spring semester.

Trainees will

- 1) be able to describe the training that other health professionals receive and come to understand the purpose of multidisciplinary teams as well as each provider's role on the team
- 2) Review and practice critical communication skills necessary to build teams and negotiate conflict
- 3) Learn educational methodology to assess team communication skills
- 4) have the opportunity to participate in interdisciplinary learner teaching

Grading: 70% on class participation  
30% on final project

### **Teaching in Interdisciplinary Care**

<b>Lecture</b>	<b>Title</b>
<b>1</b>	<b>Introduction to interdisciplinary team teaching</b>
<b>2</b>	<b>Building the Team: Identifying the Leaders, Determining Team Goals</b>
<b>3</b>	<b>Building the Team: Developing communication skills between disciplines</b>
<b>4</b>	<b>Building the Team: When trouble strikes</b>
<b>5</b>	<b>Building the Team: Ethics in Action</b>
<b>6</b>	<b>Assessing learners in Interprofessional Skills part 1</b>
<b>7</b>	<b>Assessing learners in Interprofessional Skills part 2</b>
<b>8</b>	<b>Wrap Up</b>

## Objectives:

### Introduction

- Define the components of a team
- Identify how teams are formed
- Discuss the training and scope of practice of different team members
- Explain the importance of teaching interdisciplinary interaction

### Building the Team: Identifying the Leaders, Determining Team Goals

- Recognize leadership potential and roles
- Identify the team dynamics that lead to a leadership role
- Understand and begin to teach the principles of successful teamwork
- Outline how interdisciplinary team treatment goals are determined
- Learn to teach how team treatment goals are determined and the importance of implementation;
- Begin to develop teaching strategies both within the team and how to teach residents/students about the importance of team management

### Building the Team: Developing communication skills between disciplines

- Modeling presentation and synthesis of patient information from different health professionals
- Practice cross-discipline communication skills
- Identify and practice techniques for involving learners in the team setting

### Building the Team: When trouble strikes

- Identify and practice strategies for managing conflict in an interdisciplinary team
- Recognize and begin to teach some effective communication tools and techniques that will contribute to effective team function

### Building the Team: Ethics in Action

- Describe the major considerations that should be considered in the analysis of ethical dilemmas in health care
- Practice teaching the management of ethical dilemmas using an interdisciplinary team
- Create a toolkit to have available for learners to use to negotiate ethical dilemmas

### Assessing learners in Interprofessional Skills part 1:

- Describe appropriate methodology for evaluation assessment of interprofessional team skills including global rating assessment, 360° evaluation, portfolio systems
- Outline the process of developing standardized patient/OSCE activities
- Using the basis from SP activities, move to discussion of standardized colleagues

### Assessing the learners in interprofessional skills part 2:

- Train students to play role of standardized colleague

- Role play standardized colleague scenarios using several of the seven crucial conversations as a basis (broken rules, mistakes, lack of support, incompetence, poor teamwork, disrespect, micromanagement)
- Practice giving feedback on interprofessional communication skills

#### Wrap up

- Present final projects
- Discuss changes in approach to interprofessional teamwork personally and in how to teach the subject

Learning Activities: All didactic sessions will be interactive and include activities such as role-playing and video instruction. Students will be required to write a brief self-reflection piece midway through the course on how they view their role on an interdisciplinary healthcare team, an example of when communication has gone well and when it has gone poorly and what they see as remedies to a future similar situation.

Students can choose one of the following for a final project:

- Create a standardized colleague scenario based on one of the crucial conversations. This is similar to the development of a standardized patient scenario and must include background/rationale, the case itself, points for feedback.
- Participate in a standardized colleague scenario at one of the allied health professions schools. This will include training to be an SC and training in giving feedback to learners in this capacity as well as training in working with faculty members to achieve the learning objectives for that particular session.