

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Year/Term	Term 2, Winter 2017
Course Title	SOWK 451 – Interprofessional Health Care Team Development (3 credits)
Course Schedule	January 9 th – April 3 rd , 2017, 5:30 – 8:30 pm (Term 1)
Course Location	LSK 460 Leonard S. Klink Bldg

Instructors	Office Location	Office Phone	E-mail address
Barbara Casson M.S.W. Marcia Choi M. Sc. RSLP	-	-	barbara.casson@ubc.ca marciac@mail.ubc.ca
Office Hours	-		

Course Description:

Provides foundational knowledge and skill development in preparation for work on inter-professional health care teams.

Course Goals:

1. To prepare students to work collaboratively on inter-professional health care teams
2. To develop reflective team practitioners with personal and professional self-awareness
3. To provide an objective framework for developing effective teams

Intended Students:

This course is designed for upper-level undergraduate students, health and human service graduate students, and practicing health and human service professionals.

Learning Objectives:

On completion of this course, the student will be able to:

1. Describe the structure and processes of effective teams within a health care context
2. Articulate the role and value of their discipline to patient care and the health care team
3. Reflect on and apply skills that are required to work collaboratively on an interprofessional team.
4. Apply learning about the components for effective reflective practice in communication,

- conflict management, leadership and relationship-centred practices
6. Develop the skills to more effectively facilitate team process
 7. Identify barriers and strategies to increase greater patient and family participation
 8. Identify the potential impact of professional & personal values on patient care and teamwork
 9. Analyze a fictional health care team's strengths and challenges
 10. Develop realistic and relevant team development strategies

Instructor Contact information: To contact instructors, please email Barbara Casson Barbara.Casson@ubc.ca and Marcia Choi marciac@mail.ubc.ca

Required Reading:

Readings are accessible on Connect.

Supplemental Reading:

In service of supporting your continued learning on course topics, additional readings and resources will be made available. Some of these articles may be valuable information for your team and individual assignments, as well as future work as a professional in health care.

Format of class:

A combination of interactive lecture format, small group discussion and team activities. Unless advised otherwise, classes will meet at each class at LSK 460

Due to the highly team-based focus of this class, you will be assigned to a student team for the semester. Consequently, please expect to spend some out of class time to meet and work with your student team on team assignments.

There will also be additional opportunities to work in other groupings as topics dictate.

Attendance policy:

The topics within SOWK 451 are expressly chosen to prepare you for assuming a role as an effective health care team member. Missing one class is equivalent to three hours of class, and will have proportionately more impact on your learning than if the topic was continued over several classes.

This class relies heavily on in class learning to achieve the desired outcomes for students. Your participation and presence during in-class discussion and activities is required to obtain the highest benefit from this course, and unexplained absences will impact your participation mark.

As for absences, please consult the UBC **Academic Concession Policy** below.

The University is committed to supporting students in their academic pursuits. Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories, conflicting responsibilities and unforeseen events.

Conflicting responsibilities include, but may not be limited to: representing the University, the province or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support oneself or one's family; and having responsibility for the care of a family member.

Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term; and changes in the requirements of an on-going job.

Students who intend to, or who as a result of circumstance must, request academic concession must notify their instructor, dean, or director as specified below.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid as much as possible any conflicts with course requirements. Students with such responsibilities are also required to discuss with their course instructor(s) at the start of each term, or as soon as a conflicting responsibility arises, any accommodation that may be requested. Instructors may not be able to comply with all such requests especially if the academic standards and integrity of the course or program could be compromised.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier.

Assignments:

Marked assignment	Percent of final grade	Due date
Team Development Activity Presentation	25%	February 27 th , 2017
Health Care Team Case Presentation	40%	March 27 th or April 3 rd , 2017
Personal Development Plan	20%	April 10 th , 2017
Participation	15%	Assigned after class

Participation: Participation marks will be assigned based on class participation including attendance. For details, please see Participation Mark Guidelines on Connect.

Submission of Assignments:

Team Development Activity: Your team will receive a team mark for this presentation.

Health Care Team Case Presentations: No submissions required. Please see Team Presentation guidelines for required elements.

Personal Development Plan: Upload to Connect Assignments by due date. Early papers are welcome.

- a. Papers should be submitted in 11 font double-spaced as a MS Word attachment.
- b. One mark will be assessed per day late for late submissions.

Marking:

Team assignments: Team members will receive the same mark, and feedback provided via Connect group email.

Personal Development Plan: This is an individual mark.

Participation: This mark is assigned by instructors based on participation and contribution to class as per Participation guidelines posted on Connect.

Class Schedule/Topic Outline:

Lecture 1 **Date:** January 9th, 2017

Topic: INTRODUCTION: COURSE OVERVIEW, EXPECTATIONS & TEAM ASSIGNMENTS, THE CASE FOR TEAMS, TEAM DEVELOPMENT

Required Reading: Mikan, S. M. & Rodger, S.A. (2005) Effective Health Care Teams: A model of six characteristics developed from shared perceptions. *Journal of Interprofessional Care*, August 2005; 19(4): 358 – 370.

Supplementary Reading: Farrell, Michael, P., Schmitt, Madeline H., and Heinemann, Gloria D. (2001) Informal roles and the stages of interdisciplinary team development. *Journal of Interprofessional Care*, 15, 281-95
Available as pdf on Connect

Bridges, Diane R, Davidson, Richard, et al. Interprofessional collaboration: three best practice models of interprofessional education. *Med Educ Online*. 2011; 16: 10.3402/meo.v16i0.6035. Published online 2011 Apr 8. Accessed at www.ncbi.nlm.nih.gov/pmc/articles/PMC3081249/

Lecture 2 **Date:** January 16th. 2017

Topic: MEET YOUR TEAM & RELATIONSHIP-CENTRED PRACTICES FOR PATIENTS AND TEAMS

Required Reading:
Soldarkis, S. et al. (2016) Relationship-centered care in health: A 20-year scoping review. *Patient Experience Journal*. Volume 3, Issue 1
www.pxjournal.org/cgi/viewcontent.cgi?article=1111&context=journal

Supplementary Reading:

Benedetti, F (2013) Placebo and the New Physiology of the Doctor-Patient Relationship. *Physiology Review*. 2013 Jul; 93(3): 1207–1246.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3962549/>

Jamieson, D, Auron, M, Sheckman, D (2010) Managing use of self for masterful professional practice, *OD Practitioner*, Vol. 42 No. 3 2010.
<http://c.ymcdn.com/sites/www.odnetwork.org/resource/resmgr/odp/342.pdf>

Lecture 3 **Date: January 23rd, 2017**

Topic: PROFESSIONAL DISCIPLINES AND ROLE UNDERSTANDING

Class Prep: For this class, you will be required to search and have access to your discipline's Code of Ethics, Professional Association website etc.

Required Reading: Suter, E. , Arndt, J., Arthur, N., Parboosingh, Taylor, E. & S. Deutschlandler (2009) Role understanding and effective communication as core competencies for collaborative practice. *Journal of Interprofessional Care*, January 2009; 23(1): 41–51.

Lecture 4 **Date: January 30th, 2017**

Topic: PERSONAL VALUES AND TEAM STRENGTHS and VALUES

Required Reading:

Knowles, P. What is trying to happen here? Using Mindfulness to Enhance the Quality of Patient Encounters. *The Permanente Journal/Spring 2008/Vol 12 no 2*

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3042293/>

Lecture 5: **Date: February 6th, 2017**

Topic: TEAM DEVELOPMENT ACTIVITY (In class activity)

Supplementary Reading:

Weaver, S, Dy, S. and Rosen, M. (2014) Team-training in healthcare: a narrative synthesis of the literature, *BMJ Online*

Available at <http://qualitysafety.bmj.com/content/early/2014/02/05/bmjqs-2013-001848.full.pdf+html> **live link**

Stock, R., Mahoney, E. and P.A. Carney (2013) Measuring team development in clinical care settings. *Family Medicine*. Vol. 45, No. 10 Nov-Dec 2013:pp 691-700. Available at <http://mail.fmdrl.org/fmhub/fm2013/November/Ronald691.pdf> **live link**

No Class February 13th for Family Day or February 20th for Reading Week

Lecture 6: **Date: February 27th, 2017**

Topic: TEAM DEVELOPMENT ACTIVITY PRESENTATIONS

Lecture 7: **Date: March 6, 2017**

Topic: RESOLVING CONFLICT THROUGH COLLABORATION

Required Reading:

Brown J, Lewis L, Ellis K, Stewart M, Freeman TR, Kasperski MJ. (2011) Conflict on interprofessional primary health care teams--can it be resolved? Brown, Judith et al (2011) Journal of Interprofessional Care, 25:4-10

Available PDF on Connect or <http://www-tandfonline-com.ezproxy.library.ubc.ca/action/doSearch?quickLinkJournal=&journalText=&AllField=conflict+on+health+care+teams&publication=47653885>

Lecture 8: **Date: March 13th, 2017**

TOPIC: NEW CLINICIAN AND INTERGENERATIONAL STRATEGIES

Required Reading: Krist Thomson, Sue Outram, Conor Gilligan & Tracy Levett-Jones (2015) Interprofessional experiences of recent healthcare graduates: A social psychology perspective on the barriers to effective communication, teamwork, and patient-centred care, Journal of Interprofessional Care, 29:6, 634-640.

To link to this article: <http://dx.doi.org/10.3109/13561820.2015.1040873>

Supplementary Resource:

Conference Board of Canada Winning the “Generation Wars” - Making the most of generational similarities and differences in the workplace
PDF on Connect

Lecture 9: **Date: March 20th, 2017**

Topics: LEADERSHIP PRINCIPLES FOR HEALTH CARE

Required Reading: Carole Chatalalsingh & Scott Reeves (2014) Leading team learning: what makes interprofessional teams learn to work well? Journal of Interprofessional Care, 28:6, 513-518.

To link to this article: <http://dx.doi.org/10.3109/13561820.2014.900001>

Lecture 10: Date: March 27th, 2017
TOPIC: TBA

Lecture 11: Date: April 3, 2017
FINAL TEAM PRESENTATIONS