

Cultivating Teamwork Competencies through Peer and Faculty Feedback

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Center for Interprofessional Education



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Goals of IPE Program

- Competent graduates who practice collaboratively with providers across health professions
- Leaders in transforming clinical practice



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The CU Denver longitudinal IPE experience

Two to four years

Interprofessional Education and Development

Wednesday
3-5 pm

Clinical Transformations

Wednesday or Friday pm at
the CAPE

4 Hour Simulation Experience

Formative & Summative
Timeline varies

Clinical Integrations

Part I
Part II



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Small IPED TBL sessions



32 hours of foundational TBL over 2 semesters

Spring year 1 and Fall year 2 (novice professional learners)

8 sessions per semester

Teamwork &
Collaboration

Ethics & Values:

Quality & Safety



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Team Development

Session 1 Cohesion Communi- cation	Session 2 Role Clarity Goals and Means	Session 3 Personal and Professional Values	Session 4 8 Step Analysis	Session 5 Informed Consent Shared Decision Making	Session 6 Patient Engagement & Advocacy	Session 7 Root Case Analysis	Session 8 Situational Monitoring Role Clarity Goals and Means
Session 9 Team Development & Feedback	Session 10 Conflict Management Cohesion	Session 11 Conflicts of Interest	Session 12 Access & Justice	Session 13 Improving Care	Session 14 Culture of Safety	Session 15 Advocacy & Assertion Communi- cation	Session 16 Capstone



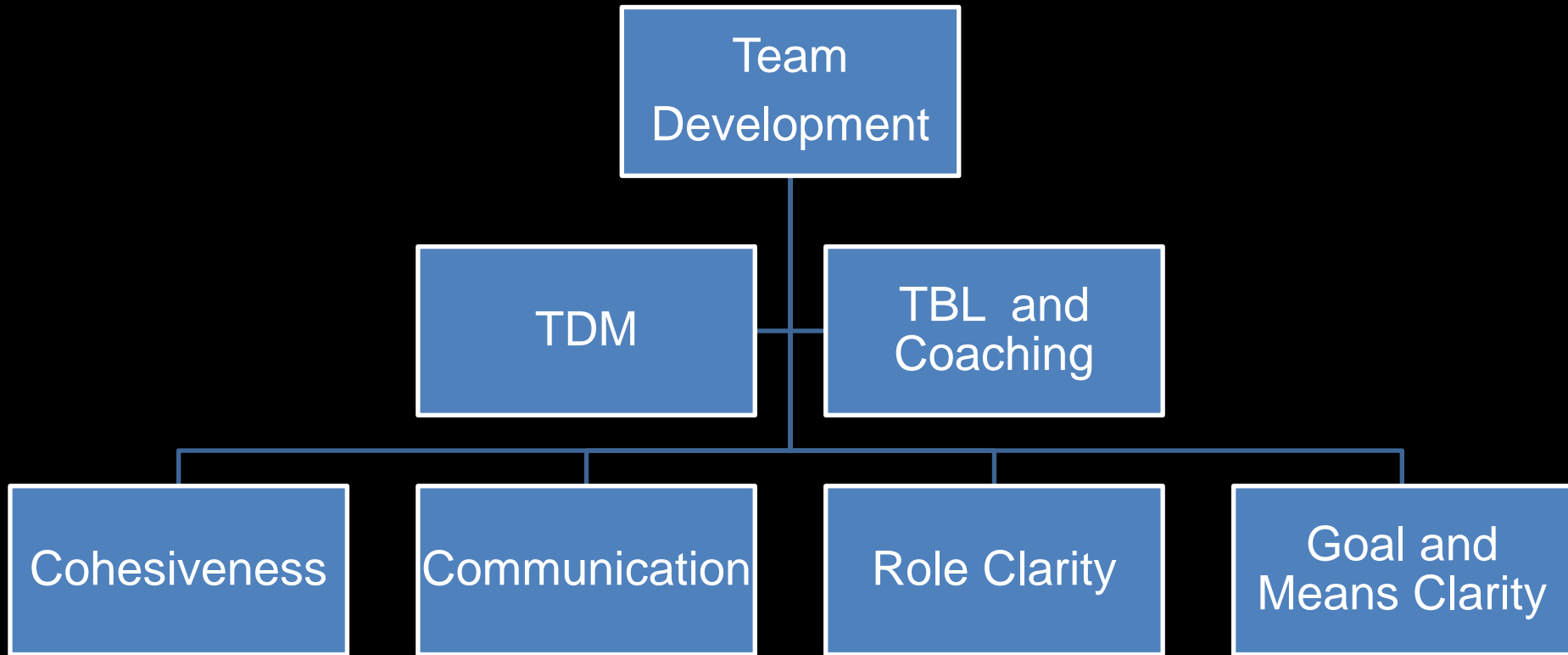
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Purpose

- We are here to share our experience with a “peer evaluator” rubric in a TBL IPED Course.
- Team Development Measure (TDM) Assessment





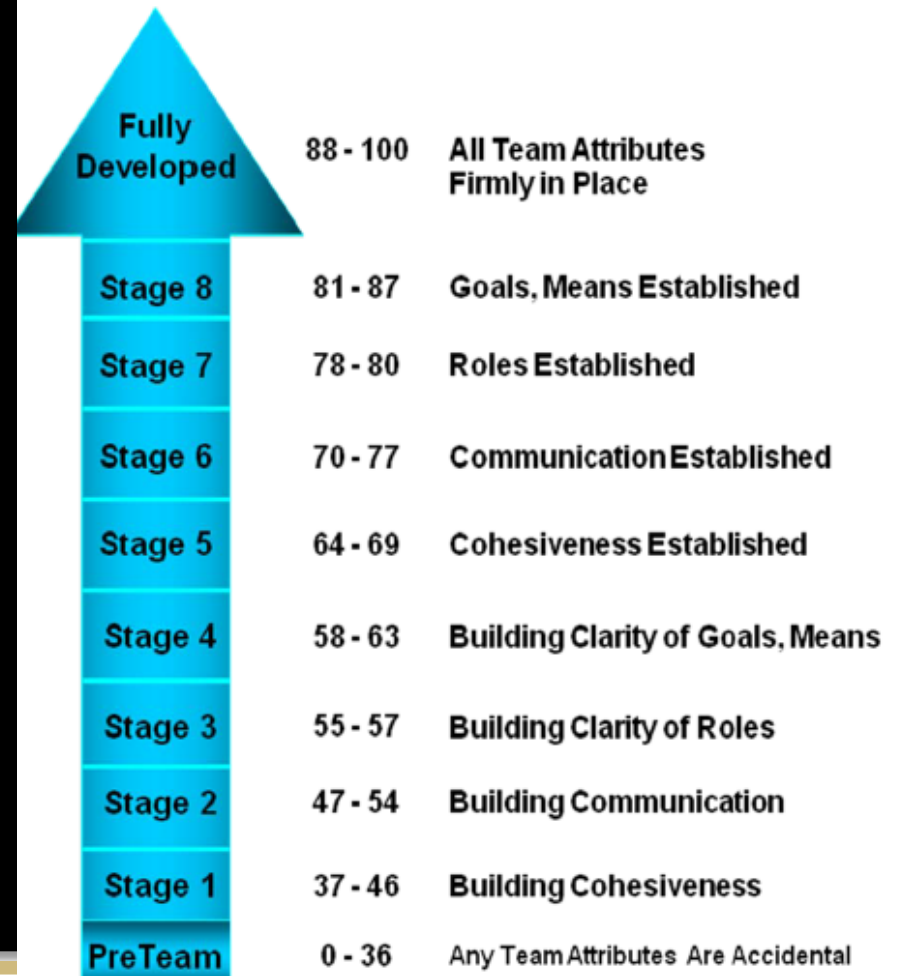
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TDM

- Cohesiveness
- Communication
- Role Clarity
- Goals and Means Clarity

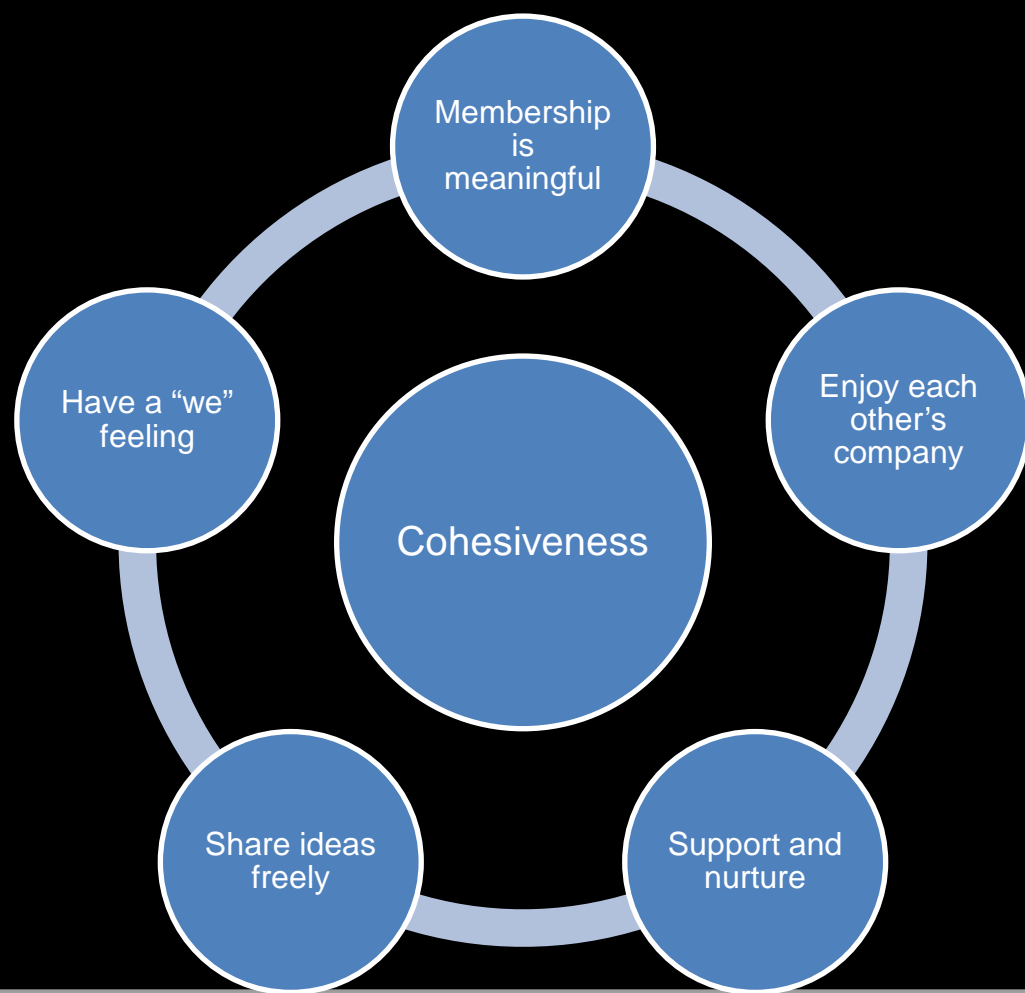
Guide to the team development measure©
Version 1.1 October 2010



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Team Cohesiveness



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Team Communication

Do Not

Talk behind each
others backs
No hidden agendas

Freely shares Information	Openly explores Problem Solving	Conflict Approach
Openly discusses decisions	Direct Truthful Respectful Positive	Calm Caring Healing Manner



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Role Clarity

Team Member Roles

- **Supersedes the individual professional roles**
- Team accomplishments > individuals
- “understand role and responsibilities of **ALL** other team members”
- Know what others **expect of you**

Professional Roles

- Give the team its “potential” strength.
- “Potential” because individual members need to feel valued.



Goals and Means Clarity



Leading High Performance Teams McLaren F1 Pit stop by
Lee Jing Xi http://www.flickr.com/photos/jinx_1303/1068092076



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Peer Evaluation and Feedback

- **The IPE capstone session applies learned teamwork and collaboration skills to analyze a medical error.**



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Peer Evaluator

- One member silently observes team dynamics
 - » Rate team dynamics
 - » Share results during the “Team Debrief”
- Delivers “Report Out” to the room (4-5 teams)
 - » Team process that most contributed to team’s success
 - » Team process most in need of improvement



Rubric for Peer and Faculty Evaluation

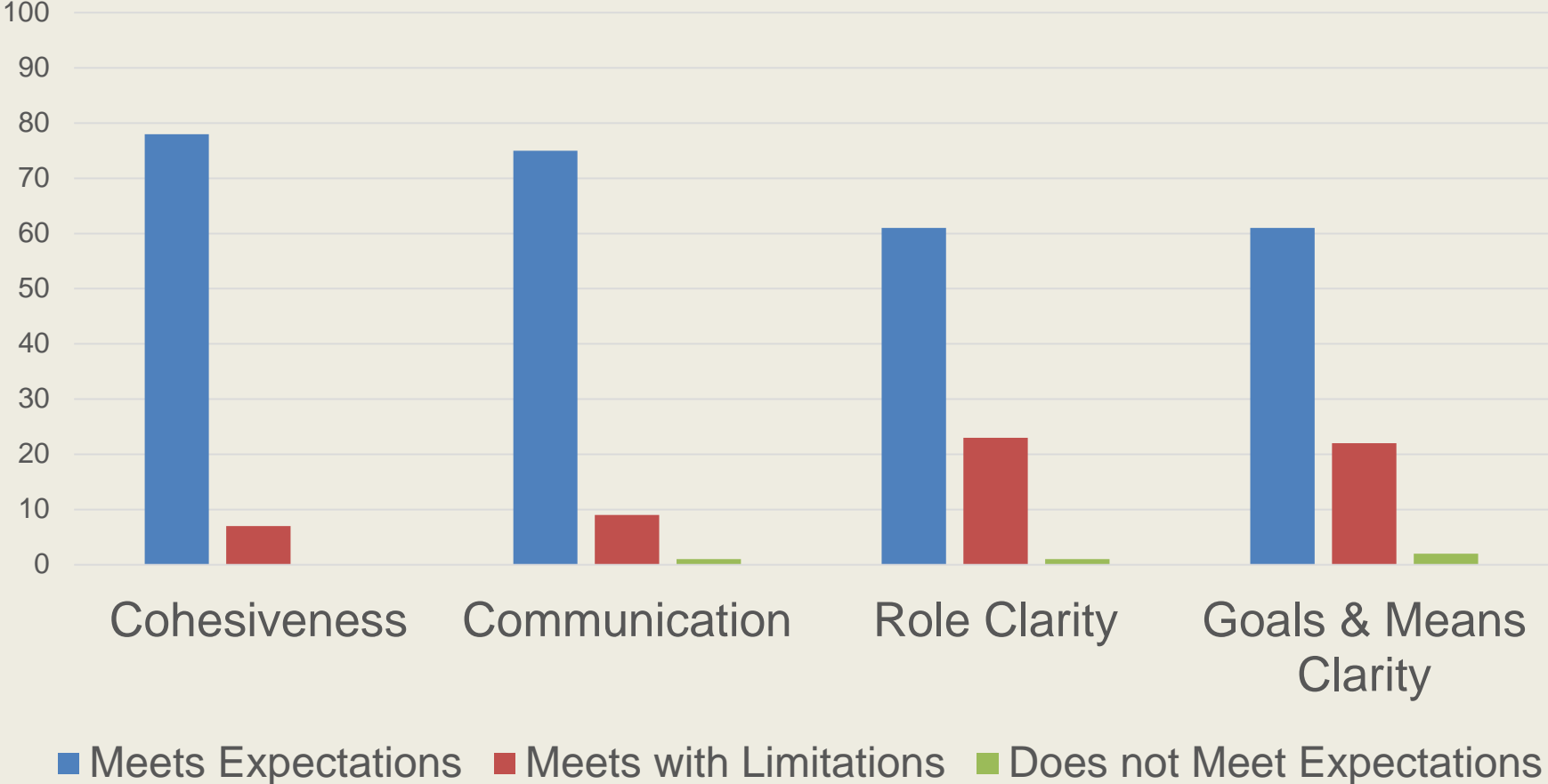
Criteria	Meets Expectations	Meets with Limitations	Does Not Meet
Team Cohesiveness	All members are actively engaged with the team	Most members are actively engaged with the team	Members do not actively engage with the team
Team Communication	All members communicate opinions or pertinent views to each other and ask others for opinions	Some members communicate opinions or pertinent views to each other, but not all	Members do not communicate opinions or pertinent views to each other
Role Clarity	Team members designate clear team roles and responsibilities for all members and all tasks are fulfilled	Some team members have a role, but not all, and responsibilities may not be clear leading to some tasks being overlooked	Team members do not establish clear roles and responsibilities to fulfill
Goals & Means Clarity	Goals are clear, and there is no confusion about strategies to achieve goals	Goals are clear, but there is confusion about strategies to achieve goals	Team is confused about their goals and strategies



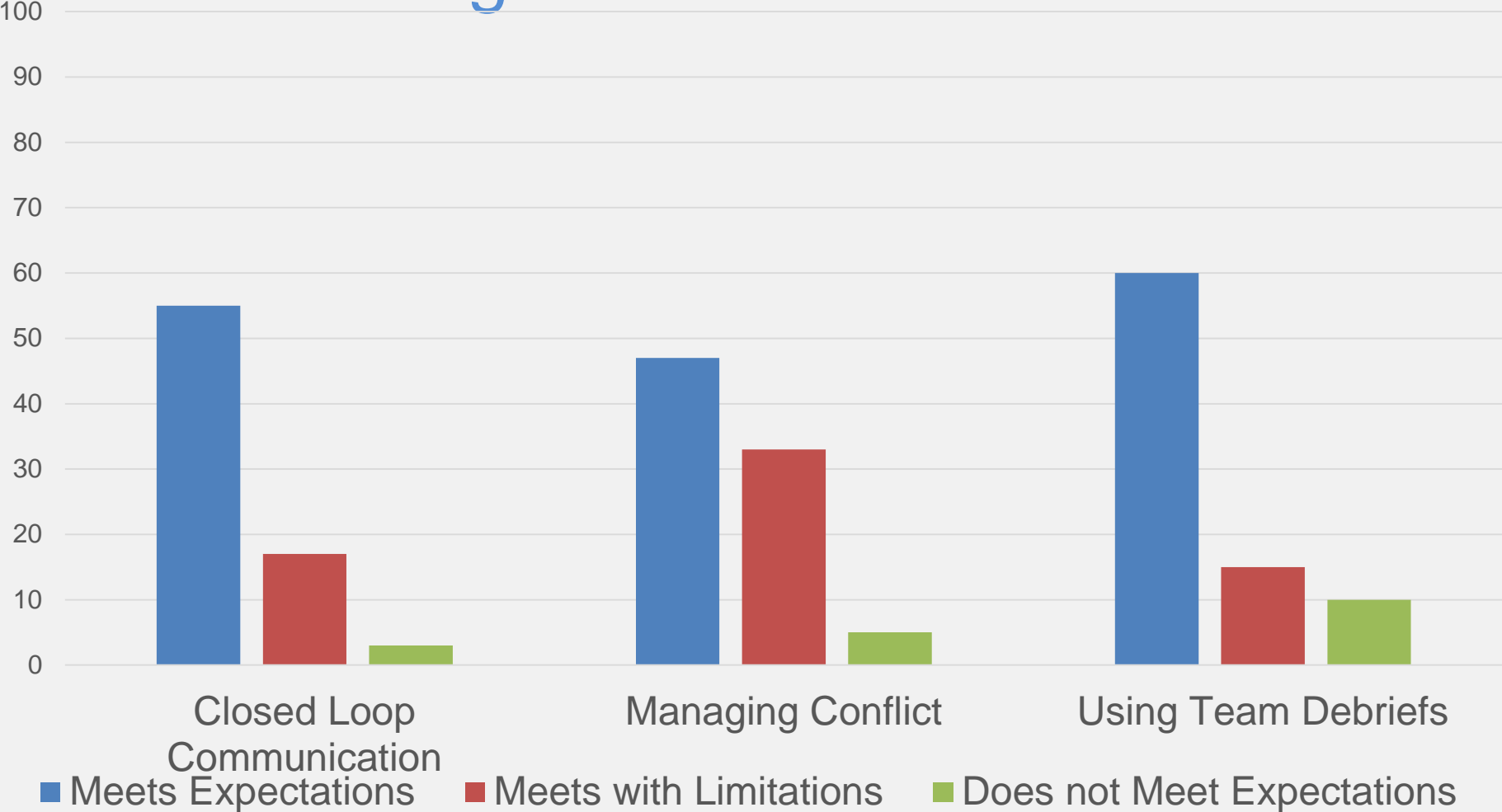
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TDM 4 Components



Sub-categories for Communication



Conclusion

- Peer evaluators successfully used a rubric to assess real-time team function.
- Peer evaluation provided students experience in assessment and feedback.
- Peer evaluators may allow faculty to focus on facilitation and coaching team development.



Future Directions

- Increased emphasis on team debriefing structure incorporated for 2017 IPED sessions.
- More intentional peer evaluator threaded throughout all sessions.
- Reinforce communication skills in interprofessional simulations.
 - » TeamSTEPPS© tools.



References

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- Reeves S, et al. *Medical Teacher*, 2016. 38:12, 1221-1228.
- Shields R, et al. *Anat Sci Educ*. 2015. 8:331–337.