



Teaching Team Process for Interprofessional Practice

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Introduction

Team-based health care and interprofessional collaboration were identified by the Institute of Medicine as imperative to achieving improvements in patient safety.¹ A set of core competencies was established in 2011 by the Interprofessional Education Collaborative Expert Panel for all disciplines to develop a standardized curriculum for interprofessional collaboration.²

Teamwork

“A dynamic process involving two or more health professionals with complementary backgrounds and skills sharing common health goals and exercising concerted physical and mental effort in assessing, planning, or evaluating patient care.”³ p. 238
 Effective team functioning is influenced by member input, including skills, attitudes, and personality, and the team process of working together.⁴

Team members must demonstrate competencies in:

- communication,
- information exchange,
- leadership,
- mutual performance,
- adaptability, and
- conflict resolution.⁵

All of these factors are influenced by an individual’s cultural assumptions, beliefs, and attitudes.

Objective

An intraprofessional education model was developed as part of a DNP program to prepare students to be leaders and members of interprofessional teams to achieve safe, timely, effective, efficient, equitable, patient-centered care through the development of a skill set based on the Interprofessional Core Competencies.^{2,6}

DNP Clinical Leadership & Teamwork Guidelines

Team Process

Team process begins with the development of *cultural competence* through self-assessment and self-reflection. Individuals must have an understanding of their own values, attitudes and beliefs in order to appreciate and work with others with different perspectives.

Self-assessments to assist students in self-reflection:

- The Myers-Briggs Type indicator
- The Emotional Intelligence Assessment instrument.

Sharing of findings from these self-assessments is the beginning of cultural awareness and cultural competence.

A *team charter* is developed to facilitate communication and a mutual understanding of the expectations of the team process.

Conflict

When managed appropriately, conflict can enhance teamwork and the team’s product through stimulation of discussion and an understanding of different perspective.⁷ Teams must develop guidelines for conflict management and resolution.

- Agree to disagree constructively
- Criticize ideas and not people

Coaching and Mentoring

Faculty coach and mentor the team to achieve effective teamwork skills through all stages of team development.

Continuous Quality Improvement

Use *appreciative inquiry* to facilitate the periodic assessment of one’s self and other team members’ function.

- Look at what an individual and the team is doing well to facilitate the team process and product while identifying strategies for improvement.



Team Charter

Team Name: _____

Member's Name	Phone	Other	Email

Purpose

(Describe the purpose for forming the team and the anticipated outcomes.)

Background

(Summarize the project the team is conducting. Identify the audience for the project and any important stakeholders.)

Mission / Values

(State the mission for the team and the shared values important to the team’s work.)

Team Member Skill Inventory / Team Role

Member's Name	Role	Skill Inventory

(Identify areas/skills individual members can contribute and those members want to develop. Include team members’ Myers-Briggs and EI assessments to come to know each other better. Identify roles and responsibilities of each team member. Each team must choose a team leader, team facilitator, and team recorder, with assignment of these roles as per the Teamwork Guidelines.)

Team operations

(Describe team operational plans/process goals. This includes, for example, such activities as the team’s decision-making processes, plans to establish “ground” or operating rules. Describe the processes the team will use to achieve its goals. This includes, when and how the team will meet, how the team will communicate, methods for organizing information, etc.)

Project goals: milestones and schedules

(Include major activities and milestones forecasted along with associated timeframes and schedule.)

Potential Barriers/Challenges

(Identify potential barriers and challenges. Identify how the team plans to deal with and resolve conflict.)

Continuous Quality Improvement

(Document the process for ongoing CQI assessments of teamwork and project goals as per the Teamwork Guidelines.)

WARNING

The team charter is a living document. While it should not take on a life of its own, it does need to be reviewed and updated across the project. When it is first developed it has not yet been put into practice and tested. It is to guide the teamwork process. Adjustments will be required. This should be acknowledged in the team charter and within the team charter there should be a plan for team charter revisions. Following the CQI process for teamwork, it is recommended that after each required assessment, when the team conducts their debrief, the debrief should include a discussion of any team charter subjects that may need to be made based on a plan to address any issues that have been identified from the teamwork assessment.

Adapted from Generic Team Charter Template, Retrieved from www.aqisition.gov

Conclusion

Use of the DNP teamwork guidelines facilitates the successful development of a skill set of intra/interprofessional competencies. Students, as culturally competent practitioners and leaders, graduate from the program with the tools necessary for interprofessional collaboration that promotes positive patient outcomes. Graduates of the DNP program have identified how the teamwork and leadership skills learned through the use of the DNP teamwork guidelines to met the intra/interprofessional core competences have been adapted in their successful work as clinical leaders.

References

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