

IP Team Contract Exemplar

Instructions for facilitators: You may choose to use the examples from this document to help meet the requirements of your interprofessional (IP) learning activities. This contract can apply to a variety of IP team practices. The term “team member” is used in the broadest sense and includes colleagues and/or classmates. The patient, family or significant others, when appropriate, are part of the IP team and should be considered as such in the statements written by the team. However, it is not intended that the patient and family, or significant team members, are to complete this contract. The term “care” includes intervention, treatment, therapy, evaluation, etc., and the term “patient” has been employed to represent client, resident, and service users.

The objective of the contract is to:

- (a) document how the team plans to develop competencies and activities associated with interprofessional practice (IP);
- (b) assist the team in identifying and documenting IP learning outcomes.

There are four columns in the contract.

In column (1) the team will find the core competencies of IP.

In column (2) the team will write the objectives they hope to attain related to each of the IP core competencies. This column should be completed before the learning activity begins.

In column (3) the team will outline strategies to meet their objectives. This column should be completed before the learning activity begins

In column (4) the team will document any observations or evidence relating to the development of the IP core competencies. They should complete this column toward the end of the learning activity or one to four weeks after the learning activity.

The suggestions above can be adopted or adapted to suit the learning styles and needs of the team. You can update the contract at any time as you progress through the learning activities.

Team Contract Exemplar for Facilitators

Interprofessional Core Competencies	Team Objectives <i>Our team members want to:</i>	Strategies <i>In order to attain our team objectives, we will:</i>	Learning Outcomes <i>Our learning outcomes are that we:</i>
<p>Communication <i>The ability to communicate effectively in a respectful and responsive manner with others.</i></p> <p>At the end of the learning activity members of the team will:</p> <ol style="list-style-type: none"> 1. Communicate and express ideas in an assertive and respectful manner. 2. Use communication strategies (e.g. oral, written, information technology) in an effective manner with others. 	<ul style="list-style-type: none"> • listen to team ideas and concerns • ask team members for their opinions • reflect upon what team members say before responding • provide points of view without being judgmental • voice opinions and concerns respectfully • communicate effectively • identify how our unique communication style affects others • recognize and appreciate different communication styles • adapt our communication style so we can communicate more effectively • identify how ineffective communication may impede patient care • express their points of view with confidence • share important information • exchange ideas and discuss issues 	<ul style="list-style-type: none"> • not interrupt when others are speaking • focus on what others are saying • ask for clarification when we do not understand • be tactful when presenting an alternative perspective • be sensitive to other's personal situations • use the '24 hour rule' before reacting when upset • give credit when credit is due • actively listen to ideas and concerns of others 	<ul style="list-style-type: none"> • now share our knowledge and experience more freely • feel our opinions are valued • feel more comfortable to speak up and question procedures • are more motivated about work • make a conscious effort to listen to others • are more prepared to listen to others • are more effective at collaboratively discussing clinical issues • have identified potential communication barriers that could impede patient care • function more democratically as a team

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<p>Collaboration <i>The ability to establish/maintain collaborative working relationships with others</i></p> <p>At the end of the learning activity members of the team will:</p> <ol style="list-style-type: none"> 1. Establish collaborative relationships with others in planning and providing patient care. 2. Promote the integration of information and perspectives from others in planning and providing care for patients. 3. Upon approval of the patient or designated decision-maker, ensure that appropriate information is shared with other providers. 	<ul style="list-style-type: none"> • engage in group activities • participate in discussions and activities by being punctual, attentive and involved • recognize the contributions of others when appropriate • regularly encourage others • share knowledge and skills with others • interact in a caring manner • learn with, about and from others • understand the power and hierarchical structure between healthcare professionals 	<ul style="list-style-type: none"> • develop a team agreement to facilitate our goals • make efforts to participate in group activities • shadow team members to gain a better understanding of their roles and responsibilities • organize monthly interprofessional social activities • have open and democratic discussions with colleagues regarding team functioning 	<ul style="list-style-type: none"> • developed a team agreement and used it to facilitate our goals • now share our knowledge and expertise more freely • are more effective at participating in discussions and activities by being punctual, attentive and involved • ask each other for opinions regarding patients • learned with, from and about each other

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<p><i>Roles and Responsibilities</i> <i>The ability to explain one's own roles and responsibilities related to patient and family and to demonstrate an understanding of the roles, responsibilities and relationships of others within the team.</i></p> <p>At the end of the learning activity members of the team will:</p> <ol style="list-style-type: none"> 1. Describe one's own roles and responsibilities in a clear manner. 2. Describe the roles and responsibilities of each provider within the team. 3. Share evidence-based and/or best practice knowledge with others within the team. 4. Integrate the roles and responsibilities of others with one's own to optimize patient care. 5. Accept accountability for one's contributions. 	<ul style="list-style-type: none"> • be able to describe their roles and responsibilities • share values others • demonstrate respect and appreciation of the abilities of other team members • strive to understand the roles of team members • respect the values, level of education and cultural and minority diversity of others • demonstrate trust in the decision-making ability of others • negotiate overlapping scopes of practice • demonstrate that we are competent, trustworthy, and reliable as a team 	<ul style="list-style-type: none"> • shadow colleagues to get a better understanding of their roles and responsibilities • discuss values with others • discuss our scopes of practice • schedule time to get to know team members • display a poster with pictures of various professionals and a description of their skills and responsibilities • demonstrate respect by listening to and considering other's suggestions 	<ul style="list-style-type: none"> • are better able to describe our roles and responsibilities • share common values • describe our scopes of practice • demonstrate respect and appreciation for the abilities of each other • respect the values, level of education and cultural diversity of each other • understand the roles of the colleagues on our team • demonstrate trust in the decision-making ability of each other • demonstrate that we are competent, trustworthy, and reliable as a team

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<p><i>Collaborative Patient-Family Centred Approach</i> <i>The ability to apply patient-centred principles through interprofessional collaboration.</i></p> <p>At the end of the learning activity members of the team will:</p> <ol style="list-style-type: none"> 1. Seek input from patient and family in a respectful manner regarding feelings, beliefs, needs and care goals. 2. Integrate patient's and family's life circumstances, cultural preferences, values, expressed needs, and health beliefs into a healthcare plan. 3. Share options and health care information with patients and families. 4. Advocate for patient and family as partners in the decision-making process. 	<ul style="list-style-type: none"> • actively listen to the concerns of the patient and family • be respectful and responsive toward the perspective, needs and values of the patient and family • ask team members questions to fully understand the needs of the patient • put the needs of the patient first • develop a strategy so that all team members, including the patient/family, express their perspectives in the process of shared decision making • develop strategies for delivering patient service that go beyond expectations • inform the patient and family of treatment options, complications, and side effects 	<ul style="list-style-type: none"> • ask the patient and family to share their perspectives • ask team members questions to fully understand the needs of the patient • develop a communication tool that will group the information given by the patient and family to help provide a clear picture of the situation and facilitate team discussions • develop a checklist to ensure the patient and their family has been informed of treatment options, complications, and side effects • collaborate with the patients/ family regarding all treatments and interventions 	<ul style="list-style-type: none"> • more effectively incorporate information provided by team members when treating patients • actively listen to the concerns of the patient and family • are respectful and responsive toward the perspectives, needs, and values of the patient and family • ask each other questions to fully understand the needs of the patient • put the needs of the patient first • have developed a strategy whereby all team members (including the patient and family members) express their perspectives prior to making important decisions • have developed strategies for delivering patient service that go beyond expectations • thoroughly inform the patient and family of possible treatment options, complications, and side effects

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<p>Conflict Management/Resolution <i>The ability to prevent and deal effectively with conflict between and with other providers, the patient and family.</i></p> <p>At the end of the learning activity members of the team will:</p> <ol style="list-style-type: none"> 1. Demonstrate active listening and be respectful of different perspectives and opinions from others. 2. Work with others to prevent and deal effectively with conflict. 	<ul style="list-style-type: none"> • identify potential communication barriers that may impede team functioning • develop a strategy to deal with concerns before they escalate • develop strategies for presenting an alternative perspective or point of view • develop a team agreement that outlines roles and expectations • develop strategies for role clarification 	<ul style="list-style-type: none"> • agree upon a strategy to deal with concerns before they escalate • participate in team meetings to solicit alternative perspectives or points of view • develop a team agreement that outlines roles and expectations • recognize a 'professional of the month' with a story or incident where the individual went beyond the call of duty 	<ul style="list-style-type: none"> • now deal with concerns before they escalate • respectfully and sensitively present our alternative perspectives • developed a team agreement that outlined roles and expectations • have developed strategies for role clarification and job expectations (In the French version only one of these bullets is used) • identified communication barriers that may have impeded team functioning

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<p>Team Functioning <i>The ability to support effective team functioning to continually improve collaboration and quality of care.</i></p> <p>At the end of the learning activity members of the team will:</p> <ol style="list-style-type: none"> 1. Evaluate team function and dynamics. 2. Demonstrate shared leadership that is appropriate to the situation. 3. Contribute effectively and meaningfully in discussions within the IP team. 	<ul style="list-style-type: none"> • accept and share responsibilities • participate in group decision-making and planning • acknowledge and respect the opinions and view points of others • examine and willingly change beliefs and perspectives as needed • recognize the benefits and contributions of all team members • organize group tasks and assignments efficiently • develop a team contract • reflect upon how team functioning could be improved in the future • share leadership responsibilities among team members according to abilities and situational needs 	<ul style="list-style-type: none"> • organize regular team meetings to reflect on team dynamics and collaborative practice • develop a profile sheet with ‘things you should know about me’ • initiate team activities ...things we have in common (e.g. children, pets, love for music), and celebrate diversity • develop tools for communicating information about patients • develop a team contract • assume appropriate leadership roles 	<ul style="list-style-type: none"> • shared information that resulted in more effective patient care • shared additional information that has changed our patient care plan • now work more effectively as a team • provide better care • have observed instances of more expedient care, fewer mistakes, and less redundancies in our clinical care • more frequently reflect on team dynamics and the collaborative patient-centred care process • developed and clarified a team agreement that outlined roles and responsibilities • shared leadership responsibilities among each other according to abilities and situational needs