



INTERPROFESSIONAL COMMUNITY OF PRACTICE | FACILITATOR'S TOOLKIT

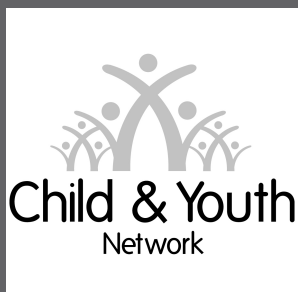


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SECTION 1
INTRODUCTION

WELCOME LETTER

A Message from London's Family-Centred Service System (FCSS) Chair, Lynne Livingstone

In 2008, local measures indicated serious concerns for children in London. As a response to these statistics, service providers in London came together under the umbrella of the Child and Youth Network (CYN) to work towards a common vision of “ happy, healthy children and youth today.... caring, creative responsible adults tomorrow”.

From this commitment, London's Family-Centred Service System (FCSS) emerged with the goal of making it easier for families to participate fully in their neighbourhoods and access the services they are looking for. The community-driven approach to delivering services called for Interprofessional Communities of Practice (IPCPs) – individuals and professionals who come together to learn from one another, build understanding a respect with one another and use their expertise, as a parent or professional, to work towards a common goal.

The IPCP Facilitator Toolkit was created to develop a culture of working together with families at the centre of our work. We recognized the importance of a shared understanding and culture of collaboration that draws on the strengths and expertise of families and the organizations that support them.

We are grateful to Dr. Carole Orchard, RN, EdD for sharing her toolkit and guidance with the Child and Youth Network to develop this toolkit. Dr. Orchard's own Interprofessional Communities of Practice toolkit was developed with health care teams in mind. She has worked with the Child and Youth Network to adapt the toolkit to be used within our multi-sectoral network. Her dedication and passion for the project has provided the fundamental groundwork for building strong IPCPs and teaching others to do so.

A thank you must also be extended to Michael Goodmurphy and Eileen Smith, for their leadership within the Child and Youth Network to build a culture of interprofessional collaboration and whose hard work helped the toolkit continually evolve. As well, a thank you is extended to the members of the Family Centred Service System of CYN who have embraced a new approach to doing business in London.

Finally, our gratitude is extended to the Government of Ontario for providing it's ongoing support to our community and for it's recognition and resources to develop the toolkit.

I hope you find this toolkit both informative and valuable in your community.

Lynne Livingstone, CYN and Family Centred Service System Chair



A COLLABORATIVE APPROACH

Family-centred service recognizes families as the experts of their own experiences. Their unique perspectives are an integral role in community development. Service providers and community organizations can provide better service by listening to the family's story. This requires bringing family and professionals together – and that's the core of family-centred service: a collaborative approach.

Collaboration is more than just co-locating services; it's about thinking and working differently as a team. To achieve success, families and professionals must work in sync – work that is supported by an **Interprofessional Community of Practice (IPCP)**.

WHAT IS AN IPCP?

An IPCP is a group of family and professional partners who support each other in the local community.

Families and professionals provide unique and valuable insight with their experiences and expertise. Family participants (i.e. neighbourhood residents) represent the strengths and needs of the local community. Professional participants represent organizations that offer services in the neighbourhood. Together, they plan programs and services that build strong families and communities.

WHY HAVE AN IPCP?

Families and professionals working across disciplines invite different experiences, strengths and opinions to a collaborative table. Collaborating through an IPCP will:

- better outcomes for families, communities and organizations;
- build trust and nurture relationships with the community and system partners;
- share resources and ideas;
- enhance individual families', communities' and agencies' capacity to effect change;
- ground the work of services in the strengths and needs of local families and
- respect that each person has a voice and that a diversity of ideas generates innovation.

WHAT CAN BE EXPECTED AS AN IPCP MEMBER?

Family representatives will be welcomed, included and valued as an IPCP member. By communicating with professionals in the area, they inform what is important to their community. Hearing the family's story is the first step to providing family-centred solutions.

Service providers and professional representatives can expect shared planning and more effective programming in the community.

THE TOOLKIT

THE PURPOSE

The IPCP Toolkit is a modular approach to building the skills and relationships necessary for interprofessional collaboration. As a group of family and professional representatives, an IPCP brings a variety of necessary perspectives to a collective table.

The toolkit provides activities for potential workshops in IPCP team building. It provides guidance, not rigid instruction. You can use this toolkit as a starting point for content, strategy, discussion topics and activities. Content can be adapted whenever necessary. However, all activities must cover the interprofessional core competencies. (Content adaptation and the interprofessional competencies are discussed further in Section 2.)

Many critical areas of professional and team development are covered, including:

- Exploring individual strengths
- Communication best practices
- Conflict resolution strategy
- Role clarification
- Collaborative leadership

THE STRUCTURE

The IPCP Toolkit is divided into ten sections.

Section 1 provides an introduction to an IPCP and the toolkit.

Section 2 provides pre-workshop preparation for facilitators. It contains tips for adapting content, evaluating success (with the Interprofessional Competency Framework), inviting participants and running an effective workshop.

Sections 3 – 8 provide activities and instructional content for workshops. The activities are grouped together into six modules based on relativity. See **Page 8** for the overall structure of the activities. The modules in Sections 3-8 are:

- Module A: Understanding the IPCP
- Module B: Exploring Knowledge, Skills and Expertise
- Module C: Principles of Family-Centred Service
- Module D: Conflict Resolution Strategy
- Module E: Responsibilities within the IPCP
- Module F: Putting it All Together

Section 9 provides instruction for follow-up activities.

Section 10 provides additional resources as referenced throughout the toolkit.

THE ACTIVITIES

All activities follow a similar structure. The facilitator first introduces the activity. This may involve an instructional presentation delivered to the group depending on the activity. The bulk of the activity focuses on a group task. Participants will diverge into groups to complete the task at hand. The activities end with a reflection. It is important for you, as the facilitator, to connect the discussion to the interprofessional competencies and end goals as the group converges.

Activities appear in the modules with the following layout:

Module A: Understanding the IPCP

40 MIN **ACTIVITY**
Metaphor of IPCP

REQUIRED

Learning Objective:
Understanding and unpacking this metaphor helps members visualize the IPCP. It places their roles within the context of family-centred service. As participants break down the metaphor, ask them to consider what role they have within the neighbourhood and community.

Give each participant a copy of the "Metaphor of IPCP" Handout (Page 11) as a reference. You will walk through the following instructional content and accompanying slides, breaking down the IPCP metaphor. Stop and answer any questions participants may have during your instruction.

INSTRUCTIONAL CONTENT (15 MINUTES)

Slide 1:
An IPCP for family-centred service can be compared to building a house. Both require a team of various professionals in order to be successfully executed and maintained.

Slide 2:
The construction of a house involves several roles: carpenters, electricians, bricklayers, painters and plumbers, to name a few. Each contributor brings a different set of "tools" to the job. Every person has specific knowledge, skills and expertise that are vital to the success of the job.

Slide 3:
An IPCP for family-centred service follows suit. There are many roles involved, including:

- Social Workers;
- Teachers, Parent Educators, Early Childhood Educators (ECE) and After School Providers;
- Nurses, Occupational Therapists and Public Health Employees;
- Settlement Workers and
- Community Developers.

 They each provide a different set of knowledge, skills and expertise that contribute to successful family-centred service.

Slide 4:
Every member of the team must view their role in relation to others. Understanding where a role is both necessary and useful helps avoid conflict and inefficiency. (For example, much like a painter understands he or she follows a drywall installer, social workers need to know when they can assist a family alongside an ECE).

An IPCP is a collaborative effort. Each member must work together to build and provide services families will need. If one member cannot provide a particular service to a family, they must connect them to the right resource. This requires effective communication and a deeper understanding of every role.

1 Identify Metaphor of IPCP
An IPCP for family-centred service can be compared to building a house. Both require a team of various professionals in order to be successfully executed and maintained.

2 Identify Metaphor of IPCP
The construction of a house involves several roles: carpenters, electricians, bricklayers, painters and plumbers, to name a few. Each contributor brings a different set of "tools" to the job. Every person has specific knowledge, skills and expertise that are vital to the success of the job.

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 • Community Developers.
 They each provide a different set of knowledge, skills and expertise that contribute to successful family-centred service.

4 Why Metaphor of IPCP
Every member of the team must view their role in relation to others. Understanding where a role is both necessary and useful helps avoid conflict and inefficiency. (For example, much like a painter understands he or she follows a drywall installer, social workers need to know when they can assist a family alongside an ECE).

5

Module A: Understanding the IPCP

Slide 5:
In our metaphor, the Community Connector acts as a general contractor. For families with multiple needs, the Community Connector assesses the situation, provides information and connects them with services that will meet their needs.

Slide 6:
Most importantly, the family is the architect in our metaphor. It is their design and vision that will determine how the "house" is built. This includes determining who needs to be involved. The families' stories, strengths and needs will impact the "design" of services offered. It is up to those involved in the construction to hear their needs, collaborate and execute the families' vision.

TASK (15 MINUTES)

1 At each table, participants will discuss what they find either affirming or challenging about the IPCP metaphor.

2 Ask participants to consider what elements of the metaphor resonate personally. In other words, where do they see themselves fitting within this metaphor?

REFLECTION (10 MINUTES)

Bring the discussion together as a collective group. Ask group members to share what they discussed. Compare and contrast the different views, providing any feedback necessary.

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	The metaphor illustrates how communication between members is necessary to achieve any progress. Successfully working together requires open communication and strong relationships.
Family-Centred Service	The heart of the IPCP metaphor is the family. This activity demonstrates why listening to the needs of families should shape the way services are delivered. The IPCP must consider the strengths and needs of the family throughout their decision-making process.
Role Clarification	Being able to clarify roles among the IPCP leads to a better work outcome. Knowing which member can best help a family will produce the best results and strengthen an interprofessional community.
Team Functioning	The metaphor demonstrates how team members must work together to achieve a common goal. The construction of a house would never be complete without the diversity of professionals. An interprofessional community relies on the knowledge and skills of all its members.
Collaborative Leadership	Certain situations call for leadership. Members can draw upon their expertise to lead within their community; members of a construction team will take the lead within a particular domain.

5 Identify Metaphor of IPCP
In our metaphor, the Community Connector acts as a general contractor. For families with multiple needs, the Community Connector assesses the situation, provides information and connects them with services that will meet their needs.

6 Why Metaphor of IPCP
Most importantly, the family is the architect in our metaphor. It is their design and vision that will determine how the "house" is built. This includes determining who needs to be involved. The families' stories, strengths and needs will impact the "design" of services offered. It is up to those involved in the construction to hear their needs, collaborate and execute the families' vision.

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Instructional content

Reflection following the task

Explanation of how the activity demonstrates the interprofessional competencies

Task for participants

02

SECTION 2

PRE-WORKSHOP PREPARATION

FACILITATOR STRATEGIES

DEFINING A PURPOSE

Every IPCP is unique. The knowledge, skills and expertise each member brings to the group varies. Before you structure workshops and invite participants, consider the purpose of meeting as a group.

At its core, the IPCP workshops build networks between a diverse range of participants in the community. Together, you will share learning and exchange information and perspectives to benefit the collective whole.

More specifically, however, your workshops should have one of the following primary purposes:

- **Influence** – Shape the attitudes of participants by promoting thought, conversation and action.
- **Innovate** – Explore new approaches to problems and create new protocol for action.
- **Develop Foresight** – Learn to anticipate potential challenges and identify ways to solve them.
- **Align and Act** – Build a shared understanding of your service system and find ways members can act efficiently.

STRUCTURING CONTENT

The six modules (**Sections 3 – 8**) provide a loose structure for arranging the activities into workshops. It is up to you to decide how many workshops will be conducted. Activities can be combined or switched depending on your schedule.

Consider the following when adapting module content:

Adaptation Guidelines:

- The order of the modules is intentional. It provides a natural flow from introducing an IPCP to applying learned skills in a case study. Keep this progression in mind when structuring workshops.
- Be sure to cover the content in all required activities.
- The level of participants' experience will vary. Workshops should build on existing knowledge; the level of experience can be evaluated during pre-workshop connections.
- Some participants may be familiar with each other. Introductions and icebreaker activities can be modified appropriately.
- Keep the core messaging of each module the same. Adjust examples and anecdotes for specific audiences.

EVALUATING SUCCESS

For every activity selected, you and the participants should know why you are completing the activity. Every discussion, task and brainstorm should work toward interprofessional collaboration and strengthen the IPCP.

The activities are measured with an Interprofessional Competency Framework. The framework measures a person's ability to use their knowledge, skills, attitudes and values when making judgements within a collaborative environment. The framework has six competency domains. Each activity in this toolkit is assessed by the framework's six competencies.

For a more detailed look at the competency framework, see **Section 3 Module A: Understanding the IPCP**.

The six key competencies are:

INTERPROFESSIONAL COMMUNICATION

IP Communication involves communicating with each other in a collaborative and responsible manner. It is an essential skill for working as a team. Without interprofessional communication, no other competency can be demonstrated.

TEAM FUNCTIONING

Team Functioning involves understanding the team work dynamic in order to effectively collaborate. Knowing how the team works in a collaborative setting helps avoid gaps, errors and redundancies.

FAMILY-CENTRED SERVICE

Family-Centred Service values the input and engagement of the families and the community. Families are the experts of their own lived experiences. Their strengths and needs will shape the plans and execution of family-centred service.

CONFLICT RESOLUTION

Conflict Resolution involves constructively addressing disagreements as they arise. Knowing how to handle conflict removes potential obstacles in the way of successful interprofessional collaboration.

ROLE CLARIFICATION

Role Clarification involves understanding the roles within an IPCP and using this knowledge thoughtfully. It is about recognizing how every role works together within a family-centred service.

COLLABORATIVE LEADERSHIP

Collaborative Leadership involves choosing a leader depending on the context of the situation. Certain members' skills may be better suited for a particular job. Decision-making remains a shared effort.

Interprofessional Communication and **Family-Centred Service** are the two domains relevant in **all** situations. The other four domains are integrated throughout the framework. They may be more relevant in certain situations. For example, team functioning is more prevalent for those who work in a formalized team setting.

The content above was adapted from the CIHC National Interprofessional Competencies Framework.

SCHEDULING WORKSHOPS

Once you are familiar with the structure of the modules and activities, plan how many workshops you will conduct. The number may vary given your schedule, participants and community. Keep in mind that even the most knowledgeable participants have a limited capacity to absorb information. Don't attempt to cover too much content in one sitting.

ARRANGING A MEETING SPACE

After you have tentatively scheduled your workshops, you should select and book an appropriate meeting space for convening. Consider the following when selecting a venue:

- **Ease of travel** – Consider how far participants will have to travel to attend. A centrally-located venue is usually the most effective.
- **Moveable tables and chairs** – This makes for easy setting and resetting of the room.
- **Substantial flat wall space** – This will allow for posters and chart paper to be posted around the room.
- **Good size** – Allow enough room so participants can walk around and not feel crowded.
- **Child Minding** - If feasible, make child minding available for parents.

Be sure to arrange any hospitality accommodations (e.g. coffee, tea, snacks) and necessary equipment (e.g. laptop, projector, extension cord).

MEETING ONLINE

Depending on your community and participants, meeting online may be more accessible alternative. Online gatherings offer flexibility and are well-suited for training workshops; the lack of in-person connection, however, can make it difficult to achieve a high level of personal interactivity.

If you choose a virtual meeting space, consider the following:

- **Connectivity** – Make sure all participants can connect online (and have the appropriate technology) for easy participation.
- **Number of Participants** – Meeting online may be preferable when there are too many participants to agree on a date and location.
- **Location** – Disperse communities may find it easier to meet virtually to reduce travel times.

SELECTING PARTICIPANTS

Finding the right group of participants that strike the appropriate balance between family and professional representatives can be difficult. Success of the IPCP can hinge on assembling the right group of members.

Here are general guidelines to consider when selecting participants:

- Choose people who have interest, passion or expertise in their relevant field or the community at large.
- Be as diverse as possible. Consider diversity over many spectra (e.g. nationality, profession, level of expertise, etc.). Including different mindsets and identities is the surest way to fully represent a community and provide the most insight.
- Seek participants who have something valuable to offer or are committed to creating new ideas/plans. Participants should be open to collaboration.

The group should be well positioned to create new knowledge together.

CONNECTING WITH FAMILIES

A balanced IPCP will include family representatives. When reaching out to families about joining the IPCP or participating in workshops, consider the following:

- The time and frequency of meetings
- Availability of transportation to get to meetings
- Whether or not child supervision can be provided

Be sure to explain their potential role in the IPCP (allow them the opportunity to ask any questions should they have any). Also be sure to specify the function of the IPCP so there isn't any confusion as to why they are asked to participate. It may work best to reach out personally as opposed to an electronic media.

INVITING PARTICIPANTS TO WORKSHOPS

Sending an invitation for participants to join the IPCP and attend workshops will set the tone for what they expect of the IPCP at large. Tailor your communication (such as an e-mail) to the intellectual and emotional impact you want to make on that participant.

For some participants, it may be beneficial to communicate more personally via phone or in person. Always convey the invitation through existing relationships whenever possible – the personal appeal is most effective.

To set the tone for the interprofessional collaborative environment of the workshops, ask people to join because of their unique backgrounds, experiences and perspectives – not just because of their job title/employer.

In your welcome e-mail (or any other media), make the purpose of the workshops clear. Emphasize the active, collaborative nature of the workshops. Participants will be there to think, plan and contribute; not just sit and listen to a facilitator.

Don't forget the concrete details, too: time, date and location of the workshops; contact information and next steps.

When participants express interest in joining the IPCP, ask them to fill out a "Participant Info Sheet" ([Page 15](#)). When you've received the completed Info Sheets, compile the documents into a master PDF and distribute to the group. This provides a composite profile of members' backgrounds.

SETTING UP A MEETING ROOM

Before participants arrive for each workshop, set up the facilitation area. An ideal setting would have four to five participants sitting at each table. Avoid locations where participants' backs are facing you.

Make sure each table is stocked with the appropriate supplies ([Page 17](#)). Have the laptop and projector prepared and working prior to the start of the meeting.

Activities will require handouts for participants. Be sure to print enough for all participants prior to the workshop. Handouts can be found at the end of each section for each module.

TIPS FOR EFFECTIVE WORKSHOPS

- 1 **Plan for contribution.** Make sure participants are actively voicing their opinions. Contribution can start by asking participants their opinion on the workshop agendas.
- 2 **No idea is a bad one.** Every idea and opinion should be respected.
- 3 **Control interruptions.** Allow all participants a chance to speak without interruption. Similarly, all participants should feel welcome to ask any questions they may have.
- 4 **Serve multiple learning styles.** Mix up the format of activities to serve the different ways people learn. The activities provide a variety of formats for learning.
- 5 **Avoid monotony.** Steer clear of the standard meeting format (presentation from a podium, no dialogue, etc.). Mix things up with frequent discussions, question periods, diagrams, tasks, etc.
- 6 **Plan to improvise.** The toolkit provides a script but bring your own perspective to the facilitation process.
- 7 **Design for introverts.** Make sure everyone at the table feels comfortable contributing. This means having small group discussions, giving time for participants to think about their answers, and avoid cold-calling on people.
- 8 **Encourage new relationships.** Facilitate ways for participants to get to know one another better, through icebreakers and group talks.
- 9 **Connect in advance.** Allow the opportunity for participants to connect with you ahead of any workshop in case they have a question or concern.
- 10 **Balance the time.** Allow for both structured and unstructured activities. Presenting any content should always be followed by the opportunity for participants to discuss.
- 11 **Avoid clutter.** Pass out handouts and materials as you get to each activity. Giving out all the module materials at the very beginning can overwhelm participants and create clutter on the workspace.

RESOURCE:

Participant Information Sheet (Professional)

Name:

Organization Address:

Telephone:

E-mail:

Job title/Organization:

How many years have you been in practice?

About your Organization...

What is your organization's mandate and/or scope of practice?

What is the most rewarding part of living your organization's mandate? What is the most challenging part?

How is your organization connected to this IPCP?

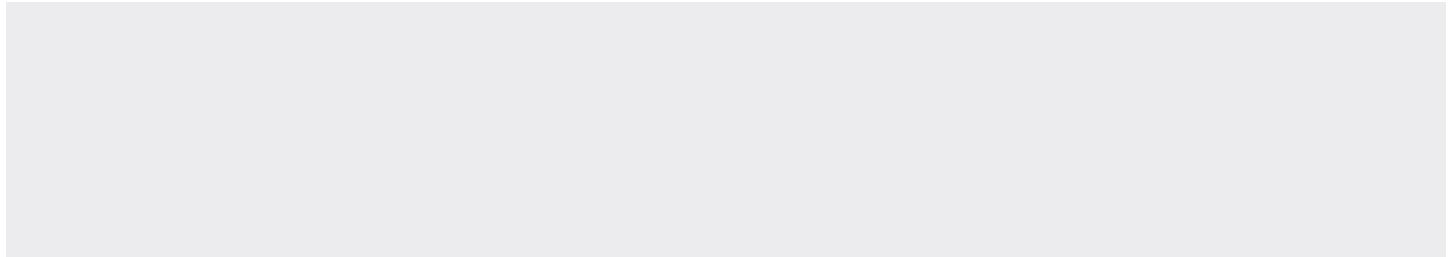
What knowledge and expertise does your organization bring to our collaborative dialogue?

RESOURCE:

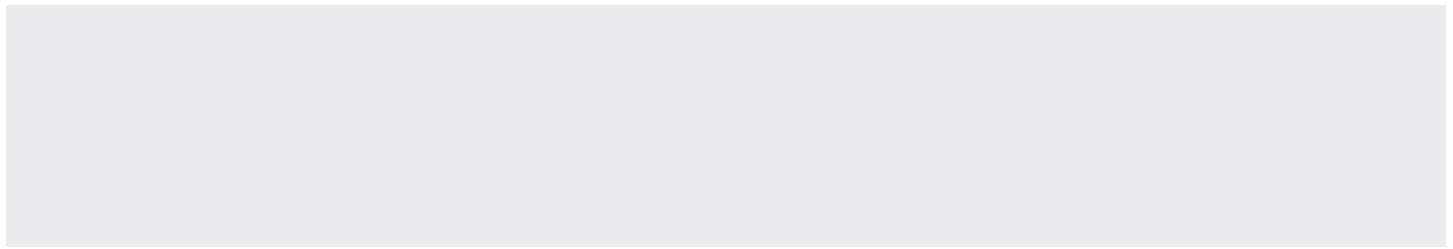
Participant Information Sheet (Professional)

About You...

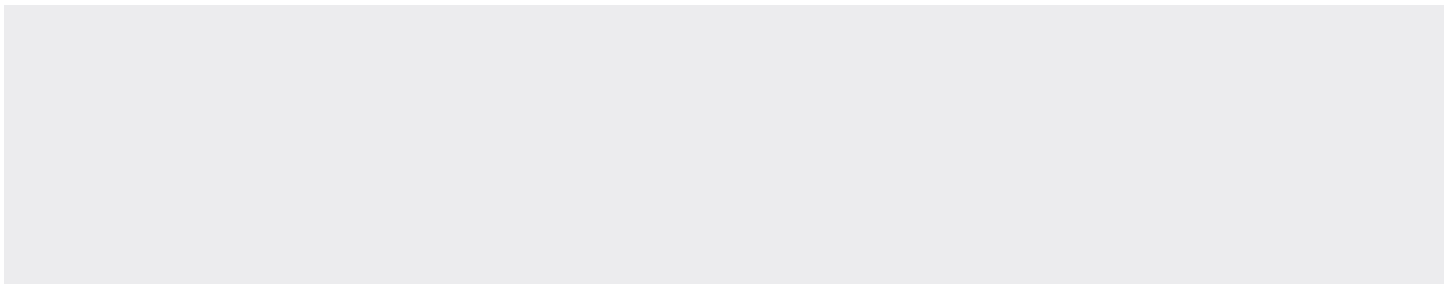
Please tell us a few facts about your background:
(2 facts from your personal background and 2 facts from your professional background)



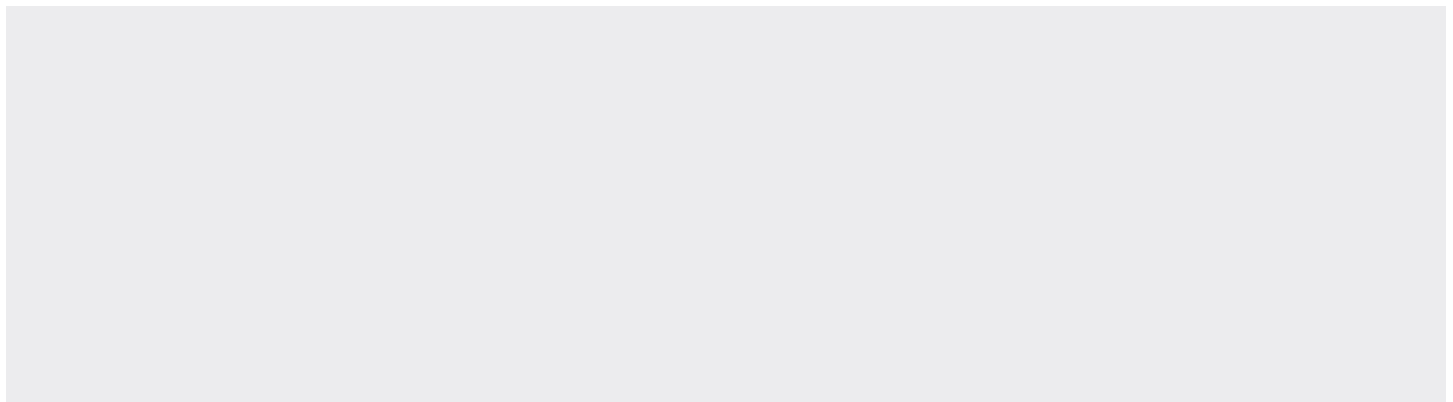
What knowledge and expertise can you personally contribute to the team?



You can count on me and my organization to...



Possible challenges to my (and my organization's) participating with the IPCP are...



SUPPLY LIST

Item	Quantity	Notes
Supplies for Participants		
<input type="checkbox"/> Binder	1 per participant	1" binders preferred
<input type="checkbox"/> Tent cards	1 per participant	Used to display participants' names on the table
<input type="checkbox"/> Handout sheets	1 per participant	Found at the end of each section
<input type="checkbox"/> Markers for participants	1-2 large boxes, depending on the size of the group	5-6 markers at each table
<input type="checkbox"/> Pens	1 per participant	
<input type="checkbox"/> Scissors	1 per table group	
<input type="checkbox"/> Glue sticks	1 per table group	
<input type="checkbox"/> Painter's tape	1 roll per table group	Painter's tape is preferred over masking tape, which can peel paint from surfaces
<input type="checkbox"/> Post-it notes	3 packages per table group	Medium-sized and multicolour preferred
Supplies for Facilitators		
<input type="checkbox"/> Facilitator's binder (with the Facilitator's toolkit)		
<input type="checkbox"/> Laptop Computer		
<input type="checkbox"/> Projector		Provided by location facility when possible
Screen (or blank wall for projection)		Provided by location facility when possible
<input type="checkbox"/> Extension cord		
<input type="checkbox"/> Power Point slides		
<input type="checkbox"/> Flipchart paper	2-3 pads for the entire workshop series	
<input type="checkbox"/> Flipchart stand		
<input type="checkbox"/> Markers for facilitators	1 box	Wide-tipped and multicolour preferred
<input type="checkbox"/> Painter's tape	1 roll	Painter's tape is preferred over masking tape, which can peel paint from surfaces
<input type="checkbox"/> Ball of yarn	1 large ball	Used in Section 3
<input type="checkbox"/> Beach ball	1 large ball inflated	Used in Section 3

03

SECTION 3

MODULE A: UNDERSTANDING THE IPCP

OVERVIEW

The activities in *Module A: Understanding the IPCP* are an introduction to understanding the concept of an interprofessional community of practice.

In this module, participants will:

- get to know one another,
- explore the IPCP through metaphor and
- place the IPCP in a family-centred context.

ACTIVITIES

- “Find Someone Who..” Icebreaker
- Introducing the Interprofessional Competencies
- Metaphor of IPCP
- Web Game

PRE-MODULE PREPARATION

READING MATERIALS

Interprofessional Competency Framework handout ([Page 26](#) and [Page 27](#))

REFLECTION QUESTIONS

The following questions should be distributed to participants prior to the workshop covering Module A:

- What does an Interprofessional Community of Practice mean to you?
- Where do you see the Interprofessional Competency Framework being relevant within the work you do in the community?
- Have you seen this approach to collaboration before?

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MIN

ACTIVITY

“Find Someone Who...” Icebreaker

OPTIONAL

Learning Objective:

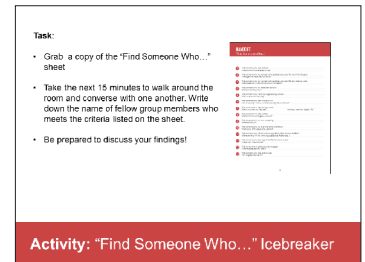
Participants will introduce themselves to new faces and learn something new about familiar members.

Before the icebreaker activity begins, you should introduce yourself to the group.

Participants can be introduced to one another through an icebreaker. Feel free to insert your own icebreaker idea, if necessary.

TASK (15 MINUTES)

- 1 Distribute a copy of the “Find Someone Who...” sheet ([Page 25](#)) to every participant.
- 2 Invite participants to walk around the room and converse. As they circulate the room, they will introduce themselves and find members who match the questions.



REFLECTION (5 MINUTES)

After participants fill out their sheet, walk through the questions as a group and discuss the findings. This will give both you and the participants a chance to get to know one another better. Be sure to highlight the skills and expertise of those in the room. Let them know that the group counts on each of them.

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	Learning something new about “old friends” allows members to use clear language and actively listen to one another. Clear communication is the backbone of a strong IPCP.
Role Clarification	Learning more about one another through an icebreaker (even if members have known each other for years) reemphasizes everyone’s roles and backgrounds. Understanding the roles of others is necessary for knowing when to call upon their knowledge and skills. An efficient IPCP utilizes the diversity of roles, experiences and skills available.
Team Functioning	Members must work together as a team and engage one another to complete the list in the “Find Someone Who...” activity. Understanding a team work dynamic leads to effective collaboration.

30
MIN

ACTIVITY

Introducing the Interprofessional Competencies

REQUIRED

Learning Objective:

Understanding the Interprofessional Competency Framework gives participants tangible criteria for how to successfully collaborate in an interprofessional climate. By discussing the measurable criteria, they can assess their impact and the impact of others.

Before the workshop, participants should be given a copy of the “Interprofessional Competency Framework” handout (Page 26 and Page 27) to read over. Use this period of 30 minutes to review the sheet and allow group discussion.

TASK (25 MINUTES)

- 1 Hand out a copy of the Interprofessional Competency Framework handout for those participants who did not bring their own.
- 2 Hang six pieces of chart paper on the wall. Label each chart paper with one of the competency domains (e.g. Family-Centred Service).
- 3 One domain at a time, walk through the description of each competency and its criteria. Display the appropriate Power Point slides with each competency.
- 4 After each competency, ask the group to brainstorm aloud answers to some of these questions:
 - How have I seen others demonstrate this competency?
 - What are practical ways I can demonstrate this competency?
 - What actions or behaviours would prevent demonstrating this competency?
- 5 Ask the above three questions for all six competency domains.

ALTERNATIVE FORMAT

For larger groups, consider dividing the competencies among the tables (one or two competencies per table) for smaller group discussions. Ask each table to discuss the three questions. Bring the whole group back together after and invite them to share their findings.

REFLECTION (5 MINUTES)

Keep these posters up during the workshops. Participants can refer to them throughout the activities. Explain that each activity will allow participants to demonstrate some, if not all, of the competencies. They will be referenced in the reflections of future activities.

Activity: Interprofessional Competency Framework

Interprofessional Communication:

IP Communication involves communicating with each other in a collaborative and responsible manner. It is an essential skill for working as a team. Without interprofessional communication, no other competency can be demonstrated.

I demonstrate this competency by:

- actively listening to others, which includes families and the community
- developing relationships with families and team members
- using information and technology to improve family-centred service, in ways such as:
 - working together to set plans and goals
 - supporting shared decision-making
 - sharing responsibilities for service across team members
 - respecting all team members, including families and the community

Activity: Interprofessional Competency Framework

Family-Centred Service

Family-Centred Service values the input and engagement of the families and the community. Families are the experts of their own lived experiences. Their strengths and needs will shape the plans and execution of family-centred service.

I demonstrate this competency by:

- supporting family and community representatives as partners with their services
- sharing information with families that is easy to understand and encourages discussion
- providing support and education to families
- listening to the needs of all families in shaping and delivering services



Activity: Interprofessional Competency Framework

Role Clarification

Role Clarification involves understanding the roles within an IPCP and using this knowledge thoughtfully. It is about recognizing how every role works together within a family-centred service.

I demonstrate this competency by:

- describing my role and the roles of others
- respecting the diversity of roles that exist
- knowing when to call upon the knowledge and skills of others
- performing my role in a culturally respectful way
- integrating roles into models of service delivery



Activity: Interprofessional Competency Framework

Team Functioning

Team Functioning involves understanding the team work dynamic in order to effectively collaborate. Knowing how the team works in a collaborative setting helps avoid gaps, errors and redundancies.

I demonstrate this competency by:

- understanding team processes
- developing principles for working together that respect the ethics of other members
- facilitating discussions among team members
- contributing to decision-making processes
- being respectful of all members' contributions
- establishing and maintaining healthy working relationships with families
- respecting team ethics, including: confidentiality, resource allocation and professionalism



(cont'd in slide deck)

40 MIN ACTIVITY

Metaphor of IPCP

REQUIRED

Learning Objective:

Understanding and unpacking this metaphor helps members visualize the IPCP. It places their roles within the context of family-centred service. As participants break down the metaphor, ask them to consider what role they have working with families in the community.

Give each participant a copy of the “Metaphor of IPCP” handout (Page 28). You will walk through the following instructional content and accompanying slides, breaking down the IPCP metaphor. Stop and answer any questions participants may have during your instruction.

INSTRUCTIONAL CONTENT (15 MINUTES)**Slide 1:**

An IPCP for family-centred service can be compared to building a house. Both require a team of various professionals in order to be successfully executed and maintained.

Slide 2:

The construction of a house involves several roles: carpenters, electricians, bricklayers, painters and plumbers, to name a few. Each contributor brings a different set of “tools” to the job. Every person has specific knowledge, skills and expertise that are vital to the success of the job.

Slide 3:

An IPCP for family-centred service follows suit. There are many roles involved, including:

- Social Workers
- Teachers, Parent Educators, Early Childhood Educators (ECE) and After School Providers
- Occupational Therapists and Public Health Nurses
- Settlement Workers
- Community Developers

They each provide a different set of knowledge, skills and expertise that contribute to successful family-centred service.

Slide 4-5:


Every member of the team must view their role in relation to others. Understanding where a role is both necessary and useful helps avoid conflict and inefficiency. For example, a painter and a drywall installer understand each other’s work and how they complement one another to support the vision of the architect. Similarly, a social worker and an ECE understand and respect each other’s work and how they complement one another to support the vision of the family.

An IPCP is a collaborative effort. Each member must work together to help build strong families. If one member cannot provide a particular service to a family, they must seamlessly connect them to the right resource. This requires effective communication and a deeper understanding of every role within the IPCP.

1 Activity: Metaphor of IPCP

An IPCP for family-centred service can be compared to building a house.


Both require a team of various professionals in order to be successfully executed and maintained.



2 Activity: Metaphor of IPCP

Each contributor brings a different set of “tools” to the job.

Every person has specific knowledge, skills and expertise that are vital to the success of the job.




3 Activity: Metaphor of IPCP

An IPCP for family-centred service has many roles:

- Social Workers
- Teachers, Parent Educators, Early Childhood Educators (ECE) and After School Providers
- Nurses, Occupational Therapists and Public Health Employees
- Settlement Workers
- Community Developers

They each provide a different set of knowledge, skills and expertise that contribute to successful family-centred service.




4 Activity: Metaphor of IPCP

Everyone must view their role in relation to others.

An IPCP is a collaborative effort. Each member must work together to build and provide services families will need.

If one member cannot provide a particular service to a family, they must connect them to the right resource. This requires effective communication and a deeper understanding of every role.



Slide 6:

In our metaphor, the Community Connector acts as a general contractor. For families with multiple needs, the Community Connector assesses the situation, provides information and connects them with services that will meet their needs.

Slide 7:

Most importantly, the family is the architect in our metaphor. It is their design and vision that will determine how the “house” is built. This includes determining who needs to be involved. The families’ stories, strengths and vision will impact the “design” of services offered. It is up to those involved in the construction to hear their needs, collaborate and execute the families’ vision.

TASK (15 MINUTES)


- 1 Pass out the “Successful Build” handout (Page 29) (consider printing this handout on the back of the “Metaphor of IPCP” handout).
- 2 Ask participants to complete the worksheet in groups at their tables. Participants will be asked:
 - How is each of the six interprofessional competencies necessary for a “successful build?”
 - What can this group do to build each competency? (List one suggestion in each box.)

REFLECTION (10 MINUTES)


Bring the discussion together as a collective group. Ask group members to share what they discussed. Compare and contrast the different views, providing any feedback necessary.

Consider the demonstration of the following competencies in your reflection:


5
Activity: Metaphor of IPCP
Example: dry wailer and painter
 A dry wailer and painter must know their roles in the entire process of building a house. That way, the painter knows to perform his or her duty after the dry wailer has put up the walls.
 When you know how your role fits in to the bigger picture, you can perform your tasks more efficiently.



6
Activity: Metaphor of IPCP
 The Community Connector acts as a general contractor. For families with multiple needs, the Community Connector assesses the situation, provides information and connects them with services that will meet their needs.



7
Activity: Metaphor of IPCP
 The family is the architect in our metaphor. It is their design and vision that will determine how the “house” is built.
 The families will impact the “design” of services offered. It is up to those involved in the construction to hear their needs, collaborate and execute their vision.
 For example, you wouldn’t build a garage if the family didn’t need a car. Services must reflect the family’s vision.



Competency:	How is this competency demonstrated?
Interprofessional Communication	The metaphor illustrates how communication between members is necessary to achieve any progress. Successfully working together requires open communication and strong relationships.
Family-Centred Service	The heart of the IPCP metaphor is the family. This activity demonstrates why listening to the needs of families should shape the way services are delivered. The IPCP must consider the strengths and needs of the family throughout their decision-making process.
Role Clarification	Being able to clarify roles among the IPCP leads to a better work outcome. Knowing which member can best help a family will avoid task duplication and confusion.
Team Functioning	The metaphor demonstrates how team members must work together to achieve a common goal. The construction of a house would never be complete without the diversity of professionals. An interprofessional community relies on the knowledge and skills of all its members.
Collaborative Leadership	Certain situations call for leadership. Members can draw upon their expertise to lead within their community; members of a construction team will take the lead within a particular domain.

20 MIN **ACTIVITY**
Web Game

OPTIONAL

Learning Objective:

The Web Game creates a visualization of the connections within an IPCP and family-centred service. Every member brings knowledge and expertise to the community that can only be connected through collaborative effort and effective communication. Successfully completing this task requires participants to communicate clearly with each other.

TASK (15 MINUTES)

- 1 Gather everyone into a circle with one volunteer holding on to a ball of yarn.
- 2 After stating his or her name and occupation, the volunteer tosses the ball of yarn to another participant while holding on to one end of the yarn.
- 3 Repeat this process until a web of yarn is formed between participants.
- 4 Put an inflatable beach ball on top of the web, rolling the ball to each participant across the web.
- 5 When the ball reaches someone, he or she shares a piece of knowledge or a skill that he or she can use to support families.
- 6 Continue this until everyone has shared with the group.

Task:

- Gather into a circle. One volunteer holds on to a ball of yarn.
- After stating your name and occupation, you toss the ball of yarn to another participant while holding on to one end of the yarn.
- Repeat this process until a web of yarn is formed.
- Put an inflatable beach ball on top of the web, rolling the ball to one another.
- When the ball reaches you, share a piece of knowledge or a skill that you can use to support families.
- Continue until everyone has shared.



Activity: Web Game

REFLECTION (5 MINUTES)

As you and the group clean up, explain how building the web and passing the ball is a metaphor for the interprofessional community. The more connections made between families and professionals, the easier it is to solve an issue within the community (much like strengthening the web with more connections makes it easier to pass the ball).

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	The Web Game activity requires members to address one another to build the web. If no one talked to or directed one another, the web would not get built. Similarly, the IPCP does not function when members do not communicate collaboratively with each other.
Family-Centred Service	The many connections of the web symbolize the relationships formed between family and professional representatives. Connecting all parties makes it easier to share information and support one another.
Role Clarification	When members are asked to share their occupation and skills in this activity, they are further clarifying their role in the community. It is important to be able to describe the roles of others when integrating various roles into the model of service delivery.
Team Functioning	Building the web requires the team to collaborate; every member must contribute to build a strong web. Similarly, the interprofessional community is strongest when everyone contributes and works together.

HANDOUT

"Find Someone Who..."

- 1 Find someone who lives in () neighbourhood/community:
.....
- 2 Find someone who has worked in their sector for more that 15 years:
What agencies have they worked for?
- 3 Find someone who has worked in their sector for less that two years:
What made him or her choose work in this sector?
- 4 Find someone who has more than one pet:
What pets do they have?
- 5 Find someone who is great at or enjoys research:
- 6 Find someone who likes to hike or run:
Where do they like to hike/run in your community?
- 7 Find someone who plays an instrument:
What instrument do they play? How long have they played it for?
- 8 Find someone who likes to read:
What is their favourite genre or book?
- 9 Find someone who has won something:
What did they win?
- 10 Find someone who has a terrible sense of direction:
What is one of the places they got lost?
- 11 Find someone who is from or has a large family (four or more children):
Where are they "in" the family (youngest child, mother etc...)
- 12 Find someone who is/was a camp counsellor:
At what camp are/were they a counsellor?
- 13 Find someone who speaks another language:
What language do they speak?
- 14 Find someone who organizes events for family or work:
What was the last event they organized?

HANDOUT

Interprofessional Competency Framework

An Interprofessional Competency Framework measures a person's ability to use their knowledge, skills, attitudes and values when making judgements within a collaborative environment. The framework aims to measure the success of interprofessional collaboration over six competencies.

The six key competencies are:

Terms:

Interprofessional collaboration: The process of developing and maintaining good working relationships with service providers, families and the community. Effective interprofessional collaboration creates optimal family-centred service.

Competency: A measurable characteristic of the knowledge, skills, attitudes and values that shape our judgments. In this framework, each competency supports interprofessional collaboration.

INTERPROFESSIONAL COMMUNICATION

IP Communication involves communicating with each other in a collaborative and responsible manner. It is an essential skill for working as a team. Without interprofessional communication, no other competency can be demonstrated.

I demonstrate this competency by:

- actively listening to others, which includes families and the community
- developing relationships with families and team members
- using information and technology to improve family-centred service, in ways such as:
 - o working together to set plans and goals
 - o supporting shared decision-making
 - o sharing responsibilities for service across team members
 - o respecting all team members, including families and the community

FAMILY-CENTRED SERVICE

Family-Centred Service values the input and engagement of the families and the community. Families are the experts of their own lived experiences. Their strengths and needs will shape the plans and execution of family-centred service.

I demonstrate this competency by:

- supporting family and community representatives as partners with their services
- sharing information with families that is easy to understand and encourages discussion
- providing support and education to families
- listening to the needs of all families in shaping and delivering services

ROLE CLARIFICATION

Role Clarification involves understanding the roles within an IPCP and using this knowledge thoughtfully. It is about recognizing how every role works together within a family-centred service.

I demonstrate this competency by:

- describing my role and the roles of others
- respecting the diversity of roles that exist
- knowing when to call upon the knowledge and skills of others
- performing my role in a culturally respectful way
- integrating roles into models of service delivery

HANDOUT

Interprofessional Competency Framework

TEAM FUNCTIONING

Team Functioning involves understanding the team work dynamic in order to effectively collaborate. Knowing how the team works in a collaborative setting helps avoid gaps, errors and redundancies.

I demonstrate this competency by:

- understanding team processes
- developing principles for working together that respect the ethics of other members
- facilitating discussions among team members
- contributing to decision-making processes
- being respectful of all members' contributions
- establishing and maintaining healthy working relationships with families
- respecting team ethics, including: confidentiality, resource allocation and professionalism

CONFLICT RESOLUTION

Conflict Resolution involves constructively addressing disagreements as they arise. Knowing how to handle conflict removes potential obstacles in the way of successful interprofessional collaboration.

I demonstrate this competency by:

- creating a safe environment in which to express different opinions
- recognizing the potential for conflict to occur and taking steps to address it
- identifying common situations that are likely to lead to disagreements or conflicts, including role confusion and people with different levels of power
- setting guidelines for addressing disagreements
- compromising with those who disagree
- hearing all members' viewpoints no matter what the outcome
- valuing the potential positive nature of conflict

COLLABORATIVE LEADERSHIP

Collaborative Leadership involves choosing a leader depending on the context of the situation. Certain members' skills may be better suited for a particular job. Decision-making remains a shared effort.

I demonstrate this competency by:

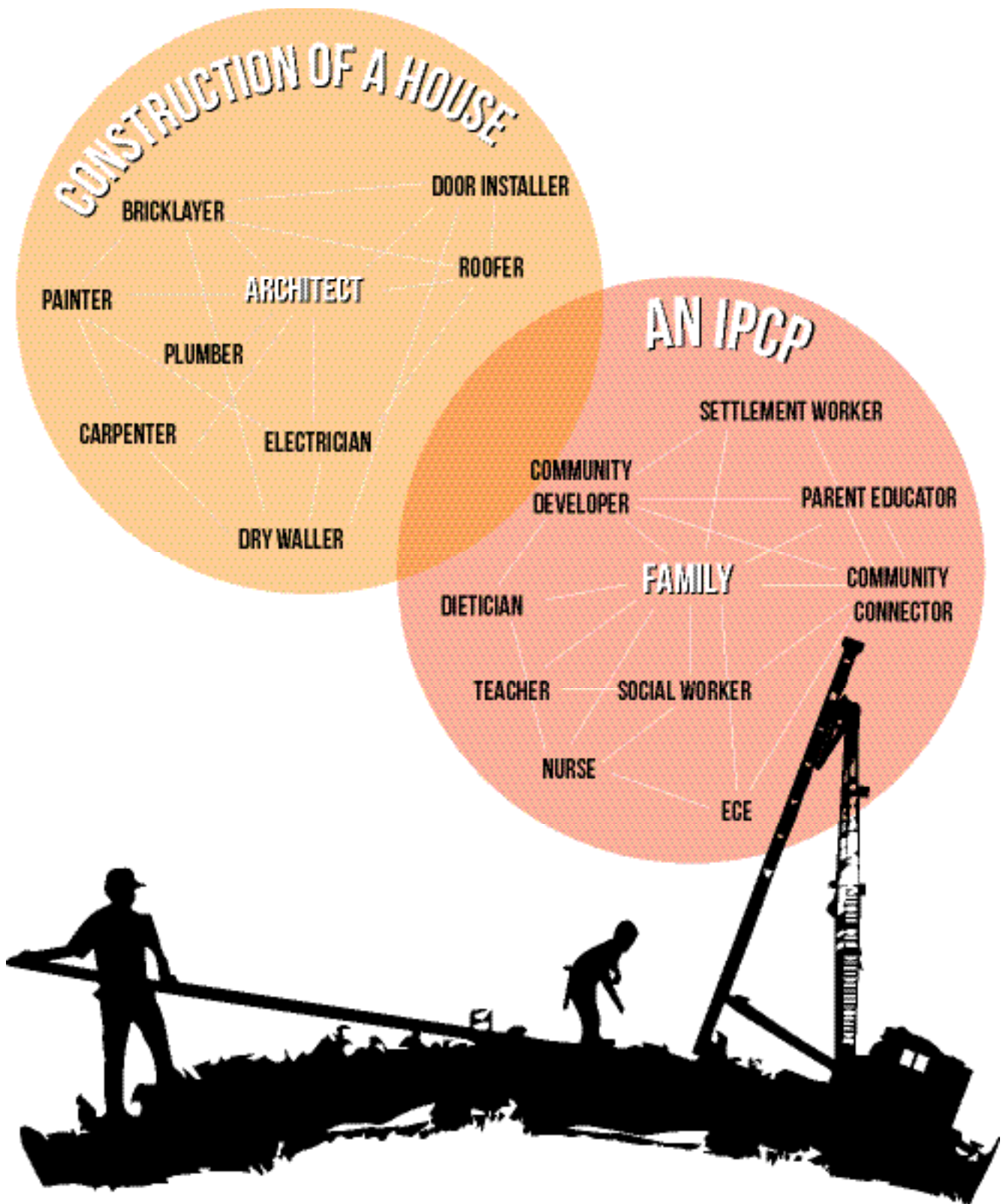
- maintaining working relationships among all members
- creating a space for members to step-up as leaders
- accepting individual accountability for their actions
- creating a space for collaboration
- encouraging team decision-making

Interprofessional Communication and **Family-Centred Service** are the two domains relevant in **all** situations. The other four domains are integrated throughout the framework. They may be more relevant in certain situations. For example, team functioning is more prevalent for those who work in a formalized team setting.

Adapted from the CIHC National Interprofessional Competencies Framework.

HANDOUT

Metaphor of IPCP



HANDOUT

Successful Build

How is each of the six interprofessional competencies necessary for a “successful build?”

***Interprofessional
Communication***

***Family-Centred
Service***

***Role
Clarification***

***Team
Functioning***

***Conflict
Resolution***

***Collaborative
Leadership***

What can this group do to build each competency? (List one suggestion in each box.)

***Interprofessional
Communication***

***Family-Centred
Service***

***Role
Clarification***

***Team
Functioning***

***Conflict
Resolution***

***Collaborative
Leadership***

04

SECTION 4

MODULE B: EXPLORING KNOWLEDGE, SKILLS AND EXPERTISE

OVERVIEW

The activities in *Module B: Exploring Knowledge, Skills and Expertise* allow participants to explore their backgrounds and capabilities to understand where they best fit within the context of a family-centred IPCP.

In this module, participants will:

- discover unique perspectives within the IPCP
- map the knowledge, skills and expertise of fellow group members
- understand how members' individual experiences benefit the collective IPCP

ACTIVITIES

- Personal Billboards
- Exploring the Individual Experience

PRE-MODULE PREPARATION

REFLECTION QUESTIONS

The following questions should be distributed to participants prior to the workshop covering Module B:

- What knowledge and skills can I bring to the IPCP?
- What does a typical day look like for me? What challenges or tasks do I face routinely?
- How do I use my knowledge and skills to face these challenges and tasks?

25
MIN

ACTIVITY

Personal Billboards

OPTIONAL

Learning Objective:

Personal Billboards allow participants to share the relevant skills they bring to the IPCP. These skills will help determine roles within the IPCP.

TASK (15 MINUTES)

- 1 Distribute a piece of blank chart paper to every participant.
- 2 Participants will create a personal billboard that provides insight into their personal and professional backgrounds. The billboard will be divided into four quadrants (see **Diagram 4.1**), with each quadrant expressing:
 - Q1:** Who they are (personal and professional)
 - Q2:** What they do in the community involving families
 - Q3:** What knowledge, skills and expertise do they bring
 - Q4:** What they hope to get from these workshops
- 3 Participants can create their billboards using words and images.
- 4 Post the billboards to the wall using painter’s tape provided.

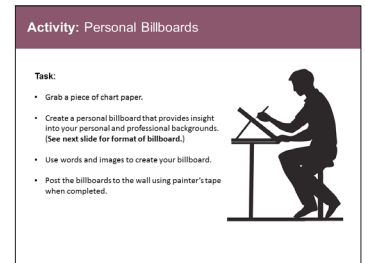
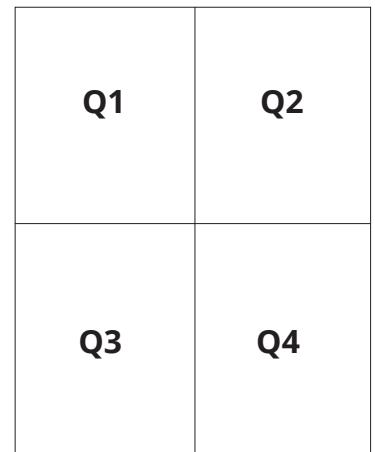


Diagram 4.1



REFLECTION (10 MINUTES)

There are several ways to reflect upon the personal billboards. Participants can mingle, explaining their billboards to one another. You can also partner up each participant and have them present their partner (and their billboard) to the group. If consent is provided, photograph each participant with their billboard.

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	Members communicate collaboratively when they share their personal and professional backgrounds with the group. To effectively present a partner’s billboard, they must actively listen and engage with each other.
Family-Centred Service	The family perspective of their contribution to the community is presented as equal to the “professional” through the billboard activity.
Role Clarification	The billboards allow members to express their roles through a visual medium. As the group collectively observes the billboards, they continue to learn the new things about familiar members.

60
MIN

ACTIVITY

Exploring the Individual Experience

REQUIRED

Learning Objective:

Participants develop role clarity for both themselves and their peers. Group members may notice similar knowledge, skills and expertise they share with others; this will be useful for determining roles within the IPCP in the upcoming modules. The collaborative process of the Mind Mapping demonstrates team functioning.

IPCP members bring valuable and diverse perspectives that help shape the community. To better understand the experience participants bring to the table, explore the abilities and talents each member uses daily with the following activity:

TASK (40 MINUTES)

- 1 Divide participants into small groups (with no more than five groups in total).
- 2 Pass out the “A Day in the Life...” sheet (Page 35) to each participant.
- 3 Allow ten minutes for participants to fill out the sheets individually.
- 4 Allow another five to ten minutes for participants to share their knowledge, skills, expertise and talents with the group.
- 5 Using chart paper and markers, groups create a map of the collective knowledge, skills and expertise of the group.
- 6 Groups hang their Mind Maps on the wall with painter’s tape. Identify a speaker to explain the map to the other groups and a scribe to take any notes.

REFLECTION (20 MINUTES)

Have one participant from each table stand and explain their map to the other groups. Be sure to note similarities and differences between the groups; you may notice more similarities than differences. Highlight skills and individuals that may contribute in the future (i.e. evaluators, facilitators, organizers, note-takers, etc.).

After all groups present their Mind Maps, have participants consider their abilities from a community development perspective. Are there priority areas in the community that their knowledge, skills and expertise could best serve? Where can their abilities fit within an established service plan?


Activity: Personal Billboards

Q1	Q2	Billboard Content: Q1: Who you are (personal and professional) Q2: What you do (your role within a family-centred context) Q3: What you bring to the IPCP Q4: What you hope to get from these workshops
Q3	Q4	


Activity: Exploring the Individual Experience

Task:

- Take ten minutes to fill out the “A Day in the Life...”
- In small groups, share your daily routine with each other. Discuss the knowledge, skills and expertise you use in your day-to-day work.



Activity: Exploring the Individual Experience



Task:

- Use chart paper and markers to create a “Mind Map” (a diagram of the collective knowledge, skills and expertise) with your group.
- Hang your Mind Maps on the wall with painter’s tape.

cont'd on next page

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
<i>Interprofessional Communication</i>	To create the map, members must communicate their knowledge, skills and expertise in a collaborative manner via group discussion. Creating an accurate and inclusive Mind Map requires active listening and using clear language.
<i>Family-Centred Service</i>	Hearing members' personal backgrounds and day-to-day routines offers a valuable perspective. Accounting for the perspective of all families is an important aspect of family-centred service.
<i>Role Clarification</i>	The day-to-day routines emphasize the various roles members assume in their daily lives. Their expertise can help further clarify their role within an interprofessional community.
<i>Team Functioning</i>	Creating the map is entirely collaborative. Members must work together to complete the task. This involves facilitating group discussions and contributing to any decision-making.

HANDOUT

"A Day in the Life..."

In an average day, what knowledge, skills, expertise and talents do you use on the job or at home? How could the IPCP benefit from your abilities?

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05

SECTION 5

MODULE C: PRINCIPLES OF FAMILY-CENTRED SERVICE

OVERVIEW

The activities in *Module C: Principles of Family-Centred Service* help participants identify the goals, values and principles of family-centred service.

In this module, participants will:

- hear families' perspectives,
- understand the goals and principles of family-centred service and
- determine priority areas.

ACTIVITIES

- What Does Family-Centred Service Mean to You?
- The Family's Perspective
- Goals, Values and Principles of Family-Centred Service

PRE-MODULE PREPARATION

CONNECTING WITH FAMILIES

Be sure to connect with participants ahead of this module. Explain to them the module's goals and the activities involved. Review "Connecting with Families" ([Page 12](#)) in Section 2 Pre-Workshop Preparation. When families agree to participate, be sure to give them the "A Window into the Family's Story" handout ahead of time so they can fill it out before the meeting.

READING MATERIALS

Goals, Values and Principles of Family-Centred Service handout ([Page 43](#))

REFLECTION QUESTIONS

The following questions should be distributed to participants prior to the workshop covering Module C:

- What does "family-centred service" mean to you?
- What services have you experienced as either a family member or service provider? How could this experience be more "family-centred"?
- After reading the Goals, Values and Principles of Family-Centred Service handout, how can an IPCP use these principles to affect "family-centred service"?

40
MIN

ACTIVITY

OPTIONAL

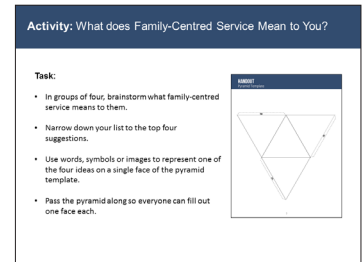
What Does Family-Centred Service Mean to You?

Learning Objective:

This activity allows members to express what family-centred service means to them based on their experiences and reflect on established definitions. Collective brainstorming highlights groups' shared and different opinions. Creating the pyramid together symbolizes the collaborative nature of family-centred service and demonstrates team functioning. The inclusion of all ideas as valid is important to creating a supportive environment that encourages open dialogue.

TASK (20 MINUTES)

- 1 Divide participants into groups of approximately four people.
- 2 First, ask participants to reflect on the definition of family-centred service according to Charles Pascal, found on the bottom of the "Goals, Values and Principles of London's Family-Centred Service" handout (Page 44). The definition is verbose; have members break it down and interpret it in their own words.
- 3 Next, have participants brainstorm what "family-centred service" means to them.
- 4 Each group narrows down their brainstorm to a list of their top ideas.
- 5 Pass out one pyramid template to each group (Page 42). Each group member uses words, symbols or images to represent one of the ideas on a single face of the pyramid.
- 6 Pass the pyramid along so each group member can fill out one face each.



REFLECTION (20 MINUTES)

You can ask participants to share their ideas with the entire group. Make connections between each group's ideas. Write down everyone's ideas on a whiteboard or piece of chart paper.

Ask the group what ideas are common across everyone's definition. As a group, develop one universal definition of "family-centred service."

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	The brainstorming process allows members to be respectful of others' perspectives and understand what "family-centred service" means. They are able to narrow down their ideas through active listening and collaborative decision-making.
Family-Centred Service	Discussing what family-centred service means to each member is the first step to creating a shared understanding of what "family-centred service" means. This is an opportunity to explore how it feels for families and the benefits of family-centred service. Keeping these ideas a priority will ensure services value the family.
Team Functioning	Creating the pyramid requires each group to function together as a team. With each member responsible for a face of the pyramid, project completion requires everyone to contribute.

35
MIN

ACTIVITY

Family-Centred Service Part A (*The Family's Perspective*)

REQUIRED

Learning Objective:

This discussion is an opportunity for families to express specific, prevalent needs. Service providers and professional representatives can hear firsthand any issues that may need to be addressed. Family representatives can plan their involvement in the IPCP. Collective understanding of families' contribution is a necessary step.


The family is the “architect” within family-centred service. Understanding their story is necessary to provide and reference services to meet their needs. The following activity illuminates unique perspectives in participants' neighbourhoods.

Note: Prior to meeting as a group, ask families for permission to participate. Provide the questions/handout ahead of time so they can fill it out thoughtfully. Encourage participants to share both their positive and negative perspectives.

TASK (20 MINUTES)

- 1 Pass out the handout “A Window into the Family's Story” (Page 43).
- 2 Family participants spend five to ten minutes filling out the sheet. Questions include:
 - What is your experience receiving services in the community?
 - What would you like to see in the services provided?
 - How would services be different if they were more family-centred?
 - How would you like to participate and contribute to the IPCP?
- 3 Family representatives within the group can draw on their own experiences. It is very important for professional representatives to **listen respectfully** to the families' stories.

Activity: The Family's Experience




Task:

- Fill out the handout sheet “A Window into the Family's Story”
- Family representatives can draw on their own experiences.
- Professional representatives can either observe the responses from families or respond with your own family experiences.

Activity: The Family's Experience

Discuss your responses to the following questions with your group:

- What is your experience receiving services in the community?
- What would you like to see in the services provided?
- How would services be different if they were more family-centred?
- How would you like to participate and contribute to the IPCP?



REFLECTION (15 MINUTES)

Invite each group to share their experiences with the group. Encourage questions and dialogue about what participants want to see in the services provided.

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	Members must actively listen to each family's story to understand their experiences. Using this information to set plans and goals improves family-centred service.
Family-Centred Service	Family representatives engage collaboratively with service providers when they share their experiences. Listening to the family without judgement or explanation values the family as the expert on their own experience and demonstrates their worth in an IPCP.
Conflict Resolution	Some members may recount experiences that were negative or involved conflict. In turn, many of these experiences will be challenging to service providers. Seeking to understand the experience and perspective is an important step in resolving conflict.



ACTIVITY

Family-Centred Service Part B (Goals, Values and Principles)

REQUIRED

Learning Objective:

This discussion is an opportunity for families to express specific, prevalent needs. Service providers and professional representatives can hear firsthand any issues that may need to be addressed. Family representatives can plan their involvement in the IPCP. Collective understanding of families' contribution is a necessary step.

Give each participant a copy of the "Goals, Values and Principles of London's Family-Centred Service" handout (Page 44) as a reference. You will walk through the following instructional content and accompanying slides. Stop and answer any questions participants may have during your instruction.

INSTRUCTIONAL CONTENT (15 MINUTES)

Slide 1:

The primary goal of London's Family-Centred Service System is to make it easier for children, youth and families to participate fully in their neighbourhoods and to find and use services.

Slide 2:

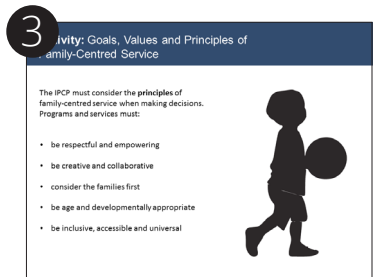
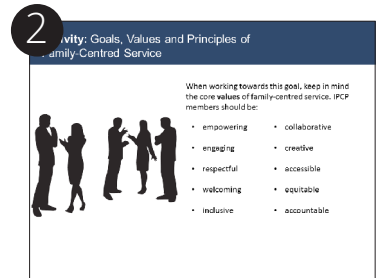
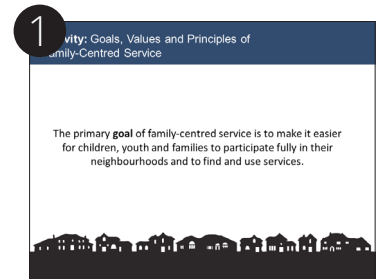
When working towards this goal, keep in mind the core values of family-centred service. IPCP members should be:

- empowering,
- collaborative,
- engaging,
- creative,
- respectful,
- accessible,
- welcoming,
- equitable and
- inclusive,
- accountable.

Slide 3,4:

Finally, the IPCP must consider the principles of family-centred service when making decisions. Programs and services must:

- be respectful and empowering;
- be creative and collaborative;
- consider the families first;
- be age and developmentally appropriate;
- be inclusive, accessible and universal;
- be welcoming, safe, non-judgemental and non-stigmatizing;
- be culturally sensitive;
- use evidence-informed best practices;
- be facilitated by appropriately qualified professionals and
- be rooted in the Ontario Early Learning Framework Continuum of Development.



TASK (20 MINUTES)

- 1 Divide participants into groups of three to five people.
- 2 Pass one piece of chart paper to each group.
- 3 Participants will divide the chart paper with a marker into sections equal to the number of group members. Leave a section in the middle blank (**Diagram 5.1**).
- 4 In the outer sections, each participant individually brainstorms responses to the following question:
 - Thinking about the families’ experiences provided in Part A, how can you apply the goals, values and principles to make services more family-centred?
- 5 After ten minutes, group members share their ideas with one another.
- 6 Decide on three priority areas as a group and write them in the middle section of the chart paper.

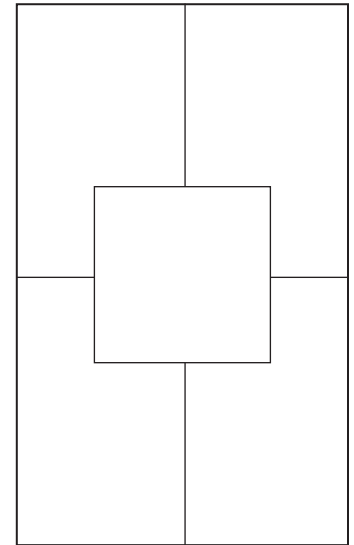


Diagram 5.1

REFLECTION (15 MINUTES)

Each group will spend two or three minutes presenting their findings. Participants should feel free to ask questions to one another. You will record the priorities for the entire group.

As you converge as a group, ask the following questions:

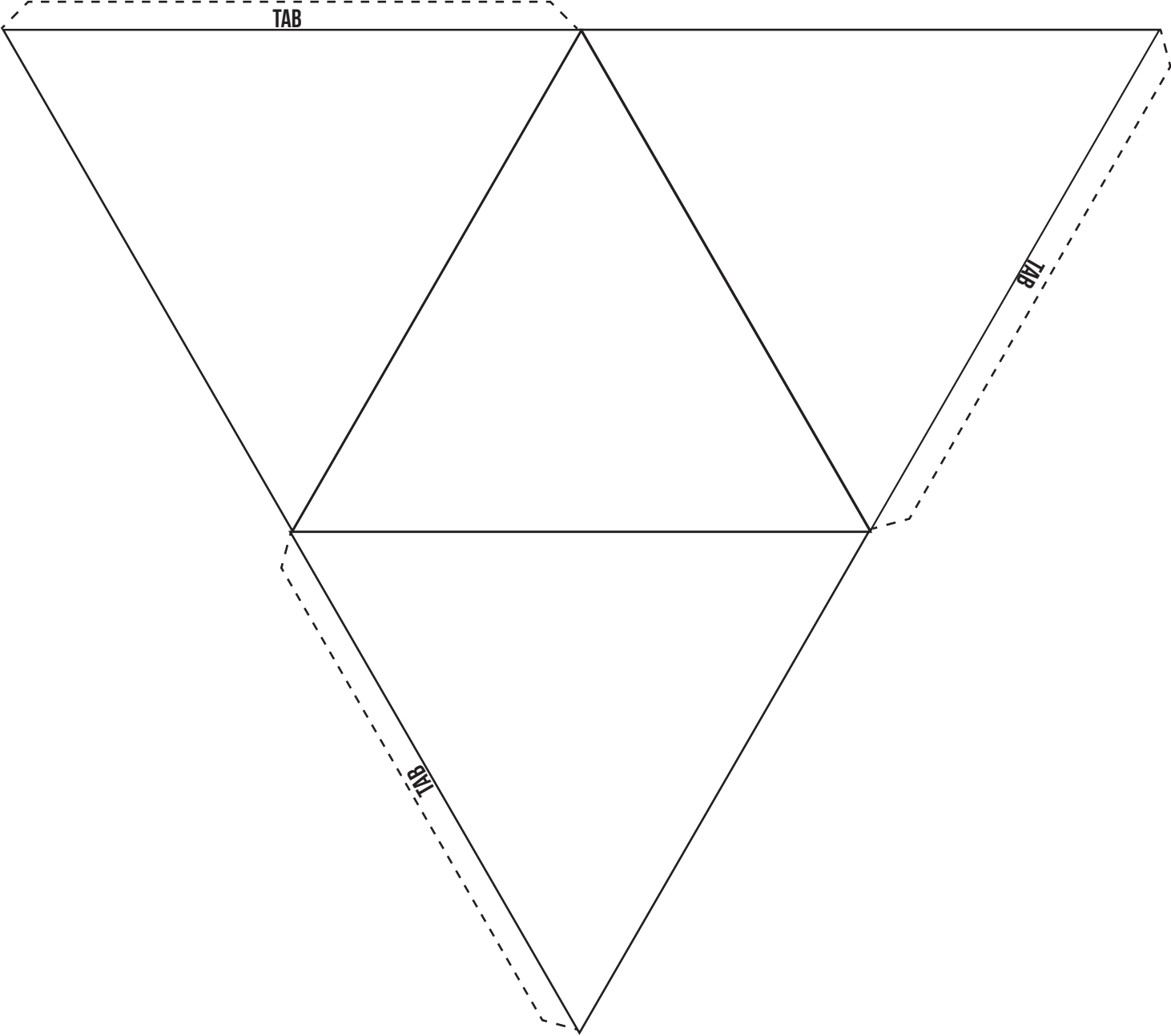
- What changes can you make in your particular organization to make services more family-centred?

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	Deciding on three priority areas for utilizing the principles of family-centred service requires members to respectfully communicate with one another and support shared decision-making. This requires active listening and finding a shared consensus.
Family-Centred Service	Understanding the goals, values and principles of family-centred service and looking to an individual's experience helps professional representatives evaluate how well families are considered in their service model.
Role Clarification	Members integrate their roles into the service model when they operationalize the family-centred service principles based on their own experiences.
Conflict Resolution	Narrowing down a list of ideas often requires compromise. Members must work together and set aside any potential differences to create one list that represents the group.

HANDOUT

Pyramid Template



HANDOUT

A Window into the Family's Story

For family representatives

What is your experience with receiving services in the community?	What would you like to see in the services provided?
How would services be different if they were more family-centred?	How would you like to participate and contribute to the IPCP?

What would make you feel welcome to the IPCP?

What can be done to ensure your perspective is heard?

HANDOUT

Goals, Values and Principles of London's Family-Centred Service

Goal

The primary goal of London's Family-Centred Service System is to make it easier for children, youth and families to participate fully in their neighbourhoods and to find and use services.

Values

IPCP members should be:

- empowering,
- engaging,
- respectful,
- welcoming,
- inclusive,
- collaborative,
- creative,
- accessible,
- equitable and
- accountable.

Principles

The IPCP must consider the principles of family-centred service when making decisions. Programs and services must:

- be respectful and empowering;
- be creative and collaborative;
- consider the families first;
- be age and developmentally appropriate;
- be inclusive, accessible and universal;
- be welcoming, safe, non-judgemental and non-stigmatizing;
- be culturally sensitive;
- use evidence-informed best practices;
- be facilitated by appropriately qualified professionals and
- be rooted in the Ontario Early Learning Framework Continuum of Development.

Charles Pascal on Family-Centred Service

"A family-centred approach to system- and program-level planning is one in which the family is the primary focus of attention. Actively engaging, respecting, strengthening, and supporting the family – while ensuring optimal outcomes for children – are central to this approach. Key principles include the need to respect parents as experts on their child's needs, to build authentic relationships with children and families to understand their strengths and needs, to appreciate that all families have competencies that can be strengthened, and to be sensitive to cultural, ethnic and socio-economic diversity."

"Building our Best Future: Realizing the vision of Ontario Best Start Child and Family Centres" 2010-2011. Publication of the Government of Ontario

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SECTION 6

MODULE D: CONFLICT RESOLUTION STRATEGY

OVERVIEW

The activity in *Module D: Conflict Resolution Strategy* allows participants to understand what conflict is and to apply best practice strategies for conflict resolution in case study scenarios that are realistic to family-centred service.

In this module, participants will:

- learn about different types of conflicts that can occur within an Interprofessional Team,
- discuss and comment on the strategies for conflict resolution,
- communicate and make shared-decisions around handling conflict and
- present and reflect on the best approaches to dealing with conflict in the real world.

ACTIVITIES

- Learning About Conflict
- Collaboratively Managing Conflict

PRE-MODULE PREPARATION

READING MATERIALS

Best Practices for Collaborative Conflict Resolution ([Page 50](#) and [Page 51](#))

REFLECTION QUESTIONS

The following questions should be distributed to participants prior to the workshop covering Module D:

- Was there a time you participated in (or witnessed) conflict resolution in a family-centred context?
- What was the outcome of the conflict? Was it resolved or were there still problems?
- Did you notice any of the techniques used as listed in the “Best Practices for Collaborative Conflict Resolution” handout?



ACTIVITY

Learning About Conflict

REQUIRED

INSTRUCTIONAL CONTENT (20 MINUTES)

Potential Sources of Conflict:

Role Conflicts: Role conflicts arise from an ambiguity around responsibilities and accountability. Role conflicts can also arise if roles within the team carry unequal amounts of responsibility

Service Conflicts: Service Conflicts arise from different approaches to service delivery

Interpersonal Conflicts: Interpersonal conflicts arise from differing values, work styles and personality types and can be a result of real or perceived hierarchy among members of the team

Professional Conflicts: Arise from professional isolation within a discipline

Interprofessional Conflict: Arise from dissimilar philosophies, beliefs and professional socialization

As you review the strategies ask members to provide examples of each type of conflict.

As you review the, potential sources of Interprofessional Conflict, ask the group for examples of the described source of conflict.

Activity: Learning About Conflict

Role Conflicts: Role conflicts arise from an ambiguity around responsibilities and accountability. Role conflicts can also arise if roles within the team carry unequal amounts of responsibility

Service Conflicts: Service Conflicts arise from different approaches to service delivery

Activity: Learning About Conflict

Interpersonal Conflicts: Interpersonal conflicts arise from differing values, work styles and personality types and can be a result of real or perceived hierarchy among members of the team

Professional conflicts: Arise from professional isolation within a discipline

Interprofessional Conflict: Arise from dissimilar philosophies, beliefs and professional socialization

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MIN

ACTIVITY

Collaboratively Managing Conflict

REQUIRED

Learning Objective:

Using the strategies discussed in the “Best Practices for Collaborative Conflict Resolution” handout, participants will work together to formulate a plan of action for the case study. They will have to communicate and work together in order to reach an agreement on the best way to act. The controlled environment of the scenarios provides conflict resolution practice for real world applications.

INSTRUCTIONAL CONTENT (25 MINUTES)

Make sure each participant has a copy of the “Best Practices for Collaborative Conflict Resolution” Handout (Page 50 and Page 51). Use the time allotted to work through the strategies for collaborative conflict resolution found on the handout (and the accompanying slides).

As you work through each strategy, ask participants the following questions:

- What are some practical ways to demonstrate this strategy?
- What do you find easy about this strategy? What is challenging?
- What are some attitudes and behaviours that would help with this strategy? What would work against it?

Create an open dialogue when working through all of the best practices. For some participants, the strategies become tangible with practical examples and provide further context. Stop and answer any questions participants may have during your instruction.

TASK (40 MINUTES)

- 1 Divide participants into groups of four or five participants, each group stationed at one table.
- 2 Pass out the “Conflict Resolution Case Study” (Page 52) handout to each group.
- 3 Pass out a piece of chart paper to each group for each case study scenario
- 4 Each group will generate a plan of action to resolve the conflict in the given scenario. The plan must be a collaborative effort; all group members must agree on the intended action. Remind group members to consider the best practices when formulating their plan.
- 5 Groups will write their plan of action on chart paper.
- 6 For the last ten minutes, each group will spend two to three minutes presenting their plan of action to the rest of the participants.

Activity: Collaboratively Managing Conflict


Best Practices for Collaboratively Managing Conflict

There are many strategies and skills you can use to help move a conflict toward collaborative resolution.

Activity: Collaboratively Managing Conflict

Have Courageous Conversations

- Respectfully entering into tough conversations will lead to productive working relationships
- This requires courage and a commitment to creating and sustaining healthy relationships
- The first step is deciding to enter into difficult conversations with courage and commitment



Activity: Collaboratively Managing Conflict

Lens of Non-Judgment


- We make quick judgments all the time: about ourselves, our community and other people
- To collaboratively resolve conflict, we must enter into conflict with openness, not judgment
- Looking at a situation and other people without judgment opens the door to productive dialogue



Activity: Collaboratively Managing Conflict

Curiosity: Seek first to understand, then to be understood

- To be inquisitive about another person opens up the conversation
- When we become curious, we come to understand the other person better
- They will feel heard and are more likely to hear us



Activity: Collaboratively Managing Conflict

Seek Common Ground

- It's easy to simply want to "win" the conversation
- Winning does not promote collaboration and puts relationships at risk
- Seek to find common ground and opportunities for shared "wins"
- When we actively seek common ground, we are more likely to find it



(cont'd in slide deck)

REFLECTION (20 MINUTES)

Lead the group in discussion, comparing and contrasting the different plans presented. Note any similarities and differences between each group's applied strategies.

Remind groups that regardless of how well an IPCP or any collaborative group works together, poorly resolved conflict (no matter how big or small the issue) can undo the group's hard work and successes. That's why it is crucial to build an understanding of conflict resolution best practices.

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
<i>Interprofessional Communication</i>	Members must actively listen to one another to communicate their strategies for resolving conflict. Communicating to each other in a collaborative and responsible manner makes resolving conflict
<i>Family-Centred Service</i>	Members build skills for communicating difficult conversations with professionals and families. Providing and testing different conflict resolution tools leads to better communication between families and service providers.
<i>Team Functioning</i>	The conflict resolution plan of action must be agreed upon collectively. This requires the team to function together. The case scenario activity also provides an avenue for members to test out their conflict resolution skills in a safe, simulated environment before reaching a real life conflict.
<i>Conflict Resolution</i>	Addressing the hypothetical scenarios helps identify common situations that could lead to conflict in the real world. The controlled environment of the workshop provides an opportunity to express different opinions, compromise and work together on a solution. Practicing in the workshops will make the transition into the real world easier.
<i>Collaborative Leadership</i>	Developing conflict resolution skills promotes a collaborative approach to reaching the group's goals by finding common ground, seeking to understand others and moving towards these positions.

HANDOUT

Best Practices for Collaborative Conflict Resolution

There are many strategies and skills you can use to help move a conflict toward collaborative resolution. Best practices for collaborative conflict resolution include:

HAVE COURAGEOUS CONVERSATIONS

It's tough to enter conversations when there are different opinions. The stakes are high and emotions are strong. When there's a lot on the line, it can be difficult to navigate.

Parties who respectfully enter into tough conversations are more likely to have productive working relationships. Having a tough conversation is not easy. It requires courage and a commitment to creating and sustaining healthy relationships. The first step is deciding to willingly enter into difficult conversations with courage and commitment.

LENS OF NON-JUDGMENT

Judgment is natural. We make quick judgments all the time: about ourselves, our community and other people. Yet, to collaboratively resolve conflict, we must enter into conflict not with judgment, but with openness. Looking at a situation and other people without judgment opens the door to productive dialogue.

CURIOSITY

The power of curiosity brings people together. Stephen Covey phrased this communication secret as "seek first to understand, then to be understood." To be inquisitive about another person opens up the conversation. When we become curious, we come to understand the other person better. They will feel heard and are more likely to hear us.

SEEK COMMON GROUND

It's easy to simply want to "win" the conversation. Winning, however, does not promote collaboration and puts relationships and opportunities to find a solution at risk. Instead, seek to find common ground and opportunities for shared "wins". When we actively seek common ground, we are more likely to find it. This allows tensions to be resolved collaboratively.

ACTIVE LISTENING

How do you listen so that you hear the other person and they know you've really heard them? When listening, try to focus on the speaker, avoid/minimize distractions and listen for both the content and the emotion in their words. Reflect back both the content and emotion of what was expressed. This way, the speaker knows you heard them at a deeper level and it will build trust.

SHIFT FROM POSITIONS TO INTERESTS

We often focus dialogue on our positions (what we want) compared to our interests (why we want it). There are many reasons we may propose a particular position, perspective or course of action. Exploring these reasons helps us understand ourselves and others better, making it more likely we'll find common ground. Common ground is the bedrock of collaboration and conflict resolution.

HANDOUT

Best Practices for Collaborative Conflict Resolution

CLARIFY

When dealing with conflict, we often make assumptions without realizing it. Asking for clarification can prevent this. It helps us gather more information that could provide new ideas for conflict resolution. Ask open-ended questions (questions that cannot be easily answered with “yes” or “no”) to surface interests. Consider questions that explore hopes, assumptions, why something is important, what it means, expectations, concerns, value added, impact or how it might be achieved.

REFRAME

Reframing is the art of “taking the sting” out of a negative comment. It keeps the fundamental message the same but makes it easier for people to digest. Typically, we cannot hear past inflammatory statements. By changing the tone of the statement (but keeping the fundamental message the same) we help to diffuse the potential for negative emotion.

CREATE SHARED MEANING

Creating shared meaning is more than finding common ground; it’s about finding and creating a deeper connection. This is important in conflict resolution and cultural fluency. The more we create meaning between one another, the more we are united through our diversity. When we explore our experiences and cultural frames, we move toward deep connection and shared meaning. Perspectives, experiences or opinions are shared collectively.

LOOK FOR SOLUTIONS

Actively looking for solutions instead of focusing on problems leads to innovation, risk-taking and creativity. Seeking possibilities and opportunities makes it more likely parties will resolve their conflict effectively.

SELF-REFLECTION

Thinking about your role in conflict on a personal and organizational level can provide insight into how to become a proactive solution-builder. Self-reflection helps us recognize the impact our thoughts, mindset, behaviours and actions (individually and as an organization) have in crafting sustainable solutions.

SELF-MANAGEMENT

It’s challenging to not react to a situation emotionally. Strong emotions happen; they’re part of life and show our shared humanity. In conflict, it’s important to be prepared for and aware of our emotions. Managing these emotions helps the conversation stay focused on finding solutions to the issues at hand. Effective self-management can support conflicts in moving toward resolution collaboratively.

HANDOUT

Conflict Resolution Case Study

There is an emerging need in your community which has been identified by several members of your Interprofessional Team. The community developer has noticed more young moms in the area at the local mall during the day. The secondary school principal (and some elementary schools) have identified an increasing number of their students leaving school to parent a child. This trend has been raised at the last two meetings of your Interprofessional Team.

The Interprofessional team has identified the issue as a priority discussion topic and explored the trend but, to date, has not initiated a collaborative plan of action to respond to this need. This week's Interprofessional team meeting includes considerable time to develop a strategic response.

One of the Interprofessional team members, Jane, from the organization "We Help", a recreation organization in the community, has advocated an immediate response to this trend. Frustrated they were not seeing action more quickly, "We Help" developed a grant proposal to fund a project in the community that would support young parents in developing strong life skills, particularly parenting skills. This group was successful in the grant application and the program is able to provide snacks, transportation and a financial incentive to young parents who participate.

Elizabeth from the organization "We Care" has traditionally provided parenting supports in the community and is no longer seeing sufficient families to run their program. Although the program lacked the financial resources to provide incentives the staff were well versed in early childhood development and parent engagement.

"We Help" applied for this grant and did not mention it at the previous Interprofessional meetings when the issue was explored. Although, Jane and Elizabeth have worked in the same community for over 10 years with the same families and parents, they have not collaborated before. Elizabeth has mentioned to another team member quietly that she remembers when the same thing happened 4 years ago. Currently, many team members are talking about this issue outside of meetings, in the parking lot. How will you, as an Interprofessional team approach this issue?

Use the strategies of collaborative conflict resolution to discuss the situation and move this conflict toward resolution.

Consider all types of conflict:

- Role conflicts
- Service conflicts
- Interprofessional conflicts
- Professional conflicts
- Interprofesional conflicts

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SECTION 7

MODULE E: RESPONSIBILITIES WITHIN AN IPCP

OVERVIEW

The activities in *Module E: Responsibilities within the IPCP* allow participants to create and delegate responsibilities within the group. Through collaborative input, the IPCP will match the knowledge, skills and expertise of members to appropriate responsibilities.

In this module, participants will:

- brainstorm and describe responsibilities within the IPCP,
- collaborate to edit and finalize the responsibilities,
- match individual expertise to suitable responsibilities and
- understand the value of creating a sustainable IPCP.

ACTIVITIES

- Brainstorm Areas of Responsibility
- Matching Skills to Responsibilities

PRE-MODULE PREPARATION

REFLECTION QUESTIONS

The following questions should be distributed to participants prior to the workshop covering Module E:

- What duties and responsibilities will help the IPCP team function efficiently?
- What duty or responsibility do you see yourself taking on within the IPCP team?



ACTIVITY

Brainstorm Areas of Responsibility

REQUIRED

Learning Objective:

Creating “responsibilities” (as opposed to “roles”) gives a better perspective of the resources needed to function efficiently as an IPCP. Assigning specific roles can pigeonhole IPCP members. Interprofessional collaboration requires people to adapt and take on different responsibilities within the group.

INSTRUCTIONAL CONTENT (5 MINUTES)

Slide 1:

An efficient and innovative Interprofessional Community of Practice team has members who recognize the value, skills and resources they bring to the table. Each member understands their responsibilities within the group.

Slide 2:

There are two umbrella areas of responsibility. The first area is **task-oriented**. These responsibilities involve completing material tasks that achieve goals or meet certain standards. This may include:

- Convening (call meetings, communicate with members, invite participants to a “doodle”, develop an agenda)
- Recording (take minutes, share minutes, measuring and evaluating change)
- Logistics (book meetings space, organizing equipment)

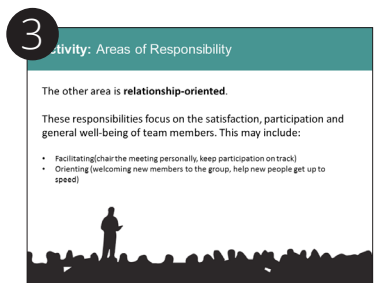
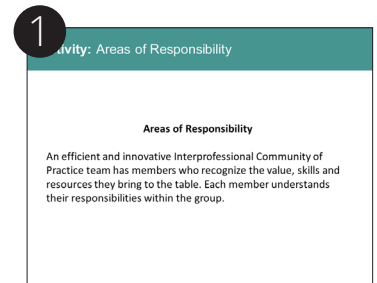
Slide 3:

The other area is **relationship-oriented**. These responsibilities focus on the satisfaction, participation and general well-being of team members. This may include:

- Facilitating (chair the meeting personally, keep participation on track)
- Orienting (welcoming new members to the group, help new people get up to speed)

TASK (25 MINUTES)

- 1 Lead the entire group in a brainstorm of potential responsibilities within the IPCP. Include those listed above, if applicable.
- 2 As members consider potential responsibilities, ask them to think aloud what makes a successful collaborative team. Members should draw upon previous experiences of being part of a group, specifically:
 - What responsibilities were there?
 - Was the group successful? Why or why not?
 - Did everyone understand their role?
 - Was there adequate “glue” to keep the team together?
- 3 Once a list is formed, narrow the selection to four to seven primary responsibilities.



REFLECTION

Review the responsibilities listed and group these items under the two areas of responsibility (task-oriented and relationship-oriented) on two pieces of chart paper. Have the group reflect on these responsibilities and decide if anything is missing.

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
<i>Interprofessional Communication</i>	The brainstorming process requires members to communicate and listen to one another to list potential responsibilities and narrow down the top priorities. This type of communication allows the team to work collaboratively.
<i>Role Clarification</i>	Creating responsibilities is a form of role clarification. It identifies the diversity of tasks that need to be completed for an IPCP to function.
<i>Team Functioning</i>	The brainstorm process is a group one. Responsibilities are devised based on the collective opinion of the group – this is an effective way to collaborate.

25 MIN

ACTIVITY

Matching Skills to Responsibilities

OPTIONAL

Learning Objective:

IPCP members will take on the responsibilities that best match their knowledge, skills and expertise. This is the most efficient use of available resources. When selecting responsibilities, participants should consider feasibility and their commitment to the IPCP. Compromise may be necessary to avoid conflict.

In Module B, participants discussed the knowledge, skills and expertise they brought to the IPCP. Ask participants to reflect on the “Exploring the Individual Experience” activity done previously.

Note: Some groups may have already determined their responsibilities. This may be an opportunity to check-in on the responsibilities and reflect. (It may be useful to see the divide between task-oriented and relationship-oriented responsibilities.)

TASK (15 MINUTES)

- 1 Post the chart paper listing the responsibilities from the previous activity along the wall.
- 2 Using sticky notes, members will place their name next to responsibilities that best match their skills (or comfort level). Encourage participants to leverage their own strengths when choosing a responsibility.
- 3 If more than one participant volunteers for the same responsibility, they can work together to reach a compromise. (This may include splitting or alternating the responsibilities.)
- 4 If no one volunteers for a particular responsibility or task, have the group try and understand the reason why and develop a solution.



REFLECTION (10 MINUTES)

When a consensus is reached, you should record down the names and responsibilities for the IPCP’s record and distribute at the next meeting.

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
Interprofessional Communication	Brainstorming and assigning responsibilities will help illuminate the expectations of the group from multiple perspectives.
Role Clarification, Team Functioning, Conflict Resolution	Roles are clarified when the IPCP agrees upon who is taking on which responsibility. Members are actively deciding how the group will continue by ensuring responsibilities are accounted for and clear. This clarity will help avoid conflict and create shared ownership of the group’s success.
Collaborative Leadership	Shared responsibility and accountability for the success of the group is essential to building a collaborative decision-making process.

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SECTION 8

MODULE F: PUTTING IT ALL TOGETHER

OVERVIEW

Module F: Putting It All Together culminates the workshops with a case study. Using the strategies and assigned roles developed over the past five modules, IPCP members will tackle realistic, family-centred cases.

In this module, participants will:

- strategize within their assigned roles;
- apply their knowledge, skills and expertise;
- manage conflict effectively and
- collaborate to produce a viable solution.

ACTIVITIES

- Case Study

PRE-MODULE PREPARATION

READING MATERIALS

- Case Study Scenarios ([Page 62](#))

REFLECTION QUESTIONS

The following questions should be distributed to participants prior to the workshop covering Module F:

- Have you faced a similar situation to any of the case study scenarios in a previous role?
- How did you address the scenario then?
- Using the IPCP competencies you've learned, how would you address that scenario now?

90 MIN ACTIVITY

Case Study

REQUIRED**Learning Objective:**

The case study is an opportunity to apply the skills and strategies acquired in the last five modules. By utilizing the collaborative input of all members, groups can reach a plan of action that incorporates all perspectives and expertise. This style of interprofessional collaboration will be useful in real family-centred service scenarios.

The following case study explores three hypothetical scenarios that an IPCP within family-centred service may face. As groups collaborate and plan a course of action, participants are encouraged to draw upon their work in previous modules. They should:

- draw upon their past experiences
- listen to all group members
- consider their roles and the roles of others in the group
- consider the strengths of the family
- apply the conflict resolution strategies

TASK (70 MINUTES)

- 1 Divide participants into smaller groups, ensuring at least one family representative is present in each group.
- 2 Participants will read through the Case Study Scenario handout ([Page 62](#)) together.
- 3 Groups will identify a potential plan of action for all three scenarios. They should discuss how the issues can be dealt with in a collaborative and family-centred manner.
- 4 Each person should voice their opinion and share their perspective. One participant in each group will write down the plan of action on a piece of chart paper (one piece of paper per issue).
- 5 When groups are finished, assign three distinct areas of the room to each issue.
- 6 Groups will post their plans of action to the designated area. They will take 15 to 20 minutes to circulate the room and read the responses of other groups.

REFLECTION (20 MINUTES)

After members have read the plans of action, converge back as a group and reflect on the following questions:

- What happened during the planning process? How did you draw on the expertise of everyone in the group?
- Do the plans reflect a family-centred approach? How so?
- What do we need to explore further as an IPCP?

Activity: Case Study

The following few slides explore **three** hypothetical scenarios that an IPCP within family-centred service may face.

In small groups, you will collaborate and plan a course of action for the scenarios. In this exercise, you should:

- draw upon their past experiences
- listen to all group members
- consider their roles and the roles of others in the group
- consider the strengths of the family
- apply the conflict resolution strategies

Activity: Case Study**Issue 1:**

There is an emerging trend in the community identified by several members of your community hub. The mall has identified a fair number of young parents frequenting the mall during the day and the local secondary schools have identified increasing group-out rates for young parents. No one within your group has noticed an increase of young parents in your programs.

**Activity: Case Study****Issue 2:**

There is a growing concern within the community and the IPCP members. Your group has been meeting for two years and your IPCP team works fairly well together. Recently, Sasha (one of the group's member organizations) has referred two families to services not associated with the team. It is unclear why Sasha has made these referrals when similar services are available with participating organizations. No one has spoken to Sasha but the situation has created a stir. Some IPCP members are complaining about Sasha's referral practices; some believe Sasha has a long history of doing this.

**Activity: Case Study****Issue 3:**

Some members of the IPCP are frustrated with Joseph, a fellow IPCP member. In the last four months, Joseph has regularly missed IPCP meetings and is not communicative to other IPCP members. He typically does not answer e-mails and forgets to notify the IPCP about meeting attendances. Joseph's commitments to the IPCP are not being fulfilled. A team member has attempted to reach out to Joseph, but communications have not been answered. Many IPCP members are frustrated – enough to bring this up as an agenda item at your meeting. You have received no word from Joseph whether he is attending today's IPCP meetings.

**Activity: Case Study**

After sharing your plans of action with the entire room, ask yourself:

- What happened during the planning process? How did you draw on the expertise of everyone in the group?
- Do the plans reflect a family-centred approach? How so?
- What do we need to explore further as an IPCP?

Consider the demonstration of the following competencies in your reflection:

Competency:	How is this competency demonstrated?
<i>Interprofessional Communication</i>	To effectively collaborate toward a plan of action, members must communicate and actively listen to one another. They must use the information they are given to work together to set a plan and make decisions.
<i>Family-Centred Service</i>	Many of the case study scenarios involve families. Members must support the families as part of their plan of action, listening to their needs wherever possible.
<i>Role Clarification</i>	To simulate a realistic scenario, members should approach the case from their role in the IPCP and community. When members utilize their backgrounds and skills, they create effective role integration in the service delivery model.
<i>Team Functioning</i>	The case study hinges on a collaborative team dynamic to be effective. Calling upon the ideas and contributions of every member provides a breadth of opportunity to succeed.
<i>Conflict Resolution</i>	The case study provides a safe environment for every member to express their opinion. Members can work through disagreements to reach a consensus. The scenarios also recognize potential areas for conflict in the real world.
<i>Collaborative Leadership</i>	Depending on the scenario, individual members may step up as a leader to resolve or address a problem. At the same time, the group setting allows for team decision-making.

HANDOUT

Case Study Scenarios

SCENARIOS:

Your IPCP team is about to gather for its regular meeting. The following three items have been placed on the agenda as top priority:

ITEM 1

There is an emerging trend in the community identified by several members of your community hub. The mall has identified a fair number of young parents frequenting the mall during the day and the local secondary schools have identified increasing drop-out rates for young parents. No one within your group has noticed an increase of young parents in your programs.

ITEM 2

There is a growing concern within the community and the IPCP members. Your group has been meeting for two years and your IPCP team works fairly well together. Recently, Sasha (one of the group's member organizations) has referred two families to services not associated with the team. It is unclear why Sarah has made these referrals when similar services are available with participating organizations. No one has spoken to Sasha but the situation has created a stir. Some IPCP members are complaining about Sasha's referral practices; some believe Sasha has a long history of doing this.

ITEM 3

Some members of the IPCP are frustrated with Joseph, a fellow IPCP member. In the last four months, Joseph has regularly missed IPCP meetings and is not communicative to other IPCP members. He typically does not answer e-mails and forgets to notify the IPCP about meeting attendance. Joseph's commitments to the IPCP are not being fulfilled. A team member has attempted to reach out to Joseph, but communications have not been answered. Many IPCP members are frustrated – enough to bring this up as an agenda item at your meeting. You have received no word from Joseph whether he is attending today's IPCP meetings.

As an IPCP, how would you best deal with these issues in a collaborative, family-centred way?

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SECTION 9

FOLLOW-UP

The IPCP workshops are a small part of a larger collaborative effort to better outcomes for families, neighbourhoods and organizations. Assessing the effectiveness of the work completed in the workshops can be challenging because the desired impact and change requires time. However, you as the facilitator can follow-up with participants in the short- and long-term to better understand their thoughts, concerns and suggestions about the workshops and the IPCP at large.

SHORT-TERM FOLLOW-UP

ANONYMOUS FEEDBACK

After every workshop, participants should feel encouraged to share any feedback and suggestions with you. The anonymous feedback option allows for quick, informal follow-up. At the end of each workshop, leave a stack of sticky-notes on each table. Invite participants to write down any comments or suggestions they might have. As they leave the workshop, they can stick their sticky-note on the door. This option is great for introverted participants or those who don't feel comfortable delivering criticism in person.

PERSONAL FOLLOW-UP

Always make yourself available to talk with participants personally. This can be done face-to-face, over the phone or through e-mail. After every few workshops, consider reaching out to participants personally to ask them how the meetings are going.

LONG-TERM FOLLOW-UP

ASSESSMENT TOOLS

There are two survey instruments that quantitatively measure "success." The *Assessment of Interprofessional Team Collaboration Scale (AITCS)* ([Page 66](#)) measures the perceived collaboration among IPCP members. The *Interprofessional Socialization and Valuing Scale (ISVS)* ([Page 69](#)) explores what participants felt they learned working in an interprofessional environment.

The tools were developed by King, Shaw and Orchard for medical IPCPs. The tools were adapted (with permission) to be used within the not-for-profit, education and health sectors. Annual administration of the AITCS and ISVS are recommended to demonstrate any potential change over time.

Both scales should remain intact (i.e. do not modify the questions) to sustain validity in the scoring. You may want to input the scale content into an e-mail survey client (e.g. MailChimp) to easily aggregate data.

PERSONAL FOLLOW-UP

Personal follow-up two or three months after the workshops may be beneficial depending on your IPCP. Consider reaching out to participants and asking them about their progress and development. Be sure to inquire about:

- ongoing communication among participants,
- applications of knowledge that was developed during the workshops,
- continued work on the outputs and
- new collaboration among participants.

FOLLOW-UP SCHEDULE



RESOURCE:

Assessment of Interprofessional Team Collaboration Scale (AITCS)

PURPOSE

The AITCS is a diagnostic instrument designed to measure the interprofessional collaboration among team members.

DEMOGRAPHIC INFORMATION

Gender: _____

Employment status: Full-time Part-time Casual

Age: _____

Education: Certificate Diploma Bachelors Masters

Other (please specify): _____

DISCIPLINE

Before/After school care

Nurse

Social work

Community connector

Occupational therapy

Speech pathology

Community development

Parent education

Student

Dietician

School administration

Supervisor

Early childhood education

School board representative

Teacher

Management

Settlement services

Team leader

Other: _____

INSTRUCTIONS

The AITCS consists of statements considered characteristic of interprofessional collaboration (how the team works and acts). These statements represent four key elements of collaborative practice: partnership, cooperation, coordination and shared decision-making. The items are scored on a 5-point rating scale where 1 = "Never", 2 = "Rarely", 3 = "Occasionally", 4 = "Most of the time" and 5 = "Always". The tool takes about 15 minutes to complete.

Note: Several terms are used for the person(s) who access and receive social services. For the purpose of this assessment tool, the terms "client" and "family" may be used interchangeably.

Please read each statement and circle the value that best reflects how you currently feel your IPCP and you, as a member of that team, work or act within the IPCP.

SECTION 1: PARTNERSHIP/SHARED DECISION-MAKING

When we are working as an interprofessional team, all team members...

	Always	Most of the time	Occasionally	Rarely	Never
Establish agreement on goals for program/client services	5	4	3	2	1
Help and support each other to achieve shared goals for our clients/families	5	4	3	2	1
All IPCP members are committed to our goals	5	4	3	2	1
IPCP members include clients/families in setting goals for programs/services	5	4	3	2	1
Listen the wishes of clients/families when determining the process of service chosen by the IPCP	5	4	3	2	1
IPCP members meet and discuss programs/services on a regular basis	5	4	3	2	1

RESOURCE:

Assessment of Interprofessional Team Collaboration Scale (AITCS)

	Always	Most of the time	Occasionally	Rarely	Never
There is support from the organization for teamwork	5	4	3	2	1
IPCP members coordinate programs/services based on client/family needs	5	4	3	2	1
IPCP members use a variety of communication means (e.g., written messages, email, telephone, informal discussions, etc.)	5	4	3	2	1
There is consistent communication with IPCP members to discuss client services and needs	5	4	3	2	1
All members of the IPCP are involved in setting goals	5	4	3	2	1
Listen to and consider other members' voices, opinions and views with respect to deciding on service planning processes	5	4	3	2	1
When service decisions are made, the leader strives to obtain consensus on planned processes from all parties	5	4	3	2	1
Feel a sense of belonging to the group	5	4	3	2	1
IPCP members establish deadlines for steps and outcomes with respect to programs/services	5	4	3	2	1
IPCP members jointly agree to communicate plans for services/ programs	5	4	3	2	1
IPCP members consider alternative approaches to achieve shared goals	5	4	3	2	1
Encourage each other and clients/families to use our knowledge and skills in developing service/program plans	5	4	3	2	1
The focus of teamwork is consistently the needs of clients/families	5	4	3	2	1
Work with the client/family in adjusting service/program plans	5	4	3	2	1
All IPCP members have a shared responsibility for the outcome of programs/services	5	4	3	2	1

SECTION 2: COOPERATION

When we are working as an interprofessional team, all team members...

	Always	Most of the time	Occasionally	Rarely	Never
Share power with each other					
Help and support each other	5	4	3	2	1
Respect and trust each other	5	4	3	2	1
Are open and honest with each other	5	4	3	2	1
Make changes to their functioning based on reflective reviews	5	4	3	2	1
Strive to achieve mutually satisfying resolution for differences of opinions	5	4	3	2	1
Understand the boundaries of what each other can do	5	4	3	2	1
Understand there are shared knowledge and skills between service providers on the IPCP	5	4	3	2	1
Exhibit a high priority for gaining insight from clients/families about their wishes, desires and needs	5	4	3	2	1
Create a cooperative atmosphere among IPCP members when addressing client/family situations, services and goals	5	4	3	2	1
Establish a sense of trust among IPCP members	5	4	3	2	1

RESOURCE:

Assessment of Interprofessional Team Collaboration Scale (AITCS)

SECTION 3: COORDINATION

When we are working as an interprofessional team, all team members...

	Always	Most of the time	Occasionally	Rarely	Never
Apply a unique definition of interprofessional collaborative practice to our practice setting	5	4	3	2	1
The goals IPCP members agree on are equally divided among members	5	4	3	2	1
Encourage and support open communication, including clients/families during IPCP meetings	5	4	3	2	1
Use an agreed upon process to resolve conflict	5	4	3	2	1
The leader for the IPCP varies depending on the needs of our clients/families	5	4	3	2	1
Select the leader for our IPCP	5	4	3	2	1
IPCP members openly support inclusion of clients/families in our IPCP meetings	5	4	3	2	1

RESOURCE:

Interprofessional Socialization and Valuing Scale (ISVS)

PURPOSE

This instrument is designed to help you explore your perceptions of what you have learned about working with professionals from other disciplines.

INSTRUCTIONS

Please complete the following questionnaire based on your views of your experiences. For each statement, indicate the degree to which you hold the beliefs, behaviours, and attitudes described. When responding, please consider where you feel you are now.

Each statement uses a 7-point rating scale, where 7 = "To a very great extent", 1 = "Not at all", and 0 = "Not applicable". Please respond by circling the one number you feel best describes your experience. Thank you!

INTERPROFESSIONAL SOCIALIZATION AND VALUING SCALE:

In the content of your interprofessional community of practice

	To a very great extent	To a great extent	To a fairly great extent	To a moderate extent	To a small extent	To a very small extent	Not at all	N/A
I feel confident in taking on different roles in the IPCP (i.e., leader, participant)	7	6	5	4	3	2	1	0
I am comfortable debating issues within the IPCP	7	6	5	4	3	2	1	0
I more highly value open and honest communication with IPCP members	7	6	5	4	3	2	1	0
I am able to listen to other members of the IPCP	7	6	5	4	3	2	1	0
I have gained a better understanding of my own approach to service within an interprofessional team	7	6	5	4	3	2	1	0
I am aware of my preconceived ideas when entering into IPCP discussions	7	6	5	4	3	2	1	0
I have a better appreciation for using a common language across many disciplines in the IPCP	7	6	5	4	3	2	1	0
I believe interprofessional practice is a waste of time	7	6	5	4	3	2	1	0
I have gained an enhanced awareness of my own role on the IPCP	7	6	5	4	3	2	1	0
I am able to share and exchange ideas in an IPCP discussion	7	6	5	4	3	2	1	0
I have gained an enhanced perception of myself as someone who engages in interprofessional practice	7	6	5	4	3	2	1	0
I feel comfortable being the leader in a team situation	7	6	5	4	3	2	1	0
I feel comfortable in speaking out within the IPCP team when others are not keeping the best interests of the family(s) in mind	7	6	5	4	3	2	1	0

At this point in time, based on my participation in workshops and/or practice ...

I believe the best decisions are made when members openly share their views and ideas	7	6	5	4	3	2	1	0
I see myself as preferring to work on an interprofessional team	7	6	5	4	3	2	1	0

RESOURCE:

Interprofessional Socialization and Valuing Scale (ISVS)

At this point in time, based on my participation in workshops and/or practice ...

	To a very great extent	To a great extent	To a fairly great extent	To a moderate extent	To a small extent	To a very small extent	Not at all	N/A
I feel comfortable in describing my professional role to another IPCP member	7	6	5	4	3	2	1	0
I have a better appreciation for the value in sharing research evidence across different professional disciplines on the IPCP	7	6	5	4	3	2	1	0
I believe it is important to work as a team	7	6	5	4	3	2	1	0
I am able to negotiate more openly with others within the IPCP	7	6	5	4	3	2	1	0
I believe interprofessional practice will give me the desire to remain in my profession	7	6	5	4	3	2	1	0
I have gained an enhanced awareness of the roles of other professionals on the IPCP	7	6	5	4	3	2	1	0
I have gained an appreciation for the importance of having the client and family as members of the IPCP	7	6	5	4	3	2	1	0
I feel comfortable in being accountable for the responsibilities I have taken on	7	6	5	4	3	2	1	0
I am comfortable engaging in shared decision-making with families	7	6	5	4	3	2	1	0
I feel comfortable in accepting responsibility delegated to me within the IPCP	7	6	5	4	3	2	1	0
I have gained a better understanding of the family's involvement in decision-making around what services meet their needs	7	6	5	4	3	2	1	0
I feel comfortable clarifying misconceptions with other members of the IPCP about the role of someone in my profession	7	6	5	4	3	2	1	0
I have gained a greater appreciation of the importance of an interprofessional team approach	7	6	5	4	3	2	1	0
I feel able to act as a fully collaborative member of the IPCP	7	6	5	4	3	2	1	0
I feel comfortable initiating discussions about sharing responsibility for client services	7	6	5	4	3	2	1	0
I believe interprofessional practice is difficult to implement	7	6	5	4	3	2	1	0
I am comfortable in sharing decision-making with other professionals in the IPCP	7	6	5	4	3	2	1	0
I have gained more realistic expectations of other professionals on the IPCP	7	6	5	4	3	2	1	0
I have gained an appreciation for the benefits of interprofessional team work	7	6	5	4	3	2	1	0

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SECTION 10
RESOURCES

RESOURCE:

Carling-Thames' Strategic Collaborative Team (SCT) Terms of Reference

The Carling Thames Strategic Collaboration Team (SCT) is guided by the following:

SYSTEM VISION:

"In every London neighbourhood, residents will open a single door to multiple opportunities that support children and families in achieving their full potential. These opportunities will be identified by the neighbourhood and implemented according to evidence-informed best practices using an integrative, inclusive and holistic approach." (Neighbourhood by Neighbourhood, 3)

SYSTEM GOAL:

"To make it easier for London's children, youth and families to participate fully in their neighbourhoods, and to find and use services." (Neighbourhood by Neighbourhood, 3)

NEIGHBOURHOOD VISION:

"We welcome families, children and youth to a friendly, empowering and vibrant place where they can build relationships and access valued services and programs to enrich their quality of life."

FAMILY CENTRE DEFINITION:

"A neighbourhood Family Centre is a place within a neighbourhood where families can access a range of services. Instead of families having to go to different agencies or organizations across the city to get services, the Centres will bring services to neighbourhoods and families." (Neighbourhood by Neighbourhood, 9) Centres will provide a consistent, positive experience for families. They will offer programs and services that are planned by the neighbourhood for the neighbourhood to meet local needs and draw on local strengths.

PURPOSE OF THE IPCP SERVICE COLLABORATION TEAM:

The IPCP Strategic Collaboration Team (SCT) works collaboratively and inter-professionally to build on the community's strengths and respond to the needs of local families through collaborative planning of services and programs and evaluation.

OBJECTIVES:

What work do you hope to achieve by groups' existence?

Example for London Neighbourhood IPCP team:

- Guided by the above high level statements, develop a strategic plan for the neighbourhood that is also based on the strengths and needs of residents
- Ensure that areas within the core service areas and the service agreement are included in the neighbourhood strategic plan for programs and services
- Develop 3 year goals, outcomes and 1 year objectives for the Family Centre and for neighbourhood-level family-centred planning
- Foster collaboration between partners through authentic dialogue, shared decision-making, and collaborative planning and evaluation
- Support a common understanding of family-centred service and collaboration within the SCT, the centre and across their organizations
- Ensure the Family Centre's programs and services align with the neighbourhood's vision, the principles identified in the Common Experiences report, and a community development approach
- Coordinate collaborative service planning, program delivery, and utilization of tools for monitoring and evaluation of programs and services and interprofessional collaboration within the Centre and across the neighbourhood

RESOURCE:

Carling-Thames' Strategic Collaborative Team (SCT) Terms of Reference

ROLES AND RESPONSIBILITIES:

How does your team plan on meeting its objectives?

The Strategic Collaboration Team will:

- Work in an interprofessional, collaborative and family-centred manner
- Collaboratively review the needs of the neighbourhood and service gaps. This includes reviewing information received from the Community Development Report (Dec 2012), local service inventory, local families and residents, frontline staff, and other service partners
- Provide the guidelines for Core Services planning at the Family Centre and neighbourhood level to the Operational Table
- Support the Operational Team as well as frontline staff in their work with families
- Ensure that a community development approach is used to collaboratively and strategically plan for programs and services that align with the strengths and needs of the neighbourhood
- Ensure that regularly there is an evaluation of the alignment of programs and services with neighbourhood needs, and make changes as appropriate both at the Family Centre and across the neighbourhood
- Ensure the evaluation of the Family Centre is completed using the system-determined measurement and evaluation tools, and that results are used to inform future program and service collaboration and planning
- Regularly assess the effectiveness of the team's working relationships
- Engage in regular, effective communication as a foundational element of collaboration

MEMBERSHIP:

Who will make up your team?

Members of the IPCP Strategic Collaboration Team have an interest in the well-being of the Family Centre and the neighbourhood. The team consists of representatives from service provider agencies working in the neighbourhood, as well as local families and residents.

Criteria for Membership

Service provider with decision-making authority in the Carling-Thames neighbourhood

Resident/family member representative(s)

3 CYN priority areas represented

Commitment to attending 2/3 of all meetings/year (exception of those with specialized services)

ACCOUNTABILITY:

To whom is the team accountable for achieving its goals?

For our service plan: to the residents, the community, ourselves and FCSS

For the process and following the vision and philosophy of FCSS: the governance committee of FCSS and CYN

DECISION-MAKING GUIDELINES

How will decisions be made?

Decisions are based on a consensus model. If an impasse is reached a vote is taken and recorded.

QUORUM

What level of active participation is required to make decisions?

Decisions that are not included in the Strategic Work Plan must be made by at least 2/3 of the members of the SCT with one member from each organization voting. Item must be on the agenda ahead of the meeting.

RESOURCE:

Carling-Thames' Strategic Collaborative Team (SCT) Terms of Reference

LENGTH OF COMMITMENT

How long will the team exist? How often would members need to renew commitment?

Members renew their commitment on a yearly basis. There is no limit to the number of years that a member can be part of the SCT as long as they meet the criteria.

MINUTES & AGENDA

Who (and how) will write and distribute agendas and meeting minutes?

Minutes and Agenda are developed by the Chair/Co-Chair/Facilitator with input from the Family Centre leads

CONFIDENTIALITY & COMMUNICATION

How will information be communicated to members and non-members?

At the end of each meeting, members discuss what can be shared with those not on SCT and when necessary a communication strategy/briefing is created so that a consistent message is provided to all other stakeholders

CONFLICT:

How will conflict be addressed on the team?

