

## Interprofessional Case Studies

Virtual InterProfessional Educator Resource (VIPER) Learning Activity  
Competency: Collaboration

### Learning Objectives

Depending on the goals of the case study, the instructor may choose one or more of the learning objectives below. Additional objectives may be crafted for this scenario.

1. Discuss patient goals in the context of a team meeting
2. Identify and clarify own professional role
3. Manage conflict appropriately
4. Use team roles to support team process
5. Use shared decision making to ensure that all team members' goals are met
6. Debrief and analyze team process strategies employed in the case study

### Preparatory Work

- Review case and modify details to fit context and professions present.
- Print or distribute copies of case.

### Instructor Notes

Although case studies are identified as collaboration the experiential nature of the activity will also facilitate learning about the roles of other professions and communication with colleagues. Reflection on group process may also be incorporated within session debriefs, and facilitated within the session by the session facilitator(s)/tutor.

This short activity can be useful for student at any level in their professional programs; however, given that some medical knowledge is required, cases are recommended for mid/immersion-level learners.

Cases completed in a single session may be distributed prior to the session, to allow students time to research the case from their disciplinary perspective.

If used in a problem-based learning (PBL) context, instructors may wish to distribute cases in session one, allowing students to distribute research required and return to discuss the case in session two.

## Resources

- **Time:** 30 minutes (single session) - 2 hours (multi session PBL approach).
- **Students:** minimum of 4, maximum 7 in each small group. Groups of 5 are recommended.
- **Facilitators:** 1-2 facilitators recommended. Facilitators may cover more than one group at a time. Interprofessional facilitator teams recommended for modelling purposes.

## Materials

- Case study print-outs, if required: <http://www.ipe.uwo.ca/Administration/case.html>
- Team Goals Worksheet: <http://www.hserc.ualberta.ca/TeachingandLearning/VIPER/EducatorResources/TeamGoalsWorksheet.aspx>

## General Instructions

1. Organize participants into IP teams of 4-7 (size of team may vary with the case and number of participants). 5 is generally recommended.
2. Have the teams identify principles for working with each other. To help guide this process use the Team Goals Worksheet above.
3. Follow the Case Facilitator Guide from UWO (PDF): <http://www.ipe.uwo.ca/Administration/CaseScenarios/Case%20Facilitator%20Guide%20-%20Interprofessional.pdf>
4. Debrief (sample questions provided below).

## Debriefing or Reflection Questions

You may choose to use some or all of the questions below to guide students' reflection on the activity.

Debriefing questions are provided in the Case Facilitator Guide from UWO (PDF):

<http://www.ipe.uwo.ca/Administration/CaseScenarios/Case%20Facilitator%20Guide%20-%20Interprofessional.pdf>

## Assessment Suggestions

Case studies are often informally assessed (just for practice) through the debriefing process. Students receive feedback on their performance, but don't receive a formal grade. For informal assessment, consider using a debriefing guide to keep your comments and feedback anchored in the learning objectives.

However, students can also be formally assessed on their teamwork skills through the medium of the case study. Consider using the TOSCE Assessment and Debriefing Guide in order to assess and provide feedback on these skills:

<http://www.hserc.ualberta.ca/TeachingandLearning/VIPER/EducatorResources/TOSCEAssessmentGuide.aspx>

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Source: This document is available from the Virtual InterProfessional Educator Resource (VIPER) at:  
<http://www.hserc.ualberta.ca/TeachingandLearning/VIPER/>