ASSIGMENTS: 1

1) Write a main Discussion question

Week 12: Online Discussion

Discuss the following case:

Slusser, Et.Al, 2019, Chapter 15, Case Study

Case Study Discussion: Team or "Pseudoteam" (p.218-219)

Case Discussion Assignments (25%): Active learning is essential. Students will participate via *Blackboard* in all posted discussion topics. **For each case scenario, students are required to post at least 3 times each week, once by Tuesday of each week stating their initial views and at least 2 more times, by Friday of the week, with a thoughtful reflection commentary after reading the views of classmates. NOTE: Cite the textbook or any references to support your discussions (minimum 2 references APA format).** Weekly lessons, assigned readings, and your own literature searching each week will be the source of the discussion topics. *Blackboard* participation will be graded for quality of contribution to the topic and professionalism of the response. The professor will not comment on each posting, but may comment to provide direction to the discussion as postings accumulate.

Posting Instructions

- Click the above title **Discussion**.
- Click the **Create Thread** button.
- Include a Subject that reflects the topic of your question.
- Enter your question in the **Message** box.
- Click the **Submit** button.

studies that follow.

Case Study: Team or "Pseudoteam"

Specific Sub-competencies to consider and apply: TT1, TT3; also consider resources from Chapter 13 describing the characteristics of "true teams" versus "pseudoteams."

Individuals with intellectual and developmental disabilities (IDD) often encounter challenges in maintaining a healthy lifestyle. Get FIT is a community-based program that was developed to promote access to physical activity, as well as education about healthy lifestyle choices, for individuals with IDD living in the community. You have the opportunity to volunteer at the Get FIT program at your local university and observe the following.

Clients with IDD arrive at the campus community center with their group home care providers. The clients gather around a table and socialize with one another and the individuals providing the program. The group home care providers sit in chairs toward the back of the room. The session begins with nursing students discussing the importance of healthy food choices. The discussion centers on sugary beverages, diet beverages, and water. Several clients actively interact with the nursing students and each other for half an hour. At that point, the physical activity portion of the session begins. Students from occupational therapy and physical therapy disciplines lead a gentle stretching and strengthening program for the group. Each client is assisted by a student volunteer who records the specific activities the client completes. This is followed by a group activity that is set to music to encourage everyone to "get moving." Students interact with their assigned clients throughout the session. Everyone seems to enjoy the physical activity and the social interactions. At the end of the session, student volunteers guide clients to their respective care providers to return to their home.

Discussion Questions

1. 1. Based on your understanding of the case study presentation, were the individuals providing the Get FIT program functioning as a true team or pseudoteam? Provide specific examples as a rationale for your perspective.
2. 2. Identify at least two potential benefits of interprofessional collaboration for the clients participating in this program.
3. 3. Suggest additional team members who can engage in this client- and population-centered program. How would you rework the scenario to illustrate engaging other professionals in shared patient- and population-focused problem solving?
4. 4. Offer at least three suggestions for team development and effective teamwork practices in this setting. Refer to Chapters 13 and 14.

Case Study: Providing Team-Based Care in a

2 After finishing the main discussion question, you have to give 2 short responses to two of my classmate's discussions

a. First classmate discussion and an example of one short

response for this discussion

Anahit Falak 1 day ago

week 12

In the case study the team is acting like a pseudo team A pseudo team according to Slusser et. al “TT1. Describe the process of team development and the roles and practices of effective teams. TT2. Develop consensus on the ethical principles to guide all aspects of teamwork (p.218).” According to Bridges et. al. “Interprofessional collaborative practice has been defined as a process which includes communication and decision-making, enabling a synergistic influence of grouped knowledge and skills.” This can lead to better communication as well as better decision making skills. A person that I would add to this would be an exercise instructor so that they can continue their progress outside of the hospital. My 3 suggestions would be better communication, define who will do what as well as a better decision making process.

Slusser, m. (2019). *Foundations of Interprofessional Collaborative Practice in Health Care.* Elsevier Inc.

Bridges, D. R., Davidson, R. A., Odegard, P. S., Maki, I. V., & Tomkowiak, J. (2011, April 8). *Interprofessional collaboration: Three best practice models of interprofessional education*. Medical education online. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3081249/.

Reply Quote Email Author

Anthony Thibeault 1 day ago

RE: week 12

Hi Anahit,

Good job answering the questions posed by the case study this week. I agree that the group is acting as a pseudo team as they are not collaborating or working on a shared goal. It appears they are working independently on their own goals. Communication is vital in creating a synergistic environment and team. If you do not communicate then your team cannot fully understand what it is you're doing. An exercise instructor would be beneficial in this situation, and I agree with the suggestions you offered. Overall, fair job explaining the importance of communication and the difference between a team and a pseudo team.

Regards,

Anthony

b. Second classmate discussion

Abigail Boudreau 1 day ago

Week 12 Discussion Post

The individuals in this setting are all acting as a pseudo-team. There is little to no communication between the individuals and this creates for a more segmented feeling for the children with IDD. In addition to this, it is almost pointless for the children to be participating in this kind of activity because the lack of communication between the professionals creates a lack of a common goal. Without a common goal, it can be very difficult for these individuals to make progress and reach their individual goals.

Having inter professional collaboration in this setting would allow for the professionals to have a common goal. With multiple different disciplines working towards a common goal, the goal may be reached much more efficiently and much easier for the child with IDD. In addition to this, in this setting, it is extremely important for all of the disciplines to work together so that they can get an even better understanding of the child they will be taking care of. This allows for better care to be provided and more SMART goals to be achieved.

For these clients, I think that it is very important for them to have a case manager. This is someone who can understand the patient as a whole and make sure that they are getting the care that they need in the manner that they require. For children with IDD, it is absolutely imperative for them to receive care that is custom to them and not in a group setting. This makes it more personal and customizable to the client's specific needs. This is something that the case manager can help organize for the child.

"To work closely together, there must be good communication and active engagement among team leaders and team members as necessary elements for collaborative problem solving (Cooper-Duffy & Eaker, 2017; Reeves et al., 2010; Thistlethwaite, 2012) to effectively plan, deliver, and evaluate care" (Slusser, 2019, p. 193). This idea will create a much more effective environment for the patient and allow them to adequately and efficiently achieve their own personal and customizable goals. Furthermore, having "clear team goals and shared commitment to the goals" is absolutely imperative for the health of the child (Slusser, 2019, p. 193). This creates a common goal that the entire team will be working towards. This puts the client at the center and allows the entire team to work cohesively in their movement towards the patients own goal. In addition to this, having clear roles and communicated collection of data is very important for the entire team to have the information that they need to work towards the shared goal in their own specific way. This creates a much more effective way to reach the goal and would make the goal seem much more attainable.

Slusser, M. M., García, L. I., Reed, C. R., McGinnis, P. Q. (2019). Foundations of Interprofessional Collaborative Practice in Health Care. Elsevier.

3. Reading Reflection

Week 12: Reading Reflection

Reading Reflections (25%): Students will search the literature, select an article each week, read and write weekly reflections papers, on peer-reviewed interprofessional education or practice research articles, on topics related to weekly discussions. The length of each article reflection paper must be 2-3 pages (12 font, double -spaced, APA style). Turn in these assignments in class on the due date.

FOCUS on Chapter 13 in Slusser, et al (2019)

Articles and Reading Reflection should be focused on "Managing Interprofessional Conflict".

The book pages are on the second file