

Office of Interprofessional Education (OIPE)

## **IPEA 503 - *Managing Interprofessional Conflict*** **Winter 2024**

### **Course Outline**

**Credit: 0**

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**Course Teaching Assistants (TA):** Students will be provided with the contact information for their group's TA at the start of the course.

The Interprofessional Education (IPE) curriculum comprises four (4) courses. IPEA 503 is the fourth IPE course within the IPE curriculum delivered by the Office of Interprofessional Education (OIPE). Prerequisites for this course are IPEA 500 - *Roles in Interprofessional Teams*, IPEA 501 - *Communication in Interprofessional Teams* and IPEA 502 - *Patient-Centred Care in Action: An Interprofessional Approach*.

### **Course Description:**

Welcome to IPEA 503 - *Managing Interprofessional Conflict*. This course introduces students to the competency of interprofessional conflict resolution and presents methods for engaging collaboratively and intentionally when addressing conflicts within an interprofessional health care team. It prepares learners in the health professions to use conflict productively and innovatively for team building. Students will develop approaches for resolving conflict for improved patient/family outcomes.

This IPE course involves students from the following health professions within the Faculty of Medicine and Health Sciences: Genetic Counselling, Medicine, Nursing, Occupational Therapy, Physical Therapy, Speech-Language Pathology as well as students from Dietetics in the Faculty of Agriculture and Environmental Studies.

### **Course Structure:**

This IPE course will be delivered online from March 18, 2024, to April 12, 2024, inclusively. The course is designed to facilitate self-reflection as well as rich, interactive dialogue and exchange of ideas among students. The course involves asynchronous and synchronous online learning modules. Course instructional and assessment materials will be uploaded onto myCourses for access within a pre-set timeframe. The release of content will begin on March 18, 2024.

The course consists of 4 parts designed to encourage student engagement and interprofessional dialogue. The 4 parts and their accompanying preparatory work and assignments are outlined in the

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table below and include 3 online submissions, 1 synchronous interaction within a dyad, and 1 online synchronous, facilitator-led small group debrief and reflection. Students are encouraged to collaborate and network using a variety of interactive tools (e.g., discussion boards, video and voice calls, emails, etc.).

Students are required to participate in one 30-minute synchronous meeting (dyad) which they will self-schedule and one 60-minute online synchronous group debrief. The synchronous group debrief will occur between April 5-12, 2024. TAs will advise students of the date and time of their group debrief. **Students are not permitted to attend a different group debrief without prior approval from the OIPE**, please contact the OIPE Administrative Coordinator ([ipecourses.med@mcgill.ca](mailto:ipecourses.med@mcgill.ca)).

For additional student learning support, please refer to:

<https://www.mcgill.ca/tls/students/learningresources>  
<https://www.mcgill.ca/tls/students/learningresources>

Course Structure
<b><i>Completion and submission of the activities in Part 1, Part 2 and Part 3 are required to attend the mandatory online synchronous group debrief session (Part 4).</i></b>
<b>Part 1 – Introduction: Building a sense of belonging on the interprofessional team</b>
<ol style="list-style-type: none"> <li>1. View <i>Course Introduction</i> video.</li> <li>2. View <i>Sources of Conflict and Triggers</i> video.</li> <li>3. Provide a personal introduction in the form of a video or audio recording, or a brief written summary (individual assignment).</li> <li>4. Review peer submissions and respond to at least one peer submission (individual activity).</li> </ol>
<b>Part 2 - Identifying conflict</b>
<ol style="list-style-type: none"> <li>1. Review <i>Case Scenario</i>.</li> <li>2. Identify trigger factors of conflict from the case and potential impact of conflict on team functioning and patient/family outcomes (individual assignment).</li> </ol>
<b>Part 3 - Managing self and managing difficult conversations</b>
<ol style="list-style-type: none"> <li>1. View <i>Framework for Conflict Resolution</i> video.</li> <li>2. View <i>Preparing &amp; Debriefing a Difficult Conversation</i> video.</li> <li>3. Organize and participate in a synchronous meeting in an interprofessional dyad to reflect on conflict (30 mins) (dyad activity).</li> <li>4. Complete <i>DESC</i> framework for a conflict (dyad assignment).</li> </ol>

**Office of Interprofessional Education (OIPE)****Part 4 - Debriefing conflict management and difficult conversations**

1. Attend the mandatory online synchronous, small interprofessional group debrief led by a facilitator (60 mins) (group activity).
2. Collaborate on a group reflection (group assignment).

**Learning Objectives:**

Following participation in IPEA 503 – *Managing Interprofessional Conflict* students will be able to:

1. Identify potential sources of interprofessional conflict in healthcare settings.
2. Recognize and reflect on one's own conflict management approach in personal and professional contexts.
3. Identify and apply strategies to manage interprofessional conflict.
4. Recognize and describe the role that conflict resolution plays in complex patient and family care contexts.
5. Improve one's personal response to conflict.

**Course Content:**

The National Interprofessional Competency Framework of the Canadian Interprofessional Health Collaborative (CIHC, 2010) provides an integrative approach to describing the six competencies required for effective interprofessional collaboration and informs the instructional design of IPEA 503. This course selectively focuses on the IPE competency of *conflict resolution*.

Students focus on managing interprofessional conflict while learning with, from, and about other healthcare professionals.

**Course Materials:**

All course materials will be available on the myCourses platform. Students will require an electronic device as well as access to an internet connection to access the course materials.

If a student does not have access to the materials needed for this course, they are required to communicate with the OIPE Administrative Coordinator ([ipecourses.med@mcgill.ca](mailto:ipecourses.med@mcgill.ca)) as soon as possible.

**Students are expected to regularly consult myCourses regarding all information related to this course.**

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**Evaluation:**

This is a zero (0) credit course appearing on the student’s official transcript. To receive a PASS (P) or SATISFACTORY (S) grade, students must satisfactorily complete all course requirements outlined in the table below:

<b><u>Assignments:</u></b>	
<b>Successful completion of all assignment components for Part 1, Part 2 and Part 3 are required to attend the mandatory online synchronous group debrief session (Part 4)</b>	
Refer to the <i>Assignment Due Dates and Grading Rubrics</i> document found on myCourses for details	
<b><u>Part 1 Assignment: Building a sense of belonging on the IP Team</u></b> a. Create and post a personal introduction in the form of a video or audio recording, or a brief written summary including pre-course reflection on conflict. b. Post a thoughtful response to at least one peer submission.	<u>individual</u>
<b><u>Part 2 Assignment: Identifying conflict</u></b> Submit 150-word response identifying trigger factors of conflict from the case and the impact of conflict on team functioning and patient/family outcomes.	<u>individual</u>
<b><u>Part 3 Assignment: Managing self and managing difficult conversations</u></b> a. With your partner, share your reflection on conflict and your approach to conflict resolution (no submission required). b. Submit 200-word DESC narrative (one submission per dyad).	<u>dyad</u>
<b><u>Part 4 Assignment: Debriefing conflict management and difficult conversations</u></b> a. Attend the online synchronous group debrief session (60 mins). b. Active participation in the group discussion with audio and video are required. c. Collaborate on a group written reflection (one submission per group).	<u>group</u>

**Consequences of not completing course requirements as indicated:**

A remedial assignment will be required in the event of an absence or unsuccessful completion of the course requirements. The student’s professional program will be notified of the requirement to complete the remedial assignment. Successful completion of the remedial assignment will result in a PASS (P) or SATISFACTORY (S) grade.

Students who do not successfully complete the course requirements or the remedial assignment within the designated time will receive a FAIL (F) or UNSATISFACTORY (U) grade. The student’s professional program will be notified if the course requirements are not met.

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### **Attendance:**

Attendance in the online synchronous Debrief Activity is mandatory.

### **Late Arrival:**

Students who arrive late may not be permitted to attend the online synchronous Debrief Activity if it disrupts the learning activity.

### **Absence or inability to complete course requirements:**

An absence or inability to complete the course requirements must be communicated to the OIPE Administrative Coordinator ([ipecourses.med@mcgill.ca](mailto:ipecourses.med@mcgill.ca)) as soon as possible and approved by the Office of Interprofessional Education. Supporting documentation may be requested.

### **Rescheduling:**

Students who are absent for the Debrief Activity may be re-assigned to another session if possible.

### **Student Conduct:**

Students are expected to be respectful of their colleagues and the health professions in general and in their interactions with the OIPE team. Thoughtful reflection is expected throughout the course, including in assignments and the online course evaluation. Students are also expected to attend their designated session and group that was assigned by the OIPE team.

### **Netiquette:**

The code of conduct for online courses is called “netiquette” and is the practical code of behaviour for working virtually on the internet. The OIPE team will periodically be screening the groups throughout the course to maintain a safe and respectful online learning environment. Should an incident arise, please contact the OIPE Administrative Coordinator as soon as possible.

The following are some general netiquette guidelines to keep in mind when interacting with others in an online environment:

- Observe the same standards of behaviour online that you follow in an in-person classroom.
- Be sure to spend time reviewing your messages before posting to ensure that they are written clearly.
- Respect the views of others. When you challenge an idea, do so respectfully and with the goal of increasing everyone’s knowledge. Use proper language, refrain from insults.
- Respect other people’s privacy by not sharing the class recordings or presentations posted by your peers, facilitators, TAs or instructors or spreading inappropriate information. It is an academic offense to share material owned by another person.

### **Online Course Evaluations:**

All students will complete an online course evaluation (individual) at the end of the course, following completion of all components. The link to the survey will be accessible on myCourses. Student feedback and suggestions are highly valued and helpful in ensuring that the IPE Curriculum Committee refine the courses as needed to facilitate student learning.

**Office of Interprofessional Education (OIPE)****Technology in Class or Online Synchronous Activities:**

Respectful attentive presence is expected. Cell phones should remain on silent. Your video and audio may be stopped/muted upon entry into the online synchronous group debrief but should be started/unmuted during the activity. Refer to the Policy on the Responsible Use of McGill's Information Technology Resources.

<https://www.mcgill.ca/secretariat/files/secretariat/responsible-use-of-mcgill-it-policy-on-the.pdf>

**Right to submit in English or French written work that is to be graded:**

"In accord with McGill University's students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009) [Charter of Student Rights](#), in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

« Conformément à [la Charte des droits de l'étudiant](#) de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

**Copyright of course materials:**

The OIPE generated course materials (e.g., recorded instructional content, videos, handouts, summaries, questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the OIPE. Note that infringements of copyright can be subject to follow up by the University under the *Code of Student Conduct and Disciplinary Procedures*.

**Plagiarism/Academic Integrity:**

"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)." (Approved by Senate on 29 January 2003) (See McGill's [guide to academic honesty](#) for more information.)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l'étudiant et procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter [le guide pour l'honnêteté académique de McGill](#).) «



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### **Diversity Statement:**

The OIPE recognizes its responsibility to foster a safe, respectful learning environment that honors equity, diversity, justice and inclusion. An environment that is free from discrimination in which students, instructors and facilitators can engage in open dialogue and exchange of ideas without judgement or disrespect in view of their identity, views, or beliefs.

### **Health and Wellness Resources at McGill:**

Student well-being is a priority for the University. All the health and wellness resources have been integrated into a single Student Wellness Hub. If you need to access services or get more information, visit the Virtual Hub at <https://mcgill.ca/wellness-hub/> or drop by the Brown Student Services Building (downtown) or Centennial Centre (Macdonald Campus). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit <https://www.mcgill.ca/wellness-hub/get-support/local-wellness-advisors>). Students in the following schools: Medicine, SPOT and ISON may also contact the <https://www.mcgill.ca/thewelloffice/>.

**In the event of extraordinary circumstances beyond the University's control, the content, delivery format and/or evaluation scheme in this course is subject to change.**