



T1. FOUNDATIONS OF THE COLLABORATOR ROLE

This learning activity includes:

1. Presentation: Teaching the Collaborator Role (T2)
2. Intention vs Impact (T3)
3. PRIME Factors to Promote Understanding, Manage Differences and Resolve Conflict (T4)

Instructions for Teacher:

Sample learning objectives

1. Recognize common words related to the process and content of Collaborator
2. Apply key Collaborator steps to examples from day-to-day practice
3. Develop a personal Collaborator resource for common patient needs

Audience: All learners

How to adapt:

- Consider whether your needs and goals match the sample objectives provided in this deck. If not, you can select from, modify, or add to the sample objectives as appropriate to your needs.
- The sample PowerPoint presentation is generic and foundational and tied to straightforward objectives. Consider whether you'll need additional slides to meet your own objectives. Modify, add or delete content as appropriate. You may want to include specific information related to your discipline and context.
- You may wish to review and customize the pocket card (i.e. most frequent collaborator needs in different locations or among different location) with learners as an additional teaching activity.

Logistics:

- Depending on how long you have for your session, you can select the activities for a given teaching session.

- Allocate about 20 minutes for each teaching activity: this time will be used for you to explain the activity and for learners to complete the activity individually, share their answers with their small group, discuss, prepare to report back to the whole group, and then deliver their small group's report to the whole group.
- Depending on the group and time available, you may wish to assign one or more activities as homework, to be completed before the session or as a follow-up assignment.

Setting:

- This teaching session is best done in a small-group format (i.e. less than 30 learners) if possible. It can also be done with a larger group if the room allows for learners to be at tables in groups of five or six. With larger groups, it is helpful to have additional teachers or facilitators available to answer questions arising from the activities.