Introduction
Team-based health care and interprofessional collaboration were identified by the Institute of Medicine as imperative to achieving improvements in patient safety. A set of core competencies was established in 2011 by the Interprofessional Education Collaborative Expert Panel for all disciplines to develop a standardized curriculum for interprofessional collaboration.

Teamwork
“A dynamic process involving two or more health professionals with complementary backgrounds and skills sharing common health goals and exercising concerted physical and mental effort in assessing, planning, or evaluating patient care.”

Effective team functioning is influenced by member input, including skills, attitudes, and personality, and the team process of working together.

Team members must demonstrate competencies in:
- communication
- information exchange
- leadership
- mutual performance
- adaptability
- conflict resolution.

All of these factors are influenced by an individual’s cultural assumptions, beliefs, and attitudes.

Objective
An interprofessional education model was developed as part of a DNP program to prepare students to be leaders and members of interprofessional teams to achieve safe, timely, effective, efficient, equitable, patient-centered care through the development of a skill set based on the Interprofessional Core Competencies.

Team Process
Team process begins with the development of cultural competence through self-assessment and self-reflection. Individuals must have an understanding of their own values, attitudes and beliefs in order to appreciate and work with others with different perspectives. Self-assessments to assist students in self-reflection:
- The Myers-Briggs Type indicator
- The Emotional Intelligence Assessment instrument

Sharing of findings from self-assessments is the beginning of cultural awareness and cultural competence.

A team charter is developed to facilitate communication and a mutual understanding of the expectations of the team process.

Conflict
When managed appropriately, conflict can enhance teamwork and the team’s product through stimulation of discussion and an understanding of different perspectives.

Teams must develop guidelines for conflict management and resolution.
- Agree to disagree constructively
- Criticize ideas and not people

Coaching and Mentoring
Faculty coach and mentor the team to achieve effective teamwork skills through all stages of team development.

Continuous Quality Improvement
Use appreciative inquiry to facilitate the periodic assessment of one’s self and other team members’ function.

- Look at what an individual and the team are doing well to facilitate the team process and product while identifying strategies for improvement.

References

Conclusion
Use of the DNP teamwork guidelines facilitates the successful development of a skill set of intra/interprofessional competencies. Students, as culturally competent practitioners and leaders, graduate from the program with the tools necessary for interprofessional collaboration that promotes positive patient outcomes. Graduates of the DNP program have identified how the teamwork and leadership skills learned through the use of the DNP teamwork guidelines to met the intra/interprofessional core competencies have been adopted in their successful work as clinical leaders.