Learning Guide

Working collaboratively

28984 Work collaboratively in a health or wellbeing setting

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace:</td>
</tr>
</tbody>
</table>

Issue 1.0
Contents
Introduction........................................................................................................................................... 1
Working collaboratively......................................................................................................................... 2
Working in a multidisciplinary team................................................................................................. 3
   Team roles and responsibilities ...................................................................................................... 3
   Your role and responsibilities ....................................................................................................... 6
   Benefits and potential barriers of working in a multidisciplinary team ..................................... 7
   Building positive relationships...................................................................................................... 9
Working with a person and their family/whānau .............................................................................. 11
   Benefits and barriers .................................................................................................................... 12
   Providing effective support .......................................................................................................... 12
   Maintaining positive relationships .............................................................................................. 15
   Palliative care ................................................................................................................................ 16
Conflict................................................................................................................................................ 18
   Causes of conflict .......................................................................................................................... 18
   Managing conflict .......................................................................................................................... 20
   Reviewing your conflict strategy .................................................................................................. 21
Using reflection to improve your practice....................................................................................... 22
Glossary................................................................................................................................................ 24
Introduction

You will need to work effectively with the people you support, their family/whānau, those in your workplace and members of the multidisciplinary team (MDT). This is a crucial part of your role as a support worker. This learning guide will provide you with the necessary information to enable you to manage your relationships and work collaboratively.

How to use your learning guide

This guide supports your learning and prepares you for the unit standard assessment. The activities and scenarios should be used as a general guide for learning.

This guide relates to the following unit standard:
• 28984 Work collaboratively in a health or wellbeing setting (level 4, 10 credits).

This guide is yours to keep. Make it your own by writing notes that help you remember things, or where you need to find more information.

Follow the tips in the notes column.

You may use highlight pens to mark important information and ideas, and think about how this information applies to your work.

You might find it helpful to talk to colleagues or your supervisor.

Finish this learning guide before you start on the assessment.

What you will learn

This topic will help you to:
• understand what it means to work collaboratively.
• work collaboratively in a multidisciplinary team.
• work collaboratively with a person who is accessing services and their family/whānau.
• manage conflicts that may arise when working with others.
• reflect on and improve how you work with others.

More info

If you have a trainer, they should give you all the forms that you need for this topic.
Working collaboratively

Improving the health and wellbeing of our communities is a tremendous responsibility. It requires a great deal of work and is something that you cannot do alone. An essential part of your job is to be able to collaborate effectively with other people and organisations to support a person and their family/whānau.

To work collaboratively means to work jointly with others to accomplish a task or goal and use strategies for self-reflection, communication and problem solving to maintain positive relationships within the boundaries of your role and within your role as part of a multidisciplinary team.

Working well together is not just about getting along with others. It is a far more complex skill that requires you to possess the positive characteristics of a team member. These characteristic include the ability to:

- communicate constructively – when you collaborate with others your communication needs to be clear, direct, honest, positive and respectful.
- listen actively – this means listening by absorbing, understanding and thoughtfully considering the ideas and beliefs of others. Part of listening is the practice of receiving the information and taking an appropriate time to respond without getting defensive or reacting negatively.
- be reliable – this means being a good, objective source of information, keeping your commitments and doing your job to the best of your ability at all times.
- be willing to share information, knowledge and experience. It is important to maintain confidentiality and there is no exception. However, the willingness to share information and passing on important information helps ensure success and prevents surprises.
- be an active participant – this means that you are engaged in discussions and meetings and take initiatives to support the person, their family/whānau and your multidisciplinary team.
- cooperate – look beyond individual differences to focus on what is best for the person being supported and solve problems or issues in positive ways.
- respect others by being courteous and considerate towards all members of your multidisciplinary team, the person you support and their family/whānau.
Working in a multidisciplinary team

In your role you will often be working as part of a multidisciplinary team. A multidisciplinary team is one made up of three or more people with different roles, professions or areas of expertise who work collaboratively together to achieve the same goals.

Because team members have different focus areas, they may each see, think about or approach something differently. However, you all share common goals and you all want to deliver high-quality care.

These differences mean that the various members of multidisciplinary teams can often contribute views and perspectives about a person or situation that others may not have seen or thought about. This approach can be very valuable.

Team roles and responsibilities

It is important to understand the different roles and responsibilities that may make up a multidisciplinary team in a health or wellbeing setting. Some common examples are shown on the next page.

However, remember that roles and responsibilities will vary. The way a team is structured and the exact tasks to be carried out depend on your work environment and your organisation’s policies and procedures.

Your organisation’s policies and procedures are the principles, rules and guidelines that set out what needs to be done and how to do it. They also include anything that the law requires you to do.

<table>
<thead>
<tr>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>multidisciplinary team</strong></td>
</tr>
<tr>
<td><strong>policies and procedures</strong></td>
</tr>
</tbody>
</table>
Multidisciplinary team roles and responsibilities

Support worker
The support worker is often the first point of contact when a person in a hospital, clinic, residential care facility or their own home needs assistance, support and care. Typical responsibilities include:

- helping with tasks such as showering, dressing, meals and cleaning.
- assisting with rehabilitation – for example, with social skills, walking, etc.
- cleaning and preparing medical equipment and instruments, collecting and delivering files, X-rays, specimens, linen, rubbish, equipment, etc.
- working under the supervision of a registered nurse or other appropriate supervisor.

Senior support worker
As well as the support worker responsibilities, a senior support worker might typically:

- lead a shift, mentor others and deal with any conflicts that may arise.
- manage complex situations and know when to escalate or call in further support.
- communicate with families to a high degree.
- help deliver medications and identify changes in health status; be able to communicate this at a higher level.
- transfer a person between wards or departments and assist with discharges.

Registered nurse
A registered nurse assesses, treats, cares for and supports people in hospitals, clinics, residential care facilities and out in the community. Typical responsibilities include:

- assessing, planning, coordinating and carrying out care to meet health needs.
- administering medication and intravenous drugs.
- monitoring and assessing conditions and recording important changes.
- educating people being supported and other staff about health needs, and preventing accidents and illness.
- referring people to and consulting with other health professionals.

Think about
Which of these roles can you identify in your own work environment?
Health professional

A health professional is someone who is registered with an authority (appointed by or under the Health Practitioners Competence Assurance Act 2003) as a practitioner of a particular health profession to deliver health services in accordance with a defined scope of practice. They will also be monitored by that authority and responsible to it.

Some examples of authorities are: Medical Council of New Zealand, Physiotherapy Board of New Zealand, Dietitians Board, etc.

Other team members

Other team members may not be registered with an authority, although they may hold a variety of qualifications and/or have different levels of experience.

Peer mentor

A peer mentor provides support by:

• helping new workers become comfortable with their job responsibilities and workplace.
• answering questions and offering support.
• assisting with problem solving, clinical skills, and handling the emotional impact of their work.

Person accessing services

The person who is accessing healthcare services also has some responsibilities. These include:

• communicating openly and giving correct information.
• actively taking part in decisions about their health care.
• advising caregivers of any changes in their health.
• following the agreed treatment plan

Family/whānau

The family/whānau of the person accessing healthcare services have some responsibilities, including:

• advocating for the person and making that sure they have access to the appropriate services.
• sharing their knowledge about the person’s life history to explain behaviours and support different treatments and care.
• when necessary, holding a legal responsibility for the person’s health, finances and property through an Enduring Power of Attorney (EPA).

More info

You can read more about Enduring Power of Attorney (EPA) in the learning guide for US 23920.
Your role and responsibilities

Question

How would you describe your own role and responsibilities within a multidisciplinary team?

Talk

Discuss this with your supervisor if you are unsure of your role or responsibilities in a multidisciplinary team.

How do you contribute to achieving the common goal(s) of the team?
Benefits and potential barriers of working in a multidisciplinary team

In the workplace there are often benefits and barriers to any role. In the same way, there are benefits and potential barriers to working in a multidisciplinary team in a health and wellbeing setting. It’s important for you to be aware of these benefits and barriers so you can recognise:

- how, when and why things are working well.
- issues that might arise so that they can be avoided or resolved before they turn into bigger problems.

Benefits

Think about a team that has a common goal of providing high-quality care. Consider the benefits of working in a multidisciplinary team to achieve this goal.

<table>
<thead>
<tr>
<th>Potential benefits of working in a multidisciplinary team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to take a broad view of a person’s needs.</td>
</tr>
<tr>
<td>Continuity of care – ensuring a consistent quality of care over time.</td>
</tr>
<tr>
<td>Delivery of planned, coordinated and cost-effective services.</td>
</tr>
</tbody>
</table>

Key words

<table>
<thead>
<tr>
<th>continuity of care</th>
<th>the quality of care over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>proactive</td>
<td>being prepared before something happens</td>
</tr>
</tbody>
</table>

Can you think of any other potential benefits of working in a multidisciplinary team in your own work environment?
Think about the benefits mentioned of having a range of healthcare skills and expertise available in your multidisciplinary team.

How would this help to achieve team objectives, if the overall goal is to deliver high-quality care?

Barriers

Think about a team that has a common goal of providing high-quality care. Consider the potential barriers to working in a multidisciplinary team that may prevent you from achieving this goal.

<table>
<thead>
<tr>
<th>Potential barriers to a multidisciplinary team approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torn between loyalty to one’s profession and achieving team goals.</td>
</tr>
<tr>
<td>Employment contracts don’t align with multidisciplinary team work.</td>
</tr>
<tr>
<td>Conflicts may arise between different team members.</td>
</tr>
</tbody>
</table>

Can you think of any other potential barriers of working in a multidisciplinary team in your work environment?
Example:

Val, who lives at the Sunshine Rest Home, is cared for by a multidisciplinary team that includes a support worker, a general practitioner (GP), a physiotherapist, a registered nurse, a dietitian and Val’s family/whānau members.

The team members visit Val at different times. Unfortunately, the structure of the organisation and limited financial resources mean that the team members do not have opportunities to discuss the outcomes of their visits as a team. This prevents them from working collaboratively to find and decide the best way to deliver care to Val.

Building positive relationships

It is possible to greatly reduce or even avoid many of the barriers to delivering high-quality care under a multidisciplinary team approach. If your workplace has a strategy and quality process for establishing and maintaining positive relationships within the team, this will go a long way towards achieving team goals.

Building and maintaining positive relationships is an area where your organisation should have its own policies and procedures. You will do some research on this in the next exercise. In the meantime, there are some general ideas below.

The following factors may help to establish and maintain positive relationships within a multidisciplinary team:

- a vision that is shared by all team members so that they all want to achieve the goals that they agree are worthwhile.
- frequent interaction – it is a great strategy for team members to collaborate regularly to complete a task. If there is frequent interaction, members of the team are more likely to share and discuss their ideas, opinions and perspectives. In addition, they may be open to ideas and solutions from outside their own profession or area of focus. Examples of interaction could include peer reviews at team meetings.
- trust – if teams frequently reflect on their actions and ways of working they are more likely to develop trust in one another. This, in turn, can increase team innovation.
- a safe work environment in which teams can express their concerns and frustrations and feel that they are being listened to and that their needs are being met.

Do it

Research the strategies and processes that your organisation has in place to support positive team relationships.
Note down the policies and procedures your organisation uses to support the establishment and maintenance of positive team relationships within a multidisciplinary team.

How do you think each policy and procedure helps to achieve this?

**Key words**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>establish</td>
<td>to put something in place</td>
</tr>
<tr>
<td>innovation</td>
<td>coming up with new, fresh, smart ways of doing things</td>
</tr>
<tr>
<td>interact</td>
<td>to connect, communicate or collaborate with another</td>
</tr>
<tr>
<td>maintain</td>
<td>to keep something in place or working well</td>
</tr>
<tr>
<td>strategies</td>
<td>plans or ways of doing things in order to achieve a particular goal</td>
</tr>
</tbody>
</table>
Working with a person and their family/whānau

As a support worker you need to do more than just work well with the other professionals in your team. You also need to be able to communicate and collaborate effectively with the person you are supporting and their family/whānau.

A person’s family/whānau is not limited to the people they are related to by blood. Family/whānau structures can vary widely depending on the person, their personal circumstances and who they consider their family/whānau to be. Family/whānau could also include a person’s friends, advocates, guardians or other representatives.

Working with the person and their family/whānau in this way means that a person’s needs can be better identified and supported. You can encourage and support others to take an active part in the person’s care.

Consider this quote from New Zealand doctor Margaret Wilsher:

“In the past, healthcare providers have tended to regard patients/consumers and families as passive recipients of health care delivery, yet the inclusion of the patient/consumer and family/whānau voice in clinical decision making can improve outcomes. Not only can patients/consumers and families contribute to an agreed management pathway, but their opinions can and should shape how we develop health policy and design our services and facilities.”

Think about

Think about the statement made by Dr Margaret Wilsher.

What do you think it means?

What do you think it says about the importance of working with a person and their family/whānau?

How do you think this relates to the work you do?

Person-centred and family/whānau-centred care

This means collaborating with a person and their family/whānau at all levels of care and in all health settings in order to achieve better outcomes.

“Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one.”

Jane Howard

Media

Go to http://maoridictionary.co.nz and look up the meaning of the word whānau.

---

Benefits and barriers

Benefits
Think about working with a person and their family/whānau with a common goal of high-quality care. Consider the benefits of working together to achieve this goal. These benefits could include that:

• the care provided addresses the needs of the whole person, not just particular aspects.

• family/whānau are up to date with changes in the person’s condition and are able to talk openly with care providers.

• care can be customised to meet the person’s individual needs.

• family/whānau are able to support goals in the care and rehabilitation of the person.

• there are fewer complaints about the service, as there is a better understanding between all the people involved in the person’s care.

Barriers
Think about working with a person and their family/whānau with a common goal of high-quality care. Consider the barriers to working together that might prevent you from achieving this goal. These barriers could include:

• possible conflict if care providers are obliged to follow one path of care delivery and the family/whānau want another.

• misunderstandings over different healthcare worker roles and the different viewpoints of these roles.

• disagreement between members of the person’s family/whānau over the care that the person should receive.

• a relationship between the person and the support worker that is too close, impacting the support worker’s effectiveness in responding to a change in the person’s condition.

Providing effective support
Earlier in this learning guide you reviewed your organisation’s policies and procedures so as to become familiar with how to work effectively in a multidisciplinary team. This may include how to set out what needs to be done for your particular place of work and how to do it. Your policies and procedures will have important information about how you should be working with a person and their family/whānau to identify and meet their support needs.
Identifying a person’s support needs

When you’re working with a person, remember that their personal circumstances, described in their personal care plan, can affect the particular support that they need. Here are some examples.

**Key words**

| personal circumstances | whatever is happening or not happening in a person's life at a particular time |

<table>
<thead>
<tr>
<th>Personal circumstances</th>
<th>How they might affect support needs</th>
</tr>
</thead>
</table>
| The person’s physical condition | If a person has physical limitations, this often affects the support they need. For example, a person who has suffered a stroke may not be able to get down the steps in their house without assistance. This could prevent them from leaving their home to access the things they need. This person might need support to:  
  • get access to health services.  
  • do their grocery shopping.  
  • participate in social activities. |
| The person’s medical history | A person’s medical needs may affect the type and number of services they require. For example, if a person easily gets short of breath, they may require the input of a physiotherapist as well as an educator and a doctor who can advise them how to manage their breathing. This could also impact on the person’s ability to carry out daily tasks, so that they may need more support in their home. |
| Level of family/whānau support | If family/whānau is actively involved in the person’s life, this can provide them with support in different ways – emotional, physical, social, etc. If their family/whānau are not as involved, the person may have to manage on their own with little encouragement and/or support from others. This can have a negative impact on their health and therefore would affect the level of support they require. For example, a person with a life-limiting illness who does not receive support or encouragement from their family/whānau may be overcome by their own fears and disabilities and want to give up. The person might need support in the form of:  
  • someone to talk to.  
  • activities to participate in that stimulate them and give them hope. |
The person’s cultural values | The cultural values that are important to the person you are caring for can affect the nature of the support they need. For example, a person may view their physical appearance as being an important part of having dignity and being respected by others. This person might need support to:
  - get their hair cut and styled.
  - maintain desired levels of personal hygiene.
  - shop for clothing or personal items.

**Question**

Think about a person you have cared for who had a physical condition. What was the nature of their condition?

How did this affect the support they needed?
Maintaining positive relationships

Working collaboratively with a person and their family/whānau will not only help to meet their support needs, but will also help in establishing and maintaining positive relationships with them. Having a healthy, positive relationship with the person you support is essential to achieving the goal of providing high-quality care.

Here are some examples of how you might do this.

**By providing information** – providing information to the person and their family/whānau helps them to get a better understanding of the situation and promotes their engagement. Information provided by the person and their family/whānau can help you to meet the person’s support needs more effectively. Remember that this communication needs to work both ways – it is important to encourage the family/whānau to be informative as well.

**By encouraging participation** – when family/whānau participate in the person’s life and daily activities they can develop and nurture a more positive and meaningful relationship.

**By respecting culture** – understanding different cultures and knowing how to work well with them in a health or wellbeing setting is a very important part of your job. This can make a big difference to a person’s health outcomes.

**By providing advocacy** – if there is a conflict involving the person and their family/whānau, you can help by escalating the issue to the appropriate team member.

**Question**

Think about some examples from your own work when you have worked collaboratively with a person and/or their family/whānau to:

- meet their support needs.
- maintain positive relationships.

**Talk**

Talk this through with your supervisor if you are unsure.
Palliative care

Communication and boundaries

When communicating with a person and their family/whānau during palliative care, maintaining boundaries may be difficult. When you support someone you get to know them and go with them on their journey. As they decline you may feel emotional and traumatised by hearing about what they are going through. You may feel that you want to do more for them. Another challenge you may face is where your values don’t coincide with their values. These are all challenges that you will face in maintaining boundaries.

Consequences of poor boundaries may include:

- compassion fatigue.
- potential for ‘splitting teams’.
- the person you are supporting may not get the appropriate care.
- the person you are supporting may feel betrayed or abandoned.

Providing information

When it comes to providing information you may find that some people and families/whānau may want to know everything. Some others may not want any information at all. It’s important that you check this and respect their wishes. Don’t make the mistake and assumption that everyone has a right to know. If they do want to know, check what the best way would be to communicate this with them. Respect people’s choices for care, their wishes and preferences even if you don’t agree. Form a partnership with the family/whānau and keep communication lines open.

The boundaries of your role will vary greatly depending on your organisational policies and procedures. You may not be allowed to communicate with people about death or dying. They may ask you difficult questions such as “Am I dying?” or “How long do I have left?” You need to know how to respond and where to go to for help.

Content adapted from the Hospice New Zealand Fundamentals of Palliative Care Programme
Loss and grief

Loss can be experienced due to a change in roles, relationships, financial implications, etc. It brings feelings of anxiety, isolation, abandonment, guilt, etc. Family members all grieve differently. A response to loss may be evident in our feelings, physical being, thoughts and behaviour.

Grief is a normal and natural response to loss of any kind. Grief is the conflicting feelings caused by the end of or change of familiar pattern. Grief is like a fingerprint. It’s unique to each person and their loss. There is no right or wrong way to grieve.

As a support worker you know the person and their family/whānau well enough to be able to notice changes. Ensure you know where to refer them to for support such as counselling services.

Likewise, you will also need to continuously self-reflect and take note and recognise when you are going through your own process of grief. Make sure you know where to go to for help.
Conflict

When a multidisciplinary team is trying to work collaboratively, finding a common platform can be challenging. All the different views and perspectives that team members bring to the group can be beneficial, but differences can also cause gaps, frustrations and conflict.

Causes of conflict

A number of different issues can cause conflict when working collaboratively within a multidisciplinary team and/or with a person and their family/whānau.

Here are some common causes of conflict to consider.

<table>
<thead>
<tr>
<th>Cause</th>
<th>How conflict can result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakdown in communication</td>
<td>When people fail to communicate well – or at all – this can often result in conflict. When people have different information or make assumptions about things, this can cause uncomfortable relationships, misunderstandings and even feelings of anger. Breakdowns in communication breakdowns are often unintentional – they can easily happen simply through poor communication habits.</td>
</tr>
<tr>
<td>Differences of opinion</td>
<td>People will not always share the same viewpoint. Conflict can often result when people do not agree on something or on what action should be taken in a particular situation.</td>
</tr>
<tr>
<td>Personal animosity</td>
<td>Animosity is where someone has a strong feeling of dislike for another person, which often has a negative effect on the way they act around or towards them.</td>
</tr>
<tr>
<td>Sexism or racism</td>
<td>Unfortunately, some people have biases and prejudices – they have formed a negative opinion about another person (or persons) because of their gender, ethnicity, culture, etc. Even if they keep their views to themselves, it can slip through in their words and actions. Jokes about gender or race can easily be understood in ways that create offence.</td>
</tr>
<tr>
<td>Inappropriate use of language</td>
<td>Inappropriate language is using spoken or written words that may cause offence. This includes swearing and language that is racist, prejudiced, obscene or disgusting. Different situations may mean that it is fine to use less formal English, but language must always be respectful and professional.</td>
</tr>
</tbody>
</table>
### Breaking the rules

An organisation’s policies and procedures are the principles, rules and guidelines that set out what needs to be done and how to do it. When someone doesn’t obey these rules, this can cause conflict with their employer, other team members and the people they are supporting.

<table>
<thead>
<tr>
<th><strong>Key words</strong></th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>animosity</td>
<td>where someone has a strong feeling of dislike for another person</td>
</tr>
<tr>
<td>difference of opinion</td>
<td>when people do not agree on something</td>
</tr>
<tr>
<td>inappropriate language</td>
<td>using spoken or written words that may cause offence</td>
</tr>
<tr>
<td>prejudice</td>
<td>a negative opinion formed about another person (or persons) based on their gender, nationality, ethnicity, culture, etc.</td>
</tr>
<tr>
<td>racism</td>
<td>hatred of or prejudice towards a person (or persons) based on their nationality, ethnicity or culture</td>
</tr>
<tr>
<td>sexism</td>
<td>attitudes and/or behaviours towards a person (or persons) based on their gender, ie, whether they are male or female</td>
</tr>
</tbody>
</table>
Managing conflict

When conflict does occur, it is essential to find ways of overcoming these challenges. Take a look at the conflict management strategies below.

Advocacy

Advocacy means to champion, or defend, how you think or feel (or to support another person) about an issue by putting forward a particular point of view.

Consultation

This is a process in which people are invited to express their different views about a situation and these are taken into consideration before a decision is made.

Negotiation

In negotiation, people share and discuss their different and/or conflicting points of view and try to reach an agreement directly between themselves.

Mediation

Mediation is used when people involved in a conflict have been unable or unwilling to resolve the issue. A neutral person (the mediator) is brought in to help them find the middle ground and reach an agreement. The result can be an agreement that is legally binding and enforceable.

Facilitation

Facilitation usually involves people who are in a state of potential conflict and need a neutral person (the facilitator) to help them to have a constructive and positive discussion. The facilitator makes sure that everybody has a say and captures the agreed outcomes of the meeting.

Do it

Remember, you need to know and follow whatever your organisation’s policies and procedures say about managing conflict in your workplace. Find and familiarise yourself with these.
Reviewing your conflict strategy

Once a strategy for managing a particular conflict has been decided and put into action, it needs to be reviewed and evaluated to ensure that it is moving in a positive direction.

What knowledge can you take from the situation to improve how similar issues will be handled in the future?

Question

Think about a situation where you were required to work collaboratively, either with a person under your care or with a member of your multidisciplinary team, and there was actual or potential conflict.

What was the nature of the conflict or potential conflict?

What strategy did you use to resolve or prevent it?

What worked well with that strategy?

What didn’t work so well with that strategy?

What would you do differently next time in the same situation?

Talk

Discuss this with your supervisor if you are unsure.
Using reflection to improve your practice

In this learning guide we have already discussed:

- strategies to establish and maintain positive relationships.
- different issues that can cause conflict.
- strategies to manage conflict when it arises.
- the importance of being familiar with and following your organisation’s policies and procedures in relation to these topics.

With these things in mind, think about the questions below.

**Question**

Think about a situation where you were required to work collaboratively with a person under your care.

How did the person’s behaviour and communication style help or interfere with maintaining a positive relationship with them?

How did your own behaviour and communication style help or interfere with building trust and rapport with the person and their family/whānau?

Reflecting on the questions above, how would you behave and communicate differently next time in the same situation?

Discuss these questions with your supervisor if you are unsure.
Think about a situation where you were required to work collaboratively with other members of your multidisciplinary team.

How did the behaviour and communication styles of other team members help or interfere with maintaining a positive relationship with them?

How did your own behaviour and communication style help or interfere with building trust and rapport with other team members?

Reflecting on the questions above, how would you behave and communicate differently next time in the same situation?
## Glossary

### Key words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>animosity</td>
<td>where someone has a strong feeling of dislike for another person</td>
</tr>
<tr>
<td>continuity of care</td>
<td>the quality of care over time</td>
</tr>
<tr>
<td>difference of opinion</td>
<td>when people do not agree on something</td>
</tr>
<tr>
<td>establish</td>
<td>to put something in place</td>
</tr>
<tr>
<td>inappropriate language</td>
<td>using spoken or written words that may cause offence</td>
</tr>
<tr>
<td>injury (injuries)</td>
<td>hurt to your body, like broken bones or cuts [body text]</td>
</tr>
<tr>
<td>innovation</td>
<td>coming up with new, fresh, smart ways of doing things</td>
</tr>
<tr>
<td>interact</td>
<td>to connect, communicate or collaborate with another</td>
</tr>
<tr>
<td>maintain</td>
<td>to keep something in place or working well</td>
</tr>
<tr>
<td>multidisciplinary team</td>
<td>a team made up of three or more people with different roles, professions or areas of expertise who work collaboratively together</td>
</tr>
<tr>
<td>personal circumstances</td>
<td>whatever is happening or not happening in a person's life at a particular time</td>
</tr>
<tr>
<td>policies and procedures</td>
<td>principles, rules and guidelines that set out what needs to be done and how to do it, including any legal requirements</td>
</tr>
<tr>
<td>prejudice</td>
<td>a negative opinion formed about another person (or persons) based on their gender, nationality, ethnicity, culture, etc.</td>
</tr>
<tr>
<td>proactive</td>
<td>being prepared before something happens</td>
</tr>
<tr>
<td>racism</td>
<td>hatred of or prejudice towards a person (or persons) based on their nationality, ethnicity or culture</td>
</tr>
<tr>
<td><strong>sexism</strong></td>
<td>attitudes and/or behaviours towards a person (or persons) based on their gender, i.e., whether they are male or female</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>strategies</strong></td>
<td>plans or ways of doing things in order to achieve a particular goal</td>
</tr>
</tbody>
</table>