TALKS Workshop

Interdisciplinary Collaboration

1. The dimensions characterizing a team include all of the following except
   A) how the team gets along interpersonally
   B) how diverse the team is, representing all facets of problem-solving ability
   C) how well tasks and responsibilities are understood by each team member
   D) what processes within the team enable the latter to achieve its goals
   E) the core mission of the team

2. A successful team gets through developmental stages to define itself and its goals by
   A) operating at a high level of effectiveness and efficiency
   B) Recognizing that conflicts and differences may arise and these need to be discussed transparently
   C) Establishing trust with team members
   D) All of the above
   E) Only A and C

3. Transformational learning includes suppressing
   A) broad-based assumptions we all have that are based on personalized experiences
   B) healthy biases and beliefs that represent conscious and unconscious attitudes towards others, allowing us to keep a distance between us and others
   C) a system where individuals need to focus on self-development and less so on the team
   D) critical self-reflection about how we interact, learn and challenge our assumptions
   E) deep shifts in how we think about things and our actions, a process that becomes a barrier to team functioning

4. Transformational learning promotes team collaboration through all of the following except:
   A) deep learning; i.e., beyond memorizing and learning facts
   B) process- what method(s) did we use to solve the problem?
   C) content- is the team congruent re: content addressed?
   D) depth of education of team members
   E) premise- what are the assumptions and biases present?

5. The GRPI model
   A) should be used as a guideline and not a restraining process that could interfere with team functioning
   B) encourages authority for those with more education and clinical experience
   C) helps us in the decision-making process by establishing channels of communication
   D) doesn't allow for understanding one another and discovering what is important to others
   E) helps one set goals, and once set, it is not mandatory to revisit these periodically

6. Mezirow's learning theory, an extension of adult learning, includes:
   A) being in synch with the group, not worrying about his/her own values, feelings and beliefs
   B) having a sense of inclusion
   C) the mindset that winning or losing and proving ourselves at being smart fits best with our culture
   D) not sharing assumptions and beliefs until you have established trust
   E) dismissing comments that may be 'outrageous' or not in synch with our beliefs

7. Using the GRPI model, MS4s and SPIs
   A) should set the goals and present them to the MS1s
   B) should not focus on the evaluation process as much as setting realistic goals
   C) should negotiate with the MS1s regarding roles/responsibilities
   D) should not encourage peer teaching as students are too competitive and less knowledgeable
   E) should teach to those having the most difficulty with applying the material

8. When a problem becomes obvious in a specific group, MS4s and SPIs
   A) should ignore it temporarily until they know it's repetitive
   B) depend on their past experiences to assess the problem
   C) reflect on Mezirow and the GRPI model to determine the problem and its severity
   D) should not let it interfere with the teaching session
   E) assume it will usually be an interpersonal issue

9. Transformational learning can do all the following except:
   A) represent a shift of consciousness that examines biases and assumptions
   B) help the learner use previous experiences to learn in more depth and breadth
   C) make greater meaning out of a learning situation
   D) enable the teacher to facilitate learning mostly through theoretical classroom teaching
   E) focus on relationships/interactions as people integrate into a collaborative experience

10. SPIs and MS4s working together will:
    A) not likely develop a meaningful relationship because of the limited time together
    B) complement each other regarding their capabilities/roles based on experience and training
    C) unlikely see any conflicts in the teaching sessions because of their pre-session planning
    D) not need to develop any structure for their sessions as MS1 responses will govern how the session proceed
    E) be duplicating services to MS1s because of overlapping roles

Answer Key: 1-B, 2-D, 3-C, 4-D, 5-C, 6-D, 7-C, 8-C, 9-D, 10-B