

Acquiring skills for professional collaboration through an individual and group reflective process, in social work students

Professional collaboration (PC) is essential to offering quality and efficient health and social services to the public. Learning to collaborate as a future professional can be achieved through a variety of activities that help to learn about others, with others and from others. Backed by the Canada-wide references on developing inter-professional skills and the skill development references at the Université de Sherbrooke PC, a three-hour introductory PC workshop was offered to students from the six following programs: occupational therapy, medicine, physical therapy, psychology, nursing and social work. Students were invited to a simulated team meeting in small inter-program groups (of six to eight students) where they were to come up with an intervention plan based on two case scenarios (vulnerable elderly and family in need), with periods of reflective group discussion and an individual recap in journal format. **The objective** of this presentation is to identify the types of reflexivity and PC skills that are activated during the workshop. Three types of reflexivity are expressed by the students from the qualitative analysis of the verbatim transcriptions of the group discussions and journals: descriptive, analytical and intentional (to project oneself into the future). All PC skills: working in collaboration, clarifying roles, communicating with others, taking part in conflict resolution and showing collaborative leadership are also activated in the students. Social work students particularly expressed the importance of focusing on the individual and to promote his/her participation and presence when setting up an intervention plan. Furthermore, this activity enabled the social work students to reflect on their role and observe the importance that students from other programs afford to their contribution.