

Bibliographie

A

- Akiyama, Y., Iwaya, T., Endo, F., Shioi, Y., Kumagai, M., Takahara, T., Otsuka, K., Nitta, H., Koeda, K., Mizuno, M., Kimura, Y., Suzuki, K. et Sasaki, A. (2017). Effectiveness of intervention with a perioperative multidisciplinary support team for radical esophagectomy. *Support Care Cancer*, 25(12), 3733–3739.
- Almost, J., Wolff, A. C., Stewart-Pyne, A., McCormick, L. G., Strachan, D. et D'Souza, C. (2016). Managing and mitigating conflict in healthcare teams: An integrative review. *Journal of Advanced Nursing*, 72(7), 1490-1505.
- Anderson, M. (2018). DESC: Your script for becoming more assertive. *Become a CPA Blog*. <https://www.wscpa.org/community/future-cpas/become-a-cpa-blog/wscpa-blog/2018/01/23/desc-your-script-for-becoming-more-assertive#.XnotyndFzIU>
- Andersson, A., Frank, C., Willman, A. M. L., Sandman, P-O. et Hansebo, G. (2018). Factors contributing to serious adverse events in nursing homes. *Journal of Clinical Nursing*, 27(1-2), 354-362.
- Appelbaum, N. P., Lockeman, K. S., Orr, S., Huff, T. A., Hogan, C. J., Queen, B. A. et Dow, A. W. (2020). Perceived influence of power distance, psychological safety, and team cohesion on team effectiveness. *Journal of Interprofessional Care*, 34(1), 20-26.
- Aufegger, L., Soane, E., Darzi, A. et Bicknell, C. (2020). Shared leadership in tertiary care: Design of a simulation for patient safety decision-making in healthcare management teams. *BMJ Simulation & Technology Enhanced Learning*, 0, 1–7.

B

- Babin, M. J. (2019). *Les équipes de travail au collégial : Analyse des pratiques en gestion de conflits intragroupes* [thèse de doctorat, Université Laval]. <https://corpus.ulaval.ca/jspui/bitstream/20.500.11794/36805/1/35390.pdf>
- Bajwa, N. M., Bochatay, N., Muller-Juge, V., Cullati, S., Blondon, K. S., Junod Perron, N., Maître, F., Chopard, P., Vu, N. V., Kim, S., Savoldelli, G. L., Hudelson, P. et Nendaz, M. R. (2020). Intra versus interprofessional conflicts: Implications for conflict management training. *Journal of Interprofessional Care*, 34(2), 259-268.
- Baldwin Jr, D. C. et Daugherty, S. R. (2008). Interprofessional conflict and medical errors: Results of a national multi-specialty survey of hospital residents in the US. *Journal of Interprofessional Care*, 22(6), 573-586.
- Balters, S., Mayseless, N., Hawthorne, G. et Reiss, A.L. (2021). The neuroscience of team cooperation versus team collaboration. Dans C. Meinel et L. Leifer (Eds.), *Design Thinking Research* (1^{re} éd., p. 425). Springer Nature.
- Batstone, et al. (2015). *Interprofessional Learning Resources* [PDF]. [IPL Resource Package 2021 \(sydney.edu.au\)](http://ipl.sydney.edu.au)
- Best, S. et Williams, S. (2019). Professional identity in interprofessional teams: Findings from a scoping review. *Journal of Interprofessional Care*, 33(2), 170-181.
- Bharwani, A., Kline, T., Patterson, M. et Craighead, P. (2017). Barriers and enablers to academic health leadership. *Leadership in Health Services*, 30(1), 16-28.

- Bittner, C. (2018). The importance of role clarity for development of interprofessional teams. *The Journal of Continuing Education in Nursing*, 49(8), 345–347.
- Bogossian, F. et Craven, D. (2020). A review of the requirements for interprofessional education and interprofessional collaboration in accreditation and practice standards for health professionals in Australia. *Journal of Interprofessional Care*, 16, 1–10.
- Bonds, R. L. (2018). SBAR tool implementation to advance communication, teamwork, and the perception of patient safety. *Culture Creative Nursing*, 24(2), 116-123.
- Broukhim, M., Yuen, F., McDermott, H., Miller, K., Merrill, L., Kennedy, R. et Wilkes, M. (2019). Interprofessional conflict and conflict management in an educational setting. *Medical Teacher*, 41(4), 408-416.
- Burgener, A. M. (2020). Enhancing communication to improve patient safety and to increase patient satisfaction. *The Health Care Manager*, 39(3), 128-132.
- Burke, C. S., Fiore, S. M. et Salas, E. (2003). The role of shared cognition in enabling shared leadership and team adaptability. Dans C. L. Pearce et J. A. Conger. (Éds.), *Shared leadership: Reframing the hows and whys of leadership* (1^{re} éd., p. 103-122). SAGE Publications.
- Byerly, L. K., Floren, L. C., Yukawa, M. et O'Brien, B. C. (2020). Getting outside the box: Exploring role fluidity in interprofessional student groups through the lens of activity theory. *Advances in Health Sciences Education*, 26, 253–275 (2021).

C

- Careau, E., Brière, N., Houle, N., Dumont, S., Maziade, J., Paré, L., Desaulniers, M. et Museux, A.-C. (2014 et rev. 2018). *Continuum des pratiques de collaboration interprofessionnelle en santé et services sociaux - Guide explicatif*. Réseau de collaboration sur les pratiques interprofessionnelles en santé et services sociaux (RCPI).
- Careau, E., Paré, I., Maziade, J. et Biba, G. (2015). *Développer ses compétences pour superviser la collaboration interprofessionnelle*. [Résultat d'un projet pilote visant à outiller les superviseurs de stages. Soumis à la revue Pédagogie médicale le 15 mai 2015].
- Carré, C. (2019). *Sortir des conflits : comprendre, gérer et transformer les affrontements en épisodes constructifs* (3^e éd.). Eyrolles.
- Casimiro, L., MacDonald, C., Archibald, Trumpower, Jolley, W., Cragg, B. et Johnstone, B. (2009). SACCI - *Sondage sur l'atteinte des compétences de collaboration interprofessionnelle*.
- Cavanaugh, K., Logan, J. M., Zajac, S. A. et Holladay, C. L. (2021). Core conditions of team effectiveness: Development of a survey measuring Hackman's framework. *Journal of Interprofessional Care*, 35(6), 914-919.
- Centre intégré de santé et de services sociaux de l'Outaouais. (2016). *Gestion des événements sentinelles* [PDF]. https://cissss-outaouais.gouv.qc.ca/wp-content/uploads/2018/11/PRO-009_Gestion-%C3%A9v%C3%A9nements-sentinelles.pdf
- Centre pour l'éducation et l'échange de connaissances dans le domaine du vieillissement Baycrest. (2012). *Trousse d'outils pour l'éducation et les soins interprofessionnels Baycrest* (É/SIP). [PDF] https://clri-ltc.ca/files/2016/09/Baycrest-toolkit-interprofessional-education-care-fra_ACCESSIBLE.pdf

- Charles, G., Bainbridge, L. et Gilbert, J. (2010) The University of British Columbia model of interprofessional education. *Journal of Interprofessional Care*, 24(1), 9-18.
- Choi, B. C. K. et Pak, A. W. P. (2006). Multidisciplinarity, interdisciplinarity, and transdisciplinarity in health research, services, education and policy: 1. Definitions, objectives, and evidence of effectiveness. *Clinical and Investigative Medicine*, 29(6), 351-364.
- Choi, S. B., Kim, K., et Kang, S-W. (2017). Effects of transformational and shared leadership styles on employees' perception of team effectiveness. *Social Behavior and Personality: An international journal*, 45(3), 377-386.
- Clark, C. M. (2015). Conversations to inspire and promote a more civil workplace: Let's end the silence that surrounds incivility. *American Nurse Today*, 10(11), 18-23.
- Cohésion. (s. d.). Dans *La langue française*. <https://www.lalanguefrancaise.com/dictionnaire/definition/cohesion>
- Collège des médecins de famille du Canada. (2014). *Soins centrés sur le patient dans les centres de médecine de famille*. [PDF] https://patientsmedicalhome.ca/files/uploads/BA_PatCentre_FRE_Oct.10.2014_FINAL.pdf
- Conflict Resolution Network. (2019). *CR Kit*. <https://www.crnhq.org/cr-kit/>
- Conroy, C. (2019). Stereotyping as a major barrier to achievement of interprofessional education competencies: A narrative literature review. *The Internet Journal of Allied Health Sciences and Practice*, 17(3), 1-6.
- Conseil médical du Canada. (2021). *Un bref historique de la communication médecin-patient*. <https://physiciansapply.ca/modulecomm/competences-en-communication-medicale/?lang=fr&cn=reloaded=1>
- Consortium pancanadien pour l'interprofessionnalisme en santé. (2010). *Référentiel national de compétences en matière d'interprofessionnalisme*. [PDF] https://health.uottawa.ca/interprofessional-clinic/sites/health.uottawa.ca.interprofessional-clinic/files/cihc_ipcompetencies-frr_sep710.pdf
- Cooper, D., Keiser, M., Berg, K. et Sherman, E. (2019). Improving Interprofessional Communication Confidence Among Physical Therapy and Nurse Practitioner Students. *Journal of Physical Therapy Education*, 33(3), 177-182.
- Cruess, S. R., Cruess, R. L. et Steinert, Y. (2019). Supporting the development of a professional identity: General principles. *Medical Teacher*, 41(6), 641-649.
- Curran, V., Casimiro, L., Banfield, V., Hall, P., Gierman, T., Lackie, K., Oandasan, I., Simmons, B., Wagner, S. et Tremblay, M. (2010). Rubrique d'évaluation de la collaboration interprofessionnelle. <https://www.med.mun.ca/getattachment/c4597b54-b827-4396-968a-348a93f46758/Rubrique-evaluation.pdf.aspx>

D

- Dahlke, S., Hunter, K. F., Kalogirou, M. R., Negrin, K., Fox, M. et Wagg, A. (2020). Perspectives about interprofessional collaboration and patient-centred care. *Canadian Journal on Aging*, 39(3), 443-455.
- D'Amour, D. et Oandasan, I. (2005). Interprofessionality as the field of interprofessional practice and interprofessional education: An emerging concept. *Journal of Interprofessional Care*, 19 (Suppl. 1), 8–20.
- De Brún, A., O'Donovan, R. et McAuliffe, E. (2019). Interventions to develop collectivistic leadership in healthcare settings: A systematic review. *BMC Health Services Research*, 19(72), 1-22.

Deschênes, B., Jean-Baptiste, A., Matthieu, E., Mercier, A.-M., Roberge, C. et St-Onge, M. (2014). *Guide d'implantation du partenariat de soins et de services*. Université de Montréal. http://ena.ruis.umontreal.ca/pluginfile.php/256/coursecat/description/Guide_implantation1.1.pdf

Diazgranados, D., Dow, A. W., Appelbaum, N., Mazmanian P. E. et Retchin, S. M. (2018). Interprofessional practice in different patient care settings: A qualitative exploration. *Journal of Interprofessional Care*, 32(2), 151-159.

DiVall, M. V., Kolbig, L., Carney, M., Kirwin, J., Letzeiser, C. et Mohammed, S. (2014). Interprofessional socialization as a way to introduce collaborative competencies to first-year health science students. *Journal of Interprofessional Care*, 28(6), 576-578.

Doherty, D. (2020). Interprofessional collaboration and home healthcare. *Home Healthcare Now*. 38(6), 334-335.

dos S. Ribeiro, C., van de Burgwal, L. et Regeer, B. J. (2019). Overcoming challenges for designing and implementing the One Health approach: A systematic review of the literature. *One Health*, 7, 1-19.

Dumez, V. et Pomey, M-P. (2019). From medical paternalism to care partnerships; A logical evolution over several decades. Dans D. Pomey et V. Dumez (Éds.), *Patient engagement how patient-provider partnerships transform healthcare organizations*. Springer Nature Switzerland.

E

Etherington, N., Larrigan, S., Liu, H., Wub, M., Sullivan, K. J., Junge, J. et Boet, S. (2021). Measuring the teamwork performance of operating room teams: A systematic review of assessment tools and their measurement properties. *Journal of Interprofessional Care*, 35(1), 37-45.

F

Flora, L., Berkesse, A., Payot, A., Dumez, V. et Karazivan, P. (2016a). Chapitre 3. L'application d'un modèle intégré de partenariat-patient dans la formation des professionnels de la santé : vers un nouveau paradigme humaniste et éthique de co-construction des savoirs en santé. *Journal international de bioéthique et d'éthique des sciences*, 27(1), 59-72.

Flora, L., Karazivan, P., Dumez, V. et Pomey, M. P. (2016b). La vision « patient partenaire » et ses implications : le modèle de Montréal. *La revue du praticien*, 66(4), 371-375.

Folkman, A. K., Tveit, B., Sverdrup, S. (2019). Leadership in interprofessional collaboration in health care. *Journal of Multidisciplinary Healthcare*, 12, 97–107.

Fondation canadienne de la recherche sur les services de santé (FCRSS). (2006). Synthèse de recherche Le travail en équipe dans les services de santé!

Ford, J. et Gray, R. (2021). *Interprofessional education handbook* [PDF]. <https://www.caipe.org/download/ipe-handbook-2021/>

Foronda, C., MacWilliams, B. et McArthur, E. (2016) Interprofessional communication in healthcare: An integrative review. *Nurse Education in Practice*, 19, 36-40.

Forsyth, C. et Mason, B. (2017). Shared leadership and group identification in healthcare: The leadership beliefs of clinicians working in interprofessional teams. *Journal of Interprofessional Care*, 31(3), 291-299.

Furr, S., Hayes Lane, S., Martin, D. et Brackney, D. E. (2020). Understanding roles in health care through interprofessional educational experiences. *British Journal of Nursing*, 29(6), 364-372.

G

Gandolfi, F. et Stone, S. (2018). Leadership, leadership styles, and servant leadership. *Journal of Management Research*, 18(4), 261-269.

Gergerich, E., Boland, D. et Scott, M. A. (2019). Hierarchies in interprofessional training. *Journal of Interprofessional Care*, 33(5), 528-535.

Golom, F. D. et Schreck, J. S. (2018). The journey to interprofessional collaborative practice: Are we there yet? *Pediatric Clinics of North America*, 65(1), 1-12.

Gouvernement du Canada. (2016). *Travail d'équipe et collaboration* <https://www.canada.ca/fr/agence-revenu/organisation/carrieres-a-arc/reseignements-ont-deplaces/competences-arc-outils-evaluation-standardisee/competences-agence-revenu-canada-avril-2016/travail-equipe-collaboration.html>

Gréhaigne, J-F. (2018). Le collectif, le groupe, l'équipe : une histoire de temps...mais pas seulement. *Ejournal de la rechercher sur l'intervention en éducation physique et sport*. Hors-série, numéro 2.

Gudmundsen, A. C., Norbye, B., Dahlgren, M. A. et Obstfelder, A. (2020). Interprofessional student groups using patient documentation to facilitate interprofessional collaboration in clinical practice – A field study. *Nurse Education Today*, 95, 1-6.

H

Haig, A. J. et LeBreck, D. B. (2000). Measurement of Change in Rehabilitation Team Dynamics with the Team Assessment Profile (TAP). *International Journal of Rehabilitation and Health*, 5(2), 71-83.

Halynska, Y. (2017). Collaboration or cooperation: Concept definitions when merging interests of the state and extractive companies of Ukraine. *Journal of Research in Business, Economics and Management (JRBEM)*, 8(4), 1470-1476.

Hashim, M. J. (2017). Patient-centered communication: Basic skills. *American Family Physician*, 95(1), 29-34.

Hendricks, S., LaMothe, V. J., Kara, A. et Miller, J. (2017). Facilitators and barriers for interprofessional rounding: A qualitative study. *Clinical Nurse Specialist*, 31(4). 219-228.

Henri, F. et Lundgren-Cayrol, K. (2001). *Apprentissage collaboratif à distance*. Presses de l'Université du Québec.

Hill, E., Morehead, E., Gurbutt, D., Keeling, J. et Gordon, M. (2019). 12 tips for developing inter-professional education (IPE) in healthcare. *MedEdPublish*, 8(69), 1-13.

Homeyer, S., Hoffmann, W., Hingst, P., Oppermann, R. F. et Dreier-Wolfgramm, A. (2018). Effects of interprofessional education for medical and nursing students: Enablers, barriers and expectations for optimizing future interprofessional collaboration - a qualitative study. *BMC Nursing*, 17, 13.

Huang, T., Kerner, B. et Whitehead, S. (2018). Navigating degrees of collaboration: A proposed framework for identifying and implementing health in all policies. *Journal of Environmental Health*, 81(4), 22-28.

I

Institut canadien d'information sur la santé (ICIS). (2019). *Manuel de procédure du Sondage sur les expériences d'hospitalisation des patients canadiens. Manuel de procédure du Sondage sur les expériences d'hospitalisation des patients canadiens, janvier 2019 (cihi.ca)*

Institut national de santé publique. (2018). *Comment pouvons-nous (et pourquoi devrions-nous) analyser l'éthique des politiques paternalistes en santé publique? [PDF]* http://www.ccnpps.ca/docs/2018_Eth_Paternalisme_Fr.pdf

Institute for Health and Human Potential. (2021). *The meaning of emotional intelligence.* Récupéré de <https://www.ihhp.com/meaning-of-emotional-intelligence/>

J

Joint Commission. (2021). *Most Commonly Reviewed Sentinel Event Types. [PDF]* <https://www.jointcommission.org/-/media/tjc/documents/resources/patient-safety-topics/sentinel-event/most-frequently-reviewed-event-types-2020.pdf>

Jones, A. (2019). The Tuckman's Model implementation, effect, and analysis & the new development of Jones LSI Model on a small group. *Journal of Management*, 6(4), 23-28.

Jones, A., Ingram, M. E., Forbes, R. (2021). Physiotherapy new graduate self-efficacy and readiness for interprofessional collaboration: A mixed methods study. *Journal of Interprofessional Care*, 35(1), 64-73.

Joynes, V. (2018). Defining and understanding the relationship between professional identity and interprofessional responsibility: Implications for educating health and social care students. *Advances in Health Science Education: Theory and Practice*, 23(1), 133–149.

K

Kalili, H. et Orchard, C. (2020). The effects of an IPS-based IPE program on interprofessional socialization and dual identity development. *Journal of Interprofessional Care*, 1-11.

Karazivan, P., Dumez, V., Flora, L., Pomey, M. P., Del Grande, C., Ghadiri, D. P., Djahanchah, D., Fernandez, N., Jouet, E., Las Vergnas, O. et Lebel, P. (2015). The patient-as-partner approach in health care: A conceptual framework for a necessary transition. *Academic Medicine*, 90(4), 437-441.

Kark, R., Van Dijk, D. et Vashdi, D. R. (2018). Motivated or demotivated to be creative: the role of self regulatory focus in transformational and transactional leadership processes. *Applied Psychology*, 67(1), 186-224.

Kent, F., Glass, S., Courtney, J., Thorpe, J. et Nisbet, G. (2020). Sustainable interprofessional learning on clinical placements: The value of observing others at work. *Journal of Interprofessional Care*, 34(6), 812-818.

Kezar, A. J. et Holcombe, E. M. (2017). *Shared leadership in higher education: Important lessons from research and practice.* Washington, DC: American Council on Education.

Kii, W. Y. (2018). Tuckman and Tom Edison Model of Team Developments Applied by Stkip Weetebula Team for Implementation of SPS (Seminar-Practice-School, *Journal Edukasi Sumba (JES)*, (3) 1, 38-48.

- Kim, S., Bochatay, N., Relyea-Chew, A., Buttrick, E., Amdahl, C., Kim, L., Frans, E., Mossanen, M., Khandekar, A., Fehr, R. et Lee, Y. M. (2017). Individual, interpersonal, and organisational factors of healthcare conflict: A scoping review. *Journal of Interprofessional Care*, 31(3), 282-290.
- Körner, M., Bütof, S., Müller, C., Zimmermann, L., Becker, S. et Bengel, J. (2016). Interprofessional teamwork and team interventions in chronic care: A systematic review. *Journal of Interprofessional Care*, 30(1), 15-28.
- Kusnoor, A. V., Gill, A. C., Hatfield, C. L., Ordonez, N., Dello Stritto, R., Landrum, P., Teal, C. R. et Ismail, N. (2019). An interprofessional standardized patient case for improving collaboration, shared accountability, and respect in team-based family discussions. *MedEdPORTAL : The journal of teaching and learning resources*, 15, 10791. https://doi.org/10.15766/mep_2374-8265.10791

L

Lapkin, S., Levett-Jones, T. et Gilligan C. (2013). A systematic review of the effectiveness of interprofessional education in health professional programs. *Nurse Education Today*, 33(2), 90-102.

Le Conseil médical du Canada (2021). *Un bref historique de la communication médecin-patient [module en ligne]*.

Leipzig, R. M., Hyer, K., Ek, K., Wallenstein, S., Vezina, M. L., Fairchild, S., Cassel, C. K. et Howe, J. L. (2002). Attitudes toward working on interdisciplinary healthcare teams: A comparison by discipline, *Geriatrics Healthcare Professionals*, 50(6), 1141-1532.

Legault, G. A. (1999). *Professionnalisme et délibération éthique*. Presses de l'Université du Québec.

Loignon, C. et Bedos, C. (2011). Approche centrée sur le patient : de nouveaux modèles pour répondre à de nouveaux enjeux. *Journal of Canadian Dental Association*, 77(b88).

Lyndon, S. et Pandey, A. (2020). Emotional intelligence & shared leadership: Moderating role of task interdependence, *The Indian Journal of Industrial Relations*, 55(3), 519-528.

M

Manges, K., Groves, P., Farag, A., Peterson, R., Harton, J. et Greysen, R. S. (2020). A mixed methods study examining teamwork shared mental models of interprofessional teams during hospital discharge. *BMJ Quality and Safety*, 29(6), 499-508.

Manges, K., Scott-Cawiezell, J. et Ward, M. (2017). Maximizing team performance: The critical role of the nurse leader, *Nursing Forum*, 52(1), 21-29.

Marshall, D., Solomon, P., Boyle, A., Casimiro, L., Hall, P., Taniguchi, A., Waever, L., Eva, K. et Burns, S. (2010). Évaluation clinique objective et structurée en équipe McMaster-Ottawa. (PDF). <https://fhs.mcmaster.ca/tosce/fr/documents>Liste%20de%20verification.pdf>

Martin, E. (2007). Team effectiveness and members as leaders. Dans P. Hernon et N. Rossiter (Eds), *Making a difference. Leadership and Academic Libraries* (p. 125-142). Libraries Unlimited.

McKay, M., Davis, M. et Fanning, P. (2018). *Messages: The communications skills book*. New Harbinger Publications.

McKibben, L. (2017). Conflict management: Importance and implications. *British Journal of Nursing*, 26(2), 100-103.

- Miles, J. M. et Scott, E. S. (2019). A new leadership development model for nursing education. *Journal of Professional Nursing*, 35(1), 5-11.
- Miller, C. J., Kim, B., Silverman, A. et Bauer, M. S. (2018). A systematic review of team-building interventions in non-acute healthcare settings. *BMC Health Services Research*, 18(146), 1-21.
- Miller, G. E. (1990). The assessment of clinical skills/competence/performance. *Academic Medicine: Journal of the Association of American Medical Colleges*, 65(9), 63-67.
- Morrell, B. L. M., Cecil, K. A., Nichols, A. M., Moore, E. S., Carmack, J. N., Hetzler, K. E., Toon, J. et Jochum, J. E. (2021). Interprofessional Education Week: The impact of active and passive learning activities on students' perceptions of interprofessional education. *Journal of interprofessional care*, 35(5), 799-802.
- Mucchielli, R. (2012). Le travail en équipe. *Clés pour une meilleure efficacité collective*. ESF.
- Müller, M., Jürgens, J., Redaëlli, M., Klingberg, K., Hautz, W. E. et Stock, S. (2018). Impact of the communication and patient hand-off tool SBAR on patient safety: A systematic review. *BMJ Open*, 8, 1-10.

N

Nicaise, P. Grard, A., Leys, M., Van Audenhove, C. et Lorant, V. (2021). Key dimensions of collaboration quality in mental health care service networks. *Journal of Interprofessional Care*, 35(1), 28-36.

Nisbet, G., Barclay, T., Barraclough, F., Batstone, A., Haq, I., Jennings, M., Leadbeatter, D., Maw, M., Nicole, M., Raymond, J., Smith, L., Smith, T. et Stuart-Smith, W. (2015). Interprofessional Learning Resources for Students and their Supervisors for use in Placement Settings. Accessed from <https://www.sydney.edu.au/medicine-health/industry-and-community/collaborative-health-education-sydney-.html>

O

O'Keefe, M., Henderson, A. et Chick, R. (2017). Defining a set of common interprofessional learning competencies for health profession students. *Medical Teacher*, 39(5), 463-468.

Ong, Y. H., Hwang Koh, M. Y. et Lim, W. S. (2020). Shared leadership in interprofessional teams: Beyond team characteristics to team conditions. *Journal of Interprofessional Care*, 34(4), 444-452.

Ordre des conseillers en ressources humaines agréées CRHA. (2021). *Le leadership transformationnel est sur toutes les lèvres, mais pourquoi?* [https://ordrecrha.org/ressources/developpement-competences-releve/2019/06/leadership-transformationnel-pourquoi#:~:text=Dans%20le%20style%20de%20leadership,subordonn%C3%A9s%20\(Kanungo%2C%202001\)](https://ordrecrha.org/ressources/developpement-competences-releve/2019/06/leadership-transformationnel-pourquoi#:~:text=Dans%20le%20style%20de%20leadership,subordonn%C3%A9s%20(Kanungo%2C%202001)).

Ordre des conseillers en ressources humaines agréées (CRHA). (2021). *Travailler ensemble : coopérer, ce n'est pas collaborer*. <https://ordrecrha.org/ressources/revue-rh/volume-21-no-1/travailler-ensemble-cooperer-ce-nest-pas-collaborer>

Ordre des infirmières et infirmiers de l'Ontario. (2018). *Directive professionnelle : la prévention et la gestion des conflits* [PDF]. http://www.cno.org/globalassets/docs/prac/57004_abusnurses.pdf

Organisation mondiale de la santé (OMS). (2010). *Framework for action on interprofessional education and collaborative practice*. (en anglais : World Health Organisation (WHO). [PDF]. http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf

P

Paré, L. (2019). Des indicateurs de transition : aide-mémoire pour cibler un changement de pratique de CIP au bon moment. Adaptation de Milot, É., Fortin, G., Noël, J. et Careau, E. (2016). FIS-4101 et FIS-6101. *Collaboration interprofessionnelle centrée sur la personne 1 : Capsule narrée sur les indicateurs de transition*. Faculté des sciences infirmières, Université Laval.

Paré, L. (2010). La collaboration interprofessionnelle : une compétence à superviser en travail social. *Intervention*, 132(1), 36-43.

Parée, L. et Maziade, J. (2013). Adapté de Careau, E., Paré, L., Maziade, J. et Dumont, S. (2013). *Questionnaire sur l'atteinte des compétences à la collaboration interprofessionnelle en santé et services sociaux*. Outil développé à partir de Casimiro, L., MacDonald, C., Archibald, Trumpower, Jolley, W., Cragg, B. et Johnstone, B. (2009). SACCI – *Sondage sur l'atteinte des compétences de collaboration interprofessionnelle*; Casimiro, L., MacDonald, C., Archibald, Trumpower, Jolley, W., Cragg, B. et Johnstone, B. (2009). Contrat de l'équipe; Consortium pancanadien pour l'interprofessionnalisme en santé (CPIS-CIHC) Référentiel national de compétences en matière d'interprofessionnalisme en santé.

Parsons, M., Gaudet, J. et Sajjad, A. (2017). *Résolution de conflit : le Guide ressource*. Le Lough Barnes Consulting Group. <http://www.oacas.org/wp-content/uploads/2017/04/Le-Guide-Ressource-de-R%C3%A9solution-de-Conflit.pdf>

Peralta, C. F., Lourenço, P. R., Lopes, P. N., Baptista, C. et Pais, L. (2018). Team development: Definition, measurement and relationships with team effectiveness. *Human Performance*, 31(2), 97-124.

Pfutzenreuter, T. C., de Lima E.P. et Frega, J. R. (2020). *Building high performance teams*. EasyChair. <https://easychair.org/publications/preprint/Cn86>

Pomare, C., Long, J., Churruca, K., Ellis, L. A. et Braithwaite, J. (2020). Interprofessional collaboration in hospitals: A critical, broad-based review of the literature. *Journal of Interprofessional Care*, 34(4), 509-519.

Pomey, M. P., Flora, L., Karazivan, P., Dumez, V., Lebel, P., Vanier, M. C., Débarges, B., Clavel, N. et Jouet, E. (2015). Le « Montreal model »: enjeux du partenariat relationnel entre patients et professionnels de la santé. *Santé publique*, 1, 41-50.

Pype, P., Mertens, F., Helewaut, F. et Krystallidou, D. (2018). Healthcare teams as complex adaptive systems: Understanding team behaviour through team members' perception of interpersonal interaction. *BMC Health Services Research*, 18, 570.

R

Ravat-Farenc, C. (2019). *Conduisez l'entretien de résolution du conflit : le DESC*. OpenClassrooms. <https://openclassrooms.com/fr/courses/4727076-apprenez-a-gerer-les-conflits/6143381-conduisez-lentretien-de-resolution-du-conflit-le-desc>

Raynault, A. (2018). *Apprendre à collaborer en équipe interprofessionnelle et à développer les compétences de la pratique collaborative et de partenariat patient en santé et services sociaux dans un cours universitaire hybride à l'ère du numérique* [thèse de doctorat, Université de Montréal]. Papyrus. https://papyrus.bib.umontreal.ca/xmlui/bitstream/handle/1866/23562/Raynault_Audrey_2018_These.pdf?sequence=4&isAllowed=y

Real, K., Bell, S., Williams, M. V. et Li, J. (2020). Patient perceptions and real-time observations of bedside rounding team communication: The interprofessional teamwork innovation model (ITIM). *The Joint Commission Journal on Quality and Patient Safety*, 46(7), 400-409.

Reeves, S., Macmillan, K. et Van Soeren, M. (2010). Leadership of interprofessional health and social care teams: a socio-historical analysis. *Journal of Nursing Management*, 18(3), 258–264.

Réseau de collaboration sur les pratiques interprofessionnelles en santé et services sociaux (RCPI) (2010). *Documents d'orientation*. <https://www.rcpi.ulaval.ca/outils-et-references/documents-d-orientation/>

Richards, A. (2020). Exploring the benefits and limitations of transactional leadership in healthcare. *Nursing Standard*, 35(12), 46-50.

Rinfret, N. (2007). *L'utilisation d'un leadership transformationnel par un directeur général : ses effets bénéfiques pour son entourage organisationnel et pour lui pour lui-même*. [PDF]. <http://collections.banq.qc.ca/ark:/52327/bs1562360>

Rodríguez Nogueira, O., Botella-Rico, J., Martínez González, M. D. C., Leal Clavel, M., Morera-Balaguer, J. et Moreno-Poyato, A. R. (2020). Construction and content validation of a measurement tool to evaluate person-centered therapeutic relationships in physiotherapy services. *PLoS One*, 15(3), 1-19.

Rosenberg, M. B. et Chopra, D. (2015). *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. PuddleDancer Press.

S

Santana, M. J., Manalili, K., Jolley, R. J., Zelinsky, S., Quan, H. et Lu, M. (2017). How to practice person centred care: A conceptual framework. *Health Expectations*, 21(2), 429-440.

Saravo, B., Netzel, J. et Kiesewetter, J. (2017). The need for strong clinical leaders – Transformational and transactional leadership as a framework for resident leadership training. *PLoS One*, 12(8), 1-13.

Salas, E., Shuffler, M. L., Thayer, A. L., Bedwell, W. L., Lazzara, E. H. (2015). Understanding and improving teamwork in organizations: A scientifically based practical guide. *Human Resource Management*, 54(4), 599-622.

Saridi, M., Panagiotidou, A., Toska, A., Panagiotidou, M. et Sarafis, P. (2021). Workplace interpersonal conflicts among healthcare professionals: A survey on conflict solution approach at a General Hospital. *International Journal of Healthcare Management*, 14(2), 1-10.

Saunders, L. et Corning, S. (2020). From cooperation to collaboration: Toward a framework for deepening library partnerships. *Journal of Library Administration*, 60(5), 453-469.

Savard, I., Richard, A., Careau, E., Perreault, K., et Pinard, A.-M. (sous presse). Démarche de design pédagogique pour outiller l'évaluation, l'enseignement et l'apprentissage de la collaboration interprofessionnelle en situation authentique. Dans Dionne, É., Renaud, J.-S. et Loyer, N. (dir.), *Les environnements d'apprentissage et d'évaluation en éducation médicale*. Presses de l'Université du Québec.

Saxe, J. M., Balano, K., Wamsley, M., Nakajima, M. et Brock, T. (2017). Promoting role clarity for health professional students participating in an interprofessional behavior change counseling workshop. *Journal of Allied Health*, 46(2), e35-e37.

Scott, A. M., Li, J., Oyewole-Eletu, S., Nguyen, H. Q., Gass, B., Hirschman, K. B., Mitchell, S., Hudson, S. H. et Williams, M. V. (2017). Understanding facilitators and barriers to care transitions: Insights from Project ACHIEVE site visits. *The Joint Commission Journal on Quality and Patient Safety*, 43(9)433-447.

Schot, E., Tummers, L. et Noordegraaf, M. (2019). Working on working together. A systematic review on how healthcare professionals contribute to interprofessional collaboration. *Journal of Interprofessional Care*, 34(3), 332-342.

Sculli, G. L. et Sine, D. M. (2011) *Soaring to success: Taking crew resource management from the cockpit to the nursing unit*. HC Pro Inc.

Seidlein, A.-H., Hannich, A., Nowak, A. et Salloch, S. (2021). Interprofessional health-care ethics education for medical and nursing students in Germany : An interprofessional education and practice guide. *Journal of Interprofessional Care*, 36(1), 144-151.

Sidani, S. et Fox, M. (2014). Patient-centered care: Clarification of its specific elements to facilitate interprofessional care. *Journal of Interprofessional Care*, 28(2), 134-141.

Smith, T., Fowler-Davis, S., Nancarrow, S., Ariss, S. M. B. et Enderby, P. (2018). Leadership in interprofessional health and social care teams: A literature review. *Leadership in Health Services*, 31(4), 452-467.

Soubra, L., Badr, S. B. Y., Zahran, E., M. et Aboul-Seoud, M. (2018). Effect of interprofessional education on role clarification and patient care planning by health professions students. *Health Professions Education*, 4(4), 317-328.

Staffoni, L., Knutti-Menia, I., Bécherraz, C., Pichonnaz, D., Bianchi, M. et Schoeb, V. (2019). Defining interprofessional collaboration: Qualitative study about the practical representations of the educators in healthcare. *Kinésithérapie*, 19(205), 3-9.

T

Tong, R., Brewer, M., Flavell et Roberts, L. D. (2020). Professional and interprofessional identities: A scoping review. *Journal of Interprofessional Care*, 1-9.

Toronto Rehab Institute. (2021, 2 juin). *Toronto Rehab's SBAR Resources*. University of Toronto. <https://www.uhn.ca/TorontoRehab/Education/SBAR>

Trubey, G. (2013). Apprendre à collaborer : l'intégration de la formation interprofessionnelle dans les programmes de formation en santé de la Cité Collégiale. Ottawa : Conseil académique en santé – Région Champlain. <https://fr.calameo.com/read/003733617836aeef71ffb>

Trusler, I. (2018). *The relationship between self-leadership and shared leadership on team performance*. [Mémoire de maîtrise, Université de Pretoria]. https://repository.up.ac.za/bitstream/handle/2263/66249/Trusler_Relationship_2018.pdf?sequence=1&isAllowed=y

Tucker, R. et Abbasi, N. (2016). Bad attitudes: Why design students dislike teamwork. *Journal of Learning Design*, 9(1), 1-20.

U

Université de Sherbrooke. (2017). Boîte à outils : Les habiletés de travail d'équipe. [Page 2 de 2 Respect, prévention et soutien en matière de conflits et de harcèlement.] https://www.usherbrooke.ca/respect/fileadmin/sites/respect/documents/travail_equipe_habileties.pdf

Université Laval. (s. d.). *Supervision de la CIP*. Centre d'expertise sur la collaboration interprofessionnelle. <https://www.rcpi.ulaval.ca/supervision/>

V

Vandergoot, S., Sarris, A., Kirby, N. et Ward, H. (2018). Exploring undergraduate students' attitudes towards interprofessional learning, motivation-to-learn, and perceived impact of learning conflict resolution skills. *Journal of Interprofessional Care*, 32(2), 211-219.

van Diggele, C., Roberts, C., Burgess, A. et Mellis, C. (2020). Interprofessional education: Tips for design and implementation. *BMC Medical Education*, 20, 455.

van Zijl, A.L., Vermeeren, B., Koster, K., Steijn, B. (2021). Interprofessional teamwork in primary care: the effect of functional heterogeneity on performance and the role of leadership. *Journal of Interprofessional Care*, 35(1), 10-20.

W

Wallström, S. et Ekman, I. (2018). Person-centered care in clinical assessment. *European Journal of Cardiovascular Nursing*, 17(7), 576-579.

Way, D., Jones, L. et Busing, N. (2000). *Implementation strategies: "Collaboration in primary care – Family doctors & nurse practitioners delivering shared care"*. Ontario College of Family Physicians. [PDF]. [Microsoft Word - HHRTTools eicp Mar 26.doc \(psu.edu\)](https://www.ontariofamilyphysicians.com/~/media/assets/advocacy-and-publications/advocacy/implementation-strategies-eicp-mar-26.doc)

Willcocks, S. G. (2018). Exploring team working and shared leadership in multi-disciplinary cancer care. *Leadership in Health Services*, 31(1), 98-109.

Wong, S. L. (2019). Conflict resolution: How to successfully manage conflict. Dans M. R. Kibbe et H. Chen (édit.), *Leadership in Surgery* (2^e éd., p. 107-118). Springer.

Wooding, E. L., Gale, T.C., Maynard, V. (2020). Evaluation of teamwork assessment tools for interprofessional simulation: A systematic literature review. *Journal of Interprofessional Care*, 34(2), 162-172.

Wu, Q., Cormican, K., Chen, G. (2020). A meta-analysis of shared leadership: Antecedents, consequences, and moderators. *Journal of Leadership & Organizational Studies*, 27(1), 49–64.

Y

Yale University. (2016). *Using DESC to make your difficult conversations more effective* [PDF]. https://your.yale.edu/sites/default/files/adviformangers_usingdesctomakeyourdifficultconversations.pdf