

Lost in Translation: Faculty Development for Communicating Concepts in Interprofessional Education

**Collaborating Across Borders Conference
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Workshop Faculty

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Workshop Objectives

By the end of this workshop you should be able to:

- Describe strategies to effectively facilitate communication and collaboration in interprofessional (IP) teams in the moment.
- Apply an evaluation tool that has been used successfully for assessing teamwork in IP teams.
- Practice skills in celebrating successes and addressing challenging situations in IP education.

Workshop Agenda

- DISCUSS framework for addressing the teachable moment in IP teams/small groups
- APPLY tool to assess IP teamwork to identify challenges/strengths
- APPLY framework to common scenarios
- REVIEW key points and wrap up

Teachable Moments

A teachable moment is:

- “an **unplanned opportunity** that arises in the classroom [or clinical setting] where a teacher has an ideal chance to offer insight to learners.” -Beth Lewis
- NOT something that you can plan for; usually a **fleeting opportunity** that must be sensed and seized by the teacher
- often requires a digression from other activities or instruction, but tends to capture interest & maximize impact based on relevance

Preparing for the Teachable Moment

- Have some general concepts / frameworks in mind that you want to focus on
 - Team communication: check-back, closed loop communication, ISBAR, role clarification
 - Relationship-centered care: partnership, empathy, acknowledgement, respect, legitimize (PEARLs)
 - Leadership
- Consider when opportunities might arise
 - What setting/context (in room with patient, in conference, in huddle, while precepting)
 - With whom (interacting with RN, with peers, with specialists)
 - Around what topics or issues (problem-solving a complex patient issue, discussing medication options)
- Have some “go-to phrases” readily available to probe, highlight/reinforce, suggest...
 - Can you tell me more about that?
 - That was an excellent example of ...
 - How else might you have approached that

Framework for supervisory strategies

1. ASK yourself what you think the core issues or problems are in the situation you are observing
2. IDENTIFY more ideal circumstances
3. CONSIDER your OPTIONS as a facilitator/coach/supervisor.

Consider your Options

As a coach, facilitator, or supervisor there are many different ways to approach a sub-optimal situation. Here are a few to consider:

- **Direct Intervention**

- In the moment – direct, suggest, propose, question, give feedback
- Afterward – in private with 1 or more students, debrief

- **Indirect Intervention**

- Discuss the situation with other IP supervisors and agree to a common approach
- Change the structure of the meeting, intervention, activity
- Role model desired behaviors

- **Watchful Waiting**

- Continue to monitor the concerning situation, but see if the group can resolve it themselves

Framework for supervisory strategies

1. ASK yourself what you think the core issues or problems are in the situation you are observing.
2. IDENTIFY more ideal circumstances
3. CONSIDER your OPTIONS as a facilitator/coach/supervisor.
4. IMPLEMENT your selected approach / strategy
5. REFLECT on the response to your selected strategy.

Communication in Teams

- Developed as part of patient aligned care team (PACT) training at Greater LA VA clinics
- Helpful in “diagnosing” specific areas to focus on during teachable moments
- Akin to a competency for team based functioning

Hold team members accountable for their behaviors

1	2	3	4	5	6	7	8	9
People ignore misunderstandings and inappropriate behaviors; follow-up items aren't done, nor discussed; there are negative response to being held accountable to tasks and behaviors						People respond to others' inappropriate remarks; address misunderstanding; follow up on the “to do” list; remind each other of agreed upon duties.		

Make decisions by consensus

1	2	3	4	5	6	7	8	9
Poor participation in discussions; different opinions/solutions are discounted/judged; confusion about decisions, or they are not made; some members compromise their position						Everyone participates openly in discussions; different opinions are encouraged; everyone suggests solutions, understands the decision and can explain it; final decisions are a synthesis of ideas, not a compromise		

Conflict

1	2	3	4	5	6	7	8	9
Conflict is avoided and discouraged; disagreements are left unresolved before moving to another subject						Teamlets learn from disagreement; members challenge each other about conclusions and opinions		

Videoclip – Interprofessional Team Rounds

Questions to Consider

1. What do you see as the main issue(s) among the participants/barriers to IP teamwork?
2. What specific behaviors would you like to see team members doing that they are not currently doing?
3. What could you do to help the team improve their function and encourage a more optimal IP learning environment?

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4. What concerns do you have or what difficulties might you encounter in doing this?

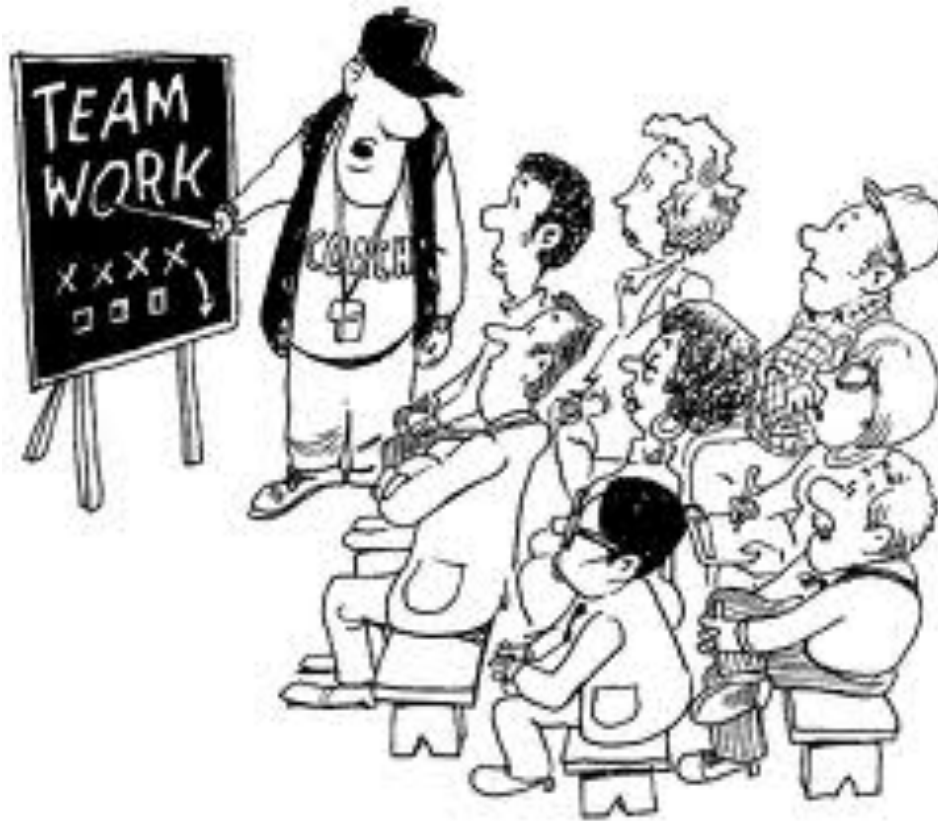
Practice

SUMMARY

Reflection / Intention

What is one thing you learned today that you would like to apply in your practice?

Thank You!



Resources

- Boise VA Center of Excellence - Resource page for faculty development for IPE. Includes several video clips of challenging IPE scenarios as well as the teamwork rating tool from VA (9 communication behaviors in teams).
<http://boisevacoe.org/faculty-staff/faculty-development-interprofessional-education/>
- Dalhousie University Interprofessional Collaboration in Practice: A Guide for Strengthening Student Learning Experiences. Interprofessional facilitator guide.
<http://www.dal.ca/content/dam/dalhousie/pdf/healthprofessions/Interprofessional%20Health%20Education/Facilitator%20Guide%20FINAL%20-%20with%20links.pdf>
- National Center for Interprofessional Practice and Education Resource Exchange – community-led, searchable source for resources on interprofessional practice and education. <https://nexusipe.org/resource-exchange/browse>
- University of Toronto Centre for Interprofessional Education Facilitating Interprofessional Clinical Learning: Interprofessional Education Placements and Opportunities. Resource manual for faculty interested in creating IP placements in clinical settings. Has a section on developing IPE facilitator skills.
<http://ipe.utoronto.ca/download/224/TRI%20Web%20Manual-%20Full%20Document%20%281-6%29.pdf?redirect=node/233>