Interprofessional Communication

CAIPER Interprofessional By Design® eLearning Module Instructional Companion Guide

COURSE OVERVIEW

Interprofessional Communication is an interactive, self-paced eLearning module that introduces effective communication strategies for members of interprofessional teams. It is the second in a series of eLearning modules that address core competencies for interprofessional education and collaborative practice.

Each of the modules is appropriate for both undergraduate and graduate students in health professions programs. Content and objectives in each module are aligned with the Interprofessional Education Collaborative (IPEC®) Core Competencies for Interprofessional Collaborative Practice. The Companion Guide offers suggestions for ways to enable learners to achieve the core learning objectives and practice goals.

CORE LEARNING OBJECTIVES

1. Identify the elements of effective communication.
2. Describe the relationship between effective communication and patient outcomes.
3. Use tools like SBAR to organize information for effective communication with team members.
4. Choose from a variety of different tools and strategies to manage communication in difficult situations.

This module demonstrates the use of several of the TeamSTEPPS™ communication tools like SBAR and callouts for team-based care in the hospital setting. Exercises for applying these tools in other settings, such as primary and community care, are included in Supplemental Learning Activities.

Practice Goals for Undergraduate and Graduate Students

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Communicate with patients, families and team members in a way that conveys information clearly and concisely.	Model effective communication with team members, especially in complex or difficult clinical situations.
Check to see that information that is communicated to patients, families and team members is received accurately (i.e. practice closed loop communication).	Propose and evaluate communication tools and strategies to facilitate dialogue and information sharing with patients, families and team members.
Practice patient, families and team-centered communication to address patient and team member needs and preferences for communication content and delivery.	Lead initiatives to improve the use of telephonic and electronic information systems for patient and team communication.
Experiment with a range of different clinical communication tools, including in-person, telephonic and electronic to learn their strengths and drawbacks.	
Practice respectful listening that encourages input from patients, families and team members.	
Use effective tools and strategies for communicating in difficult situations.	

Supplemental Learning Activities and Instructor Resources

Supplemental Learning Activities provide examples of ways to augment the module content through classroom and clinical activities and practice scenarios. Selected resources are offered as useful background for instructors to prepare and implement course activities to achieve the core learning objectives and practice goals.

Supplemental Learning Activities

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Have students work in pairs to interview each other about their preferences for their own health care. Following the interview, have the students summarize what they heard and check for completeness and accuracy.	As a small group exercise, have students prepare a list of 10 tips for effective communication in interprofessional team meetings and develop brief video vignettes demonstrating each tip.
As part of their clinical rotations, have students participate in a team meeting or huddle and prepare a short reflective paper on their observations about how team members communicate with each other highlighting 1-2 examples of effective communication.	As part of their clinical rotation, have students facilitate 2-3 team meetings and have them identify strategies they used to encourage sharing of ideas and opinions among team members.
During a team simulation, have students enact a script in which team members disagree about a treatment plan. Debrief about strategies to manage conflict and have students practice them.	As part of their team facilitation exercises, have students build in a short debriefing session in which team members are asked to provide feedback the student about his/her performance.
As a small group exercise, have students compose a case study like the one in the video describing strategies an interprofessional team might use to care for a patient with several health and social needs.	As a small group exercise, have two students in a group of 5-6 students role play an escalating argument between two team members. Have students observing the argument coach the participants on evidence-based strategies to de-escalate the conflict.
Have students lead or facilitate a bedside round or huddle in their hospital or community clinical rotation. As a group, have students discuss communication tools and strategies that contribute to effective rounds and huddles.	As a small group exercise, have students analyze the strengths and weaknesses of the electronic health record for communicating among team members and propose feasible improvements.
As a group exercise, have students create a short video demonstrating 4-5 effective communication practices.	

Instructor Resources

Interprofessional Communication iTEACH Project Open Educational IPE eLearning Resources: The Maria Garcia Series

The iTEACH eLearning module on Interprofessional Communications covers core concepts relating to communicating with patients, families, communities and other health care providers in a manner that supports a patient-centered, team-based approach. The module uses interactive exercises and an unfolding case study that incorporates a series of short video clips, interactive quiz questions and learning activities, and feedback. This module and the other iTEACH modules are ideal for online courses and/or for face-to-face classes as a precursor to simulated or clinical interprofessional learning. Students (and instructors) can earn a downloadable certificate of completion.

(*Link*)

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TeamSTEPPS : Fundamentals Course Module 3 Communication

TeamSTEPPS™ offers a comprehensive set of well-known communication tools like SBAR, Call-out, and "I PASS the BATON" to encourage clear and effective communication on health care teams. Students are likely to encounter the use of several of these tools in a variety of acute care, primary care and community settings. They are especially helpful for managing communication in difficult situations. The TeamSTEPPS™ Fundamentals Course on Communication introduces various communication tools using case studies and video applications. TeamSTEPPS™ was developed by the Department of Defense Patient Safety Program in collaboration with the Agency for Healthcare Research and Quality (AHRQ). TeamSTEPPS™ is a trademark of AHRQ and the Department of Defense.

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