Teaching Workplace Interprofessional Communication to Undergraduate Nursing Students

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Interprofessional Communication

- IOM Six Aim for Improving Safety and Quality of Health Care
- AACN Essentials of Baccalaureate Education for Professional Nursing Practice
- AACN Standards for HWE
New Graduate Nurse Performance

- Interprofessional communication
- Accepting constructive criticism
- Recognition unsafe practices
- Appropriate follow-up
- Ability to take initiative
- Delegation of tasks
Undergraduate Nursing

• Lecture
  – Delegation
  – Effective communication
  – Performance management
  – Bullying
Undergraduate Nursing

• Active Learning/Practice
  – Birds Chirping….Silence…. 
TWICE Project

• Assist Nursing Faculty in:
  – instruction of strategies to manage difficult conversations
  – encouraging students to practice communication skills in a safe environment
  – effectively evaluating students learning through direct feedback
Active Learning/Practice

- Trigger Videos
- Role play
TRIGGER VIDEOS
<table>
<thead>
<tr>
<th>Trigger Video Series Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delegation</strong></td>
</tr>
<tr>
<td>A nursing assistant has been pulled to work on the unit. The nurse begins to give her report but is interrupted several times and inappropriately asks the aide to ‘check on’ a patient that is experiencing a change in status and assist a patient to eat applesauce that contains a medication. In another example, the nurse asks the aide to obtain a urine culture and fails to recognize that the aide has not been taught how to obtain a culture from a catheter.</td>
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<tr>
<td><strong>Effective Communication</strong></td>
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<tr>
<td>The night nurse reports that she has just drawn bloodwork for a patient prescribed vancomycin. She reminds the day shift nurse to check for results prior to the 8 AM dose. That evening, the same night nurse returns requesting just the highlights from report as she ‘knows the patient’. She asks if the vancomycin level was ok. The daylight nurse admits that he forgot to check the level (which was abnormally high) prior to administering the dose. The nurse asks if the patient will be ok and will he need to tell the physician about the error.</td>
</tr>
<tr>
<td>Performance Appraisal</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>Horizontal Violence (Bullying)</td>
</tr>
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ROLE PLAY
Role Play

• Scripted response practice
  – SBAR
  – CUS
  – DDI Technique
More Practice/Evaluation

- Student-recorded cell phone videos
  - Peer viewing session
  - Peer feedback
- Faculty Evaluation
Project Timeline

Week 1
- Demographic Survey
- Trigger Video
- Post-Content Survey

Week 4
- Delegation
- Performance Appraisal

Week 6
- Effective Communication

Week 8
- Performance Appraisal

Week 10
- Performance Appraisal

Week 12
- Faculty Evaluation
- Student Cell Phone Video Review

Week 14
Faculty Evaluation

• Trigger video response
  – Random assignment

• Communication Evaluation
  – Personal aspects
  – Assertiveness
  – Verbal/Nonverbal congruence
  – Technique - SBAR
EVALUATION
Student Scores in Addressing Difficult Workplace Conversations
## Pre- and Post- Instruction Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Delegation (N= 59)</th>
<th>Effective Communication (Medication Error) (N= 70)</th>
<th>Performance Appraisal (N= 35)</th>
<th>Bullying (N= 54)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was your comfort level observing or responding to the scenario?</td>
<td>0.074</td>
<td>0.011</td>
<td>0.431</td>
<td>0.000</td>
</tr>
<tr>
<td>How likely is it that you would choose to use avoidance in the presence of a similar scenario?</td>
<td>0.414</td>
<td>0.004</td>
<td>0.454</td>
<td>0.011</td>
</tr>
<tr>
<td>How likely is it that you would choose to report this scenario to your preceptor or supervisor?</td>
<td>0.000</td>
<td>0.000</td>
<td>0.113</td>
<td>0.000</td>
</tr>
<tr>
<td>How strongly do you agree or disagree that you have the skills to deal with this scenario?</td>
<td>0.359</td>
<td>0.382</td>
<td>0.242</td>
<td>0.007</td>
</tr>
</tbody>
</table>
Limitations

• Single term
• One university
• Survey fatigue
Conclusion

• Resources for student instruction
• Teaching strategies addressing multiple learning styles
• Means to measure skills attainment (rubric)
• Practice, practice, practice…
Funding

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Questions


References


