



Interprofessional Coaches: Facilitating Transformational Learning

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Interprofessional Education within the clinical setting

- Increases comfort level among students of different professions
- Opens lines of communication between healthcare professionals
- Reinforces collaboration
- Encourages knowledge sharing across disciplines
- Engages students in a mutual patient centered goal
- Improves patient outcomes and enhances the work environment

IPE Clinical Teams

- Coaches:
 - Nursing
 - Respiratory therapy
 - Social work
 - Occupational therapy
- Students:
 - Undergraduate and Graduate nursing
 - Graduate Social Work
 - Nutrition
 - Respiratory Therapy
 - Occupational Therapy and Occupational Therapy Assisting

Coach Orientation

- Coaches were deliberately prepared with a “workshop” to identify key interaction that encourage desired student behaviors.
 - TeamSTEPPS was introduced as the theoretical framework
 - Discussed how the coaching role in the IPE clinical setting differed from being a clinical faculty with one healthcare profession focus
 - Coaches were involved in a simulation depicting patient interactions they will encounter in the primary care clinics.

Student Orientation

- TeamSTEPPS was introduced
- Participated in team activities with their group
- Simulated patient interaction similar to what they will experience in the clinical setting.
 - Helped them see how they would decided on assigning roles
 - Familiarized them with the surveys and information they would be gathering from the patient
 - Introduced them to the concept of an interprofessional plan of care

IPE Team: A day in primary care

- Students identified patients
 - Specific diagnosis helped in identifying patients
- Students broke into sub-teams and started to gather patient data using the electronic health record
- Briefing
 - Students reported back to the team and faculty
 - Patient's chief complaint
 - Health history
 - Concerns
 - Anticipated needs
 - Students decided who would go into the patient room for the visit

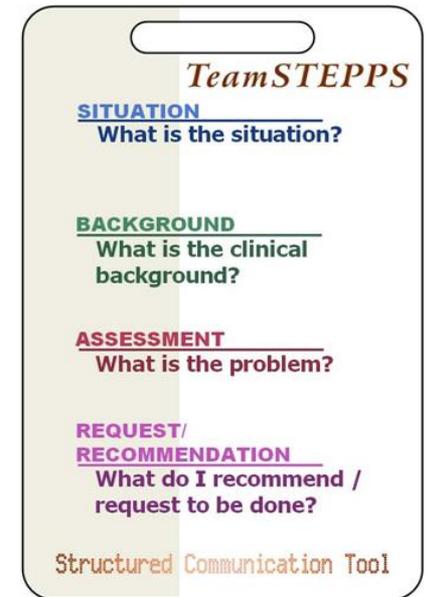
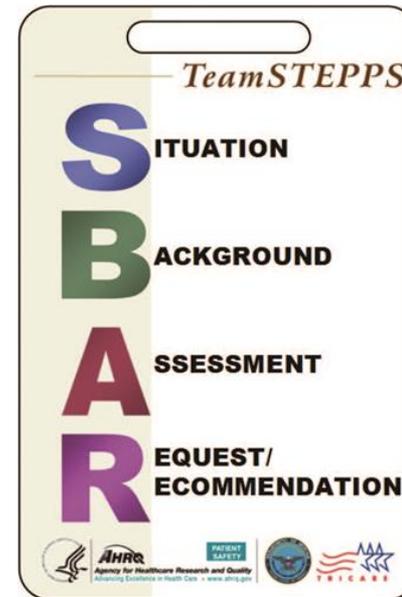
Huddle Worksheet

- Coaches use this to get students started with their day
- Students started to get into a “routine” and work more independently
- Good tool to orient new coaches to the role and improves their comfort level

Set up	
Meet in designated room	
All team present at designated time	
Team Check In	
Any students who have to alter schedule (leave early)	
Student concerns	
Team dynamics <ul style="list-style-type: none"> • What do we need to work on today to improve collaboration 	
Prep - Huddle	
Patient list available (printed or electronically)	
All students aware of schedule	
Any specific patient issues or concerns identified	
Patients that should not be included, previously seen patients, etc.)	
Plan for Day	
Select which patients are to be seen	
Make a schedule and disseminate to the team	
Identify team members who will see each patient	
Develop work plan for the day: <ul style="list-style-type: none"> • Today's patients • Patient follow-ups (phone calls, home visits, clinic visits, telehealth) • Review next scheduled day's schedule and call patients 	
Debriefing	
Care plans for today's patient completed <ul style="list-style-type: none"> • Discuss the priorities/goals related to today's patient visits 	
Care plans for call backs updated <ul style="list-style-type: none"> • Discuss the priorities/goals related to today's follow-ups 	
Next scheduled day <ul style="list-style-type: none"> • Current patient load • Any repeat patients or specific concerns for the next scheduled day 	
Team Dynamics <ul style="list-style-type: none"> • What worked well • What could we do better 	

IPE Team: A day in primary care

- Students interviewed the patient and completed health history and demographic surveys
- Students then used an SBAR template to report back to the team and faculty
 - The team developed an interprofessional plan of care



Interprofessional Plan of Care

ID Number:

Team Name:

Overarching Goal:

Date	Problems/Needs	Impact on Health/Quality of Life	Strengths/Resources	Goals	Interventions	Profession	Re-Evaluation Date

Debriefing and Evaluation

- Debrief
 - Review the plans of care for the day
 - Made lists of follow-ups for the clinical day
 - Assessed team behaviors and discussed any issues that may have come up in the day.
 - TPOT – TeamSTEPPS
 - Identified ways they could be more efficient or what they would do differently next clinical day.

TeamSTEPPS® 2.0



Team Performance Observation Tool

Date: _____
 Unit/Department: _____
 Team: _____
 Shift: _____

Rating Scale
 Please comment if
 1 or 2.

1 = Very Poor
 2 = Poor
 3 = Acceptable
 4 = Good
 5 = Excellent

1. Team Structure	Rating
a. Assembles a team	
b. Assigns or identifies team members' roles and responsibilities	
c. Holds team members accountable	
d. Includes patients and families as part of the team	
Comments:	
Overall Rating – Team Structure	
2. Communication	Rating
a. Provides brief, clear, specific, and timely information to team members	
b. Seeks information from all available sources	
c. Uses check-backs to verify information that is communicated	
d. Uses SBAR, call-outs, and handoff techniques to communicate effectively with team members	
Comments:	
Overall Rating – Communication	
3. Leadership	Rating
a. Identifies team goals and vision	
b. Uses resources efficiently to maximize team performance	
c. Balances workload within the team	
d. Delegates tasks or assignments, as appropriate	
e. Conducts briefs, huddles, and debriefs	
f. Role models teamwork behaviors	
Comments:	
Overall Rating – Leadership	
4. Situation Monitoring	Rating
a. Monitors the status of the patient	
b. Monitors fellow team members to ensure safety and prevent errors	
c. Monitors the environment for safety and availability of resources (e.g., equipment)	
d. Monitors progress toward the goal and identifies changes that could alter the plan of care	
e. Fosters communication to ensure that team members have a shared mental model	
Comments:	
Overall Rating – Situation Monitoring	
5. Mutual Support	Rating
a. Provides task-related support and assistance	
b. Provides timely and constructive feedback to team members	
c. Effectively advocates for patient safety using the Assertive Statement, Two-Challenge Rule, or CUS	
d. Uses the Two-Challenge Rule or DESC Script to resolve conflict	
Comments:	
Overall Rating – Mutual Support	
TEAM PERFORMANCE RATING	

What did coaches experience?

- *Transformational Learning was occurring - “.....creating dynamic relationships between teachers, students, and a shared body of knowledge to promote student learning and personal growth.”* (Slavich & Zimbardo, 2012, pg 569)
- Coaching promotes transformational learning
- Actively engage students to reflect on their beliefs and behaviors
- Fosters knowledge sharing and collaboration among students
- Propels students to work independently towards a common goal.

How does coaching differ from teaching?

COACHING

- Students set goals
- Utilizes open ended questions to direct learning
- Enables self-discovery
- Collaborative inquiry
- Transformational learning
- Focuses on changing perspectives, attitude and beliefs
- Empowers students to be change agents
- Emphasizes relationships

TEACHING

- Provides knowledge or information
- Asks direct questions
- Teacher sets agenda and goals
- Provides answers
- Structured content delivery
- Measurable objectives
- Evaluation based on knowledge gained by student

Coaching Behaviors

- Set the tone and create a safe environment
- Lay the groundwork
 - What are the goals?
 - Break this into tasks initially
 - Let students decide who is best to complete tasks
 - Set a time to assess and provide feedback
- Encourages students to rely on team
 - “Who else on your team would be a good resource to help answer this question?”

Coaching Behaviors

- Challenges students' current beliefs
 - Ask questions that make students explore other options or ideas they may not have initially considered
- Assesses student interactions
 - Intervene or redirect as needed
- Ask students to assess their teams interactions and progress towards meeting shared goals

Implications

Coaches

- Facilitating IPE in the clinical setting requires deliberate and purposeful preparation
- The IPE coaching role differs from the traditional classroom “teacher” role.
- Coaches are there as guides, students are in the driver seat and need to actively engage.
- Redirecting and pushing students outside of their comfort zones is critical for transformational learning

Students

- Students express an appreciation of the importance of IPE and how it can positively impact patient care and outcomes
- Students report a better understanding of other healthcare provider roles
- Students state they are more comfortable communicating and collaborating with other healthcare professionals

Resources

- Carlson, E., Ewa, P. and Wann-Hansson, C. (2011). The team builder: the role of nurses facilitating interprofessional student teams at a Swedish clinical training ward. *Nurse Education in Practice*, 11, doi: 10.1016/j.nepr.2011.02.002
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