



Abstract Title: Translating collaboration into practice: Using simulation to enhance team functioning

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Introduction/background

Interprofessional collaborative practice in health care has been demonstrated in the literature to reduce health care errors, improve patient care outcomes, and improve staff satisfaction and retention (World Health Organization (WHO), 2010; Reeves, Pelone, Harrison, Goldman, & Zwarenstein, 2017). Academic institutions are allocating considerable time and resources through and across programs to prepare students to work within interprofessional team settings. Health profession academic programming has integrated interprofessional collaboration competencies into curriculum, and current students graduating have a more academic knowledge of collaborative practice compared to those graduating generations before. Despite these efforts, current literature would suggest that collaborative interprofessional practice education has not consistently translated into the clinical setting (Reeves et al., 2017).

Purpose

Practice environments and clinical teams may not always embrace or enact these collaborative behaviors and can lead to new graduate disillusionment and abandonment of the best practice tenants of collaborative practice, assimilating to their new work environment culture. Because of this, methods of building awareness and skill in identifying and removing the barriers to collaborative practice is critical. Barriers may include lack of role clarification, lack of trust between team members, conflict, power dynamics, and poorly established team processes (Martin-Rodriguez, Beaulieu, D'Amour, & Ferrada-Videla, 2005).

Approach or Action

Simulation through forum theatre (Farmer, 2014) was used as an interactive method for health profession students to view less-than-collaborative team functioning, identify barriers to collaboration, and discuss, and implement, solutions in real time to improve the level of interprofessional collaboration within the scenario provided. This presentation will describe the forum theatre methodology through description and video.

Outcomes

Forum theatre, combined with the use of live stream technology, was an efficient, participatory model to showcase, to a large group of students within a short period of time, how a change in behaviour can cause a positive change in team collaboration.

Conclusion

Creating new and innovative ways to engage students and health practitioners in the 'how' of behaviour change can lead to enhanced strategies to apply learned skills and competencies from the academic to the practice setting, develop new ways to shift cultural norms, and show the art of the possible, when changing culture and patterns of behaviour may seem unsurmountable.

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