



SuperSIM

CLINICAL SUPERVISION
TRAINING USING SIMULATION

COLLABORATIVE PRACTICE



DEPARTMENT OF
RURAL HEALTH



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Australian Government
Department of Health

COLLABORATIVE PRACTICE

This learning material is based on **DOMAIN 2** of the [National Clinical Supervision Competency Resource](#) (HWA 2014) and is inclusive of the following competency elements:

Safety

- **Interprofessional Collaboration**

LEARNING OBJECTIVES

While completing this module please reflect on the following learning objectives:

- Modelling effective collaborative practice with practitioners from other disciplines
- Supporting students to collaborate effectively as members of a health care team



SIMULATION VIDEO

To view the **simulation video** simply left click on the link shown in the box on the right.

If it fails to open, right click and '**Open Hyperlink**'.

The video will open in a new window.

Enter the access password and hit the play button .



<http://vimeo.com/114310589>

Access password = SuperSIM15

REFLECTIVE QUESTION 1

What are the potential advantages of working collaboratively across interprofessional boundaries?



REFLECTIVE QUESTION 1

Suggested response:

Advantage	Explanation
Improved communication	Improving the communication between members of the multidisciplinary team means there is less chance of mistakes being made and patient care and outcomes are better.
Improved patient care	As the team works more collaboratively the focus on the patient (patient-focussed care) is stronger and patients are likely to have better care and improved outcomes.
Higher patient satisfaction	With greater patient-focussed care comes higher levels of satisfaction with care on the part of patients and their carers.
Less risk of clinical error	One of the strongest reasons for interprofessional practice is to reduce the risk of clinical error taking place in the management of the patient. The most prevalent reason for clinical error is poor communication between team members.
Sharing of knowledge	Teams members sharing their knowledge with each other is a way improving the awareness of each others' roles and ensuring better quality patient care.

REFLECTIVE QUESTION 2

The student in this scenario was reluctant to ring the doctor.

What barriers do you perceive to interprofessional collaboration in health care?



REFLECTIVE QUESTION 2

Suggested response:

Barrier	Explanation
<p>Poor understanding of each others roles</p>	<p>Because undergraduate education is often isolated to discipline 'silos' there tends to be poor understanding of what other health professionals contribute to patient care. There are advantages in breaking down the 'silo walls'. In rural and remote clinical education and practice there is a greater opportunity to incorporate interprofessional education into student experiences and promote a greater understanding of the clinical roles of other disciplines.</p>
<p>Time constraints</p>	<p>Often clinicians are busy in their own work and it is difficult to find time to collaborate with other health professionals, in spite of the potential benefits. There are big gains in taking small amounts of time to improve communication and interprofessional relationships.</p>
<p>Lack of shared space</p>	<p>Not being in the same space inhibits communication and collaboration and having different work environments can limit interactions between team members. This can be improved with interprofessional conferences and continuing education events.</p>
<p>Knowledge limitations</p>	<p>Sometimes, uncertainty about our own level of knowledge, particularly for junior staff or students, can make us reluctant to approach practitioners from other disciplines. Reassurance and encouragement in collaboration can improve both confidence and knowledge.</p>
<p>Traditional professional hierarchies</p>	<p>New staff can feel intimidated when having to deal with doctors, who they perceive to be more important. This inhibits effective communication. These boundaries are changing and evolving. Improving interprofessional collaboration will assist in overcoming these inhibitions.</p>

REFLECTIVE QUESTION 3

When communicating clinical information to other members of the health care team it is often useful to use the ISBAR framework.

What are five elements the ISBAR communication framework?



REFLECTIVE QUESTION 3

Suggested response:

I – **Identify** yourself and where you are from

S – Briefly summarise the **situation**

B – Give a summary of the **background**

A – Explain your own **assessment**

R – Make personal **recommendation**

REFLECTIVE QUESTION 4

What do you think were the positive aspects of the way the Pharmacist preceptor managed this situation with her intern?



REFLECTIVE QUESTION 4

Suggested Response:

- She established that the intern was new to the task of discussing the prescription with the doctor and was reluctant to do so.
- She demonstrated to the intern how the task should be done.
- She maintained a respectful communication, even if it first the receptionist tended to be obstructive.
- Immediately afterwards she debriefed with the student.

ADDITIONAL RESOURCES

The following resources may be of help in further developing your understanding of the value of **Interprofessional Collaboration** in clinical supervision.

- HETI Online Course, Interprofessional Communication
<https://www.heti.nsw.gov.au/courses/inter-professional-communication/>
- London Deanery, Interprofessional Education
<http://www.faculty.londondeanery.ac.uk/e-learning/interprofessional-education/>
- ClinEd Australia, Interprofessional Education
<http://www.clinedaus.org.au/topics-category/interprofessional-education-11>
- CAIPE, Principles of Interprofessional Education
<http://caipe.org.uk/resources/principles-of-interprofessional-education/>

CONGRATULATIONS

You have now completed the learning material in SuperSIM related to:

Safety

- **Interprofessional Collaboration**

You may now wish to move onto another unit of learning.