Interprofessional Education as a Framework for Teaching Interpersonal Communication Skills

Dr. Marian Farrell
Dr. Barbara Buxton
University of Scranton, Scranton, Pa.

The speakers have no conflict of interests to disclose.

Objectives

- Upon participation in the presentation, the attendee will:
  - Describe two benefits of an interprofessional educational learning environment for nursing students.
  - Discuss implementation of Peplau's three interlocking operations: observation, communication, and recording.
  - Implement successful teaching strategies in an IPELE grounded in Peplau's theory of interpersonal communication.

Interprofessional Education

- Occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.
- Professional is an all-encompassing term that includes individuals with the knowledge and/or skills to contribute to the physical, mental and social well-being of a community.

Components of Interprofessional Education

- Opportunities to gain interprofessional experience help students learn skills needed to become part of the collaborative practice-ready health workforce.

- Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team.

Collaborative Practice

- Collaborative practice occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, careers, and communities to deliver the highest quality of care across settings.

- Practice includes both clinical and non-clinical health-related work, such as diagnosis, treatment, surveillance, health communications, management, and sanitation engineering.
Education

- Any formal or informal process that promotes learning which is any improvement in behavior, information, knowledge, understanding, attitude, values or skills.

- Interprofessional Teams
  - Provide a comprehensive approach to preventing and managing chronic conditions

- Student Preparation
  - Sharing of nature of disciplines.
  - Discussion of interdisciplinary education.
  - Identification of strengths of collaborative practice.

What is Nursing

- Peplau says:
  - "it is a process…"
  - "it is an interpersonal process and often times a therapeutic one"
  - "it is a human relationship between one who is sick and one who is educated to recognize and respond to the need…"
  - "it is an educative instrument…"


Peplau’s Interlocking Operations

- Observation
  - Communication
  - Recording

Peplau’s Interlocking Operations

- Observation
  - Identification
  - Clarification
  - Verification


Peplau’s Interlocking Operations

**Observation**

- First impressions or hunches
- It comes from previous experiences in life
- Develops the skill of sensitivity to the problems of patients

When this skill is developed, the nurse can feel secure and satisfied in knowing that he/she can learn something valuable in each relationship by using his/her perceptions


Peplau’s Interlocking Operations

- Communication
  - Aim 1: Selection of symbols or concepts that convey both the reference and the referent
  - Aim 2: The wish to struggle toward a common understanding

Peplau’s Interlocking Operations

- Two main principles to guide the development of communication are:
  1. Clarity: Words and sentences are made understandable
     - i.e. “Let me see if I understand what you just told me…
  2. Continuity: Promotion of coherence or connections of ideas
     - i.e. “Tell me more about the experience of graduate school.”


Recording

- Be precise
- Use exact wording
- Peplau developed a form for recording relations in nursing…We have all used it as nursing students!


Interpersonal Process Recording

Part I.

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<tr>
<th>Student’s Comments &amp; Actions</th>
<th>Analysis of Self &amp; Participant</th>
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Be sure to analyze each interaction with the participant. This will include:
- Identification of therapeutic and non-therapeutic communication techniques
- State the purpose and effectiveness of each technique
- State a more therapeutic response if indicated
- Interpretation of participant and student’s verbal and nonverbal behavior (silence, gestures, eye contact, posture, facial expressions, level of anxiety, affect, defense mechanisms)
- Provide rational from text.
During the interview, the interviewer:
1. Describes his/her role to the participant
2. States the purpose of the interview to the participant
3. Establishes confidentiality
4. Establishes rapport
5. Demonstrates nonverbal attentiveness (gestures to indicate that the interviewer is ‘with’ the participant focusing)
   - eye contact
   - body language
   - non-verbal and/or encouragers
6. Utilizes effective communication techniques e.g. focusing, reflecting, summarizing
7. Demonstrates effective communication techniques to terminate the interview

Following the interview, the interviewer:
1. Describes the relevant themes of the interview
2. Discusses the cultural context of the interview

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**GRADE REPORT OF I.P.R.**

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**References**