



Welcome

The Nuts and Bolts of
Effective Communication

September 22, 2016

1pm-2pm

Facilitator: Karen Hazard, RN, BS, SANE

Presenter: **Mary Colleen Simonelli RN, Ph.D**

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The session will be recorded. The session will begin shortly.



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Transforming The Care of Sexual Assault Survivors

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OFFICE FOR VICTIMS OF CRIME Training and Technical Assistance Center



Goals and Objectives

- **Goal:** *Improve the provider's ability to communicate effectively during a telenursing patient encounter.*

- **Objectives:**
 - a. Explore the role of communication with the NTC and remote site providers in a telemedicine environment
 - b. Identify the learning styles of remote site providers and the impact on clinical services
 - c. Evaluate communication styles to foster critical thinking in real-time patient encounters
 - d. Develop skills to become an effective clinical educator when discussing complex clinical issues



Basic Assumptions

- Everyone is doing their best
 - “Humans want to do the right thing in the right place and at the right time in the right way” (MacIntyre, 1981)
- We learn more from our failures than our successes
- We can't teach them everything so we better teach them how to think!



Gentle Interruptions

- Evaluate habits and routines that are reproduced without conscious intent
- Inspire critical thinking skills
- Use Visual and verbal devices to engage the site providers
- Model creative and critical thinking skills



Dichotomous VS Dialectical

- Either / OR thinking
 - Forces a choice between “opposite” ideas and supports the status quo
- Examining multiple and competing perspectives
 - Deepen inquiry into issues and encourages their appreciation of the inherent complexity



Nurturing and Critiquing

- Active Listening
- Comfort with Silence
- Body Language matters
- Open dialogue



Getting to Know You

- Background and prior experience
- Thoughts and feelings about the “precepted experience”
- Expectations for the clinical encounter and perceptions of expectations of them
- Anticipated challenges
- Develop the “two-way street”
 - Share your perceptions/expectations and philosophy



The Clinical Contract

- **NTC Educator**
 - Organize and provide a suitable learning environment
 - Provide regular encouragement
 - Provide critical support
- **Remote Site Provider**
 - Mindfully observe practice
 - Share critical reflections
 - Remain open to self-correction, practice and improvement



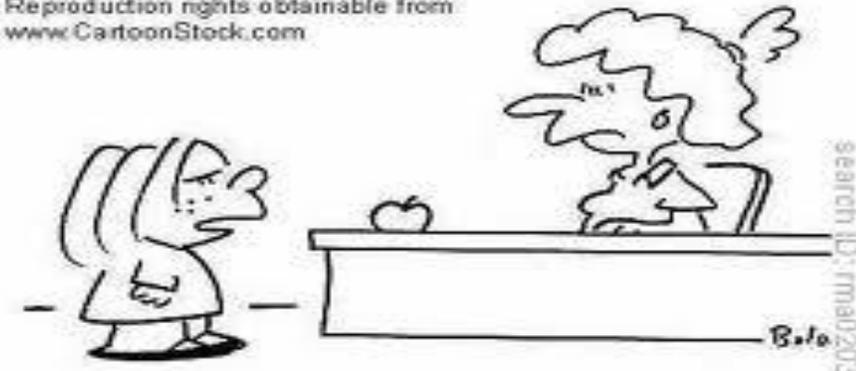
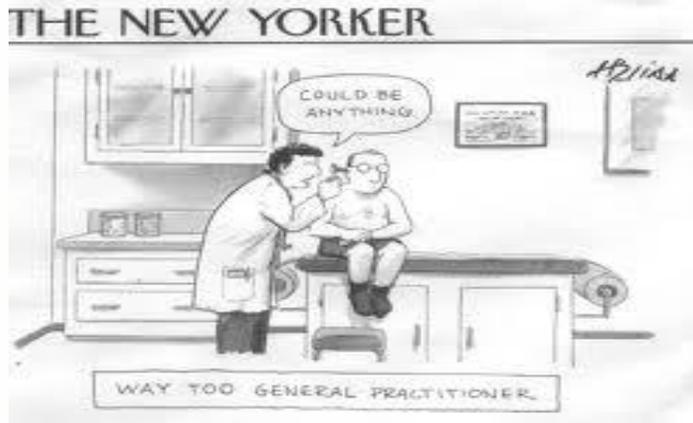
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Clinical Challenges

- According to Killan et al:
 - Unsafe clinical student
 - ineffective interpersonal interactions
 - knowledge and skill incompetence, and/or
 - an unprofessional imaged.



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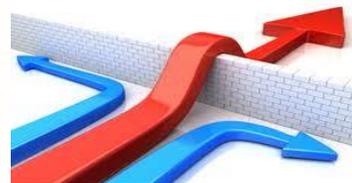
"How do you know I have a learning disability?
— Maybe you have a teaching disability!"



CONFLICT



- Conflict is everyone's responsibility
- Anticipating when conflict may occur
- Remain focused on issue rather than personal problems is a shared task
- Providing constructive criticism – avoid the
- Practice critiquing





People generally remember... (learning activities)

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say and write

90% of what they do.

People are able to... (learning outcomes)

Define List
Describe Explain

Demonstrate
Apply
Practice

Analyze
Define
Create
Evaluate





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Learning

- According to Afrin and Cormier:
 - Today's Learning needs to be
 - Transformative
 - Critical analysis
 - Collaborative dialogue and empowerment
 - Not settling for "that's the way we do it here"
 - Narrative
 - Using lived experiences
 - Case studies
 - Role playing
 - Techno-literacy
 - Multiple ways of knowing
 - Clinical journaling
 - Encouraging the "so what" approach





Putting It all Together

- Before the Pre-Encounter
 - HUDDLE
 - Knowledge base
 - Skill level
 - Patient history
 - Role Play
 - Negotiating interruptions



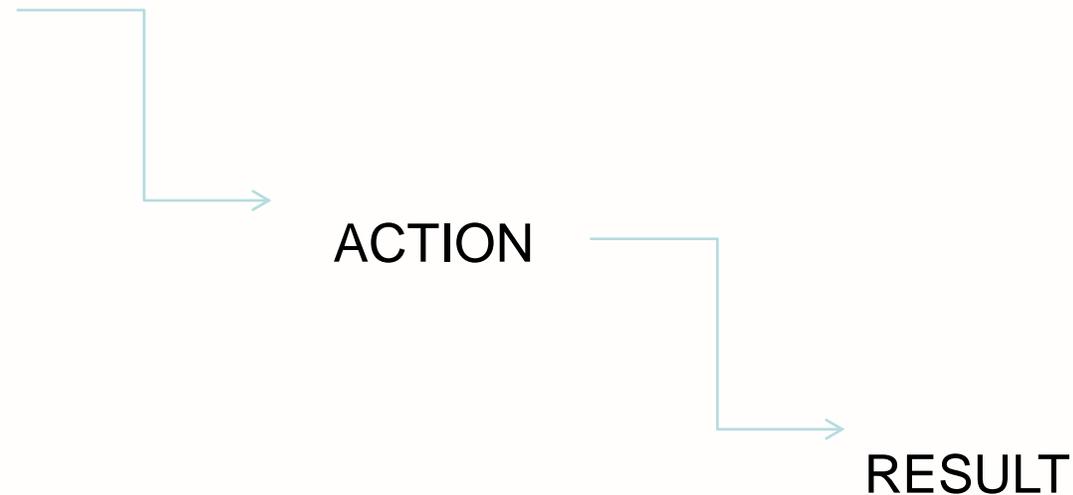
In the Room

- Supportive and Instructive
- Balance Proximity and Distance
- Role Model
- Interrupting judiciously



Communication

- Advocacy
 - Observation and assertion
- Inquiry
 - Curiosity
 - FRAME



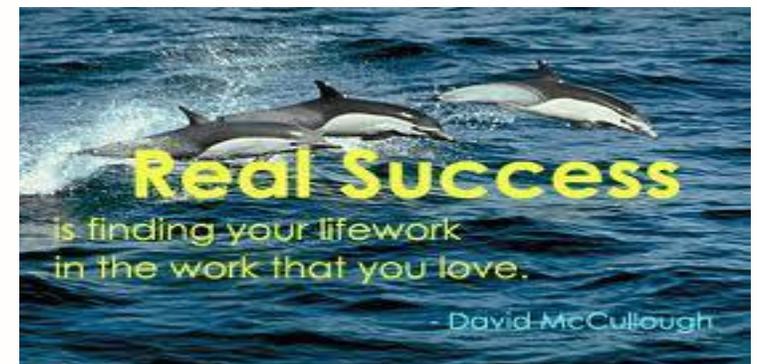
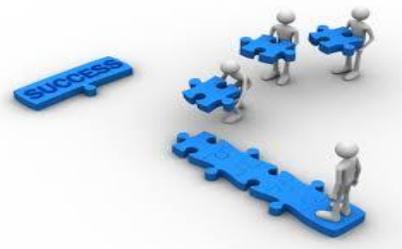


- ## Post Encounter Debriefing with Good Judgment
- [Monsters Inc Debriefing](#)



The “Best” experiences

- Are carefully examined
 - Before
 - HUDDLE
 - During
 - GENTLE INTERRUPTIONS
 - After
 - DEBRIEFING





Our Goals

- Site providers realize their potential
- Site providers gain skills and competencies
- Site providers are prepared to function independently in their new role
 - With excitement and enthusiasm
 - Confident in their ability to provide quality patient-centered care



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Ready?





Arhin, A. and Cormier, E. (2007). Using deconstruction to educate generation Y nursing students. *Journal of Nursing Education* 46(7),562-567.

Bond, M. (2009). Exposing shame and its effect on clinical nursing education. *Journal of Nursing Education* 48(3),132-140.

Killam, L., Luhanga, F., Bakker, D. (2011). Characteristics of unsafe undergraduate nursing students in clinical practice: An integrative literature review. *Journal of Nursing Education* 50(8),437-446.

McAllister, M., Tower, M., Wilker, R. (2007) Gentle interruptions: Transformative approaches to clinical teaching. *Journal of Nursing Education* 46(7), 304 - 312.

Myrick, F., Yonge, O., Billay, D., Luhanga, F. (2011). Preceptorship: Shaping the art of nursing through practical wisdom. *Journal of Nursing Education* 50(3), 134-139.

Rudolph, J., Simon, R. Dufresne, R., Raemer, D. (2006). There's no such thing as "nonjudgmental" debriefing: A theory and method for debriefing with good judgment. *Simulation in Healthcare* 1(1), 49-55.



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More Nuts and Bolts on Communication Using Telemedicine **NONVERBAL COMMUNICATION**



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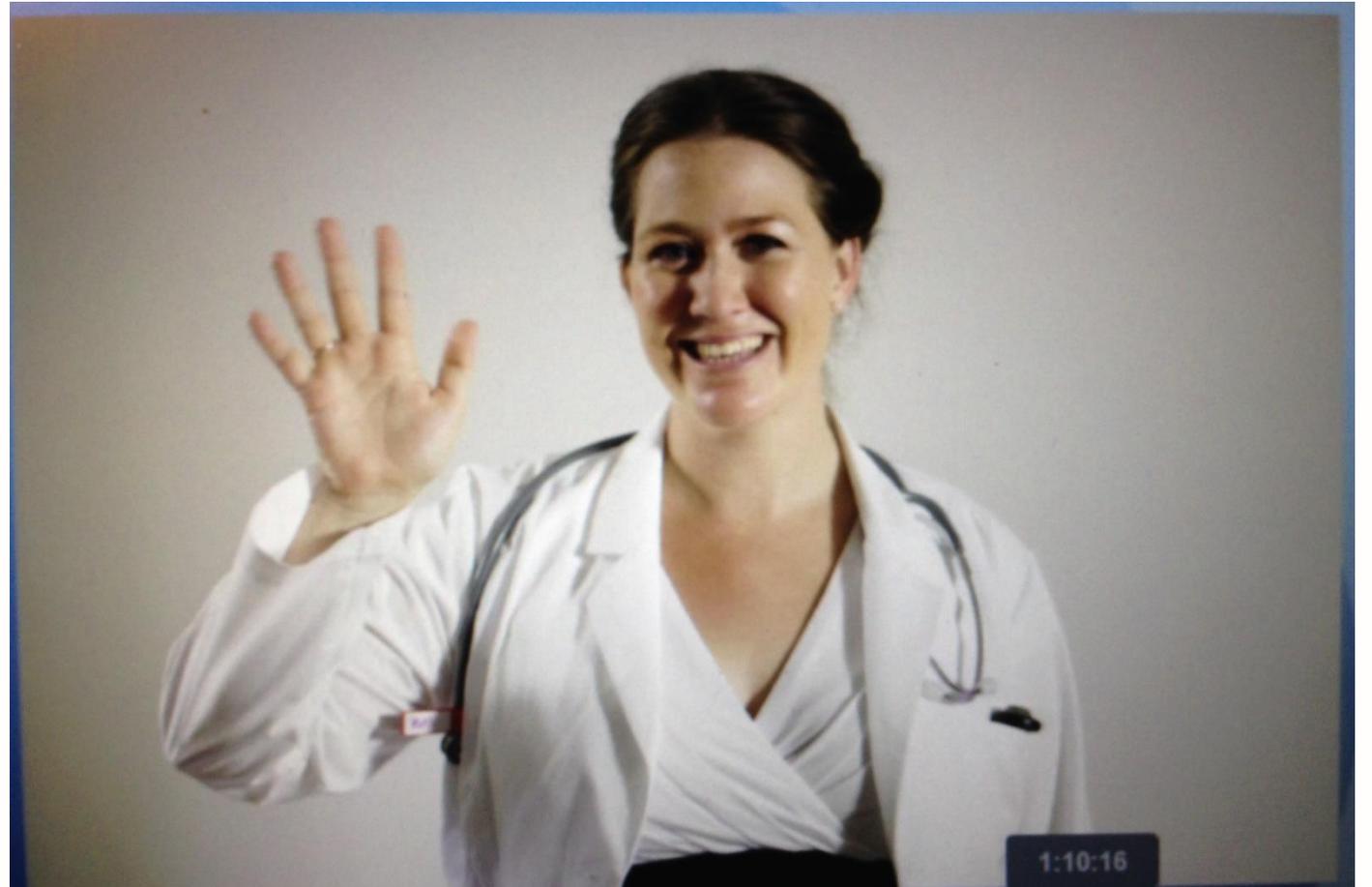
How many times have you used telemedicine?

- 0
- 1- 5
- 5-10
- 10-20
- > 20



Staging

- Framing
 - Eyes should always be in the top 1/3 of the screen
 - Hand gestures are good (most of them 😊)

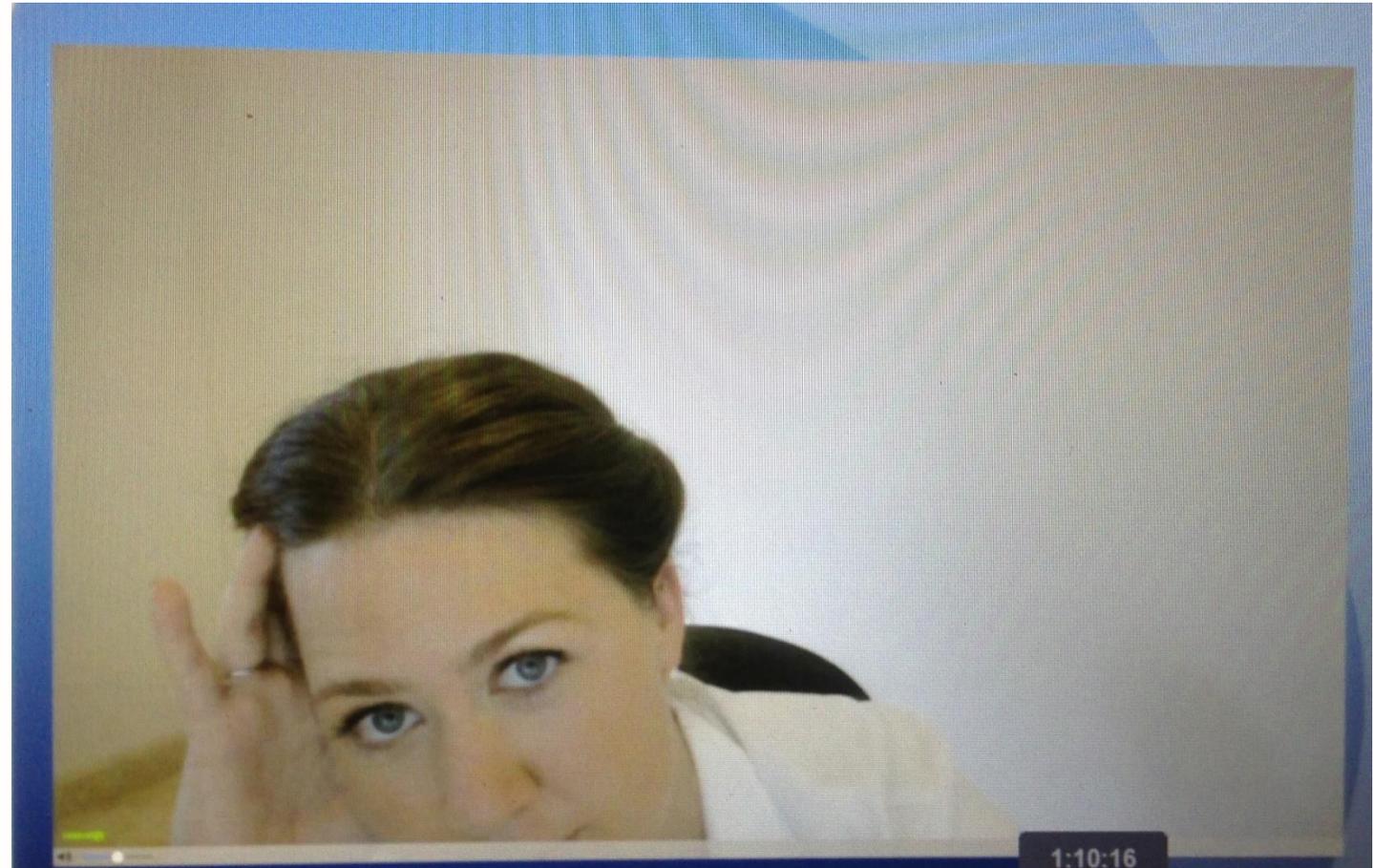




What's wrong with
this picture?

Head too low

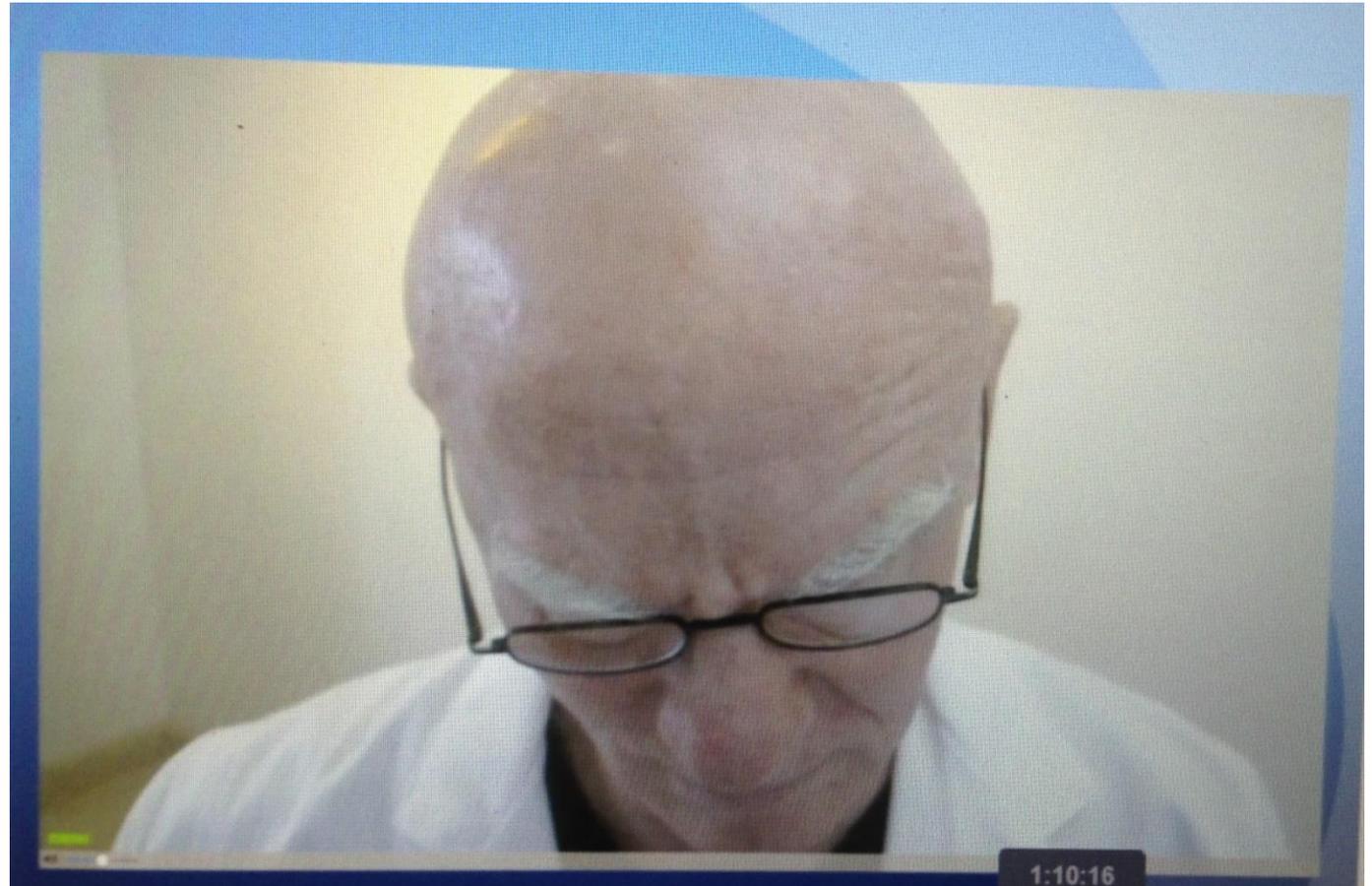
Resting head on
hand





What's wrong with this picture?

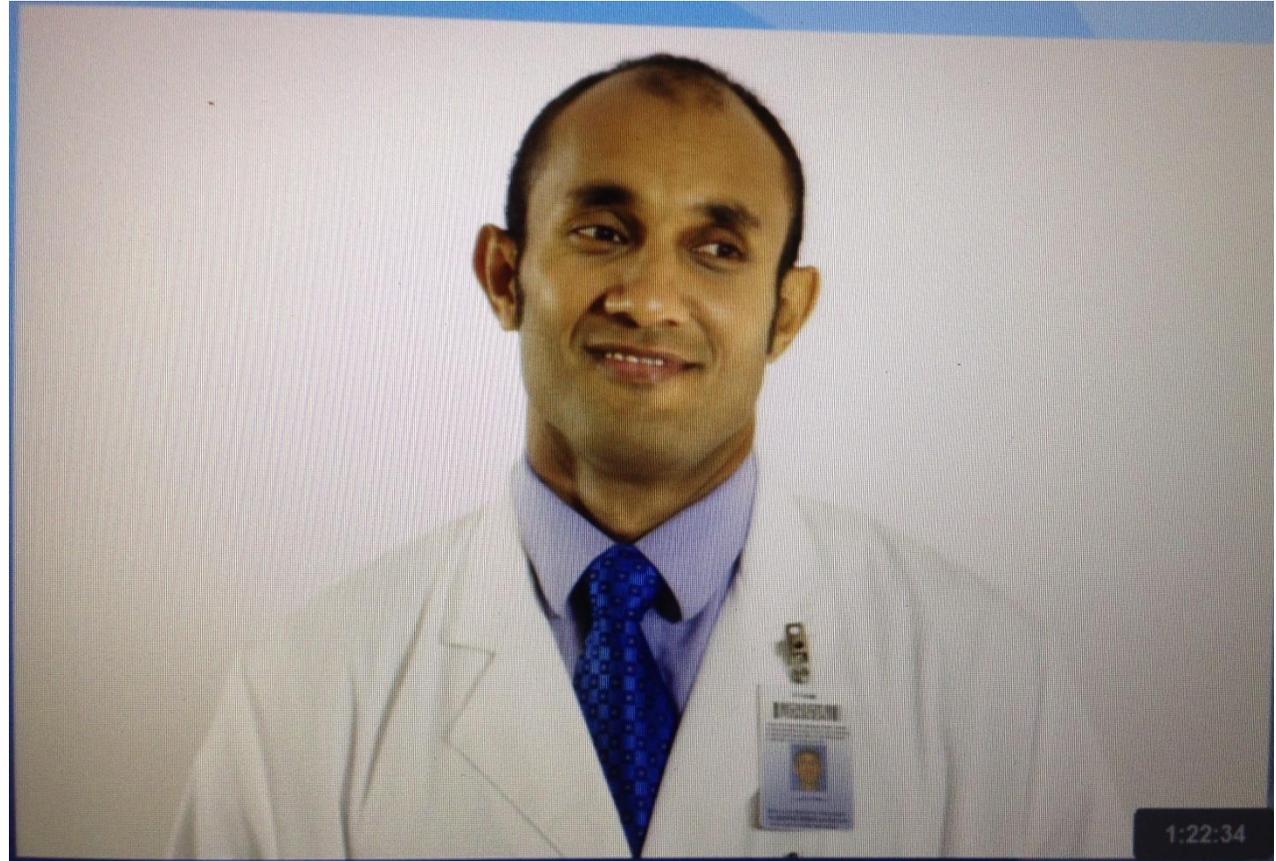
- DON'T
LOOK
DOWN





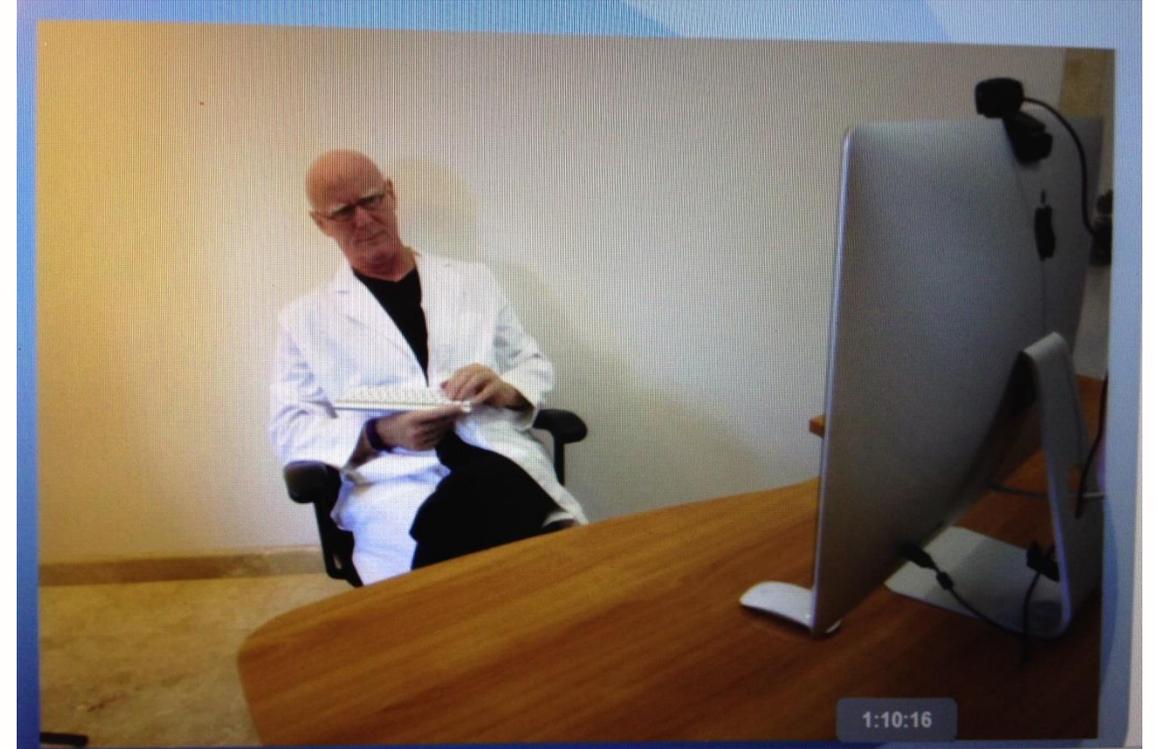
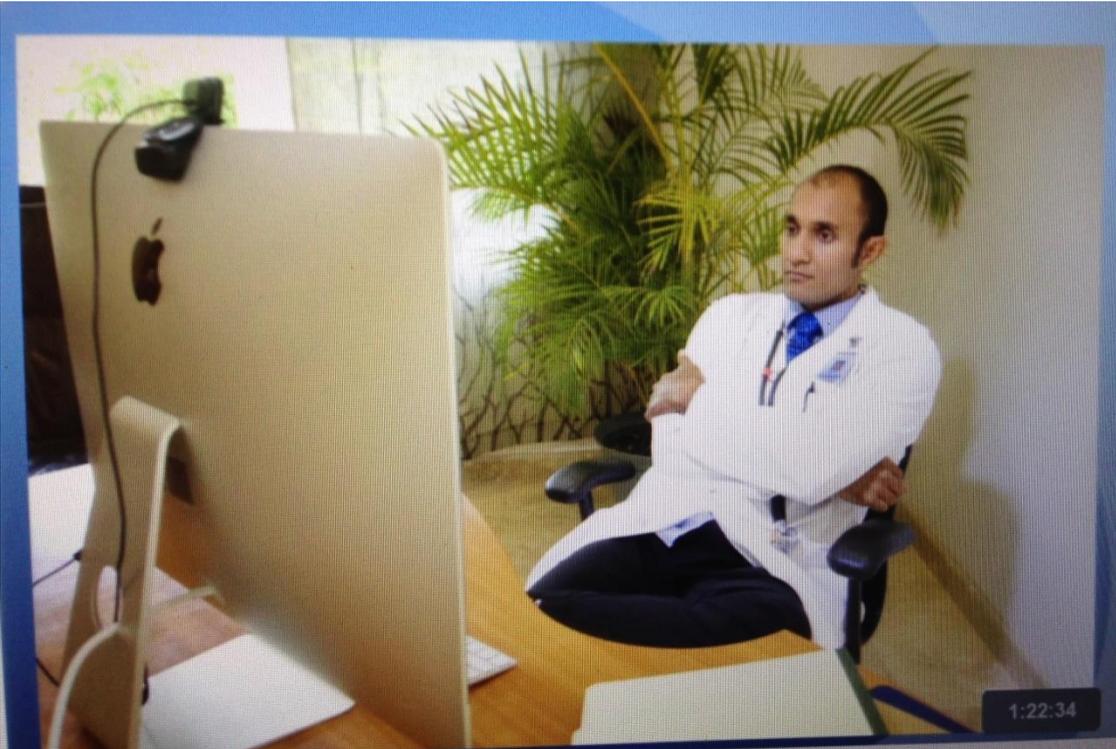
What's wrong with this picture?

- Looking to the side
- Lighting



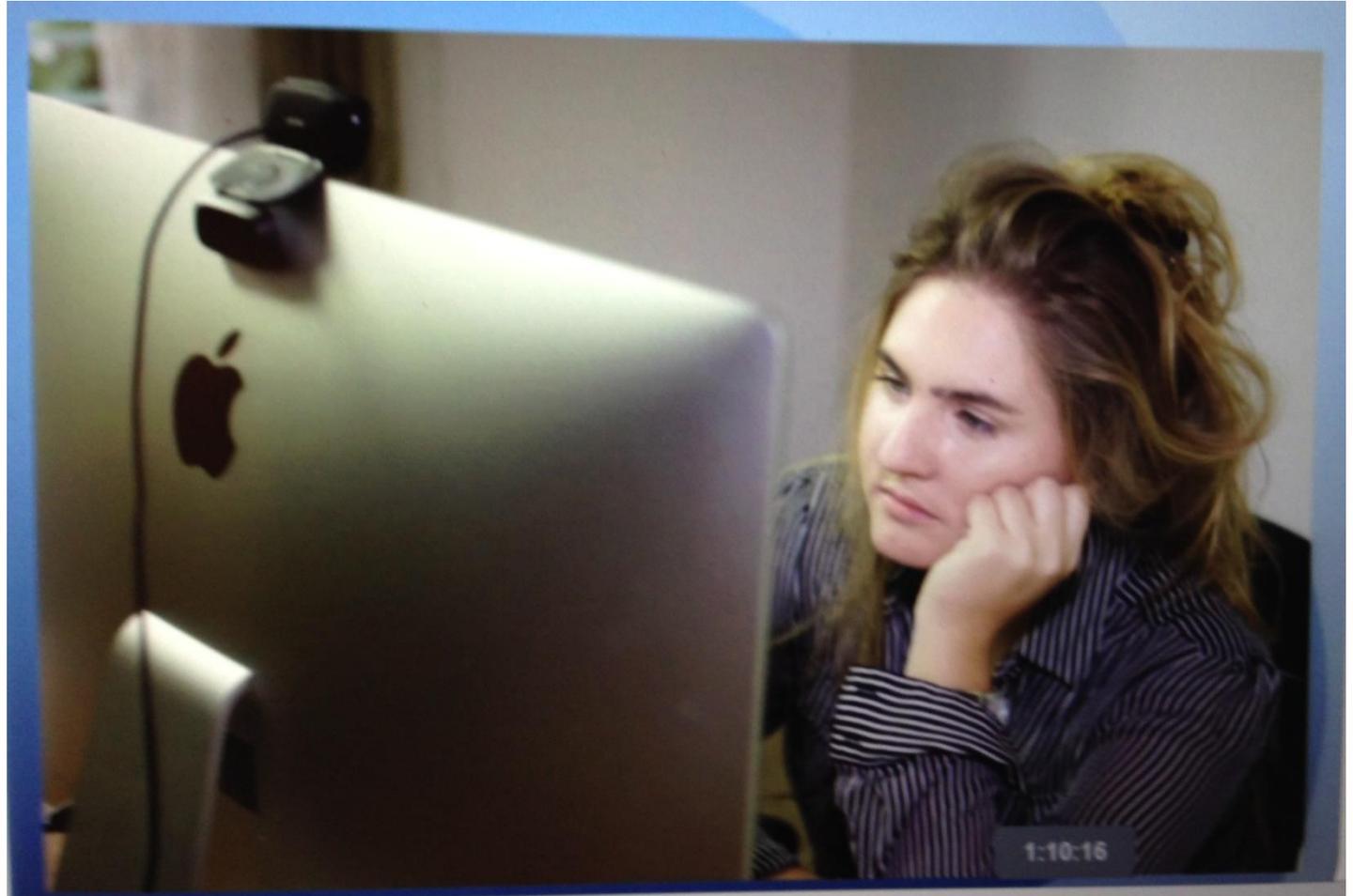


Sitting back too far, facial expression, arms crossed



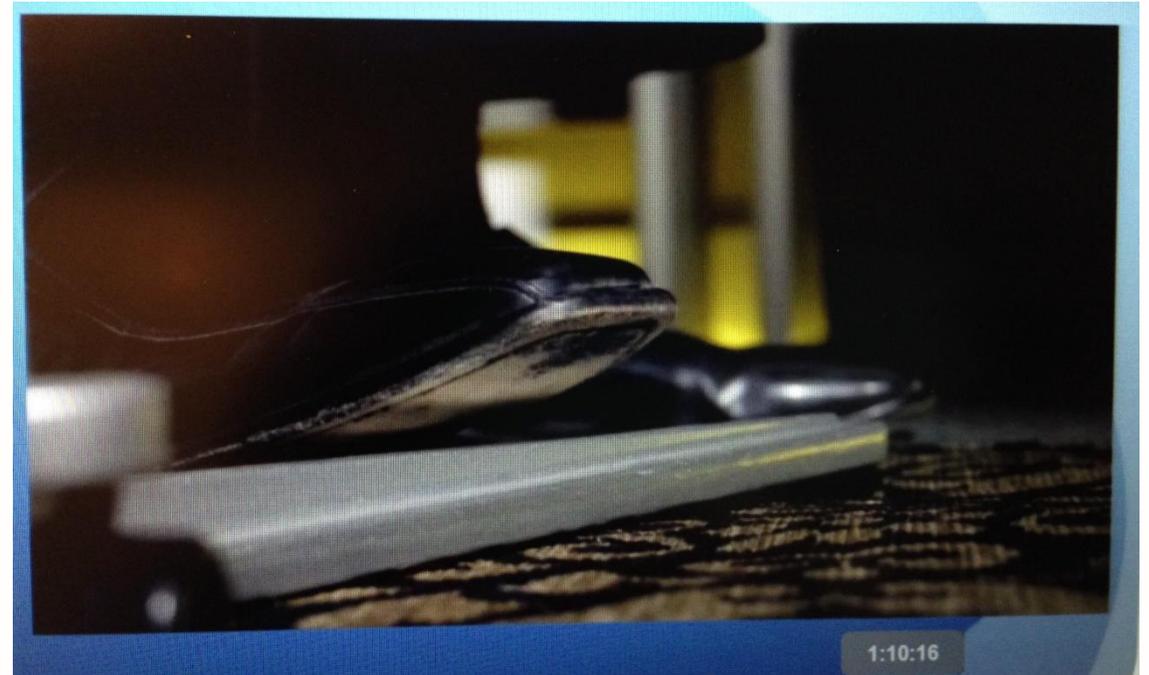
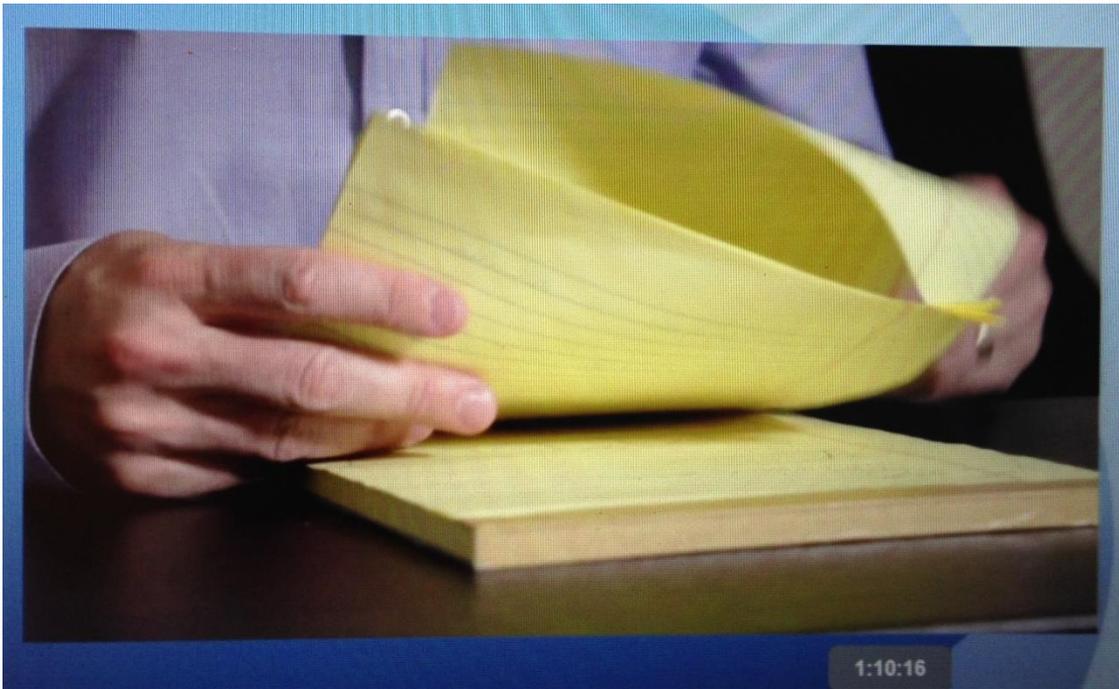


Is this what we look like in the middle of the night when we're on call????





Distracting Sounds





Q&A



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