

Collaborative Nursing Practice

Facilitator's Guide

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1st Edition

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Introduction

Purpose

This facilitator's guide was developed to assist educators and managers to use the *Collaborative Nursing Practice in BC Working Draft* and the *Collaborative Nursing Practice Resources/Tools*. This guide includes suggestions about goals and objectives; teaching and learning activities; and timeframes (one and three hour sessions) for workshops and evaluation.

Goals and Objectives

In facilitating a discussion of Collaborative Nursing Practice (CNP) using the *CNP in BC Working Draft* document, you will need to consider your goals and objectives. You may be using objectives from courses and curriculum or from orientation and in-service programs. The CNP resources/tools can be adapted to a wide variety of learners and situations and are amenable to different goals/objectives.

Teaching and Learning Activities

The resources and tools to prepare Registered Nurses (RNs), Registered Psychiatric Nurses (RPNs) and Licensed Practical Nurses (LPNs) for CNP offer a variety of teaching and learning activities. Each facilitator will be drawn to different ones. Try to use different activities to address the diverse learning needs of the nurses involved. All learners have an affinity to one or more learning styles (visual, auditory and kinesthetic). Using a variety of teaching and learning activities will draw on different styles and effectively engage all learners. The Resources on Collaboration (print and web based) offer additional teaching and learning activities possibilities.

Nurses tend to respond positively to active, experiential learning activities that draw from their context of practice. The resources and tools are interactive and the case scenarios are based on current practice settings. Building in time for reflection helps reinforce learning and supports application to practice.

Time Frame of Sessions

The length of sessions will depend on the facilitator's and learners schedules. The resources and tools can be selected to accommodate a range of time frames. An in-service of 60 minutes may serve as an opportunity to introduce CNP. A more in-depth workshop of a half or full day can draw in more tools/resources and incorporate the more complex activities of assigning care and care planning. Sample session outlines are offered in this section. In the initial pilots of the CNP resources and tools, pre-reading of selected materials was recommended (e.g., examples of pre-readings - *Collaborative Nursing Practice in BC Working Draft* and/or *Practice Expectations* from the College of Licensed Psychiatric Nurses of BC and the College of Registered Nurses of BC.)

Evaluation

Evaluation of CNP sessions includes evaluation of learning and evaluation of the teaching and learning activities. Evaluation of learning will be based upon your goals and objectives. Evaluation of the teaching and learning activities can be achieved by using your institution's system for course and workshop evaluation or you may choose to use/modify the ones outlined later in this document

Collaborative Nursing Practice Workshops

One hour session

- 5 min. 1. Goal – Introduce *Collaborative Nursing Practice Working Draft*
 - 5 min. 2. Group Guidelines – select a set from the appendix or generate your own
 - 5 min 3. Word Association exercise – *collaboration*
 - 15 min. 4. Distribute the *Collaborative Nursing Practice Working Draft* and walk through headings.
 - 10 min. 5. Select one other learning activity from CNP Resources and Tools (e.g. Ten Essentials of Teamwork Questions; Attitudes and Attributes of CNP; and Facilitators and Barriers of CNP)
 - 5 min. 6. Feedback/Evaluation – Roundtable comments and/or use evaluation tool.
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Notes on Workshop Sessions

A morning or afternoon workshop could also include the information introduced in the one hour in service, followed by a selection of other CNP resources and tools. The case studies and scenarios of different client and patient groups can be used to assist mixed group of nurses to practice care planning and assigning patients. Another key area for discussion is conflict management. If teams have practiced managing conflict in a learning group, they will be better prepared for the workplace. A sample three hour workshop session follows.

Three hour session

- 5 min. 1. Goals for day – Introduce the learning goals/objectives for the session.
- 10 min. 2. Generate group guidelines for working/learning together. (See appendix for sample).
- 20 min. 3. Introductions – Form dyads of two different nursing groups. Interview partner and introduce with name, place of graduation from nursing program and one important nursing role model/hero in his/her life.
- 5 min. 4. Word Association – **Collaboration** – Record all words on newsprint/white board. Summarize and emphasize key words to set the stage for your session.
- 30 min. 5. *Collaborative Nursing Practice Working Draft*. Distribute document if not previously circulated to participants. Walk through headings of document to provide overview.
- 30 min. 6. Return to mixed nursing group dyad and identify shared and unique competencies from practice experience (20 min.). Report back to group on at least two shared competencies. Facilitator is to record and post. (10 min.).
- 20 min. 7. Break
- 15 min. 8. Attributes and Attitudes Learning Activity
- 10 min. 9. Report back to large group.
- 40 min. 10. Care planning/clinical decision-making and assigning – select one activity.
- 15 min. 11. Report back
- 5 min. 12. Summary/Feedback/Evaluation

Facilitator Evaluation Guide

Guidelines

Distribute the evaluation tool and invite both verbal and written feedback. The evaluation tool should assist you to focus the discussion, but please feel free to encourage all feedback from participants. There is one evaluation tool focusing on the session and one requesting feedback on the Resources and Tools. Please ask participants to do both.

Your perspective as a facilitator is very important. Use the evaluation tools to document your feedback. For example, a summary comment of your impression of your session would be useful for future sessions. Try to generate ideas for additional resources and tools as well as revisions to the current ones.

Evaluation of the *Collaborative Nursing Practice Working Draft*

Your feedback about the *Collaborative Nursing Practice Working Draft* will help to develop it into a useful resource for nurses. Please use the questions below to prompt your thinking:

- I. Does the *Collaborative Nursing Practice Working Draft* provide sufficient information on collaborative nursing practice to support nurses working together?

Review:

- a) definition/description of CNP;
- b) characteristics of CNP;
- c) elements of CNP; and
- d) facilitators of CNP.

- II. Does the *Collaborative Nursing Practice Working Draft* provide sufficient information to introduce the role of each of the three nursing groups (RN, RPN, and LPN)? Review Standards, Competencies, basic education, typical client, context of practice, and responsibilities.

Comments:

- II. What sections of the *Collaborative Nursing Practice Working Draft* are:

most useful?

least useful?

- III. What else should be included in the *Collaborative Nursing Practice Working Draft*?

- IV. What ways do you see using this *Collaborative Nursing Practice Working Draft*?

- V. How would you advise us to communicate about the availability of the *Collaborative Nursing Practice Working Draft* and the Resources and Tools?

- VII. Other comments or suggestions about the *Collaborative Nursing Practice Working Draft*?

Thank you!

Collaborative Nursing Practice Resources and Tools – Evaluation

Please rate the effectiveness of the session in preparing nurses (RNs, RPNs, and LPNs) to practice collaboratively.

1 = not at all effective 2 = somewhat effective 3 = very effective

	1	2	3
1. Learning about the practice of at least one other nursing group.			
2. Identifying individual competencies of group participants.			
3. Identifying shared and unique competencies of another nursing group.			
4. The opportunity for shared care planning/clinical decision-making with another nursing group.			
5. The opportunity for determining the appropriate care provider for client care.			
6. The opportunity to practice assigning nurses with appropriate case load/workload.			
7. The opportunity to learn about key elements of collaborative nursing practice (e.g., definition, description, facilitators, and characteristics).			
8. Please rate each resource/tool used in your session as 1 = not at all effective 2 = somewhat effective 3 = very effective a. Word Association Exercise – <i>Collaboration</i> b. Ten Essentials of Teamwork Questions c. Facilitators and Barriers to Collaborative Nursing Practice d. Attitudes and Attributes of Collaborative Nursing Practice e. Managing Conflict in Collaborative Nursing Practice f. Care Planning and Assigning Activities			
9. Your comments/suggestions to improve the resources and tools?			

GUIDELINES FOR THE DAY

LISTEN for content, intent and sentiment – listen between the lines

SHARE responsibility, information and laughter

FOCUS on task, process and time

SUPPORT ideas, thoughts and feelings

RESPECT perceptions, differences and privacy

Diplomacy is letting someone else have your way. ~ Lester B. Pearson ~

GROUP NORMS

Our group will facilitate:

- ❖ Active involvement of all members
- ❖ Respect for all views, opinions
- ❖ Clarity of tasks assigned
- ❖ Staying on track and on time
- ❖ Open sharing of experience and expertise

*We can't be more than we are ... but we are so much more than we believe.
~ Anonymous ~*