

Equipping learners for proactive interprofessional problem-solving

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Introduction/background:

Just as healthcare professionals often avoid adequately addressing workplace conflict and incivility, so can interprofessional educators. With the laudable aim of building bridges and finding commonalities, educators often avoid dealing with these important but at times uncomfortable learning issues. Educators need to recognise that we each come into every encounter carrying our own 'bundle', just like our patients or clients. We need to examine what we carry with us, either consciously or not, and make active assessment of what is helpful and what must be carefully monitored. In particular, we must be mindful of our own past clinical encounters, and how they have shaped our current approach to education, and interaction with our colleagues.

Purpose and outcomes:

To share strategies for facilitating learning on how to address workplace conflict.

To enable participants to explore their own critical reflection and ways in which this can promote facilitation of interprofessional education.

Issues for exploration or questions for discussion:

- What are helpful ways for learners to develop skills in managing workplace conflict through collaborative practice?
- What opportunities do we have as educators to develop and model reflective skills through our educational practice?

Outline of workshop activities

- Videos of clinical scenarios developed by our multi-professional team for interprofessional learning will be presented.
- Participants will reflect and discuss their responses to the scenarios.
- Participants will practice unpacking and repacking their own 'bundles' and consider how to model this for learners.
- Participants will develop plans for future personal reflection and other ways of promoting authenticity in teaching interpersonal and teamwork skills.