Problem Solving Communication Challenges using Agenda-Led Outcome-Based Analysis

Agenda-Led Outcome-Based Analysis (ALOBA) involves small groups of learners identifying, simulating and analyzing challenging interactions experienced by them and directly relevant to their clinical practice. Interactions chosen by the group are the focus of the session. This reflects the group's agenda. Through practice, feedback and analysis of interactions, the group works to achieve desired outcomes.

**ALOBA Learning Objectives**

- Identify communication skills and contextual factors specific to challenging interactions: patient-doctor or inter/intra-professional

- Practice communication skills that effectively manage or resolve challenging interactions to meet desired outcomes

- Analyze communication skills demonstrated and provide constructive feedback based on this analysis

**Adapted From:**
FACILIATING ALOBA

Setting the Group’s Agenda

Ask each member of the group to briefly describe a challenging interaction s/he personally experienced – write these agenda items on a flip chart.

_TIP_ - Plan ahead. Ask each learner to bring a scenario (written in 3-4 lines)

Ask group to choose the challenging interaction(s) they would like to role play.

_TIP_ - Choose interactions that have a resolvable challenge.

Ask the learner who experienced the interaction to re-enact it with a Simulated Patient (SP).

Allow one hour for an interaction and its analysis.

In a 2-hour session, identify 2 interactions and decide which will be role played first.

_TIP_ - Do not start an interaction if you have inadequate time to complete it.

Preparing for the Simulated Interaction

Ask the learner simulating the interaction to set the scene - describe his/her prior knowledge of the patient or other person (nurse, faculty, staff, etc) and identify any extenuating circumstances.

Ask the learner and SP to talk privately about the interaction to prepare the SP for role play.
Ask the group to write down specific words and actions observed during the interaction to aid in giving feedback.

Ask that individual feedback focus on 1–2 points only.

Ask that feedback include a balance of what did and did not work well to help the interviewer achieve his/her desired outcome.

Remind group – feedback is not about ‘good’ or ‘bad’ phrasing/comments/body language – it’s about what is, or is not, effective in helping us reach desired outcomes.

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**Review ALOBA Ground Rules**

*What we say and do is confidential*

*Remember privacy - avoid using names of patients, staff or colleagues*

*We are all learners - practice provides a safe opportunity to experiment*

*There are no errors - just opportunities for learning*

*This is not an evaluation*

*Anyone can call ‘time out’ if needed*

*Feedback is formative and needs to be constructive*

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**Observing the Simulated Interaction**

Be prepared to call ‘time out’ if a group member is stuck or overwhelmed.

Make notes about key learning points for later discussion.
Facilitating the Feedback/Analysis Discussion Following the Interview

Start with the Interviewer
Elicit his/her thoughts and feelings - ask what worked well and not so well
Ask what outcomes s/he had wanted to achieve
Ask what help s/he would like from rest of the group

Include the Simulated Patient (SP)
Elicit the SP's thoughts and feelings - ask what outcomes s/he wanted to achieve

Move to the Group
Encourage learners to offer suggestions with their feedback
Remember to balance feedback
Suggest that all learners engage with the SP and try out feedback suggestions
Encourage the learner who initially simulated the interaction to retry all or part of it incorporating feedback suggestions
Introduce your key learning points and relevant communication skills, theory and research findings to stimulate group discussion
After each role play, check that the group's agenda has been met

Ending the Session
End on a positive note
Do a round-robin - each learner identifies one thing s/he will take away from the session
Summarize relevant communication skills used or not used (refer to Calgary Cambridge Guide and other communication frameworks as appropriate)