



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

Communication Skills Program
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Agenda-Led Outcome-Based Analysis (ALOPA) 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.

ALOPA 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:

Kurtz, S., Silverman, J., & Draper, J. (2005). *Teaching and learning communication skills in medicine (2nd ed)*. Oxford: Radcliffe Publishing.

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

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

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)