'Talking Walls'
Learning Resource Pack

Contents

Background to Interprofessional Skills

Within the health care professions, we are becoming increasingly aware that working well interprofessionally may be key for treating patients effectively. The General Medical Council's Tomorrow's Doctors standards (2003) now includes the following in its curricular outcomes

> "Working with colleagues:
> a. Know about, understand and respect the roles and expertise of other health and social care professionals.
> b. Be able to demonstrate effective teamworking and leadership skills.
> c. Be willing to lead when faced with uncertainty and change"

Veterinary educators also realize the importance of advancing their students' interprofessional skills, hence the creation of three resources which can be used separately or together as a unit.
We define interprofessional skills as those abilities that allow professionals to work efficiently and effectively in a multi-professional team.
CAIPE (Centre For The Advancement Of Interprofessional Education) in 2002 defined Interprofessional Education (IPE) as

> "Occurring when two or more professions learn with, from and about each other to improve collaboration and the quality of care"

Interprofessional skills centre around good communication and an appreciative knowledge of the skills and roles of other professions, this can be seen in Figure 1 below.
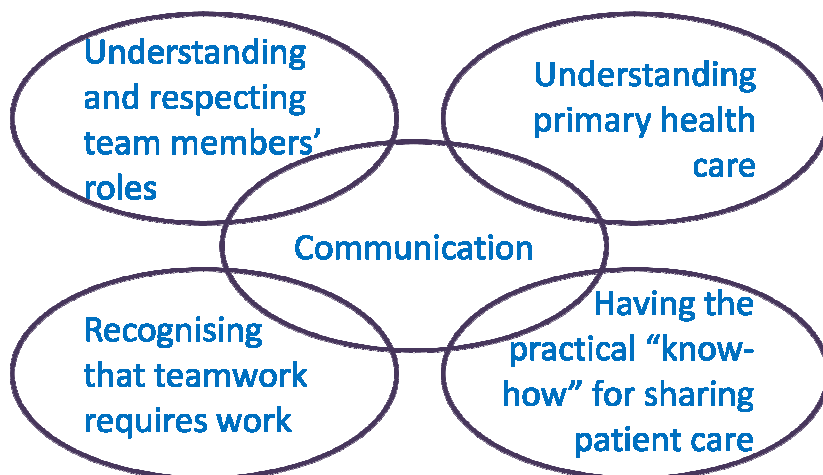

Figure 1: Characteristics of an effective health care team (Sargeant, Loney and Murphy, 2008).

'Talking Walls' as a Technique to Enhance Interprofessional Learning

Resource Type: Small interprofessional group activity to improve the knowledge of roles and responsibilities of other professions.

Talking Walls was first described by Parsell, Gibbs and Bligh in 1998. The paper is entitled 'Three Visual Techniques to enhance interprofessional learning' and can be accessed via PubMedCentral. The following information comes from this paper.

Talking walls is a simple technique adapted from commercial situations of exploring issues, analyzing problems or developing action plans. It is used in this case to encourage students to explore the roles of other professions and start discussions with members of professions they will work closely with in future, but have little contact with during their separate educations.

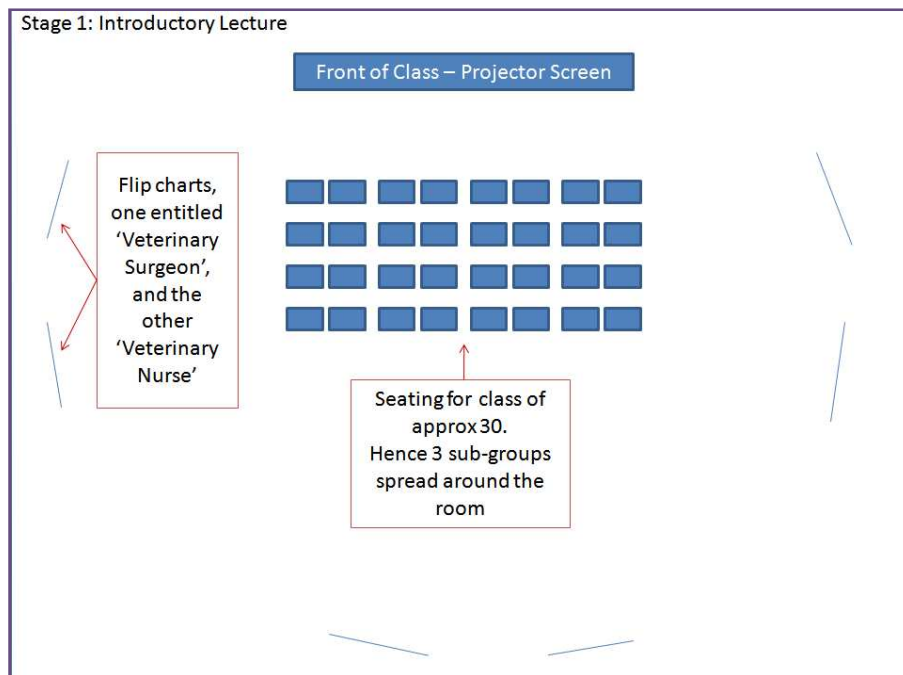The technique has been used by several studies, including the following;
- Parsell, Spalding and Bligh (1998) in their 'Evaluation of a multiprofessional course for undergraduate students'
- Coster et al. (2008) in their paper 'Interprofessional attitudes amongst undergraduate students in the health professions: A longitudinal questionnaire survey'
- Heath et al. (2008) in their paper 'Building interprofessional primary care capacity in mental health services in rural communities in Newfoundland and Labrador: An innovative training model'
- The Quality Improvement and Innovation Partnership (2009) for 'Supporting Ontario's family health teams' in the module 'Clarifying roles and expectations'

Equipment

- A room big enough for the class to spread out around the outside in small groups and sit in the middle as a large group

Set up the room as follows (e.g. for a class of approx 30):

Stage 1: Introductory Lecture

Front of Class – Projector Screen

Flip charts, one entitled 'Veterinary Surgeon', and the other 'Veterinary Nurse'

Seating for class of approx 30. Hence 3 sub-groups spread around the room

- Computer and projection for introduction, with PowerPoint
- Per sub-group (see guidelines for sub-group size below):
  - Two flipcharts or 'wall-pad' sheets with the name of each profession written on top
  - Two red marker pens and two blue marker pens (or any neutral plus bold colour combination)
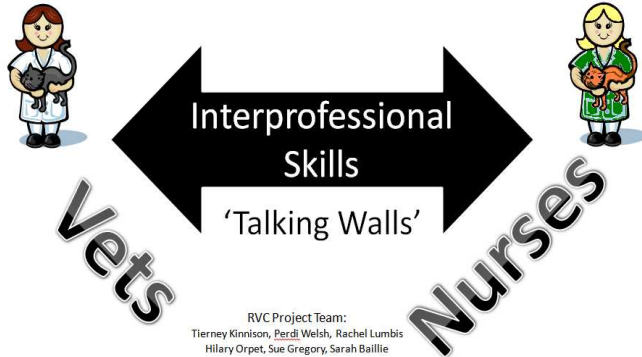 - A4 paper and pen

Method

Summary Session Plan:

Introduction to the session and split into sub-groups	20 min
Intra-professions create flipchart of other profession's roles and duties	15 min
Intra-professional correction of their own profession's flipchart	10 min
Sub-group discussion and compilation of misconception list	10 min
Whole group discussion of common misconceptions, inaccuracies, missing items, comparison with practicing professionals, overlapping of roles, diversity of the professions, benefit of IPL	25 min

Therefore a session would last approximately 90 minutes

The PowerPoint presentation below can be used to introduce your class to the session. It can be accessed on the Royal Veterinary College's LIVE Centre website, under the activity Professionalism
http://www.live.ac.uk/html/activities_professionalism.html.
The notes beside the slides will instruct you how to carry out the session

RVC Royal Veterinary College
University of London

LIVE LIFELONG INDEPENDENT VETERINARY EDUCATION

VET NET LLN

Interprofessional Skills

'Talking Walls'

Vets   *Nurses*

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Introduction to Interprofessional Education

- Interprofessional skills are those abilities that enable us to work with people from other professions within the veterinary surgery, in order to achieve common goals such as improving the health of patients

- What do you, as veterinary students and VN students, know about your own, and each other's professions and professional roles?

- In order to work well together, the professions should know about each other's roles and responsibilities

Today's Schedule

- Brief overview of the 'Talking Walls' session
- Split into small groups
- Talking Walls Activity
  - How to get started
  - Mini-group activity
  - Whole group discussion

Although in practice vets and veterinary nurses will work with other professions (receptionists/practice managers for example) in this case, the resources concentrate on the most frequent interaction i.e. that between the vet and the nurse.

The production of these resources was one of the first attempts to use IPE in veterinary education, whereby veterinary surgeons and veterinary nurses actually train together.

Talking Walls

- Aims to understand and enhance interprofessional learning – originally developed by Parsell, Gibbs and Bligh (1998)

- Two Flipcharts –   'The Veterinary Surgeon'
                     'The Veterinary Nurse'
  Write the **roles and duties** of the other
  profession on their chart **in blue**/**green**/**black** — 15 minutes

- Go over your own profession's chart - deleting, amending and adding **in red** — 10 minutes

- Mini group discussion – creation of misconception list — 10 minutes

- Large group discussion — 25 minutes

The Groups

Group A		Group B		Group C	
Student 1	VS	Student 10	VS	Student 19	VS
Student 2	VS	Student 11	VS	Student 20	VS
Student 3	VS	Student 12	VS	Student 21	VS
Student 4	VS	Student 13	VS	Student 22	VS
Student 5	VS	Student 14	VS	Student 23	VS
Student 6	VS	Student 15	VS	Student 24	VS
Student 7	VS	Student 16	VS	Student 25	VS
Student 8	VN	Student 17	VN	Student 26	VN
Student 9	VN	Student 18	VN	Student 27	VN

Talking Walls

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  Write the **roles and duties** of the other
  profession on their chart — 15 minutes

  - Write **in blue**/**green**/**black**
  - You can be both general and specific
  - Include all roles – even those that may be considered the role of another profession as well

Overview of the session
A quick run through of what the students will do, the following slides will go over it in more detail

A sub-group must consist of both veterinary students and veterinary nursing students
It is unadvisable for only one student from a profession to be in a group, as they would have no one to discuss ideas with during the first task
The sub-group size should preferably not exceed 8
However, this is likely to be difficult in the vet/vet nurse situation e.g. at the RVC 200 vet students: 60 VN students in a year
Hence the 7:2 ratio in a subgroup indicated on the slide (3 groups in a class = 21 vets, 6 nurses -> 10 classes for a year group)
Split the students into the sub-groups now

Task 1.
The sub-groups must again split, into the two professions
Ask the veterinary surgeon students to stand by the VN board, and vice versa
The set up for the room is as shown in the Equipment section above
In their professional groups, the students must decide what are the roles and duties of the other profession
They can be broad or specific and they do not have to be exclusive to that profession i.e. both professions may have the role 'discharge patients'
They write these on the board in blue/green or black
They are allocated 15 minutes for this task

Talking Walls

- To understand and enhance interprofessional learning – Parsell, Gibbs and Bligh (1998)

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  'The Veterinary Nurse'
  Write the **roles and duties** of the other profession on their chart — 15 minutes

- Go over your own profession's chart – deleting, amending and adding — 10 minutes

> • Write **in red**
> • Keep deleted items legible

Task 2. Room set-up does not change
Ask the students to swap round so that they are standing by their own profession's flip chart
They should now go over what the other students have said and delete any misconceptions (with a single red line so it is still legible), make amendments and add other roles or duties

They are allocated 10 minutes for this task

Talking Walls

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  Write the **roles and duties** of the other profession on their chart — 15 minutes

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- Mini group discussion – creation of misconception list — 10 minutes

Task 3. See below for room set-up
The veterinary surgeon students and VN students come back together in their sub-groups
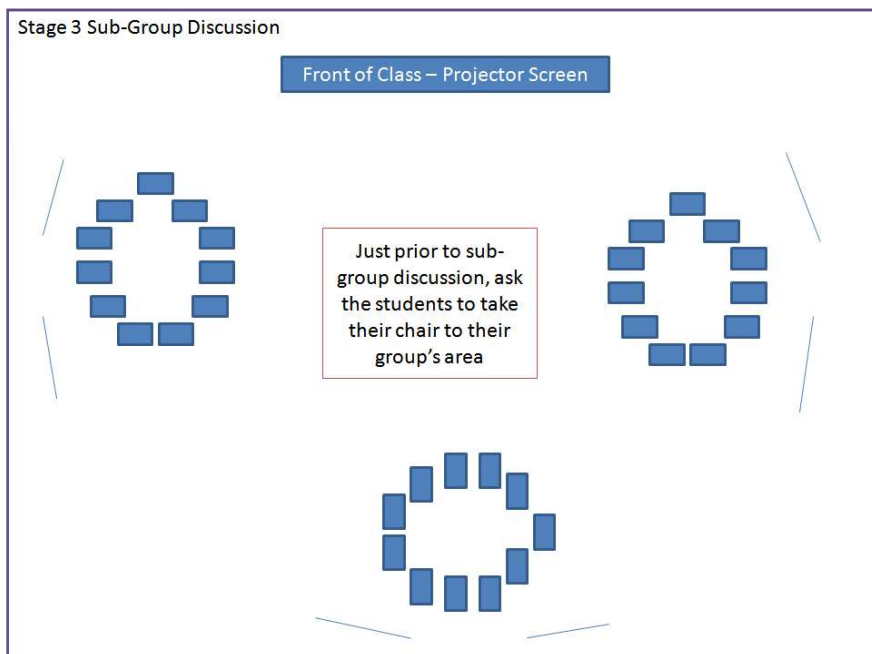They are given a piece of A4 paper and a pen
Ask them to go over what they have written on the flip charts with each other
Ask the VNs to start with their chart. They should comment on things the vet students got right and wrong
Add the misconceptions to the A4 paper as a list
Then the vets have their go
The students should ask each other why they thought certain things, they have the chance here to overcome prior assumptions and learn about each other
They are allocated 10 minutes for this task

Stage 3 Sub-Group Discussion

Front of Class – Projector Screen

Just prior to sub-group discussion, ask the students to take their chair to their group's area

## Mini Group Discussion

Points to discuss:
- Did you have any misconceptions about each other?
- Try to explain to each other why the misconceptions are not true
- How about inaccuracies and missing items?

Discuss

Task 4. See below for room set up
As a whole class, go over the sub-group's misconception lists

Also ask about general outcomes from the groups' chats, such as minor amendments or completely missing roles

Practicing Vets' & VNs' view of a VN's Role
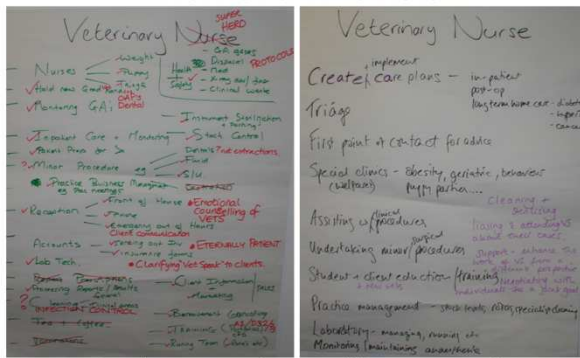
Are these suggestions any different to yours?

Ask them to consider if the professional's suggestions were any different to their own

This may help them to understand the other profession's role, as well as practicing vets'/VNs' idea of their own profession's role

Practicing Vets' and VNs' view of a Vet's Role

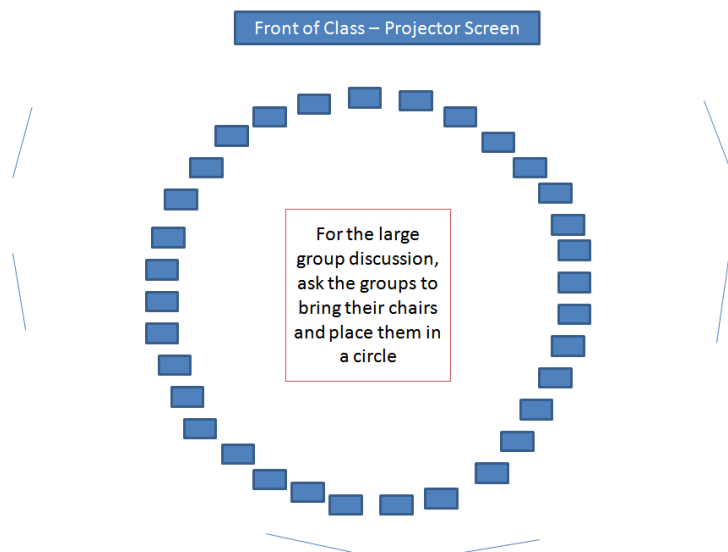Are these suggestions any different to yours?

Group Discussion

- Points to discuss:
  - Consider the diversity of each profession's role
  - Do vets and VNs have many common roles and duties?
  - Can you see any benefits of interprofessional education, like today's session?

Task 5. See below for set up
Ask them to reflect upon the diverse nature of vet and VN roles
Ask them to consider if vets and VNs have many common roles
Ask them about the benefits of interprofessional learning

To encourage participation, you could go around the circle, asking for any new misconceptions etc. Or you could ask a sub-group rather than individuals
You are allocated 25 minutes for the group discussion

Stage 4 Large Group Discussion

Front of Class – Projector Screen

For the large group discussion, ask the groups to bring their chairs and place them in a circle

Please see the next two pages for the student handout. For a printable version, please access the file here: http://www.live.ac.uk/html/activities_professionalism.html.

Interprofessional Skills 'Talking Walls' Session

An Introduction to the Concept of Interprofessional Skills

The veterinary clinic is a multi-professional health-care team consisting of veterinary surgeons and veterinary nurses along with receptionists, a practice manager etc. Each profession works closely with the others to achieve the common goal of patient care.

It is becoming increasingly evident that in order for a multi-professional team (for example veterinary surgeons and nurses) to work in an efficient and effective way, maximising the benefit to their patient, they need to have good interprofessional skills. These skills should be developed as early as possible during academic studies.

Interprofessional skills centre around good communication and an appreciative knowledge of the skills and roles of other professions (Figure 1).
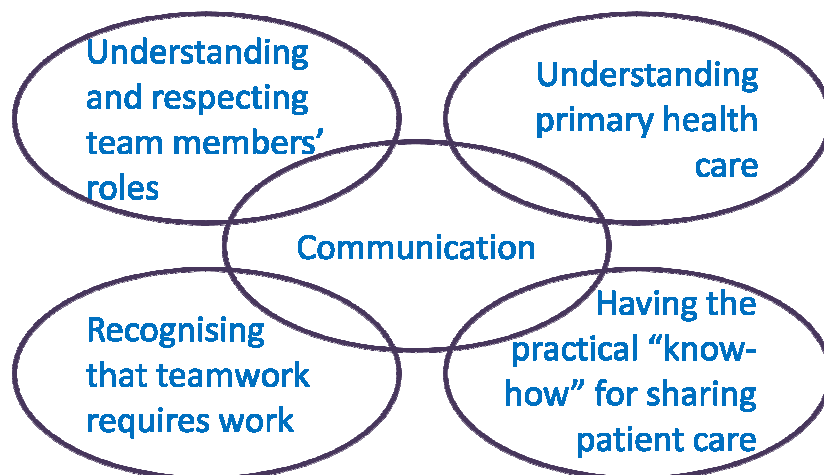

Figure 1: Characteristics of an effective health care team (Sargeant, Loney and Murphy, 2008).

Today's session will bring veterinary students and veterinary nursing students together to enable you to find out how much you really know about each other's profession.

Learning Objectives:
1. Appreciate the role of other professions within a veterinary clinic
2. Identify common misconceptions with regard to professional roles
3. Describe your own role within a veterinary clinic
4. Improve communication skills with members of a different profession

'Talking Walls' Activity

'Talking Walls' is a visual technique to understand and enhance interprofessional learning and was described by Parsell, Gibbs and Bligh in 1998.

Session Plan:

- Introductory Presentation
- Divide into small groups of both vets and vet nurses
- 'Talking Walls' activity, see PowerPoint slide below:

Talking Walls

- To understand and enhance interprofessional learning – Parsell, Gibbs and Bligh (1998)

- Two Flipcharts – 'The Veterinary Surgeon'
  'The Veterinary Nurse'
  Write the **roles and duties** of the other profession on their chart — 15 minutes

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References:

Parsell, G., Gibbs, T. and Bligh, J. 1998. Three visual techniques to enhance interprofessional learning. *Postgraduate Medical Journal*, 74: 387-390.

Sargeant, J., Loney E. and Murphy, G. 2008. Effective interprofessional teams: "Contact is not enough" to build a team. *Journal of Continuing Education in the Health Professions,* 28: 228-234.

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Sargeant, J., Loney E. and Murphy, G. 2008. Effective interprofessional teams: "Contact is not enough" to build a team. *Journal of Continuing Education in the Health Professions,* 28: 228-234.

Quality Improvement and Innovation Partnership. 2009. Supporting Ontario's family health teams, Module 3: Clarifying roles and expectations. http://www.qiip.ca/user_files/module3.pdf Accessed 23rd July 2009.