

***The power of health promotion and partnering***

Speaker	Activity	Script	Handout	Time
Donnabeth Sweetland	Role Play Introduction	<p>We want to focus on how we can support and create shared understanding with clients and other community care team members through our daily interactions and relationships in order to co-create positive outcomes.</p> <p><b>Who is the Client/Customer?</b></p> <ul style="list-style-type: none"> <li>Client driven care applies to all employees of the South West CCAC. We have internal and external clients. We need to ask ourselves in any given interaction; "Who is my Client?" "Who do I impact?" "Who do I impact from day to day?"</li> </ul> <p><b>Some of the Client's we work with are:</b></p> <ul style="list-style-type: none"> <li>The "<i>Primary Client</i>" who actually receives CCAC services, Co-workers, Service Providers, Auxiliary Community Services, Hospital and LTC Home Staff and Clients, MOH, Family Health Teams, etc</li> </ul> <p><b>Hospital Case Management Example:</b></p> <ul style="list-style-type: none"> <li>We make a difference in the Hospital Setting. A Hospital Case Manager once shared this story. "I was working in the Day Surgery Unit at my Local hospital. I couldn't help but notice that one of the clients in the unit was being ignored by the hospital staff. I soon found out that the staff felt that she was a very "difficult" client who was uncooperative and nasty. The Hospital Case Manager knew she would soon have to interact with the client because she was going to need CCAC services. She decided to take a few minutes and simply connect with her one on one. With a simple open ended question like "Hello, How are you, how are things?" the Hospital Case Manager was not prepared for what was next. The lady took the opportunity to tell in 5 short minutes that she was supposed to be on her dream retirement vacation until this emergency surgery was required. She also had just found out that her one and only child had also fallen ill and was facing a life threatening illness.</li> </ul>		5 min

The Case Manager successfully practiced active listening skills and through this meaningful connection was able to work with the lady to put CCAC services in place without any difficult. All it took was a simple “How are you doing?”

**CM – Team Assistant Example:**

- It is so easy for us as health care workers to focus on our own separate tasks and work parallel to each other in virtual vacuum. As Case Managers and Team Assistants we are embracing ever changing roles and we need to be sensitive to each other as these changes occur. We need to ask ourselves: “Am I connecting with my team mates, checking in with others to see how they are doing, having proactive conversations around client/team/service provider needs or am I working on a parallel track from everyone, in isolation. Am I promoting “a visible caring and integrated community on my team” or “just keeping to myself”? “Am I connecting or checking in with my teammates throughout the day?” “Am I developing ways to build on each other strengths and collaboratively work together?”

**Corporate Services example:**

- All of us play an important role in client care: either we support clients directly or support someone who does. Many staff performs roles that don't directly come into contact with clients such as payroll, finance and even HR. As an example even the way HR interacts with applicants will ultimately impact our client.

**Community example:**

- Role Play
- For today we have chosen the Community example to role play.

*Read PowerPoint Slide – Role Play*

- Form trios, have trios pick roles.
- Have the T/A or Support Staff take on the role of Doreen, the client. There **will only be one** Doreen in each group for the whole exercise. She needs to be someone who will participate and cooperate in the interview (not someone who will sabotage it). The person who accepts often likes to “act” or be a “character”.
- Suggest the first Interviewer (Part 1) be someone who wants to practice

		<p>active listening and asking open-ended questions, the second Interviewer (Part 2) will be someone who wants to experience a more emotionally charged conversation. When not interviewing, you are an observer who will be providing feedback during debrief.</p> <p><b>Open Ended Questions:</b></p> <ul style="list-style-type: none"> <li>• often begin with “<i>when, how, or what</i>”</li> <li>• can not be answered with <i>yes/no</i></li> <li>• helpful to explore a client’s thoughts/wishes</li> </ul> <p>For example, <i>How are you getting along? Tell me about yourself. What is most important to you right now? What is life like for you at this time?</i></p> <p>Avoid asking questions that start with, “Why” – they may make people feel defensive. For example, “<i>Why do you think that?</i>” - might sound a bit judgmental</p> <p><b>Encouragers:</b></p> <ul style="list-style-type: none"> <li>• help to gain more information without asking a new question</li> </ul> <p>For example, <i>Tell me more..., please go on..., I see..., Yes..., Uh huh...(while nodding.)</i></p> <p><b>Closed Questions:</b></p> <ul style="list-style-type: none"> <li>• helpful if need more clarity</li> <li>• ask for facts, specific information</li> <li>• often results in yes/no answers and can shut down communication.</li> </ul> <p>For example, <i>When did this happen? Does this hurt? Do you live alone?</i></p>		
Site Facilitator	Set Up for Part 1: <b>Role Play</b>	<ul style="list-style-type: none"> <li>• Goal for Part 1 is <u>Getting to know Doreen</u></li> <li>• Quickly form trios and have members pick roles – <i>Doreen, Interviewer, Observer.</i></li> <li>• Distribute handout: Building Trust and Meaning – <i>one each for Doreen, Interviewer, and observer.</i></li> <li>• Have participants review the information.</li> <li>• Ask the interviewer to prepare his/her questions (observer can help).</li> </ul>	<b>YES x 3</b> <b>Building Trust &amp; Meaning</b>	4 min

		<ul style="list-style-type: none"> <li>• Remind the Interviewer there is a page of information on types of questions and the “Emotional Flooding” diagram in the package.</li> <li>• Instruct trio to say “break” to confer with observer coach, if necessary, during the role play.</li> </ul>		
Trio	Role play	<ul style="list-style-type: none"> <li>• Proceed with role play.</li> </ul>	<u>NO</u>	5 Min
Site Facilitator	Stop role play	<ul style="list-style-type: none"> <li>• Have trio debrief role play together, using <i>feedback questions</i> provided as a guide for discussion. Interviewer goes first, then observer, then Doreen.</li> <li>• Doreen is to share her fact-sheet with the others before debrief time is up.</li> </ul>	<u>NO</u>	1 Min
Trio	Individual reflection on feedback questions	<ul style="list-style-type: none"> <li>•</li> </ul>		2 Min
	Small group debrief	<ul style="list-style-type: none"> <li>•</li> </ul>		3 Min
Site Facilitator And Site group	Large group debrief at each site	<ul style="list-style-type: none"> <li>• Without anyone moving from their spots briefly debrief Part I as a Large Group in each office site</li> <li>• State the goal of this part of the role-play: to get to know “Doreen”.</li> <li>• Ask Interviewers on a scale of 1-5 how well the Interviewer got to know “Doreen”: 1=low - 5=very well.</li> <li>• Ask Interviewers what worked well and what might you do differently?</li> <li>• Ask if there are any questions or comments from the “Doreen” or Observer roles.</li> </ul>	<u>NO</u>	3 Min
Site Facilitator And Site group	Share reflections	<ul style="list-style-type: none"> <li>• <b>Reflection #1:</b> The two of you start out as strangers. Did you notice how the open-ended questions worked as compared to the closed ended questions? (<i>open-ended tend to elicit more responses and increased the richness of response, while close-ended questions limited the dialogue.</i>)</li> <li>• Facilitator now asks open-ended questions of the large group. Here are a few examples:</li> </ul>	<u>NO</u>	2 Min

		<ul style="list-style-type: none"> <li>○ What makes listening tough for clients and other team members?</li> <li>○ How do you document and listen simultaneously?</li> <li>○ How do you ground yourself and stay focused when you feel turbulent inside? For example, client/employee is angry or having an emotional moment.</li> </ul> <ul style="list-style-type: none"> <li>● Facilitator refers again to the handout for <u>Emotional Flooding Diagram</u> and <u>Open-ended question/ Closed-ended questions example</u>.</li> <li>● <b>Reflection #2:</b> Did anyone want to move to the “fix-it” stage when they heard about some of “Doreen’s” concerns? What makes us want to do this so quickly? What do you think might be the outcome of doing this? What are the alternatives?</li> </ul> <p><b>Facilitator Note:</b> <i>You may find that the “fix-it-too-quick issue” is not present at your site during this exercise. If so, let them know that in the past when this exercise has been done others have moved to “fix it” too soon and this often happens in reality. Give the following rationale for avoiding a move to fix- it too- quick when working with clients/co-workers.</i></p> <p><b>Facilitator listens for things like:</b> <i>it is very tempting for us as experts to do this as we see possible solutions from all of our experiences. Offering a, fix-it-too-quick solution can be disempowering. It may fix the immediate problem, but it hasn’t helped the client’s/employee’s overall capacity for personally creating solutions. Could you have considered waiting a little longer and just listened to the story? Take 5-7 minutes of your interactions with people to try to get to know them.</i></p>		
Site Facilitator	Set up part 2 a) and b)	<ul style="list-style-type: none"> <li>● Goal for Part 2: <u>To experience an “Emotionally Charged Conversation” with a client and move toward Co-creating solutions</u></li> <li>● Interviewer and Observer have the option of switching roles, but the role of Doreen must remain with the same person.</li> <li>● Pass out the handouts blue, pink and yellow: Guided Conversations Template to assist Interviewer with interaction. (Yellow)</li> <li>● Provide a minute for the trio to read the packages on part 2 a) and b) of the role play.</li> <li>● They are to proceed with a) first and then flow into b) when ready.</li> <li>● Instruct trio to say “break” to confer with observer coach, if necessary, during</li> </ul>	<p><b>YES</b></p> <p><b>Guided Conversations – Process Guide to assist them in their interactions.</b></p>	3 Min

		the role play.		
Trio	Role play	<ul style="list-style-type: none"> <li>• Proceed with role play.</li> </ul>	<b><u>NO</u></b>	5 Min
Site Facilitator	Stop role play	<ul style="list-style-type: none"> <li>• Debrief role play in trios, using feedback forms to guide discussion.</li> <li>• Provide a short time for individual reflection and then small group debrief - Interviewer goes first, then observer, then “Doreen”.</li> <li>• Tell Doreen to share her information sheet, highlighting why you were angry and the kind of solutions you would explore just before proceeding to Part 2.</li> </ul>	<b><u>NO</u></b>	1 Min
Trio	Individual reflection on feedback questions	<ul style="list-style-type: none"> <li>•</li> </ul>		2 Min
	Small group debrief	<ul style="list-style-type: none"> <li>•</li> </ul>		3 min
Site Facilitator And Site group	Large Group Debrief at site	<ul style="list-style-type: none"> <li>• Without anyone moving from their spots briefly debrief Part 2 as a Large Group in each office site</li> <li>• State the goal of this part of the role-play was to get to know “Doreen”.</li> </ul> <p><i>Caring and Connecting Phase:</i></p> <ul style="list-style-type: none"> <li>• Ask the Interviewer: <ul style="list-style-type: none"> <li>○ How did you feel when anger and frustration surfaced and was directed at you?</li> <li>○ What did you think?</li> <li>○ What did you want?</li> <li>○ What did you do? (<i>Some have felt defensive or offered solutions before hearing the reasons for the anger</i>).</li> <li>○ What experience, in your practice, has this interaction reminded you?</li> </ul> </li> </ul>		3 Min

		<ul style="list-style-type: none"> <li>• Ask “Doreen” and observers: <ul style="list-style-type: none"> <li>○ Anything you would like to share regarding this part of the interaction?</li> </ul> </li> <li>• Facilitators will refer to “Emotional Flooding” Diagram, and how a person needs to be ready to listen and participate, before exploring solutions.</li> <li>• Facilitators ask probing questions, as time permits: <ul style="list-style-type: none"> <li>○ What sorts of strategies were explored with “Doreen” that might improve her situation?</li> <li>○ How broad in scope were the solutions? Was the focus on wound care and physical health, or did they explore some broader approaches? <b>Note:</b> <i>if you only focus on the wound or physical health, you may not get to the root of the issue. Sometimes need to look beyond our usual expertise for solutions. (Client’s Strengths).</i></li> </ul> </li> </ul>		
Site Facilitator	Sharing Outcome of Doreen’s Story	<ul style="list-style-type: none"> <li>• “This case was based on a real CCAC client many years ago. The name has been disguised. The client worked with a staff member who got to know her, and learned her personal story.</li> <li>• In partnering with the staff member and the client’s family, the client applied for a move to the front of the building.</li> <li>• Within a few months, she moved. She could see people come and go, and had more social contact, which she was craving.</li> <li>• The client began to feel better about life: her diet improved, as did her skin integrity.</li> <li>• By peeling back the onion and getting at some of the underlying issues, we were able to improve the client’s physical health, independence, and quality of life. That resulted in satisfaction.”</li> </ul>	<b><u>NO</u></b>	1 Min
Sandra Coleman	Wrap Up	<ul style="list-style-type: none"> <li>• Summarize key messages/lessons (<i>provided to Sandra by Donnabeth prior to teleconference in PowerPoint slides</i>).</li> <li>• Sandra to tell the staff that the facilitator will compile some of what she/he has heard regarding: key-learning and provide feedback to them at a later date.</li> </ul>	<b><u>NO</u></b>	2 Min
Site	Follow-up	<ul style="list-style-type: none"> <li>• Facilitator is to forward three 3 key learning by site to Donnabeth</li> </ul>	<b><u>NO</u></b>	

Facilitator		Sweetland. <ul style="list-style-type: none"><li>• These key learning will be a compilation of the discussion heard during the various debriefs</li></ul>		
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