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| **LESSON PLAN** | | | |
| **Lesson Title:** | **SBAR Interdisciplinary communications** |  |

**Rationale:** To examine ways to communicate concerns about client conditions to other health care professionals in an organized, efficient and clear manner.

**Prescribed Learning Outcome(s):** The students will become familiar with the SBAR method of communicating and will begin to utilize this method when communicating client concerns with their colleagues, instructors and other health care providers.

**Instructional Objective(s):** To introduce the concept of SBAR, provide examples and activities to consolidate the students learning. By the end of this session the students should have a general concept of the SBAR communication format and they should be able to attempt to use the SBAR method in their clinical communications. The practice of SBAR will be an ongoing process throughout the rest of their education and by the end of the program the student should be adept at using this method to communicate their concerns about client issues with other health care providers.

**Prerequisite Concepts and Skills:** Pre-reading: SBAR how to.Students should come ready to share their experiences communicating client concerns/conditions with other health care professionals in a clinical setting or having thought about how one would approach such communications. This is an introductory session to SBAR and clinical communications techniques so the student really only needs to come in with critical thinking skills and an open mind.

**Materials and Resources:**

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| Teacher | Students |
| SBar How to  Kaiser Permanente SBAR Guidelines  Kaiser Permanente SBAR worksheet  Practice scenarios | Prepared to collaborate with fellow students  Any examples they have experienced in the practice setting in regards to communication |

**Lesson Activities:**

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| Teacher Activities | Student Activities | Time |
| Introduction (anticipatory set):  The subject of communication between health care providers will be introduced. Students will be asked to volunteer any of their experiences with communication in a clinical setting with a focus on what worked and any challenges they encountered.  Body: The subject of SBAR communication techniques will be reviewed, Students will be asked to share their thoughts and questions on the pre-reading SBAR how to. Students will be provided with the additional handouts for the SBAR techniques. Students will break off into small groups and will be provided with case studies. They will collaborate and design an SBAR communiqué. One member of the group will be volunteered to provide the SBAR report on their case study to the class. We will discuss areas of merit and areas of improvement as a large group after each presentation.  Closure: The concept of SBAR communication will be reviewed with any additional questions that the students have about the method and how to practice using the SBAR method addressed. Students will be encourage to use the method in all of their clinical interactions and advised to contact me for any further support or questions they may have. Also students will be informed that this is an ongoing learning process and that we will continue to practice SBAR in our classroom interactions. | Students will be asked to volunteer any situations (maintaining client confidentiality) about their interactions when communicating concerns and information to other members of the health care team  Large group discussion of SBAR technique, examination of SBAR core principles, and a question period to allow for clarification of the SBAR process and outcomes of using the SBAR method to communicate.  Small group discussion and problem solving/ brainstorming session using case  St study to generate an SBAR report.  Small group presentations of SBAR report with large group discussion of any gaps or areas that could be more concise.  Students will prepare to use the technique in the practice and will compile on-going questions for further discussion. | 15 min  20 min  20 min  30-45 min  10-15 min |

**Organizational and/or Behavioural Management Strategies:** SBAR how to handouts will be provided (e-mailed or handed out) for a period of time prior to the calss so that students have the opportunity to review the information prior to the class.

Small groups will be organized by assigning numbers to the students, all 1’s will be in a group, all 2’s in another group etc. this will ensure that the groups are well mixed as it is imperative for students to understand that they need to b e able to work with a variety of different individuals both in their academic careers but also in their professional careers.

**Assessment and Evaluation:** Assessment and evaluation will be ongoing through the semester. SBAR scenarios can also be included on exams as a short answer style question.

**Reflections:** (to be completed after the lesson) Notes on what worked and what didn’t work. Time constraints; was there enough time to complete everything? Compile student questions and identify if a more comprehensive overview is needed in order to provide a detailed review of the SBAR process.