**Module 5. Communicating with Other Health Care Staff in Pediatrics**

**Using SBAR for direct communications**

**A lesson plan**

INTRODUCTION

* Explanation of the reasons why it is important to learn something about direct communication.
* Showing how different communication styles influences working in groups.
* *Giving examples*: different communication styles, from ordinary life to clinical communication.

DOCTOR AND NURSES: DIFFERENT STYLES

* Presenting the differences between nurses’ and physicians’ communication.
* Nurses: descriptive communication in clinical situations
* Physician: very concise communication style

STANDARDIZED COMMUNICATION

* Standardized communication tools are very effective in bridging this difference in communication styles (Hughes, 2008).
* *Involving students*: what type of standardized communication tools do they know? Are there similar tools in everyday life?

SBAR - “Situation, Background, Assessment, and Recommendation”

* General description of SBAR and its principles.
* Leonard M. – Presentation of who invented SBAR, when, where, why and how.

SBAR - THE PROTOCOL

* Description of SBAR protocol
* *Giving examples*: students can read possible scenarios and practical situation in which SBAR may be used

Involving students: trying to use SBAR in a simulated situation

* **Read**: getting to know which is the situation
* **Choose**: students will play different roles
* **Act**: students try to use SBAR within the present scenario
* **Feedback 1**: the teacher gives a feedback to the players and to all the students on their performance
* **Feedback 2**: the students gives a feedback to the players
* **Feedback 3**: the players talk about their experience

Conclusion: it is possible to present research and studies results on the utilization and the effectiveness of SBAR tool. Some references are given below.

*Leonard M., Graham S., Bonacum D.: The human factor: The critical importance of effective teamwork and communication in providing safe care. Qual Saf Health Care 13 (suppl 1):i85–i90, Oct. 2004 (*<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1765783>*)*

*Haig, K. M., Sutton, S., & Whittington, J. (2006). SBAR: a shared mental model for improving communication between clinicians, The joint commission journal on quality and patient safety, 32(3), 167-175 (*[*https://www.ncbi.nlm.nih.gov/pubmed/16617948*](https://www.ncbi.nlm.nih.gov/pubmed/16617948)*)*

*Vardaman, J. M., Cornell, P., Gondo, M. B., Amis, J. M., Townsend-Gervis, M., & Thetford, C. (2012). Beyond communication: The role of standardized protocols in a changing health care environment, Health Care Management Review, 37(1), 88-97 (*[*http://www.research.ed.ac.uk/portal/en/publications/beyond-communication(e1236994-09b6-44ff-bfee-0ba3f4bc7f85).html*](http://www.research.ed.ac.uk/portal/en/publications/beyond-communication(e1236994-09b6-44ff-bfee-0ba3f4bc7f85).html)*)*