 

Transitions Theatre: An Arts-Informed Interprofessional Education Workshop

Facilitator Guide

# Activity Description

**Transitions Theatre IPE** is an Interprofessional Education (IPE) activity that offers learners an immersive experience into the perspectives of a youth with special health care needs and a parent of young adult with special health care needs when they face the transition to adulthood. Transitions Theatre uses the method of readers theatre that involves interactive script reading activities and reflective group discussion. In Transitions Theatre, learners take turns reading two scripts featuring monologues of a young person with a disability and a parent of a youth with a disability. The scripts were developed from interviews with youth with disabilities and their family members who have experienced the transition to adulthood. The reading activity is followed by a reflective discussion on clients’ and families’ perspectives and learners’ professional roles and responsibilities in an interprofessional team offering transition support services.

# Objectives

By the end of the session, learners will be able to:

* Address the multifaceted needs of young adults with special health care needs (“young clients”) and their families when they transition from pediatric to adult care.
* Integrate a holistic, client-/family-centred understanding of transition to adulthood into their practice.
* Explain their professional roles in an interprofessional team supporting young clients and their families in transition to adulthood.
* Advocate for young clients and their families navigating the transition from pediatric to adult services.

# Workshop Materials

* Presentation Slides
* Outlines workshop objectives, the reader’s theatre approach, workshop structure etc.
* Includes a blank slide to enter group norms suggested by participants
* Includes large group discussion questions
* Transitions Theatre Scripts and Discussion Questions
  + One Youth script & accompanying discussion questions
* One Parent script & accompanying discussion questions
* Evaluation Surveys (Surveys can be conducted either online or on paper)
* Pre-workshop survey
* Post-workshop survey

# Workshop Outline (1.5 – 2 hours)

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| **Time** | **Activity** | **Activity Description** |
| 10 minutes in advance | Preparation | * Confirm all facilitators are present and prepared for small group reading activities * Start admitting participants about 5 minutes before the start of the workshop * Share introductory slide * Ask participants to mute their microphone and turn off their camera until the workshop starts * Ask participants to change their screennames to the ones that they wish to be called and add their profession or discipline |
| Workshop starts | | |
| 15 mins | Welcome & Overview | * Welcome participants and briefly introduce facilitators * Set-up the context for the workshop   + *Touch upon the transition to adulthood and adult services* * Review the learning objectives * Briefly review the readers’ theatre method * Establish group norms:   + *Ask the group to share how they can create a collaborative, respectful online learning environment and type their answers into the slide deck. Encourage multiple methods of communication (e.g., chat function)* |
| Breakout sessions (participants move to one of breakout rooms with 1-2 facilitators each) | | |
| 5 mins | Group introduction & Icebreaker | * Ask learners to introduce themselves and their role to other participants by answering the prompt question: *“How would you describe your health care provider role to a 10-year-old?”* |
| 20 mins | Small group reading & Discussion 1 | * Use the share screen feature to display the Youth script and ask learners to take turns reading aloud each line of the script * *Confirm the script is readable & accessible to all participants. Change the font size & layout according to the needs of your participants* * Use the share screen feature to display the Youth script’s discussion questions and ask learners to discuss the questions as a group |
| 20 mins | Small group reading & Discussion 2 | * Use the share screen feature to display the Parent script and ask learners to take turns reading aloud each line of the script * *Confirm the script is readable & accessible to all participants. Change the font size & layout according to the needs of your participants* * Use the share screen feature to display the Parent script’s discussion questions and ask learners to discuss the questions as a group |
| Large group session (participants move back to the main room) | | |
| 10 mins | Thinking Break | * Ask learners the question, “*What would you like to highlight about your health care provider role in transition support?*” * Prompt learners to think about their answers during the break |
| 15-20 mins | Large Group Debrief | * Facilitate a debrief discussion by asking learners to share their reflections * Draw attention to the following key learning points:   + The value of relationship centred care   + The value of a compassionate approach   + The value of shared decision making and collaborative goal setting with clients and families   + The value of collaboration across systems and into the community * Use the follow-up questions below as needed to prompt the large group discussion:   + How might someone whose role is different from yours look at the issues raised in the theatre scripts?   + What assumptions might we be making about the roles of other healthcare providers?   + What are factors that would enable interprofessional collaboration? |
| 15-20 mins | Q&A with lived experience educators | * Lived experience educators share their specific experiences around transitions to adulthood * Encourage learners to ask questions. Other facilitators can ask the following prompt to break the silence:   + What was helpful and what was not helpful when facing transition to adulthood?   + What would you expect from healthcare providers in supporting you and your family in transition to adulthood? |
| 5 mins | Wrap Up | * Remind learners to complete the post-session evaluation survey within one week following the workshop |

# Facilitation Techniques

The following techniques were first collaboratively proposed by the workshop facilitators during the training session and iteratively revised through group reflections after each workshop.

1. Make the learning objectives explicit by sharing them with the learners at the start of the session
2. As a facilitator, be aware of the learning objectives and be prepared to keep the dialogue on track
3. Use solution-/action-focused, strengths-based language
4. Ask, rather than tell
5. Bridge between lived experience and theory or concepts
6. Be transparent about your role as a facilitator and set expectations for learner participation
7. Encourage active dialogue among learners
8. Develop and maintain a safe and open learning space
9. Clarify jargon and acronyms
10. Demonstrate compassion
11. Be respectful of differences among learners
12. Value the unique experiences of each profession
13. Be aware of perceived power and hierarchy amongst learners

# Facilitation Tips using Solution-Focused techniques

As facilitators, it is important to recognize that we have the power to reframe and redirect the conversation. We advocate for a solution-focused (SF) approach[[1]](#footnote-1) to advance learner-centred philosophy and support learners to actively engage in and take ownership of their learning.

In clinical settings, the SF approach consists of a set of communication techniques that focus on the strengths and assets of clients rather than their deficits or problems. Working on an assumption that clients are the experts of their life with unique strengths, SF practitioners co-construct with the client multiple pathways to their goal by utilizing hopeful, positive, and empowering language. SF practitioners attempt to “lead from behind,” pointing out options, potential, and strengths highlighted in the landscape described by the learner, rather than providing solutions that may not fit with the learner’s nuanced understandings and needs.

SF techniques are directly applicable to IPE workshop facilitation, especially to small group discussions. In what follows, we describe potentially challenging situations that may arise during small group discussion and SF techniques that may help facilitators encourage positive and mutually respectful dialogues among learners.

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| Potential challenges | Facilitation techniques |
| When learners dominate the dialogue | * Ask other members to share their different perspectives * Reframe the example(s) to fit with different contexts that might apply to different learners in the group * Ask “What else?” to the group |
| When learners are quiet or shy | * Actively seek out their thoughts by referring to their professions or personal interests (pay attention to participants’ disciplinary backgrounds during introductions) * Restate and amplify the point made by quiet learners |
| When the discussion goes off track | * Remind learners of the learning objectives * Restate the original discussion question * Restate and reframe learners’ comments in the context of the learning objectives, or frame questions that tie answers/anecdotes back to the original discussion question |
| When the discussion goes into a negative spiral (e.g. “problem talk”) | * Reframe problems to solutions (e.g., “*If it works well, what difference will you notice?*”) * Find exceptions (e.g., “*Which parts of your role are less stressful for you?” “What worked well despite all of the challenges*?” “*Think of a time that you were able to move forward in light of a challenge like X, what helped you to do that*?”) * Highlight resources (e.g., “*What did you learn from your experience?*” “*How would you find more information on X to help you move forward*?”) |

# Tips for Virtual Workshop Facilitation

* + **Establish a workshop coordinator role**

In a virtual environment, it is vital to have a workshop coordinator who can monitor the virtual session and troubleshoot behind the scenes. The workshop coordinator’s role includes admitting participants (some participants may join the session late or need to re-join the session), keeping time during the session by sending reminders to the breakout rooms, moderating the chat during large group discussion, and providing technical support to learners and facilitators if necessary.

* + **Schedule breaks**

To avoid fatigue, it is important to provide participants with at least one 10-minute break. For efficient use of time, we used a “thinking break” where we posed a reflection question to participants before the break. Participants had the opportunity to think about the question and share their reflections when we reconvened as a group.

* + **Group size considerations**

We found a total group size of 15-20 learners and 4-6 co-facilitators ideal for a collaborative and engaging virtual learning environment. For the reader’s theatre activity in breakout rooms, smaller groups of 5-8 were ideal. Although one facilitator can run the small group activity, facilitating in pairs was beneficial due to potential technical glitches.

* + **Camera and audio considerations**

Both facilitators and participants were encouraged to turn their cameras on to create a more engaging virtual learning environment. However, please keep in mind that participants may have legitimate reasons to keep their cameras off. Encourage communication and interaction through other means such as typing into the chat and using the reaction feature. Participants were asked to mute themselves unless speaking to reduce noise distractions.

* + **Familiarize yourself with the virtual platform**

Before each workshop, our team met to practice running the workshop virtually. As a team, we practiced placing participants into breakout rooms, sharing screens in breakout rooms, and presenting the slide deck. We not only met regularly to plan each workshop, but also met before the start of each workshop to ensure the virtual platform was functioning correctly.

# Post-workshop Facilitator Debrief Guide

1. **Content**
   1. What worked well in terms of the materials/information provided (e.g. scripts, discussion questions, discussion activities)?
   2. What could have been done differently?
2. **Organization**
   1. What worked well in the workshop in terms of program logistics, flow, and organization?
   2. What could have been done differently?
3. **Perceived impact on participants**
   1. What impacts, if any, do you think the workshop had on learners? [Prompt: as per workshop learning objectives - role clarity, client-/family-centred care]
   2. What could have been done differently to enhance interprofessional learning?

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1. Baldwin P, King G, Evans J, McDougall S, Tucker MA, Servais M. Solution-focused coaching in pediatric rehabilitation: an integrated model for practice. *Phys Occup Ther Pediatr*. 2013;33(4):467-483. [↑](#footnote-ref-1)