



Powerful Partnerships

A Parent Professional Workshop

Workshop Materials

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Agenda

*The real voyage of discovery consists not in seeking new landscapes
but in having new eyes. -Marcel Proust*

- 8:00 a.m. Continental Breakfast, Welcome and Introductions
- 8:30 a.m. The Power of Accessories
- 9:15 a.m. Unpacking
- 10:15 a.m. Break
- 10:30 a.m. Bringing Theory to Life
- 11:30 a.m. The Power of the Narrative
- 11:45 a.m. Parent Panel and Discussion
- 12:45 p.m. Conclusion, Individual Development Plan Reflections & Evaluation

Learning Objectives

- Understand the power of inclusion and divisiveness of exclusion in forming parent-professional partnerships
- Enhance skills in reflective listening
- Understand the importance of the narrative in creating a parent-professional understanding as well as in achieving patient satisfaction
- Review concepts of how to create and validate optimal understanding in delivering health care messages
- Explore health theory and the concepts of health beliefs in gaining patient trust, creating understanding and achieving optimal outcomes

Accessories

The concepts of inclusion and exclusion are pivotal in creating partnerships in the interprofessional domain. A number of leaders have created a foundation to better understand these concepts including Stuart Schleien from the University of North Carolina, Greensboro , that provide interprofessional healthcare leaders tools to understand and build upon the *best of what has been and might yet be*.

Individual Inclusion Reflection

Think of a time working with parents and colleagues that you recall as a highpoint in creating an inclusive experience that was mutually meaningful.

Describe that experience.

What was going on?

Who was involved?

What made it memorable?

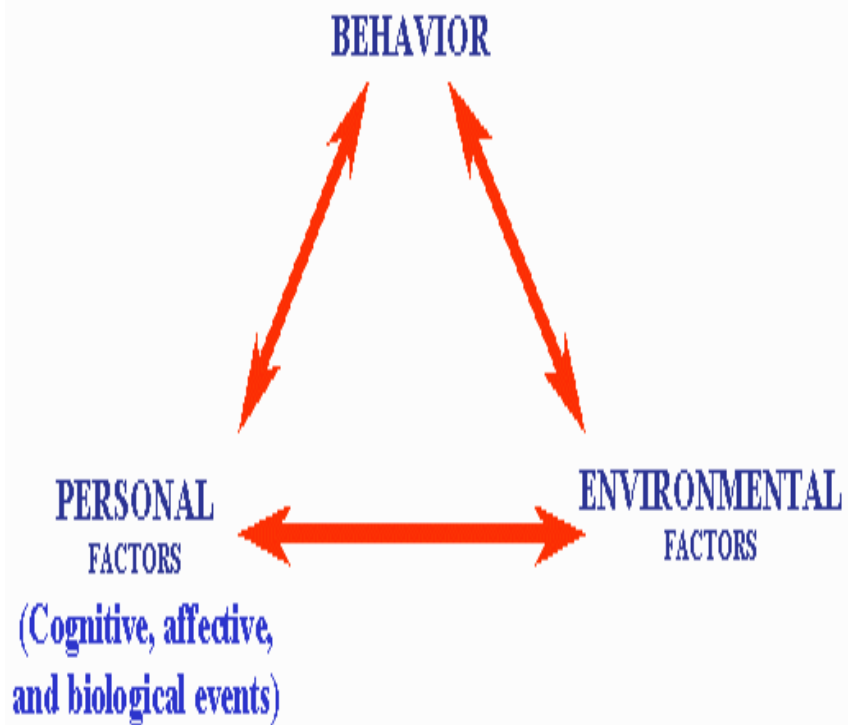
2. How might your story affect your work with children and families?

3. How has your story shaped your professional career?

4. How might your story shape your values?

Health Theories and Models

SOCIAL COGNITIVE THEORY (SCT)



Health Belief Model

Much of health behavior can be explained by **FOUR** principal factors:

Perceived....

Susceptibility of risk= how vulnerable does the individual feel to a given condition or problem in the future

Severity of the condition or problem, if it occurs

Benefits of a particular health action

Obstacles & barriers to taking the action

Becker M. (Ed) The health belief model and personal health behavior. *Hlth Educ. Monogr.* 2, 324-508, 1974.)

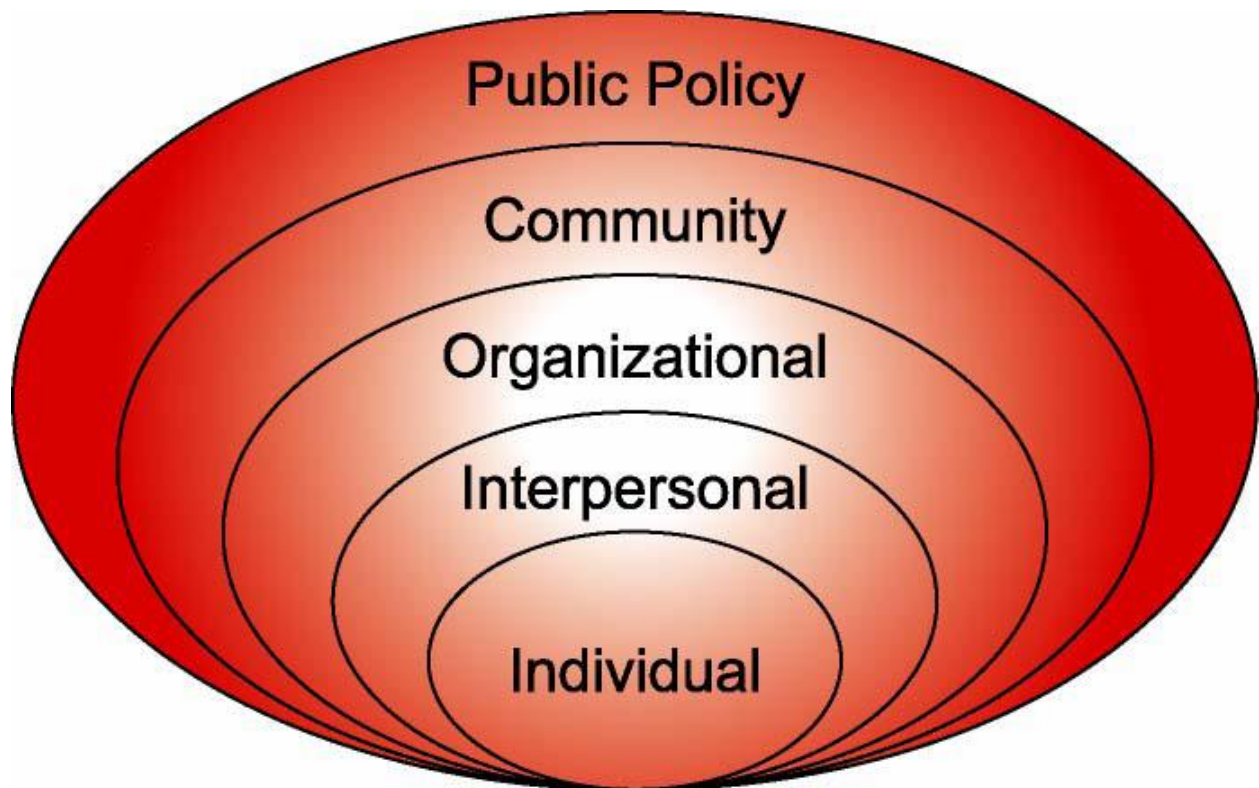
Questions to Consider:

- 1.) Do you have any particular Health Beliefs that guide your own/your family's health practices and/or might influence your healthcare professional practice?

- 2.) Do you continue to ascribe to any particular healthcare beliefs despite evidence/training to the contrary?

The Social-Ecological Model

| |
|---|
| Relationship between the individual + socio-demographic environment |
| Individual behavior is determined to a large extent by geographic/social elements |
| Healthy behaviors are shared among the community as a whole |
| When < barriers behavioral change becomes more achievable and sustainable |



The Power of the Narrative

Now that you've 'unpacked' and we've discussed some of the relevant theories, you can see how important your story is, and how important it is to get to know the stories of the families you work with.

People don't forget the story. They may forget names, dates, but they don't forget the story. When you learn someone's story, it gives you a connection that goes beyond a diagnosis or label. It leads you to a deeper understanding of how we are all different and yet the same. That's the power of the narrative.

Parent Professional Panel

Remembering... Advocacy and Inquiry

Advocacy is . . . Speaking our own mind or viewpoint without making someone else wrong.

Inquiry is . . . Slowing down our normal response pattern to ask genuine questions and show interest.

Examples:

| Advocacy | Inquiry |
|--|---------------------------------------|
| What I saw happening was... | Did I miss something? |
| I think it would be a good idea if we tried to... | What do you think? |
| I suggest we... | Do you see things differently? |

Powerful Partnerships—A Parent Professional Workshop Evaluation

Evaluation Instructions: Your responses on this questionnaire will provide an important guide for workshop revisions. Consider each question carefully and respond thoughtfully. Please complete both sides of this sheet.

- Overall, how much influence will this workshop have on the way that you approach parent-professional partnership issues in your work?

Would you say that it will have: (please check one)

- No influence
- Small influence
- Moderate influence
- Large influence in the way you approach these issues?

- Please provide feedback on how effective the workshop was overall for each of these questions. Rate each question on a scale of 1-5. Mark the column to indicate the rating.

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

| OVERALL: | | 1 | 2 | 3 | 4 | 5 |
|-----------------|--|----------|----------|----------|----------|----------|
| 1 | The actual content of the workshop was important to helping me understand this topic and my emerging role as an MCH leader | | | | | |
| 2 | The format/organization of the workshop contributed to my learning | | | | | |
| 3 | Overall, this workshop was a valuable learning experience. | | | | | |
| 4 | The workshop met my expectations. | | | | | |

Please rate how well the facilitators presented the material on a scale of 1-5. Mark the column to indicate the rating for each question.

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

| | <i>RATE HOW WELL THE <u>FACILITATORS</u> DID:</i> | 1 | 2 | 3 | 4 | 5 |
|--|---|----------|----------|----------|----------|----------|
| | Effectively used workshop time to either impart new material or clarify points made in other workshops, readings or assignments | | | | | |
| | Effectively presented the material in a clear manner | | | | | |
| | Made the subject matter interesting | | | | | |
| | Recognized viewpoints other than his/her own as valid | | | | | |
| | Conveyed a sense of excitement/importance about the material | | | | | |
| | Demonstrated concern about whether students learned the material | | | | | |
| | Overall, the instructors were effective | | | | | |

3. What were the best (most effective) parts of the workshop for you? i.e. What would you **not** change?

4. What elements of this workshop contributed to our ability to talk openly and frankly about a sensitive issue? (consider you, others, environment)

5. What suggestions do you have to improve the workshop?

Additional Comments:

Resources:

Doctors and Nurses, Not Learning Together, *The New York Times*, April, 2014.

<http://nyti.ms/1HTNsAs>

Why Doctors Need Stories, *The New York Times, Opinion*, October, 2014

<http://nyti.ms/1qQ9Mj6>

How to be Emotionally Intelligent, *The New York Times, Opinion*; April, 2015

<http://nyti.ms/1O2jtbp>

Learning to Listen, *The New York Times, Opinion*, December, 2009 <http://nyti.ms/1Ie6wLB>

Implications of Childhood Autism for Parental Employment and Earnings. *Pediatrics*. 2012 April; 129(4):617-62. <http://pediatrics.aappublications.org/content/129/4/617.full>

Video: *Patient Diversity, Beyond the Vital Signs*, CRM Learning, Carlsbad, CA

Angela Rosenberg, DrPH. *Inside Out: Leadership Training and Strategic Planning for Individuals and Groups*. www.insideoutenneagram.com

Kim Brossart, MPH. WholeStory Foundation, Inc., nonprofit specializing in management and advocacy tools for families of children with special needs www.wholestoryfoundation.org.