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Fall 2021 BCH Academy Education Retreat

Interprofessional Education: How We Can Learn, Teach, And Work Together

October 22, 2021

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Disclosures

- I do not have any financial relationships to disclose.

Interprofessional Education Collaboration

- Collaboration is a win-win for educators across the organization:

  – While our tendency is to protect ourselves and become more siloed when times are tough, best problem solving and practices arrive from collaboration

  – As world becomes more complex, leaders must transform from managers who understand and protect their boundaries to managers who practice boundary spanning.

Source: Center for Creative Leadership

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What factors affect interprofessional collaboration?

SCARF®

Status
Certainty
Autonomy
Relatedness
Fairness

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SCARF®: The Research

The SCARF model (Rock, 2008) summarizes important discoveries from neuroscience about the way people interact socially. The model is built on 3 central ideas:

- The brain treats many social threats and rewards with the same intensity as physical threats and rewards (Lieberman & Eisenberg, 2008).

- The capacity to make decisions, solve problems, and collaborate with others is generally reduced by a threat response and increased under a reward response (Elliot, 2008).

- The threat response is more intense and more common and often needs to be carefully minimized in social interactions (Baumeister et. al, 2001).

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The Big Surprise

The strongest threats
and rewards are actually **social**.

The brain experiences "relational pain" in the exact same way it experiences physical pain.

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The Need to Belong

- The research has shown that humans have fundamental need to belong, are incredibly sensitive to their social context, and are strongly motivated to remain in good standing with their social group and avoid social exclusion

- The social abilities of the team members are the utmost importance in enhancing collaboration, performance, and a sense of a rewarding experience
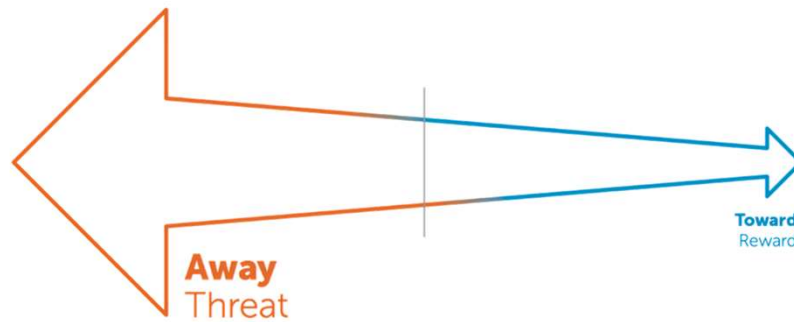
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Brain's Primary Organizing Principle

"Everything you do in life is based on your brain's determination to minimize danger or maximize reward."

Rock, 2009

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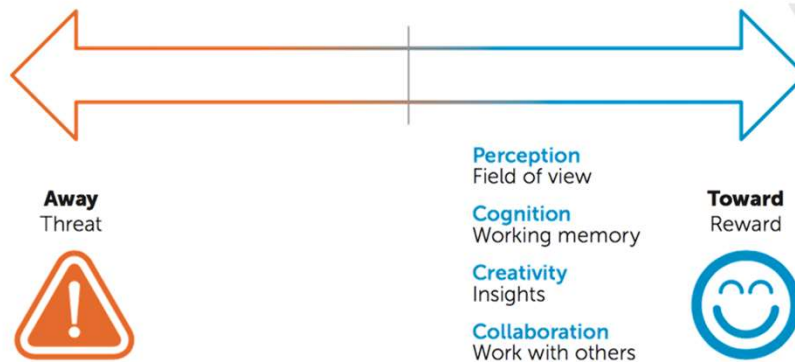
Brain's Primary Organizing Principle

Bad is stronger than good

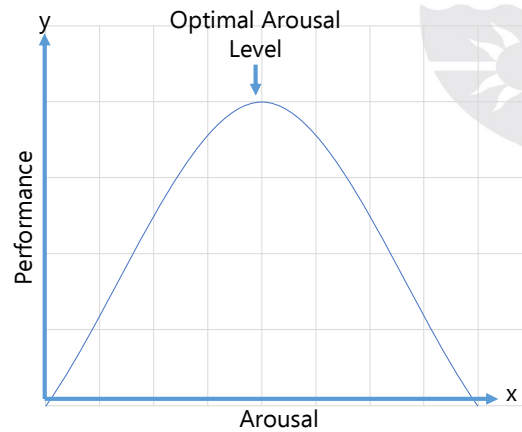Opus College of Business | UNIVERSITY OF St.Thomas

Impact of a Threat Response

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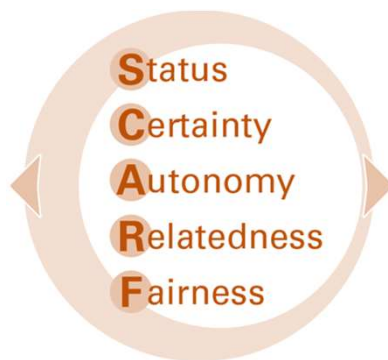
Inverted U of Performance

Threat Response
- ✦ Increased motor functioning
- ✦ Reduced field of view
- ✦ Reduced working memory
- ✦ Reduced insights
- ✦ Generalized threats
- ✦ Err on the side of pessimism

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The SCARF® Model

NeuroLeadership Institute

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Status

Less than or better than

"We desire status because it signifies that others value us, that we have a place of importance in the group, and therefore are connected to the group."

-Matt Lieberman

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Certainty

Ability to predict outcomes

"The brain likes to know what is going on by recognizing patterns in the world… [it] likes to think ahead and picture the future, mapping out how things will be, not just for each moment, but also for the longer term."

-David Rock

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Autonomy

Sense of control

"A perception of reduced autonomy – for example, because of being micromanaged – can easily generate a threat response... presenting people with options or allowing them to organize their own work and set their own hours, provokes a much less stressed response."

-David Rock

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Relatedness

In-group or Out-group

"Social connections are essentially the original internet, connecting different pockets of intelligence to make each pocket more than it would otherwise be by itself."

-Matt Lieberman

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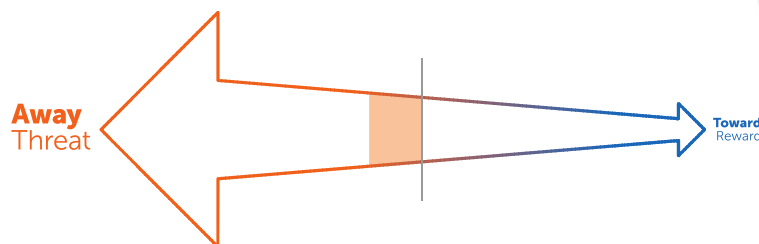
Fairness

Perception of Fair Exchange

"The extent to which employees perceive decisions to be fair in their place of work can account for 20% of the differences in their productivity."

-Matt Lieberman

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SCARF® Multiplier and Offsetting Effect

Away
Threat

Toward
Reward

Overwhelming
Most SCARF® domains in threat
✦ Options shut down
✦ Reactive thinking
✦ Minimal creativity or collaboration

Manageable
Some SCARF® domains in reward
✦ Peak performance for short periods
✦ Engaged, high focus, and motivated
✦ Increased creativity and collaboration

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SCARF® and Interprofessional Collaboration

- SCARF Model: Status, Certainty, Autonomy, Relatedness and Fairness
  - It can improve thinking and performance in individuals and teams
  - It enables people to be more adaptive in providing a clear easy-to-remember language
  - It enables situational awareness of why interprofessional collaborations work or don't work

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SCARF® and Interprofessional Collaboration

- Status, Certainty, Autonomy, Relatedness and Fairness
  - Before Collaboration:
    - Help **predict** whether a threat is going to happen, modify our activities or choices
    - Provide increased ability to minimize negative and maximize positive emotions ahead of time
  - During Collaboration:
    - Help **notice** a threat occurring while it is happening
    - Increase ability to regulate one's own and other's emotions in the moment, increasing perception, cognition, creativity, and collaboration
  - After Collaboration:
    - Help **explain** and **understand** a situation after an negative event
    - Decrease uncertainty and enable different choices in future

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SCARF® Multiplier Effect
Status, Certainty, Autonomy, Relatedness and Fairness

When more than one SCARF® domain is
triggered, the threat or reward can
become an overwhelming experience.

Let's consider "Status." What interprofessional
education collaboration examples come to mind?

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SCARF® Offsetting Effect
Status, Certainty, Autonomy, Relatedness and Fairness

You can offset a threat in one SCARF domain with
rewards in others, turning an overwhelming threat
into something more manageable.

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What is your SCARF® profile?

https://neuroleadership.com/research/tools/nli-scarf-assessment/assessment

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Using the SCARF® Model as a
Tool to Improve
Interprofessional Education
Collaboration

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	DO LESS	DO MORE
S	• Challenge people publicly • Withhold positive feedback • Tell people their ideas are wrong	• Have difficult conversations privately • Praise for growth, especially publicly • Collaborate for alternative solutions
C	• Be unclear with expectations • Keep information to yourself • Change plans at the last minute	• Provide clear expectations about outcomes • Communicate frequently and openly • Stick to agreements
A	• Micro-manage every step • Make decisions for the group • Disregard ideas that are not your own	• Enable personal choices again clear outcomes • Make decisions as a team • Be open to idea of others
R	• Get people competing with each other • Allow people to work in isolation • Focus only on business	• Encourage and focus on shared goals • Foster shared experiences • Promote positive social interactions
F	• Play favorites • Solicit ideas from a few select people • Take credit for other people's work	• Respect expertise and experience • Gather input widely, when possible • Recognize people's contributions

	SAY LESS	SAY MORE
S	We need to meet right now.	Do you have 15 minutes today when we could meet?
C	Here's what we have to do.	What do we see as our next steps? Let's share a few thoughts.
A	What you've proposed simply won't work. What else do you have?	Could you walk us through how you see this playing out?
R	Next steps are unclear. I'll just have to figure it out on my own and let you know more later.	Next steps are unclear. Can we meet again tomorrow to discuss the best way to move forward?
F	We need to challenge him on that premise.	Bob's thinking on the way to move forward with this project might not be on target. What are ideas how we might reach a mutually-acceptable agreement?

Adapted from NeuroLeadership Institute

Interprofessional Collaboration and Effective Communication using the SCARF Model

Domains	Communication Considerations
Status: One's relative importance to others	• Provide specific examples of accomplishments and growth • Be inclusive and ask for input
Certainty: One's ability to predict the future or what's next	• Communication transparently and consistently • Set clear expectations and share anticipated outcomes • Provide as much information proactively as possible (positive and negative)
Autonomy: One's sense of control over events and/or environment	• Provide options and choices versus directives • Reinforce opportunities to contribute and influence outcomes
Relatedness: One's sense of safety or trust with other (friend or foe)	• Encourage collaboration and cultural connectedness • Reinforce team goals and shared expectations • Communicate often to build trust
Fairness: One's perception of fair exchange between people	• Communicate consistently and transparently • Seek input and feedback • Be inclusive of all impacted stakeholders

Questions?

Thank you!

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