How Teamwork REALLY Can Improve Patient Care:
Best Practices in Interprofessional Collaboration
GTA Rehab Network Best Practices Day
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My perspective:

• Physiotherapist (in Rehab!)
• Educator/Administrator (Hospitals & Uni)
• Researcher
• Mom (daughter is a nurse)
• Wife/daughter/aunt
• Patient/citizen
Have you ever heard something like this?

“\textit{I don't understand what to do...the RN tells me to do it one way, the OT something different and then I go to PT and she/he has another goal. I don't know how to do all these conflicting things! The only thing that matters is that I am able to go walk on my own to go home and look after my grandkids again. Don’t these people talk to each other?}”
Health Care Deja vu

So, what seems to be the trouble today?

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Oh for Pete’s sake! Don’t these people ever talk to one another?!
What I hope to do today:

• Overview of Teams and Interprofessional Care
  – What really is teamwork? What is the evidence? How can competencies help?

• Role Clarification and IP Communication— theory burst and simulation videos

• What are the opportunities?
What is Interprofessional Care/Collaboration (IPC)?

Occurs when *multiple health workers* from different professional backgrounds provide comprehensive health services by working with patients, their families, carers and communities to deliver the **highest quality of care across settings**.
What is a team?
What Is a Team?

A small number of people with complementary skills who are committed to a **common purpose**, performance goals and approach for which they hold themselves mutually accountable.


- Members are **interdependent** and can be fluid
- A Team is **not** the same as a committee or a group
Team-based health care is . . .

the provision of health services to individuals, families, and/or their communities by at least two health providers who work collaboratively with patients and their caregivers—to accomplish shared goals within and across settings to achieve coordinated, high-quality care.

Institute of Medicine, 2012
Collaboration should occur within & across settings, following clients throughout their journeys.

GOAL:
Regular and frequent dialogue between all health caregivers, within and between settings as necessary.

All health caregivers see themselves as part of the patient’s care team.

SEAMLESS CARE FOR THE PATIENT
When is a TEAM needed?

When one person is not enough → increasing complexity
What is Team-Based Care *REALLY* about?

- Appreciating the expertise of each profession/role
- Addressing areas of overlap and tension
- Negotiating who needs to be involved in client’s care
- Knowing when to refer to a specific profession/discipline for specialized treatment
What is the evidence?
IPC can decrease:
- client complications
- length of hospital stay
- tension and conflict in caregivers
- staff turnover
- hospital admissions
- clinical error rates
- mortality rates
Evidence:

IPC Positively Impacts Outcomes

- Improved Patient Outcomes:
  - Mental Health – community treatment teams (Simmonds, 2001)
  - Reduced hospital readmissions (Holland et al. 2005)
- Leads to a Healthy Workplace (Shamian & El-Jaradali, 2007)

“If health care providers are expected to work together and share expertise in a team environment, it makes sense that their education and training should prepare them for this type of working arrangement.”

(Romanow, 2002)
Interprofessional Education (IPE)

“Occurs when two or more professions learn about, from & with each other to enable effective collaboration & improve health outcomes.”

— WHO, 2010
The Learning Continuum

Early Years:
- Community health, ethics, communications, critical appraisal, & epidemiology
  (Curran, 2004)

Middle/Late Years:
- Shadowing & Immersion to understand roles

Later Years:
- Case-Based Learning, Simulations, Real patient care

In Practice:
- CQI, Patient Safety Initiatives, CPD
EDUCATION & HEALTH MUST WORK TOGETHER

IMPROVING THE RECRUITMENT & RETENTION OF THE HEALTH WORKFORCE
How?
Six Competency Domains

- Role Clarification
- Interprofessional Communication
- Team Functioning
- Interprofessional Conflict Resolution
- Patient/Client/Family/Community-Centred Care
- Collaborative Leadership
Role Clarification: Learners/practitioners understand their own role & the roles of those in other professions and use this knowledge appropriately to establish & meet patient/client/family & community goals.
Importance of Role Clarity

Without knowledge of what each other’s role and consider what others CAN DO, it is difficult for health care team members to develop respect, tolerance, and a willingness to work together.
Scopes of Practice are always expanding . . .

Pharmacists
- Prescribing certain drugs to manage patient health
- Administering substances through injection and inhalation, demonstrating their use or educating patients

Physiotherapists
- Ordering a prescribed form of energy (e.g., US)
- Ordering diagnostics, such as x-ray investigations

Nurse Practitioners
- Diagnosing certain conditions
Role clarity leads to better utilization of individual health care workers, improved communication, reduced error, and enhanced delivery of patient care.

(Meuser et al. 2006)
...NO...
IT'S YOUR
JOB TO CLOSE
THE DOORS...

ROLE CLARITY
Interprofessional Communication

Learners/practitioners from varying professions communicate with each other in a collaborative, responsive and responsible manner.
Quality, Safety and IPC

Authors of *Crossing the Quality Chasm* envision a future where . . .

“Cooperation in patient care is more important than professional prerogatives and roles. There is a focus on good communication among members of a team, using all the expertise and knowledge of team members, and where appropriate, sensibly extending roles to meet patients’ needs”.

Institute of Medicine, 2001
Harvard Business Review 2002

What percentage of issues between professionals are due to the lack of inter-personal communication skills and not the competencies of the parties?

87%
2.3 Is Communication Important in Healthcare?

Root causes of sentinel events (all categories; 1995-2005)

- Communication
- Orientation/training
- Patient assessment
- Staffing
- Availability of info
- Competency/credentialing
- Procedural compliance
- Environment safety/security
- Leadership
- Continuum of care
- Care planning
- Organization culture

The evidence is clear that communication failures lead to adverse events. Sentinel events are preventable adverse events that result in serious injury or death.

Communication failures were:
- The largest contributor to wrong site surgery and delays in treatment
- The second-most-common cause for medication errors, patient falls, and adverse events during and after an operation
- The third-largest contributor to restraint deaths and adverse events involving ventilated patients
Quality care = quality communication

- Multiple hand-offs across teams, sectors & orgs
- Different language/jargon/acronyms
- Hierarchy and interprofessional interactions
- Common goal/vision
Communication Tools?
SBAR Communication Tool

S  Situation
Briefly describe the situation.
Give a succinct overview.

B  Background
Briefly state pertinent history.
What got us to this point?

A  Assessment
Summarize the facts.
What do you think is going on?

R  Recommendation
What are you asking for?
What needs to happen next?
# SBAR: Not Only for Patient Care

**Please note:**

<table>
<thead>
<tr>
<th>SBAR: Pneumatic Tube System (PTS) down</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation:</strong></td>
</tr>
<tr>
<td>• The PTS is currently down</td>
</tr>
<tr>
<td><strong>Background:</strong></td>
</tr>
<tr>
<td>• A component has failed</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>• We are working to replace the component</td>
</tr>
<tr>
<td>• Portering has been advise and should utilized while the system is down.</td>
</tr>
<tr>
<td><strong>Recommendation:</strong></td>
</tr>
<tr>
<td>• We appreciate your patience and will provide updates as they become available</td>
</tr>
</tbody>
</table>

All questions/concerns can be directed to myself.

Thank you,

**Joe Lopes | Manager, Facilities Management & Operations**  
**FM-PRO (Facilities Management Planning, Redevelopment & Operations)**

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FM-PRO Vision Statement:  
“To provide excellence in service and the built environment for UHN and the communities we serve”
Team Video

• Members of an interprofessional stroke rehabilitation team are discussing Mrs. Holmes during weekly patient care rounds:
  – a nurse (RN), an occupational therapist (OT), a physiotherapist (PT), a social worker (SW), and a speech language pathologist (SLP)

• Mrs. Holmes wants to go home on her first weekend pass since her stroke five weeks ago. It is Tuesday morning . . .
Discussing Mrs. Holmes weekend pass . . .

https://www.youtube.com/watch?v=NBNrYOBFwDs
Let’s try it again . . .

https://www.youtube.com/watch?v=1r31pL1aZDQ
Not just the TOOLS but…..

• HOW the team is working together
• HOW the team is making decisions together
• Process > tasks of communication
• Exchanging information ABOUT the communication itself = metacommunication
• Reflective > reactive
• Align intent and impact of communication
• All team educated and reinforced with follow-ups
I’m sure glad the hole isn’t in our end...

We are all in the same boat.
Developing role clarity . . .

Health care professionals need to
✓ take the time to clarify roles and responsibilities
✓ openly express their ideas and feelings

This
✓ builds respect and value for different roles and their capabilities
✓ promotes sharing of knowledge to enhance joint decision making
Interprofessional communication

Sharing information
Listening actively
Using common language
Checking for understanding
Addressing opinion differences
Providing & responding to feedback
Self-reflecting


Centre for IPE, U of T
Teamwork is a Balancing Act....
**Process** is a here-and-now experience of the group including:

- How the group is functioning
- The quality of relationships between and among group members
- Emotional experiences and reactions of the group, and
- The group’s aspirations and apprehensions

(adapted from p. 228, Brown, 2003)
IPC Competency Framework and Team Assessment Toolkit

Following an internal IPC scan of TAHSN hospitals, the following were developed to support IPC:

• IPC competency framework
• Team Assessment Toolkit

http://www.ipe.utoronto.ca/tools-resources/tools-toolkits
## Team Assessment Tables

<table>
<thead>
<tr>
<th>Tool*</th>
<th>Main Purpose of Tool and Target Population</th>
<th>Quality of Measurement (Reliability, Validity)</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for Collaborative Environments (ACE-15)</td>
<td>Rapid assessment of a clinical practice's teamwork; qualities... assessing interprofessional teamwork in clinical training sites that are settings for learners and, in addition may be useful for team development.</td>
<td>Internal consistency reliability Cronbach’s alpha was high at 0.91. Subgroup analysis of 121 respondents grouped by their clinical teams (n = 16 teams) showed a wide range of inter-team agreement. Data from a subsequent sample of 51 clinicians who completed the ACE-15 and a measure of team cohesion indicated convergent validity, with a correlation of the tools at r = 0.81. Conclude that the ACE-15 has acceptable psychometric properties and promising utility for assessing interprofessional teamwork in clinical training sites that are settings for learners and, in addition may be useful for team development.</td>
<td>N/A = not available at this time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tool</th>
<th>Level of Measurement</th>
<th>Type of Instrument</th>
<th># of Items</th>
<th>Estimated Time to Complete</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for Collaborative Environments (ACE-15)</td>
<td>4 point scale: strongly Disagree to Strongly Agree</td>
<td>Quantitative</td>
<td>15</td>
<td>5 mins</td>
<td>Self-Reported</td>
</tr>
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Learnings/Reflection

What 1-2 learnings/ideas am I taking away from today that I can share with my teams?
Additional Resources

• www.ipe.utoronto.ca
• http://www.cihc.ca/
• http://www.who.int/hrh/resources/framework_action/en/


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