

Promoting Interprofessional Collaborative Care

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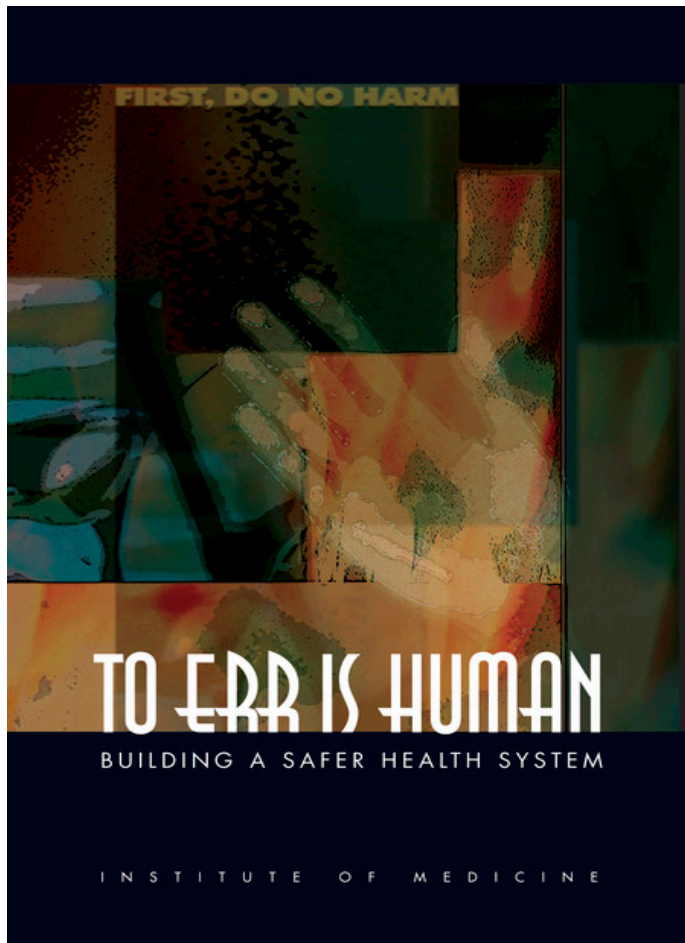
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Session Objectives

- Discuss interprofessional education and collaborative care practice concepts
- Apply tools to promote interprofessional collaborative care
- Advocate the value of interprofessional collaborative care

Why Teams in Healthcare



Based on IOM estimates, 1 jumbo jet (270 persons) crashing every day



Interprofessional Collaborative Practice

Happens when multiple health workers from different professional backgrounds work together with patients, families, caregivers and communities to deliver the highest quality of care.

(WHO 2010)



Interprofessional Collaboration

Effective interprofessional collaboration promotes the ***active participation*** of each discipline in patient care, where all disciplines are ***working together*** and ***fully engaging patients*** and those who support them, and leadership on the team ***adapts based on patient needs.***”

(Robert Wood Johnson Foundation 2015)

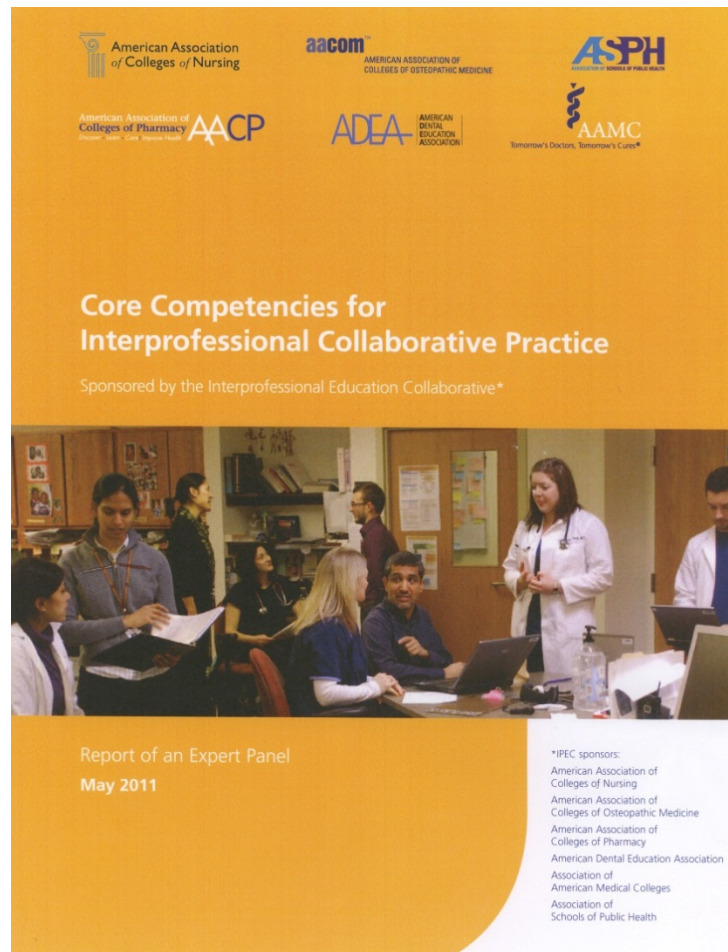
Interprofessional Education

“Interprofessional education occurs when two or more professions learn **about, from and with** each other to improve collaboration and the quality of care.”

(WHO 2010)



IPEC Competencies



May 2011

Guiding Principles

- Patient/family centered (patient-centered)
- Community/population oriented
- Relationship focused
- Process oriented
- Linked to learning activities, educational strategies, and behavioral assessments developmentally appropriate

Guiding Principles

- Able to be integrated across learning continuum
- Sensitive to systems context/applicable across practice settings
- Applicable across professions
- Stated in language common/meaningful across professions
- Outcome driven

Competency Domains

Competency Domain 1: Values/Ethics for Interprofessional Practice

Competency Domain 2: Roles/Responsibilities

Competency Domain 3: Interprofessional Communication

Competency Domain 4: Teams and Teamwork

IPE in Accreditation Standards

- Accreditation Council for Pharmacy Education
- Accreditation Council for Physical Therapy Education
- Accreditation Review Commission on Education for the Physician Assistant
- Commission on Collegiate Nursing Education
- Council on Dental Accreditation
- Liaison Committee on Medical Education

Does IPC Make a Difference?

- From a 2013 Cochrane review (15 studies):
 - 7 studies reported positive outcomes
 - 4 studies reported mixed outcomes
 - 4 studies reported IPE interventions had no impact on practice or patient care

(Reeves et al 2013)

Teamwork Training

- Well-liked by trainees
- Improves learning and transfers to the job
- Improves organizational outcomes
 - Safety climate, length of stay, turnover, job satisfaction
- True effect for reduced patient mortality, improved patient health and satisfaction

(Salas 2015)

Learning About, From and With

- Students learn more from each other (than us as “teachers”)
- Our role as teachers is to *create* the learning context, *facilitate* interaction, *promote* reflection
- Content is the vehicle for learning collaborative process skills

IPE In Clinical Settings

- Role modelling collaborative care imperative
- Promote learners to interact with other professionals in an *intentional* manner
- Debrief with learners to promote reflection:
 - How did working with help your patient care?
 - What other professions might we want to involve in the care of this patient?

What is a Team

- Two or more individuals with a high degree of interdependence geared toward the achievement of a goal or the completion of a task.
- Teams make decisions, solve problems, provide support, accomplish missions, and plan their work.



What is Teamwork

- It is the **actions, events** and **behaviors, cognition, feelings** taken to accomplish a team goal.
- It is about...
 - ...**taskwork** skills (i.e., own task).
 - ...**teamwork** skills (i.e., how to work together).
 - ...**building** and **maintaining** both.

Teams in Healthcare

- Healthcare professionals become members of many different healthcare teams.
- These teams may not be able to have as much time together as is ideal.
- Therefore, each professional must understand the importance of teams and how to be an effective team member to allow the team to work well.

Effective Teams:

- Members have a clear goal and are committed to the goal
- Members have clear roles
- They achieve decisions through consensus
- Each member feels empowered to act, speak up, offer ideas

Effective Teams:

- There is diversity among team members
- Members have effective interpersonal skills
- There is periodic self-assessment
- There is shared leadership of the team

A Teamwork Framework

TeamSTEPPS[®] 2.0



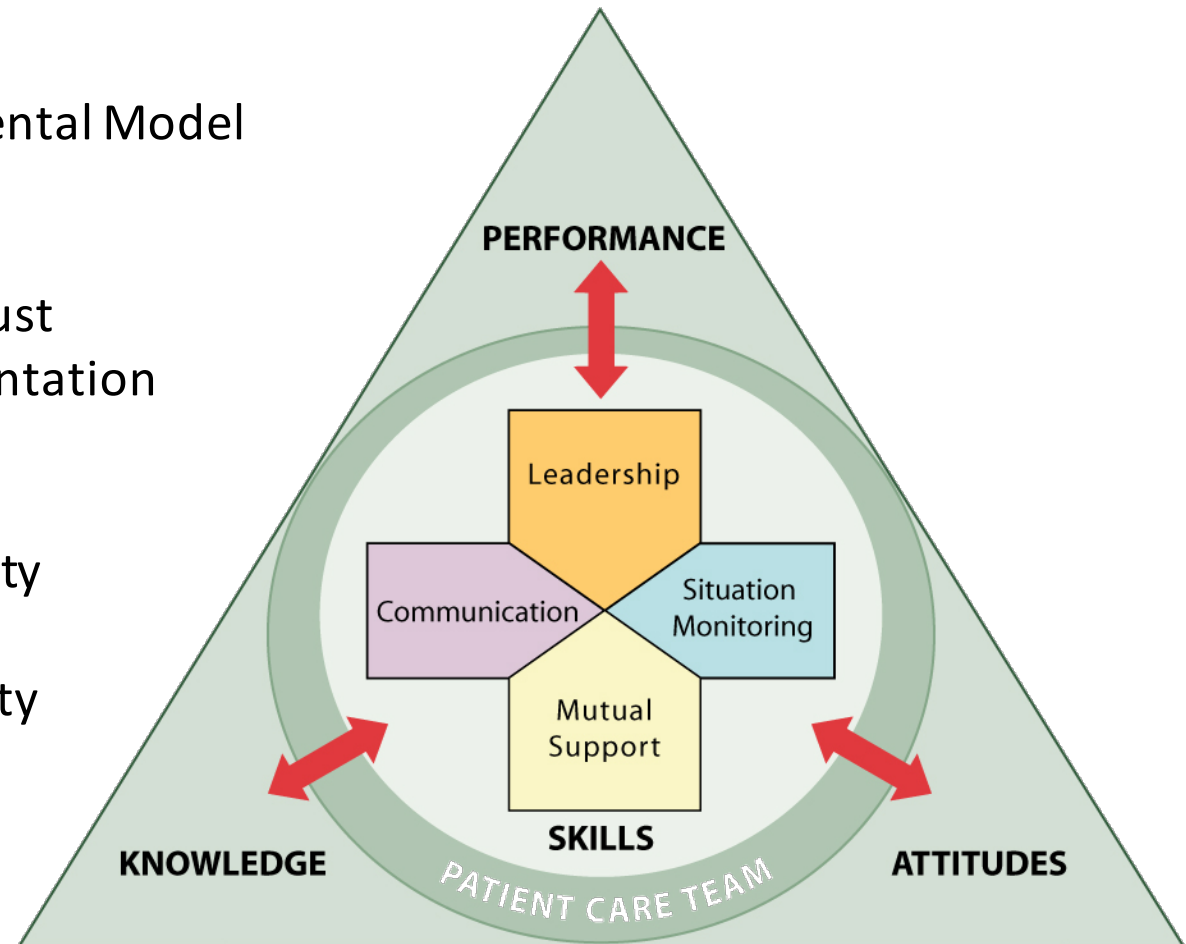
Introduction

Welcome to TeamSTEPPS[®] 2.0

Outcomes of Team Competencies



- **Knowledge**
 - Shared Mental Model
- **Attitudes**
 - Mutual Trust
 - Team Orientation
- **Performance**
 - Adaptability
 - Accuracy
 - Productivity
 - Efficiency
 - Safety



Team Structures

- Think about the team structure(s) in your setting
 - Core team (patient care providers)
 - Contingency teams (for specific events)
 - Coordinating teams (day to day management)
 - Ancillary and support services (clinical, IT, housekeeping, etc.)
 - Administration



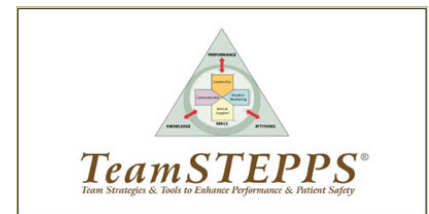
Communication

“The process by which information is clearly and accurately exchanged between two or more team members in the prescribed manner and with proper terminology and the ability to clarify or acknowledge the receipt of information.”

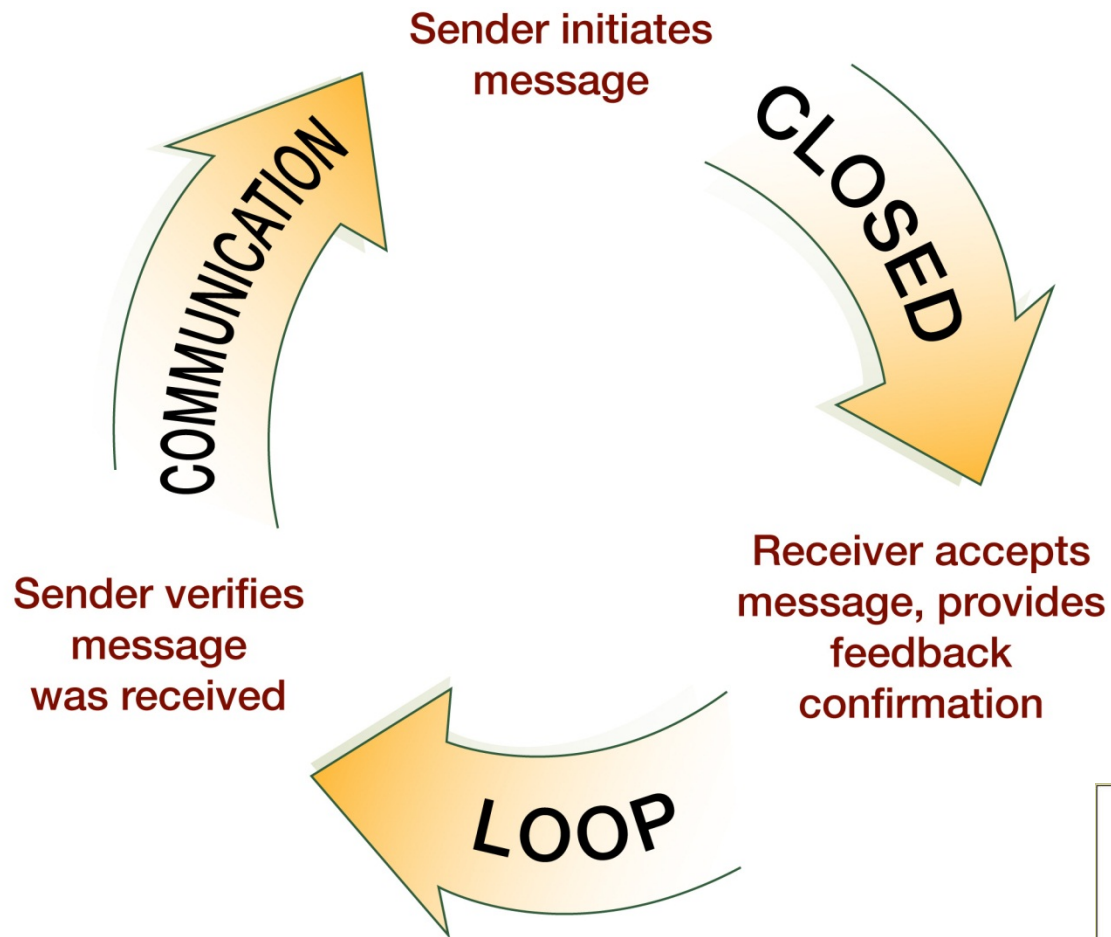
(Cannon-Bowers, et al 1995)

SBAR....

- A framework for team members to effectively communicate information to one another:
 - Situation—What is going on with the patient?
 - Background—What is the clinical background or context?
 - Assessment—What do I think the problem is?
 - Recommendation/Request —What would I recommend? What do I need from you?



Check-Back in Communication



Leading Teams

Two types of leaders:

- **Designated** – The person assigned to lead and organize a designated core team, establish clear goals, and facilitate open communication and teamwork among team members.
- **Situational** – Any team member who has the skills to manage the situation at hand.



Team Leaders

- Organize the team
- Articulate clear goals
- Make decisions through collective input of members
- Empower members to speak up and challenge, when appropriate
- Actively promote and facilitate good teamwork
- Are skillful at conflict resolution



Team Leaders

- Forming the Plan – “Briefs”
 - Who is on team, goals, roles of members, plan
- Monitoring and Modifying the Plan – “Huddles”
 - “Touch base” meetings to regain awareness of situation and modify plan as needed
- Reviewing the Team’s Performance – “Debrief”
 - To improve teamwork and outcomes;
 - what went well, could be improved



Situation Monitoring

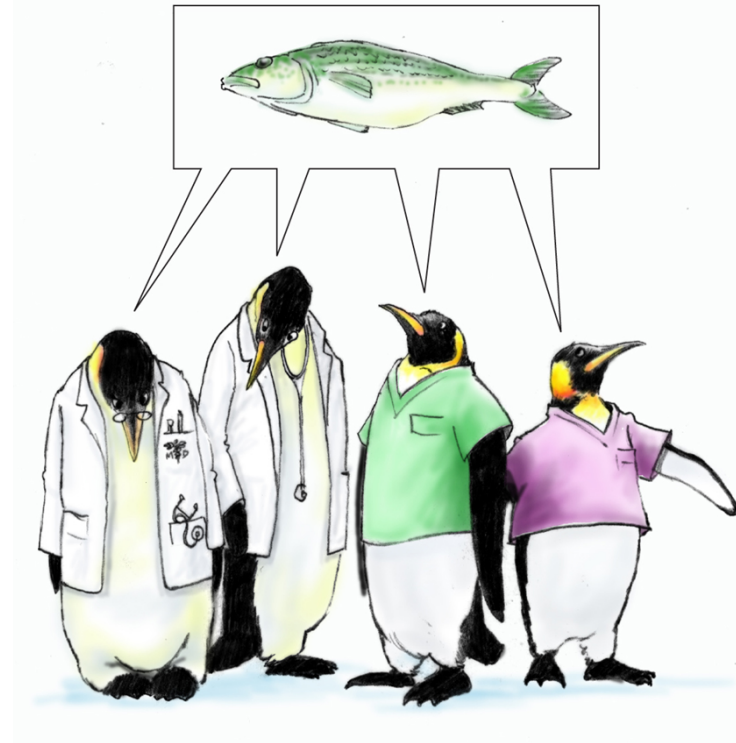
Process of *actively scanning* behaviors and actions to assess elements of the situation or environment

- Fosters mutual respect and team accountability
- Provides safety net for team and patient
- Includes cross-monitoring



Shared Mental Models

- The perception of, understanding of, or knowledge about a situation or process that is shared among team members through communication



Shared Mental Models

- Lead to mutual understanding of situation
- Lead to more effective communication
- Enable back-up behaviors
- Help ensure understanding of each other's roles and how they interplay
- Enable better prediction and anticipation of team needs
- Create commonality of effort and purpose



What Do You See?



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Mutual Support

Mutual support is the essence of teamwork

- Protects team members from work overload situations that may reduce effectiveness and increase the risk of error



Task Assistance

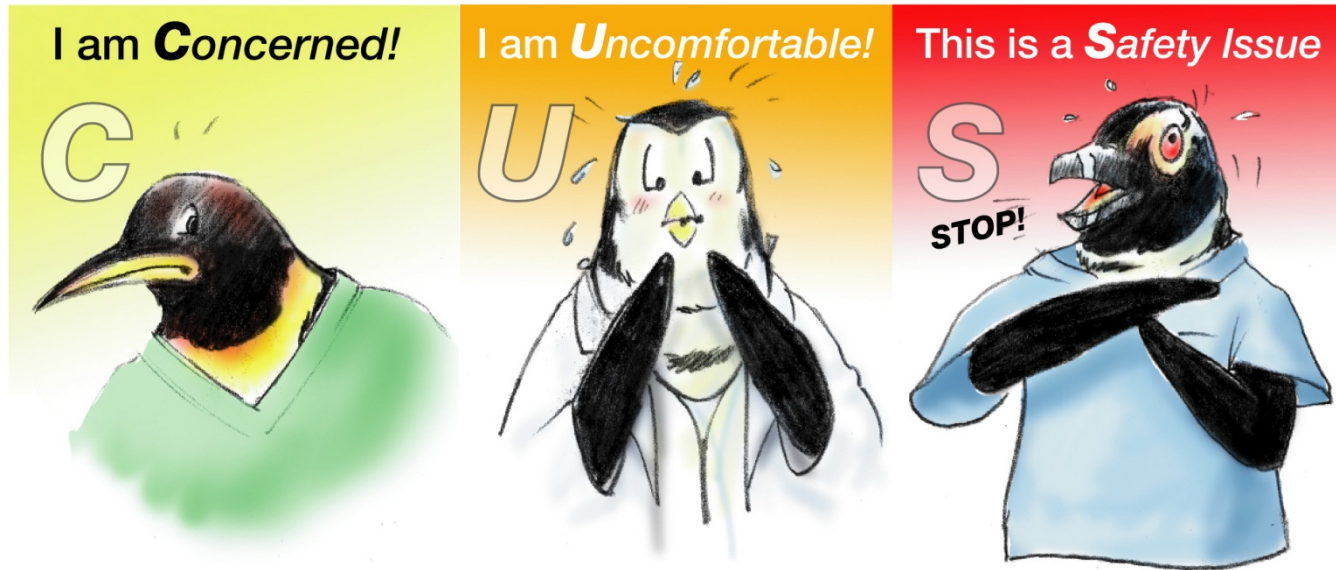
Team members foster a climate in which it is expected that assistance will be actively *sought* and *offered* as a method for reducing the occurrence of error.



Mutual Support: CUS Words

Please Use CUS Words

but *only* when appropriate!



Review of Objectives

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