

# INTERPROFESSIONAL COLLABORATION



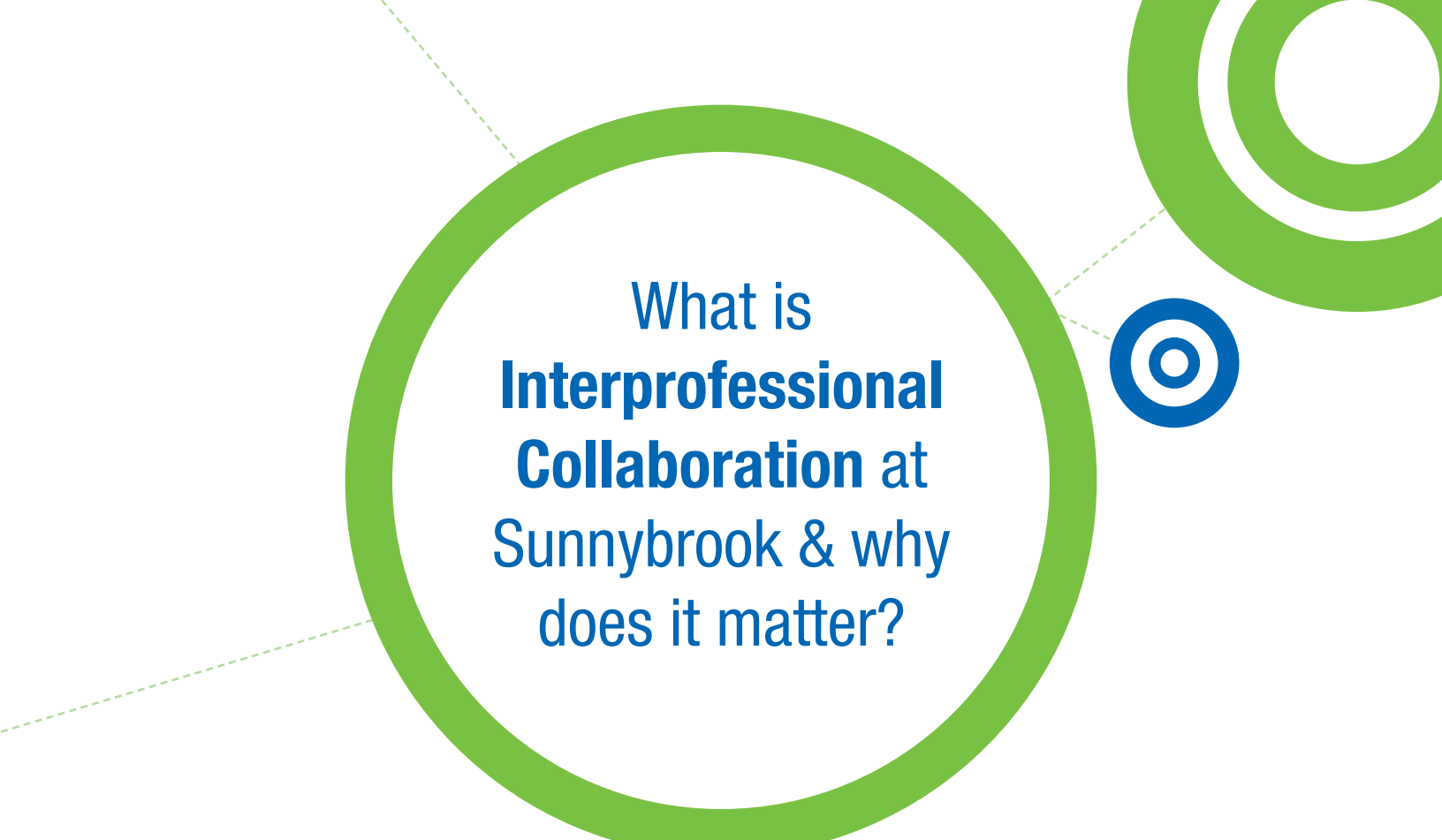
## Framework & Strategy

Working and Learning Together for the Best Possible Care









# What is Interprofessional Collaboration at Sunnybrook & why does it matter?

**I**nterprofessional collaboration at Sunnybrook includes interprofessional education and interprofessional care. The team collaboration supports patient safety and satisfaction, staff satisfaction, access to care, and it helps us to use our resources wisely. It is essential that team collaboration is situated in an environment of respect.

Collaboration is one of our organizational values. We learn together so that we will work together to create the highest quality and safest care possible. At Sunnybrook we define teams broadly and always consider who needs to be involved. Our teams include patients and their families and people of all roles and professions. Our work in interprofessional collaboration is grounded in our person-centred approach to care.

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**Interprofessional Practice:** Interprofessional care 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. (Framework for Action on Interprofessional Education and Collaborative Practice, WHO, 2010)

**Interprofessional Education:** Interprofessional Education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. (WHO, 2010).

**Interprofessional learning** is education specifically designed to help students function as part of the health-care team when they graduate. (Cook, 2010).

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# Our Interprofessional Collaboration Goal:

To be a system wide leader in advancing a culture of interprofessionalism which fosters the highest quality, compassionate, person-centred care.

## Our Guiding Statements – We Seek to:

- Leverage the expertise of all team members
- Create and achieve mutual goals at the micro, macro and meso level that improve quality of care, the patient experience and outcomes
- Create the right structure and supports to foster and sustain staff development and culture change
- Innovate at the interface of practice, education, research and leadership.
- Partner in unprecedented ways

## Our Interprofessional Collaboration Framework:



Our framework shows that interprofessional collaboration includes both interprofessional practice and interprofessional education.

It names 6 core competencies for Interprofessional Team Collaboration

It shows that collaboration and the competencies are situated within an organizational context that includes practice, education, research and leadership.



# What are Sunnybrook's Core Competencies for Interprofessional Team Collaboration?

The core competencies for interprofessional team collaboration give us a common language when we talk about collaboration across roles and professions. The competencies set the organizational expectation for how our teams will work together

These core competencies provide a lens which can be applied to clinical and professional practice, education, research and scholarship, and our approach to leadership. For example, these competencies can be used to help us evaluate how well our teams function and assess the success of interprofessional initiatives.

Sunnybrook's Core Competencies for Interprofessional Team Collaboration and the associated behaviours have been worded purposefully for application to teams (rather than individuals). They have been aligned with the individual competencies outlined in Sunnybrook's Human Resources Core and Clinical Competencies for Performance Appraisals.

## INTERPROFESSIONAL VALUES & ETHICS

### Definition:

Interprofessional teams create a climate of transparency, openness and willingness to collaborate. They maintain an inclusive approach and every team member's perspective is valued.

### Behaviours:

#### The Team:

- Members speak with positive regard when discussing other roles and professions
- Creates a safe environment for all members to speak up and advocate as necessary
- Considers the values and ethics of the organization, regulatory bodies, and the individual members in team discussions



## COMMUNICATION

### Definition:

Interprofessional teams seek to achieve common understanding when communicating across roles and professions. They are attentive to actively providing information to and seeking information from team members and other teams to ensure a thorough understanding of the situation. They create processes and tools and select varied media/approaches to enhance the exchange of information within and across teams.

### Behaviours:

#### The Team:

- Develops processes for exchanging information in a specific and timely manner - within and across teams
- Explicitly considers which members need to be involved in giving and receiving which pieces of information
- Communicates using language that is common among roles and professions by avoiding jargon and acronyms, providing explanations and checking for understanding



## INTERPROFESSIONAL CONFLICT RESOLUTION

### Definition:

Interprofessional teams respond to anticipated or occurring conflict situations with appropriate and skilled interventions in a timely manner by collaborating to create a range of solutions.

### Behaviours:

#### The Team:

- Identifies and proactively and effectively addresses team conflicts within and across teams
- Listens open mindedly to differing opinions and ideas from diverse roles and professions
- Discusses difficult team issues and arrives at mutually





agreed upon solutions

## REFLECTION

### Definition:

Interprofessional teams learn from their history and experiences. Team reflection is both process and performance oriented. Team members identify what they are doing well and what can be improved. They are attentive to optimizing how they interact with one another and the impact that their team function may have on patient care.

### Behaviours:

#### The Team:

- Dedicates time to ongoing team reflection
- Develops processes and tools to support ongoing team reflection
- Identifies successes and gaps regarding their collaborative work and celebrates or strategizes accordingly
- Uses concepts of team development and team dynamics to appraise how they are doing collectively

## ROLE CLARIFICATION

### Definition:

Interprofessional teams ensure that members understand each others' roles, scopes and expertise. They explore interdependencies between their roles and optimize each member's scope with consideration of repetition and redundancies.

### Behaviours:

#### The Team:

- Members are able to articulate their role and/or scope of practice to others on the team
- Members actively seek understanding of the roles of others on their team

Members recognize their limitations and consult with one another appropriately based on knowledge, skills, roles and scopes



# SHARED DECISION MAKING

## Definition:

Interprofessional teams decide collaboratively on plans. Team members come together to determine appropriate actions. Where necessary, teams decide who will make the final decision and who holds accountability for which tasks.

## Behaviours:

### The Team:

- Creates and implements interprofessional care plans which reflect what is most important to patients/families
- Decides collaboratively on learning goals that are shared across roles and professions
- Identifies and designates accountability for all aspects of the work particularly where there is role overlap



## What are some examples of the competencies in action?

Corporate Examples – Our Core Competencies Underlie Corporate Initiatives such as:

- Interprofessional Grand Rounds
- Interprofessional Collaboration Showcase
- Team assessment tool and toolkit
- Interprofessional collaboration content in our Management Excellence Program
- Recruiting and retaining collaborative team members
- Our Quality & Patient Safety strategy
- Debriefing critical incidents
- Our education strategic priority of team-based learning and related simulations
- Interprofessional education activities for students



# How are we Putting Our Framework into Action?

## Our 3 priorities :

### **Enhancing Organizational Capacity**

Our work creates shared organizational awareness and understanding of Interprofessional collaboration for our staff, physicians, students and volunteers. Key enablers include faculty development and knowledge translation.

### **Embedding Interprofessional Principles**

Our priorities include the structures, processes and tools that enable interprofessional collaboration and affirm that Sunnybrook is a workplace committed to interprofessionalism – where our best practices and approach to learning are driven by an interprofessional approach

### **Interprofessional Models of Care**

This priority is about continually developing and implementing models of care that are focused on patient needs and based on role optimization, evidence and interprofessional collaboration. It about having the right members as part of the team and making sure they can work and learn together for best possible care.

# What are we measuring?

## How do we know that our strategy is working?

We have identified key ‘collaboration sensitive’ metrics which form the basis of our Interprofessional Collaboration Dashboard which is published quarterly. Knowing how we are doing when it comes to our teams helps us support quality and patient safety as well as team-based learning and development.

Sample dashboard items:

- Patient satisfaction/experience ‘How would you rate how well the team members on your unit worked together?’
- Family satisfaction: ‘How satisfied are you that the health care staff worked as a team?’
- Staff engagement: ‘The people I work with work collaboratively as a team’
- Student experience: ‘I participated in activities where two or more professions learned about, from and with each other to enable collaboration and improve care’
- Patient safety: ‘Number of critical patient safety incident reports citing ineffective teamwork/interprofessional collaboration as a contributing factor’
- Accreditation team functioning self assessment ‘Number of yellow flags’
- Efficiency: ‘% of discharge before 11 am’ (select units)

## Who can I contact for more information or to get involved?

For more information please contact [Interprofessional.Collaboration@Sunnybrook.ca](mailto:Interprofessional.Collaboration@Sunnybrook.ca)

### Notes

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EDUCATION

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