Translating Team Training from Healthcare & Education to CTSA Research Teams

Science of Team Science Conference

Galveston, TX

Wednesday May 23, 2018 (1:30-2:50pm)

Presenters: Erin Blakeney, Brenda Zierler, Jennifer Sprecher

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Agenda

Overview: Interactive Panel

Abstract 1

Team Training with Interprofessional Health Professions Faculty

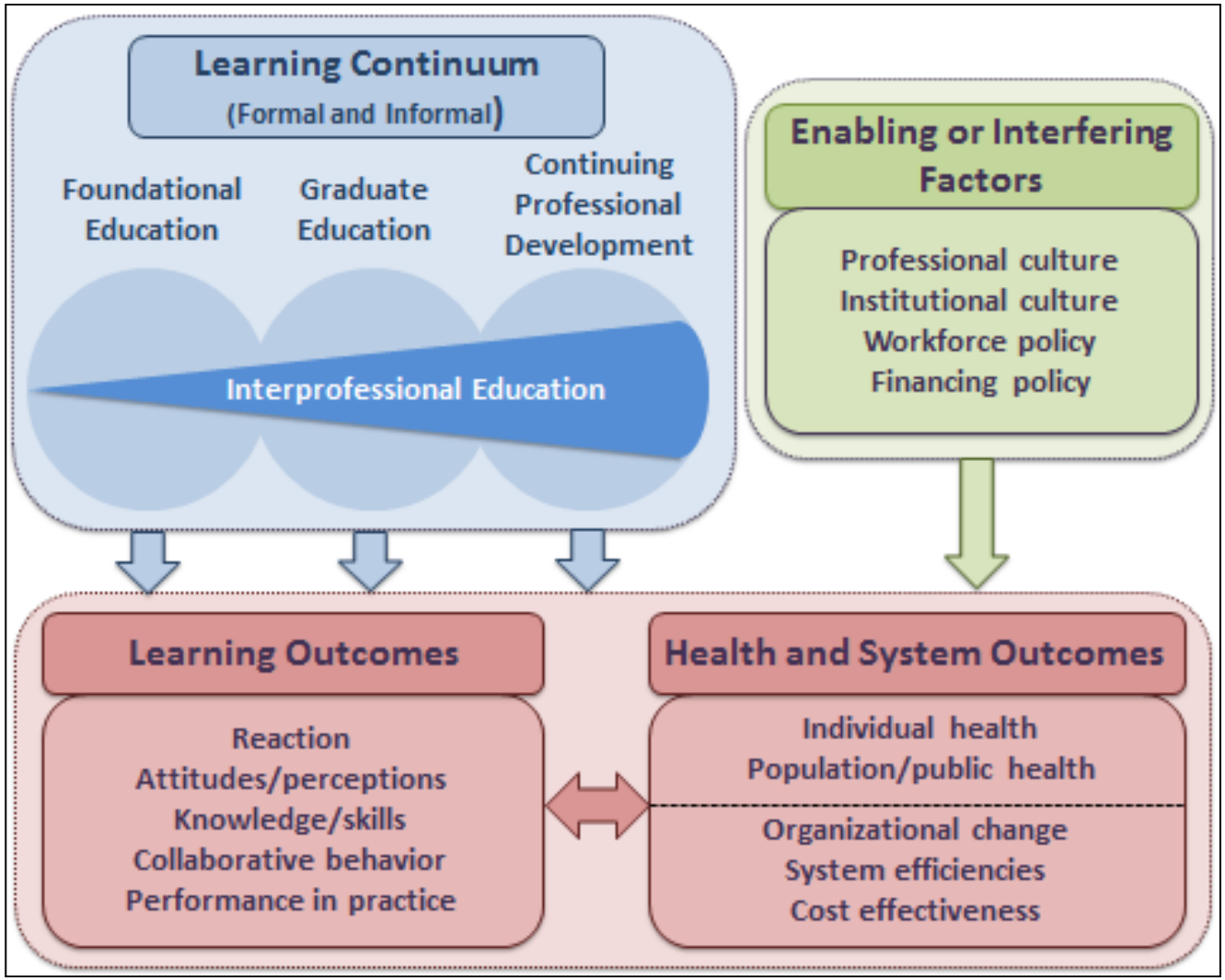
Abstract 2

Team Training with Practicing Healthcare Teams

Abstract 3

Incorporation of Lean-R into Team Science

Interprofessional Learning Continuum Model



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IOM 2015. *Measuring the impact of IPE on collaborative practice and patient outcomes.* Washington, DC: National Academies Press.
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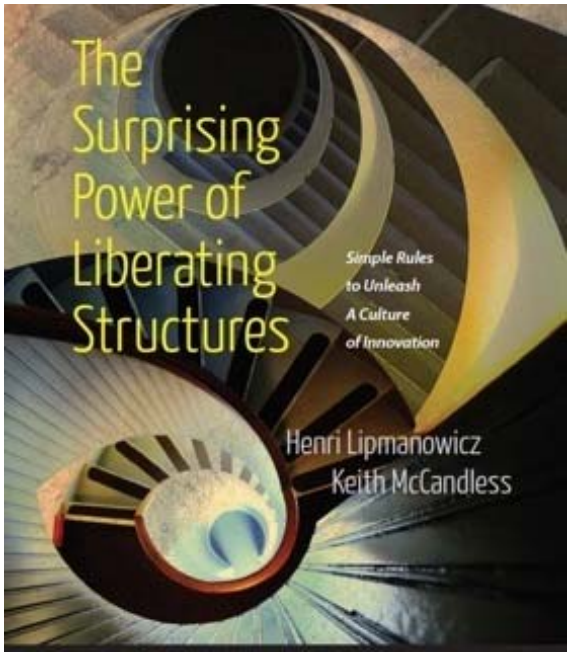
ITHS Team Science Aims: 2017-2022

Aim 1: To develop, implement, and evaluate team science education and training models to support existing and new interdisciplinary research teams.

Aim 2: To create and test institutional policies and guidelines that support and promote team science in diverse, interdisciplinary research teams

Liberating Structures



Mutually shape next steps together

- Menu of 33 Liberating Structures
- Method of enhancing how we meet, plan, decide & relate to each other
- Little shifts can create big changes
- Fosters inclusivity
  - everybody with a stake has a voice
  - everybody has freedom to act & seize opportunities
  - everybody takes into account other peoples voices

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http://www.liberatingstructures.com/

Liberating Structures: Impromptu Networking

Mutually shape next steps together

Purpose

- Initiate immediate participation
- Flatten hierarchy
- Invite clarification of purpose through repetition

Structure

- Identify a question/prompt
- Move to open space
- Form pairs with new people
- Rotate at least 3 times

Impromptu Networking: Now you try it!

Pair Up. Take turns responding to the question below
(60 seconds per person, then switch).
Change speaking roles & partners with the chime.

Q: What is your greatest opportunity around team science? What have you learned this week at SciTS that might be applicable?

Impromptu Networking Debrief

1. **Impromptu Networking Content:** What new ideas did you have &/or hear?

2. **Impromptu Networking Structure:** Share some examples of how or where this structure (impromptu networking) might be useful in your work…

Abstract 1: Team Training with Interprofessional Health Professions Faculty

Pilot Grant: Train-the-Trainer Interprofessional Faculty Development Program (T3-IFDP)

- Macy Grant 2012-2013
- 8 interprofessional (IP) teams/universities

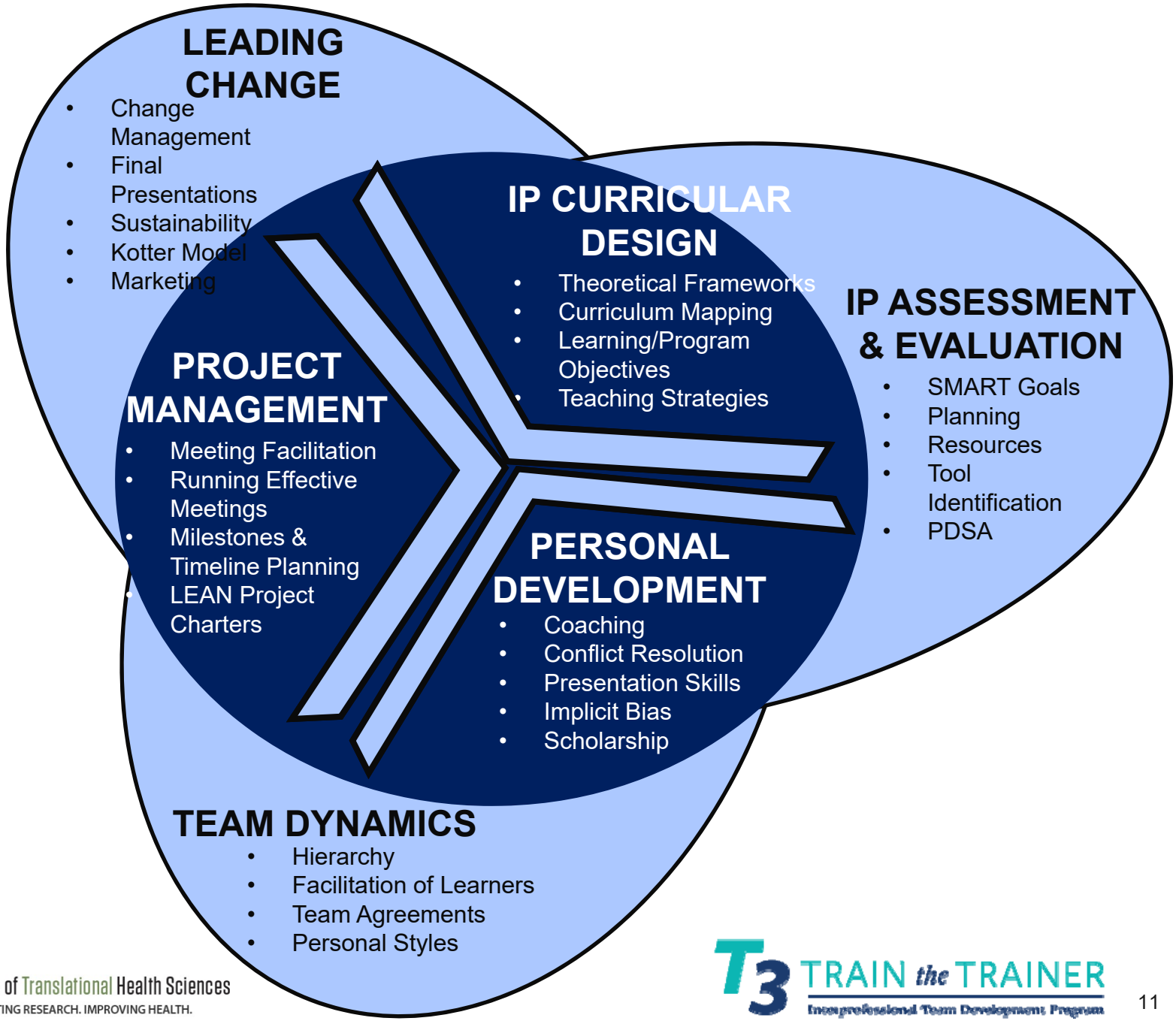
National Grant: T3 Interprofessional Team Development Program (T3-ITDP)

- Macy Grant 2014-2018
- 3 National Training Sites: UW, UVA, MU
- IP Teams come with project to 3.5 day in-person training; 12 months of follow-up coaching
- 14 cohorts, ~75 teams, >320 participants
- Website: https://nexusipe.org/T3

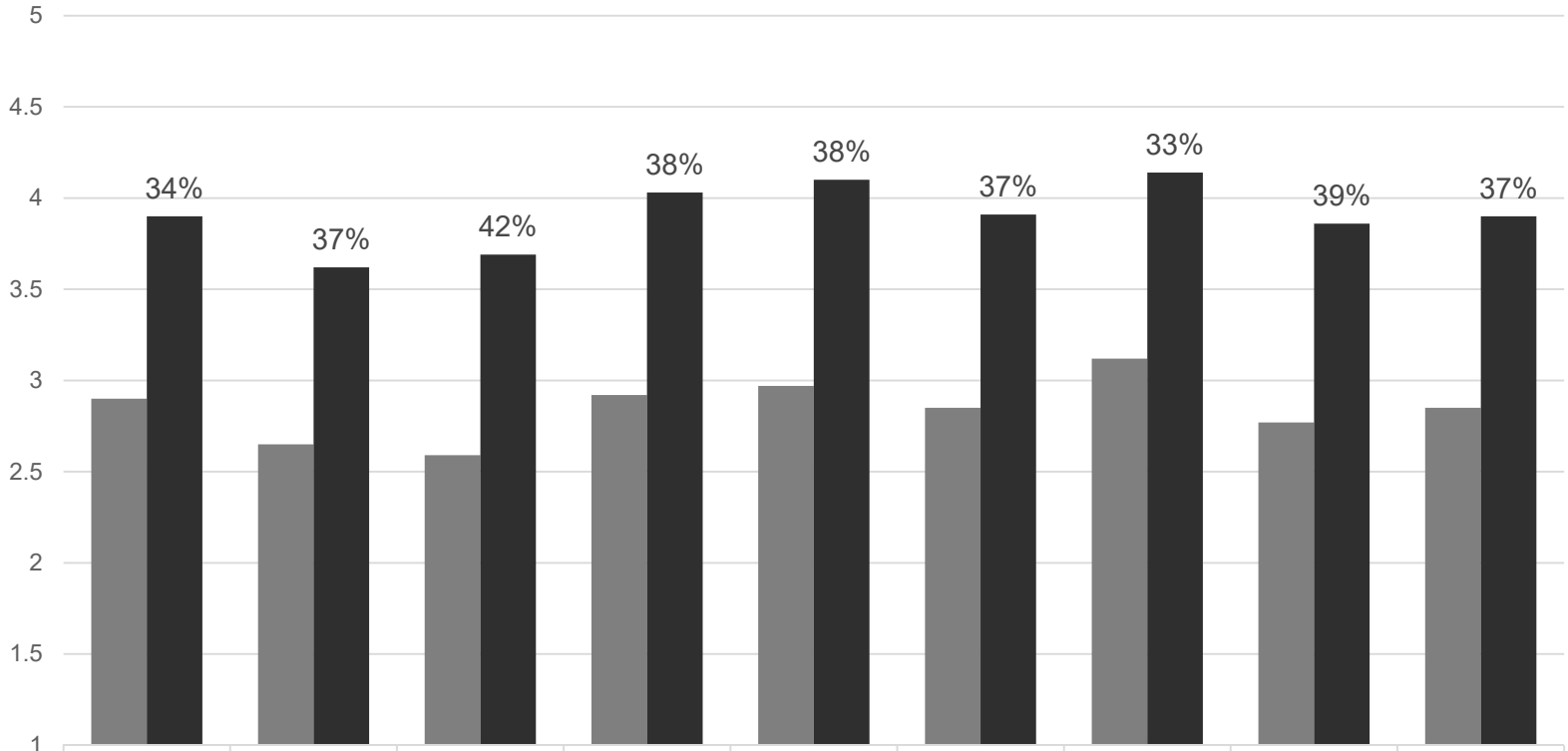
T3 Design Principles & Program Characteristics

Team Focused	• Team time each day to work on projects • Focus on strengthening & supporting positive team dynamics
Interprofessional Education to Improve Collaborative Practice	• Keep end-users in mind for project planning • Time with students, patient & family advocates, faculty, & clinicians during in-person program • Interact with IOM Learning Continuum Model & IPEC Competencies in project planning
Interactive	• Experiential learning modules • All didactics ≤ 15-minutes • Project-based learning
Train-the-Trainer	• Leave ready to train others in IPE & IPCP • Online access to content

T3 TRAIN the TRAINER
Interprofessional Team Development Program


LEADING CHANGE
• Change Management
• Final Presentations
• Sustainability
• Kotter Model
• Marketing
IP CURRICULAR DESIGN
• Theoretical Frameworks
• Curriculum Mapping
• Learning/Program Objectives
• Teaching Strategies
IP ASSESSMENT & EVALUATION
• SMART Goals
• Planning
• Resources
• Tool Identification
• PDSA
PROJECT MANAGEMENT
• Meeting Facilitation
• Running Effective Meetings
• Milestones & Timeline Planning
• LEAN Project Charters
PERSONAL DEVELOPMENT
• Coaching
• Conflict Resolution
• Presentation Skills
• Implicit Bias
• Scholarship
TEAM DYNAMICS
• Hierarchy
• Facilitation of Learners
• Team Agreements
• Personal Styles

Positive Changes in Self-Reported Ability Related to T3 Program Learning Objectives



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	All PO
Baseline	2.9	2.65	2.59	2.92	2.97	2.85	3.12	2.77	2.85
Follow-up	3.9	3.62	3.69	4.03	4.1	3.91	4.14	3.86	3.9

PO1: Curricular Design; PO2: Evaluation; PO3: Interprofessional Leadership; PO4: Team Dynamics & Culture; PO5: Innovative IPE; PO6: Implementation & Sustainablity; PO7: Communication, Team Function, & Patient Safety; PO8: Interprofessional Network of IPE/IPCP Champions

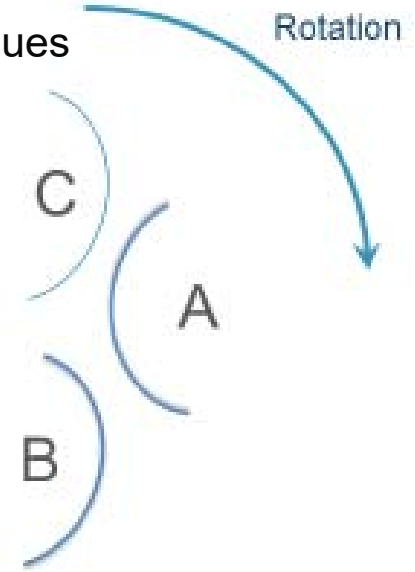
T3 Alumni – Project Examples

- IPE Faculty Development Institute for School
- Longitudinal Foundations IPE Program
- National Palliative Care Certification Program
- IPE Activities & Assessments Across Learning Continuum (Didactic, Simulation, Clinical)
- Stereotypes and Implicit Bias Research Tool
- Establishing an IPE Center
- IPE Team Care & Learning in underserved practice environments

Liberating Structures: Troika Consulting

Purpose

- Get practical, immediate, & imaginative help from colleagues



Structure

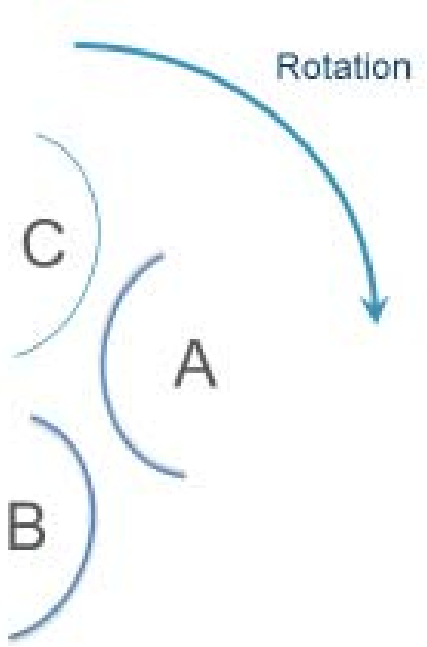
- Identify a question/prompt
- Form groups of 3
- Within groups rotate roles of "client" & "consultants"

Troika Consulting: Now you try it!

What challenges do you encounter or anticipate encountering in your team science work this coming year?

STRUCTURE

1) Form Groups of 3– identify first "client"
2) Client shares challenge then turns around (2 mins)
3) Consultants discuss advice/feedback; client takes notes (3 mins)
4) Client thanks consultants & describes what they heard (1 min)
5) Rotate roles until all have been a client



Troika Consulting Debrief

1. **Troika Consulting Content:** How helpful were the solutions suggested by your consultants?

2. **Troika Consulting Structure:** How might this structure be useful in your work?

Abstract #2: Team Training with Practicing Healthcare Teams

Our Academic-Practice Partnership (est. 2014)

UW Center for Health Sciences Interprofessional Education, Research, and Practice (CHSIE)

University of Washington Medical Center's (UWMC) Regional Heart Center (RHC)

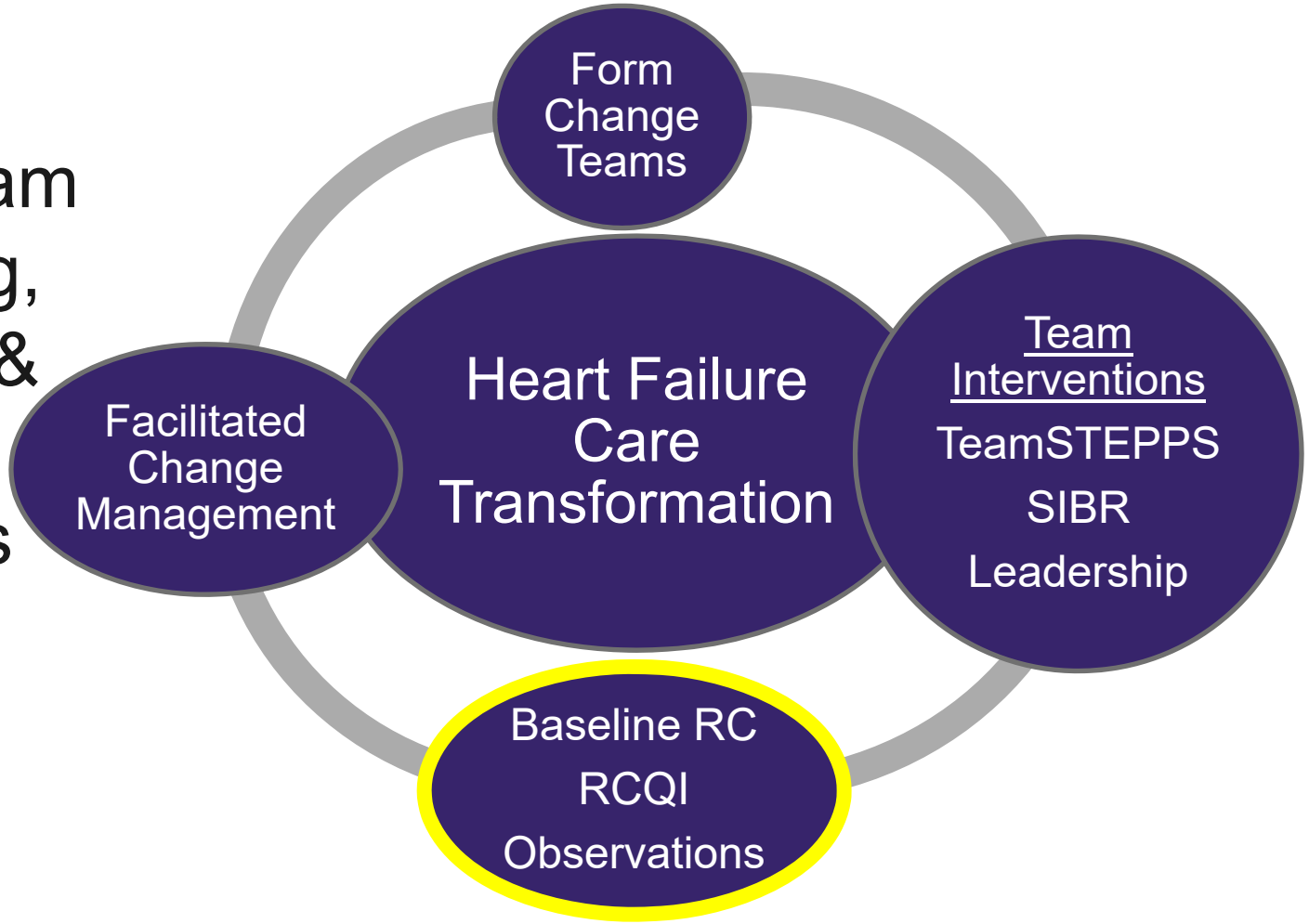
Issues Affecting Teamwork & Team Communication

- Hierarchy and Power
- Role overlap
- Explicit biases & stereotypes
- Implicit bias
- Personal and social styles
- Task and interpersonal conflict
- Poor leadership
- Professional and organizational culture
- Awards system (reimbursement for one group of providers for team-based care)

Co-Creation of Interprofessional Team Intervention

Goal:

Improve team functioning, workflow, & patient outcomes



Identified Training Needs

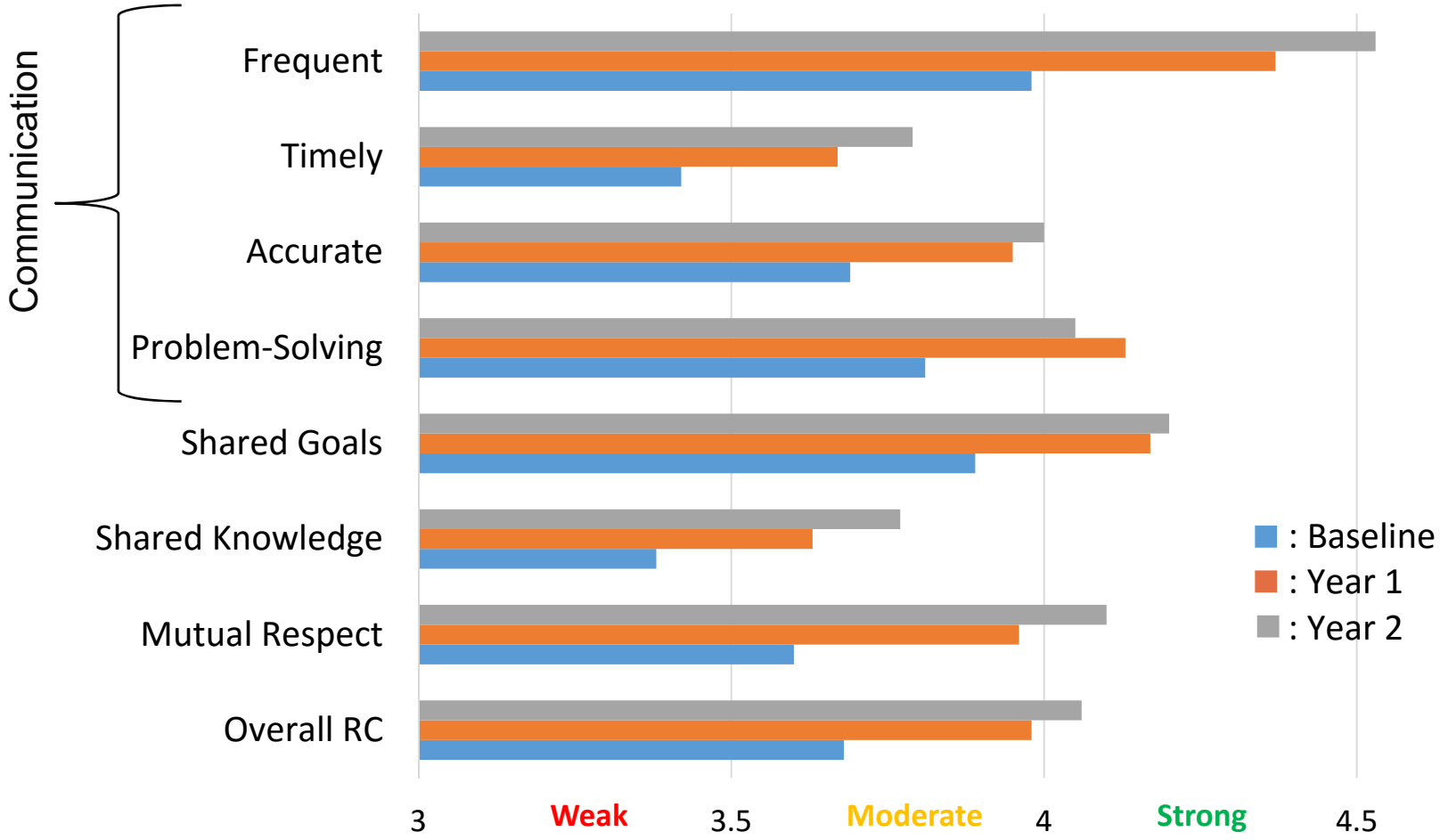
SIBR Process Simulation

TeamSTEPPS Skills Training

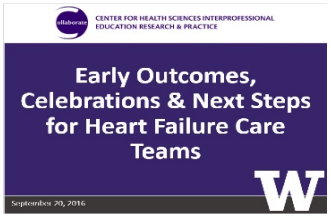
Leadership Workshops

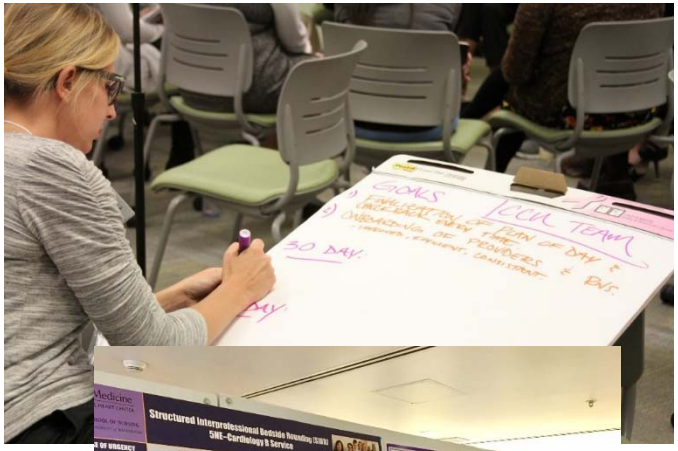
Improvements in Team Communication & Relationships

Consistent incremental improvement in team Relational Coordination across (Between workgroups) all dimensions & time periods

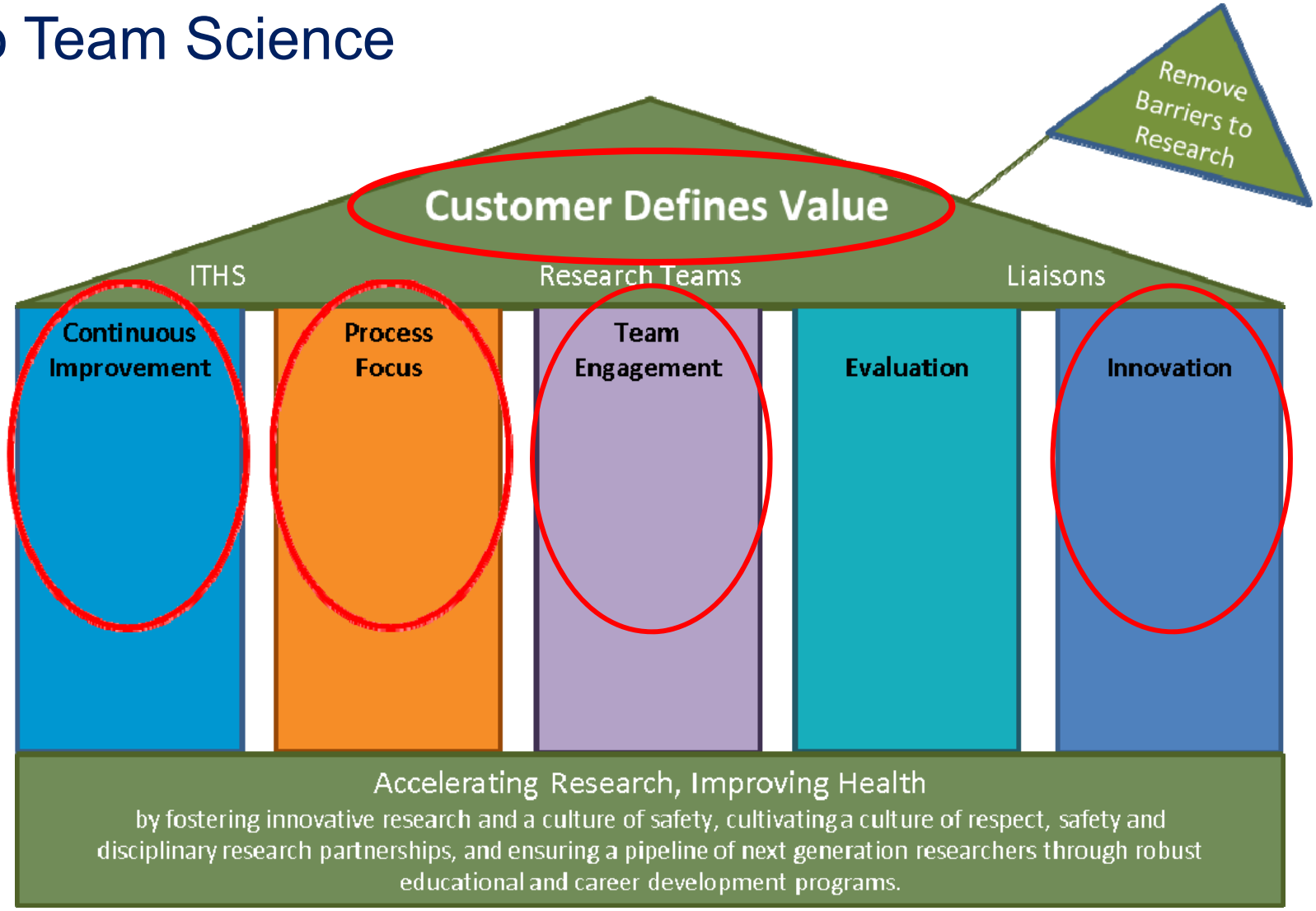


Emergence of Team Leaders





Abstract #3: Incorporation of LEAN-R into Team Science



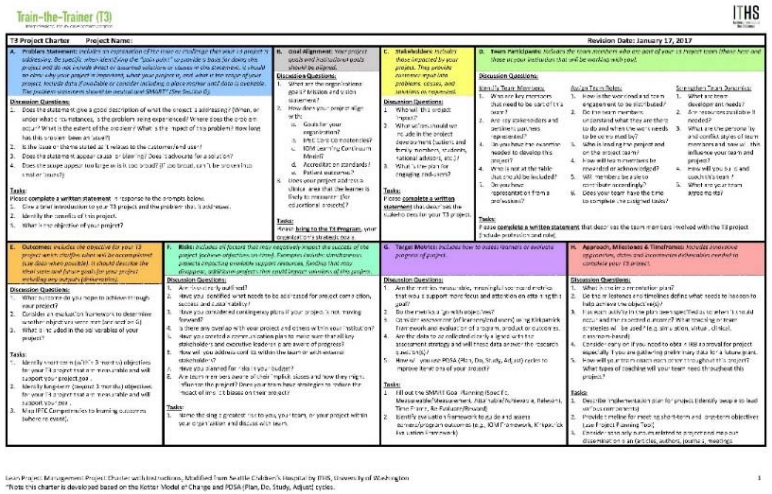
Lean Project Charters

Project management Institute

Agile

Theories of change management

Continuous Improvement (PDSA)



Train-the-Trainer (T3)

ITHS

T3 Project Charter Project Name: Revision Date: January 17, 2017

A. Problem Statement: Includes an explanation of the issue or challenge that your T3 project is addressing. Be specific when identifying the "pain point" so you're able to clearly identify the process and do not include direct or assumed solutions or causes in the statement. It should explain why your project is important, what your project is, and where in the scope of your project. Include data if available or consider including a data monitor until data is available. The problem statement should be concise and SMART (See Section G).

Discussion Questions:
1. Does the statement give a good description of what the project is addressing? (When, or under what circumstances, is the problem being experienced? Where does the problem occur? What is the extent of the problem? What is the impact of this problem? How long has this issue been an issue?)
2. Is the issue or need stated as it relates to the customer/end user?
3. Does the statement appear cause or blame-ful? Does it advocate for a solution?
4. Does the scope appear workable or is it too broad? (If too broad, can't be solved in a reasonable time?)

Tasks:
Please complete a written statement in response to the prompts below.
1. Give a brief introduction to your T3 project and the problem that it addresses.
2. Identify the scientific of this project.
3. What is the objective of your project?

B. Goal Alignment: Your project goals and outcomes should be aligned.

Discussion Questions:
1. What are the organizational goals/initiatives and vision statements?
2. How does your project align with:
   a. Goals for your organization?
   b. IHI's Triple Aim Initiative?
   c. RDM Learning Continuum Model?
   d. Accreditation standards?
   e. Patient outcomes?
3. Does your project add into a clinical area that the learner is likely to encounter (for ed purposes) currently?

Tasks:
Keep living in the T3 Program, your project can be student run a...

C. Stakeholders: Includes those impacted by your project. They provide customer input into problems, issues, and solutions as appropriate.

Discussion Questions:
1. Who will this project impact?
2. What will be required of the stakeholders and their time commitment?
3. What is the plan for engaging stakeholders?

Tasks:
Please complete a written statement that describes the stakeholders for your T3 project.

D. Team Participants: Includes the team members who are part of your T3 project team (Please note and those in your institution that will be working with you).

Discussion Questions:

Start-Up Team Questions:
1. Who are key members that need to be sure of to start?
2. Are any stakeholders and perspectives not represented?
3. Do you have the expertise needed to develop this project?
4. Who is not at the table that should be included?
5. Do you have representation from all areas and sectors?

Active Team Roles:
1. How is the team created and team engagement to be distributed?
2. Do the team members understand what they are there to do and what they won't needs to be working together?
3. Who is leading the project and on the project team?
4. How will key members be rewarded or acknowledged?
5. Will members be able to contribute accordingly?
6. Does your team have the time to complete the assigned tasks?

Sustaining Team Questions:
1. What are team developer needs?
2. Are resources available if needed?
3. What are the personal and conflict styles of team members and how will this influence your team and project?
4. How will you be and coach this team?
5. What are your team approaches?

Tasks:
Please complete a written statement that describes the team members involved with the T3 project. Include professions and roles.

E. Outcomes: Includes the objective for your T3 project with objective when will be accomplished how does when possible. It should describe the short-term and future goals for your project including any outputs (deliverables).

Discussion Questions:
1. What outcomes do you hope to achieve through your project?
2. Consider an evaluation framework to determine whether objectives were met (and not met).
3. What is to adapt in the sub-variables of your project?

Tasks:
1. Identify short-term (within 3 months) objectives for your T3 project that are measurable and will support your project goal.
2. Identify long-term (beyond 3 months) objectives for your T3 project that are measurable and will support your goal.
3. Map IPEC Competencies to learning outcomes (where to exist).

F. Risks: Includes all factors that may negatively impact the success of the project (achieve objectives on time). Examples include: simultaneous projects impacting available support resources, funding that may disappear, additional projects that could impact members of the project.

Discussion Questions:
1. Are there any quick wins?
2. Have you identified what needs to be addressed for project communication, success and sustainability?
3. Have you considered contingency plans if your project is not moving forward?
4. Is there any overlap with your project and others within your institution?
5. Have you created a communication plan to make sure that all key stakeholders and executive leadership are aware of progress?
6. How will you address conflicts within the team or with external stakeholders?
7. Have you planned for risks in your budget?
8. Are there any weaknesses or other implications of the project on the project? Does your team have strategies to reduce the impact of any of these biases on their project?

Tasks:
1. Name the single greatest risk to you, your team, or your project within your organization and discuss with team.

G. Target Metrics: Includes how to assess learners or evaluate progress of project.

Discussion Questions:
1. Are the metrics measurable, meaningful, accurate and relevant that will support more focus and attention on aligning with goal?
2. Do the metrics align with objectives?
3. Consider assessment (of learning and/or) using a framework from needs and evaluation of a program, product or outcomes.
4. Are the data to be collected only a piece with the assessment strategy and will these data answer the questions (Level, Skills)?
5. How will you use PDSA (Plan, Do, Study, Act, act) cycles to improve iterations of your project?

Tasks:
1. Fill out the SMART Goal Planning Sheet (Specific, Measurable/Assessment, Attainable/Achievable, Relevant, Time Part, Re-Evaluate/Reward).
2. Identify evaluation framework to guide and assess outcomes/program outcomes (e.g., KQAT framework, RE-specific, five values framework).

H. Approach, Milestones & Timeframes: Includes timelines, organization, dates and assessments deliverables needed to complete your T3 project.

Discussion Questions:
1. What is the implementation plan?
2. Do the milestones and timelines define what needs to be seen to help achieve the object-help?
3. Has each activity in the plan been specified as to when it should occur, and the responsible person? What tracking or team activities will be used (e.g., simulation, virtual, clinical, classroom-based)
4. Consider carry-on if you need to obtain initial approval for project especially if you are gathering preliminary data for a future grant.
5. How will you ensure each team member is engaged in this project? What types of coaching will your team need throughout this project?

Tasks:
1. Describe implementation plan for project (identify people to lead various components)
2. Provide timeline for meeting short-term and long-term objectives (use T-Select Planning Tool).
3. Consider how you will evaluate progress and measure dissemination (e.g. articles, authors, posters, meetings).

Lean Project Management Project Charter with Instructions, Modified From Seattle Children's Hospital by ITHS, University of Washington 1

*Note: this charter is developed based on the Kotter Model of Change and PDSA (Plan, Do, Study, Adjust) cycles.

Sample project charter

Liberating Structures: 1-2-4-All*
**today modified to 1-2-All*

Purpose

- Engage everyone simultaneously in generating questions, ideas & suggestions

Structure

- Identify a question/prompt
- Reflect alone then discuss with pair, foursome or table, & whole group

Liberating Structures: 1-2-All Activity

What's one thing in your thinking about team science that has changed as a result of your participation in this conference? (e.g. knowledge, tools, experience, core competencies)

1 MIN **Individually reflect**

2 MIN **Discuss with the person next to you**

8 MIN **Report outs and room discussion**

THANK YOU! CONNECT WITH US!

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1-2-All Debrief

1. **1-2-4-all Content:** What new ideas did you have &/or hear?

2. **1-2-4-all Structure:** Share some examples of how or where this structure might be useful in your work…

Interactive Panel Debrief

What went well?

What could have gone better?

What's one thing you'll take into your work as a result of today's interactive panel?