BC PATIENT SAFETY & QUALITY COUNCIL

Working Together. Accelerating Improvement.

Teamwork and Communication Action Series 2018

BC PATIENT SAFETY
& QUALITY COUNCIL

Working Together. Accelerating Improvement.

We provide system-wide leadership to efforts designed to improve the quality of health care in British Columbia. Through collaborative partnerships with health authorities, patients, and those working within the health care system, we promote and inform a provincially-coordinated, person-centred approach to quality. In addition, we provide advice and make recommendations to the Minister of Health.

We also provide a bridge to the best knowledge in health care quality available across Canada and beyond. We seek out national and international partnerships that provide knowledge and insights of value to BC, adapt these new ideas to meet the needs of our health care system, and work with our partners to put them in place.

If you want to improve quality of care, visit BCPSQC.ca to access programs and resources that can help you start today.

OVERVIEW

Six months after the Action Series, over 85% of respondents indicated:

- the Action Series **improved their skills and knowledge on how to foster positive teamwork and communication.**
- they had **applied the skills and knowledge** learned during the Action Series.

314 PARTICIPANTS

38 teams

"It broke hierarchical barriers for me."

"I had a huge conflict brewing for months, and the skills I learned in the sessions helped me to figure out and fix the issues that were bothering me."

76% of teams completed all webinars and all action period work

(compared with 53% in round 1 of the series)

As a result of participating in the Action Series, respondents reported positive changes in:

- ↑ How teams worked together
- ↑ How teams communicated
- ↑ Trust between team members
- ↑ How teams navigated conflict
- ↑ Skills and knowledge to foster positive teamwork and communication

"This was a valuable series that I have encouraged other teams to do when it is offered next time. As the team lead, I have heard other leaders tell me how nice our team is and how fortunate I am to have such a wonderful team to work with. I owe a lot of this change in my team to this webinar series."

CONTENTS

Overview **1**
- Introduction 1
- Structure of the Action Series 2
- Purpose of the Evaluation Report 4
- Data Sources for the Evaluation 4

Evaluation Results **5**

Formal Webinars **6**

Informal Webinars **8**

Action Period Work **10**

Example of Impact on a Team **13**

Overall Impact **14**
- What the Numbers Showed 14
- What Participants Said 18
- How the Action Series Can Be Improved 20

Overall Key Lessons Learned **22**

Summary **22**

References **23**

Appendices **24**
- Appendix A: Participant Demographics 24
- Appendix B: Formal Webinars 26
- Appendix C: Data Sources and Limitations 30
- Appendix D: List of Participating Organizations 31

OVERVIEW

Introduction

In the past, the health care system has often focused on the technical skills of providers.[1] However, a growing body of evidence highlights the importance of non-technical skills in patient outcomes and improving safety behaviour in the workplace.[1-4] Non-technical skills include such elements as leadership, decision-making, situation awareness, communication and teamwork – elements of the team culture.[1-2] A recent systematic review found a consistent, positive association between workplace and organizational culture and clinical and system-level patient outcomes across a variety of health care settings. Conversely, a negative workplace and organizational culture was linked with poorer patient outcomes.[3]

Effective teamwork and communication in health care delivery can have an immediate and positive impact on patient safety and quality of care.[4-5] These shifts also have tangible benefits for health care providers, teams and organizations by reducing work-related conflict and stress, fostering team communication to reduce harassment and bullying, and improving job satisfaction and perceptions of working conditions.[2,6]

In response to this evidence, the BC Patient Safety & Quality Council (the Council) offers a free, virtual, 12-week Action Series with the aim of improving teamwork and communication. The series introduces tools and teaches teams key strategies to foster a healthy culture.

[1] Technical skills are skills such as how to use a machine or perform an operation. These are also often referred to as 'hard skills.'

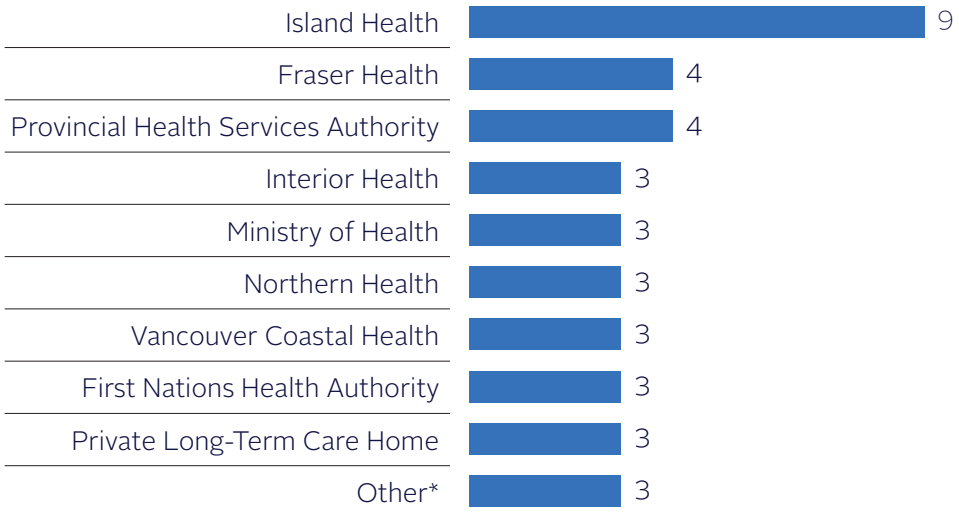
Structure of the Action Series

The Action Series was first launched in February 2017 and saw 50 teams participate. Leveraging learning from the first series, a call to action was issued in January 2018 for a second, enhanced and improved series. Teams from across the province signed up for five, one-hour learning webinars complemented by activities designed to reinforce webinar learning.

Teams were invited to apply to participate and needed to demonstrate leadership commitment as well as the time required to engage in webinars and activities to obtain a spot in the series. In the end, 38 teams were selected for participation.

When factoring in team members from all 38 teams, 314 people participated in the Action Series. There was representation from all health authorities as well as from private/public long-term care homes and other publicly funded organizations.

Number of Teams Registered by Organization



*This includes:

- Division of Family Practice
- OSNS Child and Youth Development Centre
- Saskatchewan Health Quality Council

Five interactive webinars were presented over the course of the Action Series using the WebEx communication platform. Each webinar taught new skills and techniques for participants to employ in improving teamwork and communication. Experts were brought in as guest speakers to teach specific topics during the webinars. The five webinar topics were:

Underlined the importance of team culture and non-technical skills and identified concepts such as mitigated speech, power distance index and psychological safety.

Explored issues in team communication such as sense-making, triangulation and listening, and outlined key elements of unstructured communication.

Reviewed challenges with the spoken language and introduced structured communication tools such as huddles and Situation, Background, Assessment, Recommendation (SBAR).

Highlighted the importance of team trust. Outlined ways to build trust, lead with authenticity, develop distributed leaders and foster informal leadership.

Examined personal conflict types and reviewed the causes and costs of conflict in teams. Explored tools and strategies to help navigate conflict effectively.

Action periods between webinars were designed for teams to practice what they learned. Teams were required to complete and submit homework, which Action Series facilitators reviewed and provided feedback on. If teams attended all webinars and submitted all required homework, they earned a certificate of completion for the Action Series.

Participants were also invited to join additional informal webinars. In advance of these webinars, teams could email their teamwork and communication challenges for discussion. Using these case scenarios, teams were coached on how to effectively address challenges. An organizational development consultant attended each informal webinar to offer expert advice and coaching. These webinars also shared additional tools and techniques to reinforce webinar learnings.

Purpose of the Evaluation Report

The purpose of this evaluation is to determine the impact of the second Teamwork and Communication Action Series and identify key lessons learned to inform future series.

This evaluation seeks to answer the following questions:

- Did the content and delivery of the Action Series provide value to participants?
- What immediate- and medium-term impact did the Action Series have on the way participants work with, communicate, navigate conflict, and trust each other?
- What improvements could be made to the structure of the Action Series which could be utilized for future Action Series?

Evaluation results related to participant demographics, formal webinars, informal webinars, and action period work are available in the appendices of this report.

Data Sources for the Evaluation

Data in this report were derived from the following sources:

1. ***Needs assessment:*** completed when a team signed up for the Action Series;
2. ***Webinar evaluation surveys:*** sent to participants at the end of every webinar and action period; and
3. ***Follow-up evaluation surveys:*** sent immediately after the Action Series, as well as three and six months after Action Series completion. Follow-up surveys were specifically designed to better understand the longer-term impact of the Action Series.

The data used for this evaluation provides rich feedback for the second Teamwork and Communication Action Series. There are some limitations to the conclusions that can be drawn from this data as a result of challenges in obtaining longitudinal data from busy point-of-care clinicians. To receive the certificate of completion, participants only needed to complete the follow-up evaluation survey sent one week after the last webinar (n=166). Response rates dropped off significantly at the three- (n=43) and six-month (n=49) follow-up evaluation surveys. As a result of these response rate drops, caution needs to be exercised when interpreting the results. For example, it may be that participants with positive experiences responded to the surveys more than those who had negative experiences, leading to response bias.[2]

[2] It should be noted that teams were offered a consultation with an organizational development consultant and/or a report on how their team was doing post-Action Series based on the evaluations, in hopes that more people would fill out the three- and six-month evaluation surveys. Unfortunately, only a handful of teams took up this offer of support. For this reason, further steps should be taken to increase the long-term response rate in future Action Series evaluations.

EVALUATION RESULTS

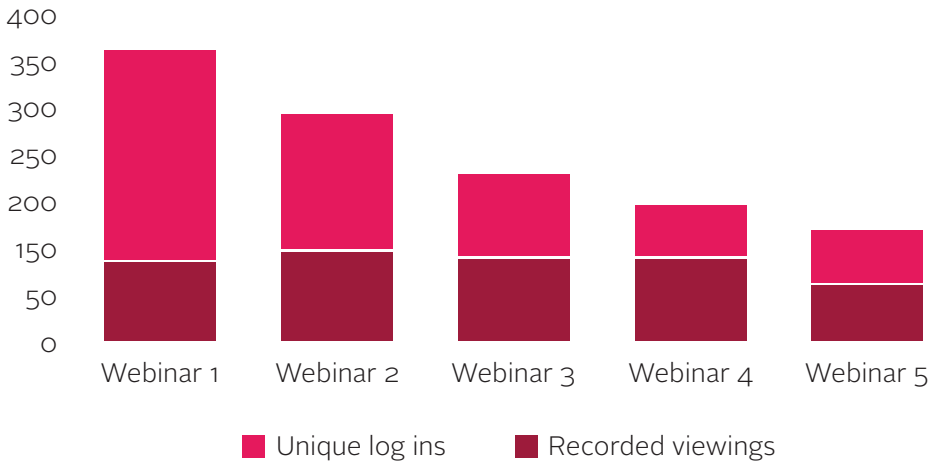
Multiple evaluation sources were analyzed for this report. Each component of the Action Series is presented separately, while the overall impact and lessons learned are presented at the end of the results section. The results appear in the following order:

FORMAL WEBINARS

"Really, really appreciated the triangulation conversation. Kicked me to my core and made me feel I was in the hot seat. Having awareness of behaviours is the first step in correcting them. What I saw in others was really what I was avoiding in my own way of being. Way to call it out!"

Webinars were well-attended, with a slight decrease in the last webinar.

Unique log ins for live webinars and recorded viewings of webinars



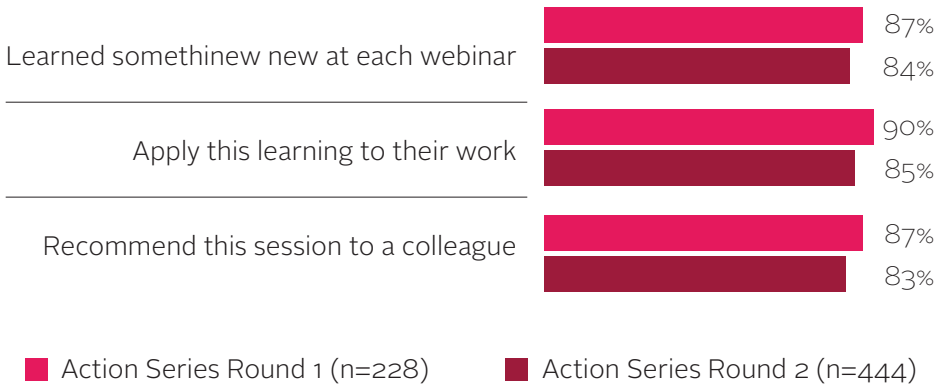
Some teams watched the webinars together, so this data does not indicate the exact number of participants but rather the number of unique log ins. Team members who could not attend the live webinar were able to watch a password-protected webinar recording on the Council's website. The number of recorded viewings was quite high initially but also tapered as the series went on.

Formal Webinar Feedback

Participants were surveyed at the end of each webinar to solicit their feedback. Over the five webinars in the Action Series, 444 surveys were completed and results were very positive overall.

Participants learned new and applicable material at the webinars

% of respondents who answered strongly agree or agree



"Reviewing tools like SBAR. It validates our team is utilizing supportive and validated tools."

When comparing the webinar evaluations for the two Actions Series, response rates were substantially higher for the second Action Series. While the feedback was positive for both, it was slightly higher for webinars in the first Action Series. There was little variation in the data between each webinar, with all webinars receiving generally positive reviews. For data breakdowns for each specific webinar, please see Appendix B.

The positive feedback from both rounds of the Action Series indicates that it is presenting material that is relevant, new and applicable to teams. Comments from participants reinforced that they liked:

- Concrete tools which can be applied to their work;
- Guest speakers who were knowledgeable and great presenters; and
- The design of the webinars being highly participatory.

"The good examples used by the presenters put the presentation in context."

Formal Webinar Key Learnings

- Continue to examine how much content is presented in each webinar, as some participants felt there was too much being delivered at each webinar.
- Always provide practical real-life examples to show participants how the theory is applied.
- Ensure the webinars continue to be highly participatory to keep engagement up throughout the series.

"John was a great speaker! There were some very interesting tips about the spoken language, how to keep it effective and focused. He was easy to listen to and learn from. The 3 communication tools were great. On my team we already use the huddles and SBAR."

"Enjoy the interaction on WebEx. Feel like I am participating and like seeing other people's feedback."

INFORMAL WEBINARS

"I like the openness of the discussion and the examples of how to use the information provided. The personal touch – it felt like getting together with old friends and now that it's over, I'll miss the sessions."

Informal webinars offered a chance for participants to hear how other teams were doing with the action period work, discuss their difficult teamwork and communication situations and receive expert advice from an organizational development consultant. Informal webinars were poorly attended during the first round of the Action Series. This low attendance highlighted an opportunity to strengthen the promotion and content offering of the informal webinars during the second Action Series.

Changes to the informal webinar format greatly increased participation and attendance

For the second Action Series, the facilitators actively promoted the informal webinars both during formal webinars and with reminder emails. Many teams took advantage of the informal webinars and emailed in their teamwork questions in advance of sessions. This allowed facilitators to provide practical, hands-on tools and support to the teams specifically related to challenges they were facing. In addition, following the informal webinars slides, recommended readings and podcasts were shared with action series participants.

Evaluations of the informal webinars revealed (n=147):

67% of participants **learned something new** at the webinar.

77% of participants will be able to **apply this learning to the work they do** with their team.

74% of participants would **recommend this session** to a colleague.

82% of participants said the **content was appropriate** for their needs.

Participants appreciated the interactive elements and practical examples discussed in informal webinars. Many participants enjoyed the fact that they could learn about the progress or struggles of other teams in a confidential setting.

"It's encouraging to see others' progress with the homework. It's spurring me on to keep our team active and involved."

Ways to improve the informal webinars

Participants identified several ways to improve informal webinars:

- Create more examples of difficult teamwork situations.
- Provide more structure to the informal webinars, perhaps by having different sections such as teamwork questions and homework follow-up.
- Help participants use the technology more easily. Many participants logged on as a team versus individuals during the formal webinars, which led to some participants being unfamiliar with the technology during informal webinars.

The informal webinars offer a unique venue for teams to advance their learning. Future rounds of the Action Series should continue to offer this avenue for learning.

"The interactive white board. Having others' input visible. The immediate ability to respond to the questions that come up. This facilitates a true discussion."

Participants also commented on the quality and knowledge of the presenters and guest speakers on the informal webinars. Participants thought that the presenters made it very practical and interactive, which kept them engaged in the webinars.[3]

Informal Webinar Key Learnings

- Informal webinars were well-attended and worth continuing and promoting in the next round of the Action Series.
- Participants appreciated the highly interactive nature of the webinars and the ability to speak freely about challenging team situations.
- Attendees valued the use of practical examples in informal webinars.
- To support evaluation, record attendance at informal webinars.

[3] Participants were able to comment anonymously on the Webex whiteboard tool rather than identifying themselves in the comments.

ACTION PERIOD WORK

"It gave an opportunity to discuss examples and use each other as sounding boards when expressing scenarios."

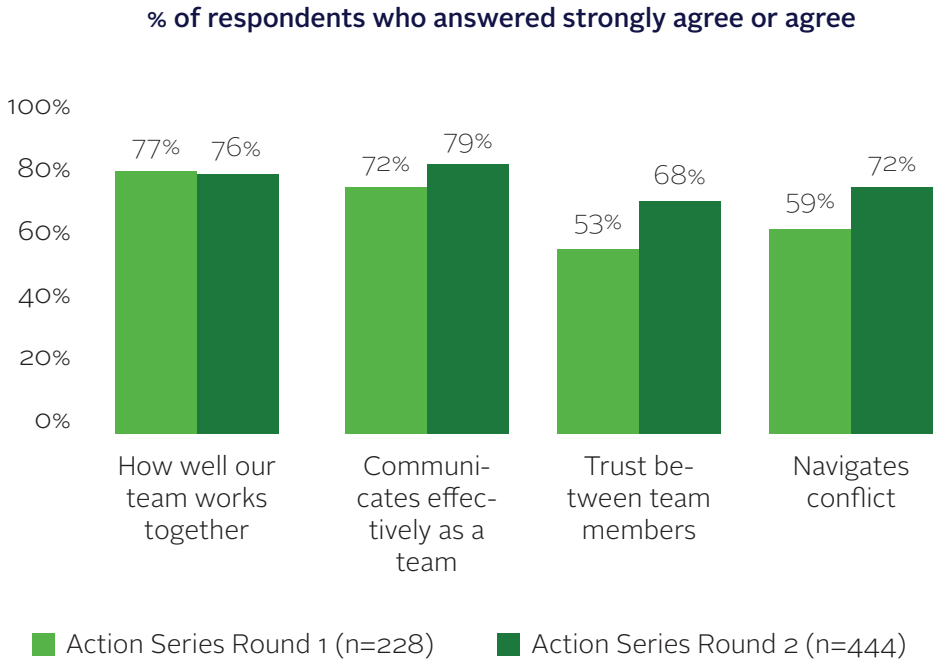
Action period work was designed to solidify and apply the learning from each webinar. Action period guides[4] supported this work and teams were emailed copies several days prior to each webinar; they were also posted on the Council website in a password-protected area. To qualify for a certificate of completion, teams were asked to submit required homework from the action period guide (usually one to two activities). The guide also included two-to-three optional team activities, plus additional resources such as current literature on teamwork and communication or recommended podcasts. The guides were extremely comprehensive and offered teams step-by-step instructions on how to complete each activity.

Compared to round one of the Action Series, teams reported:

- Better understanding of webinar topics (72% vs 47%); and
- Better engagement with their team (69% vs 57%).

This difference may be due to more teams spending time getting together to work on the action period work compared to in the first round. Teams in the second series were more committed to attending all webinars and completing the action period work in order to obtain their certificates of completion. This is in contrast to the first action series where there was no accountability mechanism in place. There was a slight change in scores between the Action Series related to having better communication within their team or reporting that the action period gave them more time to discuss topics as a team.

Teams reported similar or higher scores in the second round of the Action Series for their progress as a team.



[4] Action period guides were sent to teams after each webinar. They contained activities for teams to complete together to solidify their learning of the material taught in the webinars. They also contain links to interesting and relevant podcasts and journal articles.

Teams were enthusiastic about the action period work as it gave them a chance to get to know their team members better and to try new tools to improve communication.

There was a recognition from participants that action period work was time consuming but teams who completed the work cited very positive outcomes.

> "To date, the action period work has given us, as a team, [time] to meet and have fun while learning about each other."

> "We thought our huddles were the best they could be but then, as we discussed what could we improve upon, there were a few things that folks brought up! So, at our weekly Thursday huddle we incorporated some of the new items we wanted to trial and it was fantastic. Much better and helped address some of the barriers brought up around communication or lack thereof."

> "Having the opportunity to get to know my colleagues at [a] deeper level and understand the ways of their thinking."

The biggest barrier to completing the action period work was finding the time as a team to complete it.

With scheduling conflicts and heavy caseloads, some teams found it difficult to find the time to do the work. Others found creative ways around this such as:

- Scheduling two shorter sessions;
- Coming together virtually; and
- Gathering discussion items on boards in their workplaces in advance of meeting in person. For future Action Series, facilitators could provide suggestions for participating teams on creative ways to meet and complete action period work.

"Our 24/7 workplace creates a challenge to work as a team together due to our different shift times. I am not sure how you can rectify this in this kind of setting. Some members are always present for all webinars together and action period meetings as their shifts fall during the weekday hours. For the other staff who work shift work, they are often left out of the process due to their work schedules. We connect via email but it is not the same as being in the same room working together."

"I think just completing the Action Series was a huge accomplishment for us. We completed this Action Series in the midst of some of us being seconded to LGH for Cerner implementation, RN and RT orientation to 25 new staff, and a ECLS Specialist course that we all had a role in. I must say, the timing was difficult, but it showed us that as a team, if we commit to something, we will get it done."

Action Period Key Learnings

- Action period work solidifies the learnings from the formal webinars.
- Action period work takes time, but teams valued the opportunity to work together on the activities and create change within their teams.
- Providing a certificate of completion to participants if all required action period work was submitted was a motivator for more teams to complete the Action Series and should continue for future series.
- Provide ideas for teams on how they can meet to participate.

"If we could have been together in the same room. We had to do it using a virtual white board as team members are very far apart and there are time constraints."

EXAMPLE OF IMPACT ON A TEAM

One team in long-term care heard about the Action Series through the education department of their health authority. The team had a lot of young staff who were relatively new and needed further training in teamwork and communication. The team enjoyed the interactive nature of the webinars, which kept them engaged throughout and allowed them to have robust discussions.

In order to complete their action period assignments in a shift work environment, the team leader hosted two action period sessions between each webinar so that all staff could have the opportunity to contribute. A booklet was created for staff who work night shifts to answer questions related to the action period work and provided a way for staff to comment on the information being generated in the daytime action period sessions. This approach provided the opportunity for all team members to contribute and remain engaged in the series. The certificate of completion made the team accountable and helped motivate them to complete all assignments.

As part of the action period work, the team created a teamwork agreement. The team regularly referenced their teamwork agreement, particularly when some staff members were not acting in accordance with the agreement.

As a result of the Action Series, the team leader noticed that staff members were no longer talking behind each other's backs. The leader also noticed that there was a 60-70% reduction in the number of staff coming to her to deal with an issue between staff. Staff were solving problems by themselves as they had the tools to communicate effectively with each other. Staff also used these tools to communicate more effectively and set boundaries with families. This team has had some new staff join in the past year and has already registered them for the next round of the Action Series.

OVERALL IMPACT

This section of the evaluation report contains data that was obtained from evaluation surveys completed one week, three months and six months after the series ended.

What the Numbers Showed

More teams completed the full series.

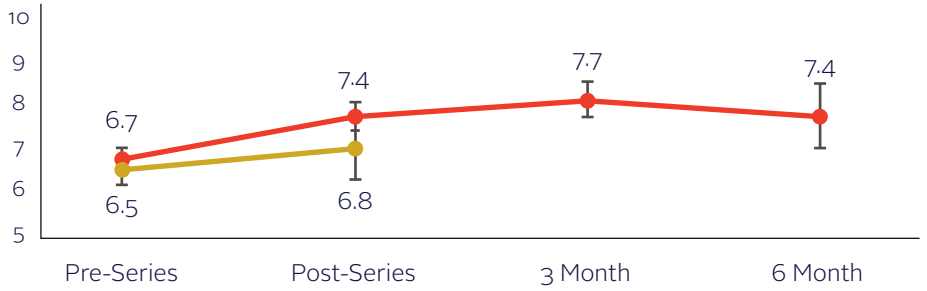
Thirty-eight teams signed up to participate in the Action Series. In the first Action Series, only 53% of teams reported meeting to complete action period work. In the second Action Series, 76% of teams completed the program. This is a significant improvement and a high completion rate given that the series is optional. The addition of certification as an accountability mechanism may have been a motivating factor for teams to complete the Action Series in the second round.

Teams made improvements on several key aspects of teamwork and communication because of the series.

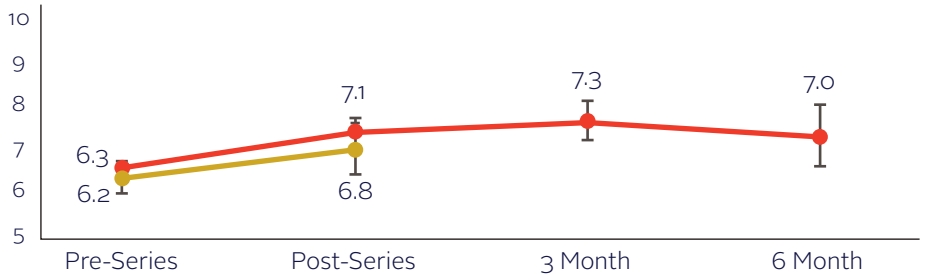
"We are coming together now to complete a multidisciplinary team huddle versus a nurses safety huddle."

The evaluation included team self-assessments of certain aspects of teamwork and communication as a result of participation in the Action Series. All graphs below are in response to a ranking question where participants were asked to rate their teams on specific aspects of teamwork and communication on a scale of 0 to 10, where 0 is "not well at all" and 10 represents "extremely well."

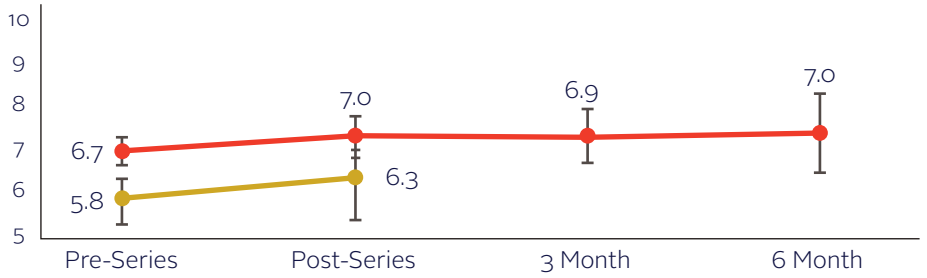
Teams showed improvements in how well they worked together



Teams showed improvements in how well they communicate together



A small increase in trust between team members was seen

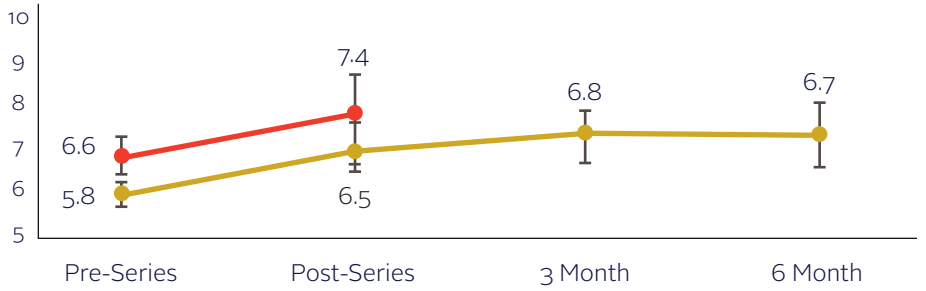


The greatest improvements from baseline were in how teams navigated conflict and fostered positive teamwork and communication. The first Action Series demonstrated similar increases in these areas. The strengthened evaluation in the action series allows us to track that the positive changes from baseline observed directly after the Action Series were sustained at the three- and six-month points. These results demonstrate that the content and education provided in the Action Series is making concrete changes in how individuals perceive important elements of team culture. Further rounds of the Series should consider adding more evaluation points to determine if these changes are a result of normal or special cause variation.

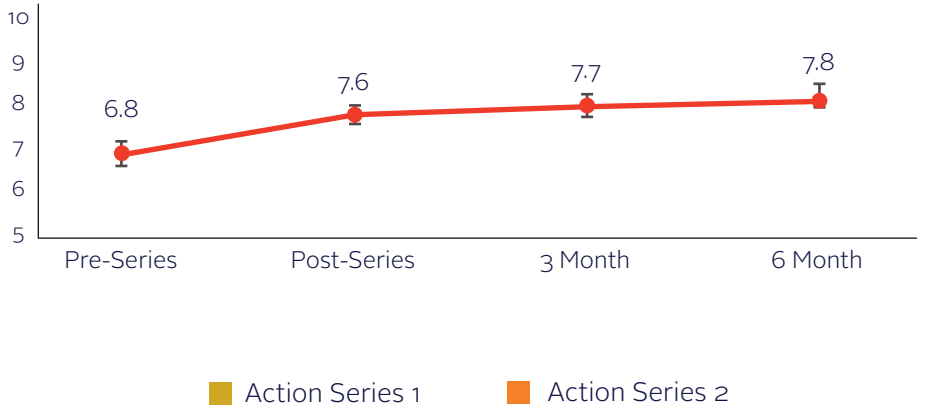
"It increased trust and increased my confidence in speaking up about an issue."

"This has enhanced my confidence as a leader. Very positive impact in practice...and really feel this is just the beginning."

Teams showed improvements in how well they navigate conflict



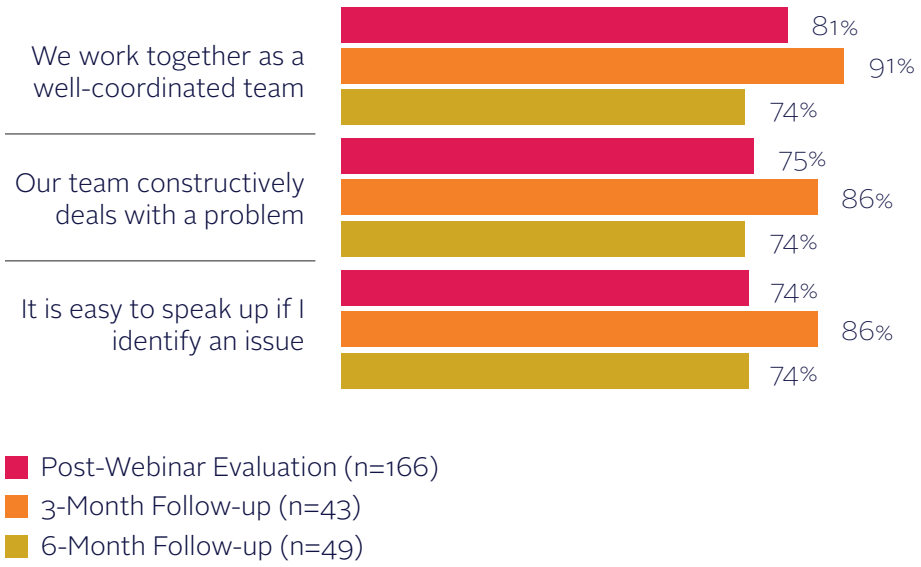
Teams improved their scores related to having the skills and knowledge to help foster positive teamwork and communication on a team



Results from the Safety Attitudes Questionnaire revealed it was difficult for teams to sustain changes over time.

This Action Series evaluation included questions from the Safety Attitudes Questionnaire (SAQ), a validated tool for measuring culture. As only selected questions were used, one cannot assume the instrument's standard validity, but it is still worthwhile to consider the results.

Teams maintained their rates related to culture six months after the Action Series



There was an increase at three months, however scores returned to their post-series values or lower at six months. As there was a very low response rate for the six-month follow-up survey, these results need to be interpreted with caution. The scores on the SAQ questions did not show sustained change over a six-month period in how teams worked together as a well-coordinated team, how teams dealt with a problem, or if it was easy to speak up when an issue was identified. Without a baseline measure, it is difficult to know if teams increased their scores from baseline and future evaluations should strengthen this section of the evaluation. The low response rate may also be a factor.

It is interesting to note that another section of the evaluation surveys[5] found:

87% Over 87% of participants said the Action Series helped **improve their skills and knowledge on how to foster positive teamwork and communication** on their team

85% Over 85% of participants said they have **applied the skills and knowledge** they learned while participating in the Action Series

Although the SAQ questions did not show a sustained change, a positive increase was demonstrated in trust, navigating conflict, teamwork and communication. Further refinement in the evaluation questions and an increased response rate may result in a more consistent finding across all domains of the action series.

These outcomes speak to the complex and layered nature of improving teamwork and communication. Although there may be improvements initially or at three months, these improvements can be difficult to sustain over time. One way to try and continue to support teams would be to offer additional informal webinars three and six months after the series. This may allow teams to problem solve with others on how to address difficult problems and help them recall the skills they learned in the series. Strengthening our assessment methods of the evaluation may also help us understand the trends over time. Including a validated culture assessment tool at baseline and subsequent evaluation points could strengthen the evaluation of future Action Series.

[5] Please note, these questions were not asked in the first round of the Action Series and therefore, no data is available for comparison.

What Participants Said

In busy health care settings, it can be especially difficult to carve out time for teams to work on building their culture and improving their teamwork and communication. The Action Series provides time for teams to come together to learn. Qualitative feedback from participants was overwhelmingly positive and comments from the participants demonstrated how meaningful this series was for most teams. Although there can be learning and logistical challenges when offering an online course, participants repeatedly cite the value of the course in the evaluations.

> "Honestly, it really brought us together to get to know each other better. We are one very big complex team in the ICU but bringing a core group of us together was really helpful. It also brought up discussion around other things (usually at the end of our sessions together) that allowed us to connect face to face."

> "This is an excellent course. I highly recommend it and would take it again. I will be endorsing this course as a core competency provincially for practice support coaches."

Participants identified four valuable results of the Action Series.

1. **Dedicated time to focus on themselves as a team**
   "Learning more about each other as individuals. We had some good laughs and it made us friends instead of just coworkers. We also learned to trust each other."

2. **Learning new skills and developing a common language about communication**
   "Shared learning experience – being vulnerable – opportunity to have some uncomfortable but honest conversations. I think we still have much work to do but this experience has certainly allowed us to build a better foundation of understanding of the importance of teamwork and communication. Now we have a shared understanding of a suite of tools to help us work towards improved communication with each other and within our wider team."

3. **Learning ways to deal with conflict effectively**
   "I still don't find it easy to engage in needed conflict, but the teamwork series gave me concrete helpful tools to use. I feel much more courageous and confident in saying what needs to be said. I'm so glad I participated!"

4. **Getting to know their teammates**
   "I really enjoyed the speakers and their expert knowledge on leadership, communication and trust. It allowed me time to really understand myself and what I bring to the team. It also allowed me to have a bit more empathy towards other team members when working with them."

The Action Series resulted in changes at a team level, which team members attributed directly to their participation in the series.

A strong desire to work together

"Bringing our team together – we have been fragmented and working individually for a long time, leading to inconsistencies for the wider team. We are now actively working together and communicating better and providing more coordinated leadership to the greater team."

Improved ability to foster effective teamwork and communication through a common language and strategies

"Everyone now speaks the same language and they understand each other better. We now understand that it is important to have different ideas or opinions as this creates a more creative solution that we would never have come up with had we avoided hot topics."

Greater awareness of team members' communication and work styles

"Communicating issues in a respectable manner. Learning that we all are a benefit to the team in our own ways, regardless of our strengths and weaknesses."

Better understanding of team member's conflict styles

"I had a huge conflict brewing for months, and the skills I learned in the sessions helped me to figure out and fix the issues that were bothering me."

Increased ability of team members to speak openly and honestly with each other

"Increased trust and increased confidence in speaking up about an issue."

How the Action Series Can Be Improved

The evaluation is crucial in informing the next Action Series. Given this, participants were invited to share their ideas on possible improvements. The most cited suggestions were:

Ensure all team members attend each session and complete the action period work

Health care teams are busy and the feedback indicated how challenging it is to bring team members together. "It was quite the time commitment for us but even trying our best, it was hard for us to fit it in. The hardest part is getting everyone together. It may be the nature of our work in ICU but sometimes we just couldn't get together because of priorities on the unit."

Ensure all team members, not just select participants, complete the Action Series

"If the whole CNL team had participated (rather than just some team members)."

Provide ongoing support once the Action Series is complete to maintain momentum

"There was additional 'homework' after the completion of the series and a challenge to share a plan and then check-in to follow up on the results of the plan."

Provide more specific examples of how to use the tools and strategies taught at the sessions

"More real-life scenarios. Theory is good but we needed examples of how to apply it."

Shorten webinars

"Shorter webinars, more webinars, and more interactive. Maybe have it be more project-focused so that there is a common goal the team is working towards, keeps us centred."

Several other suggestions that should be considered for the next round of the Action Series included:

- Create a hardcopy workbook for teams to work through.
- Continue with more structured informal webinars.
- Offer training in a workshop format.
- Keep webinars focused on action versus listening time.
- Advertise the Action Series as an 'entry level' course.
- Consider how to increase accessibility of live sessions. It is difficult with shift work for all team members to make a webinar when it is always scheduled at 1400 on a Thursday.

OVERALL KEY LESSONS LEARNED

- Continue to provide accountability mechanisms to keep teams engaged throughout the Action Series. Based on the learnings from the first Action Series, the decision was made to invite teams to earn a certificate of completion by attending all webinars and submitting all required action period work. This created a strong mechanism of accountability and resulted in a high completion rate of the Action Series. Continuing to have teams submit homework and provide a certificate of completion should be expectation for the next round of the Action Series.

- Include as many real-life examples as possible in the content. In formal webinars, provide as many examples as possible of real-life situations to bring the theory to life.

- Continue to emphasize the benefit and actively market attendance at informal webinars. Participants praised the informal webinars and appreciated the safe space they created to work through difficult situations. Presenting real-life case examples and discussing the action period work should continue to be the focus.

- Emphasize the level of content for the Action Series. Ensure that teams who sign up for the Action Series are aware that it is an introductory course in teamwork and communication.

- Emphasize the benefits of action period work to maximize learning. The action period work is designed to reinforce learning and practical application of the theoretical concepts presented in the webinars. Participants will maximize their experience by completing action period assignments. Provide suggestions to distributed teams on how they can complete the Action Period work together in a virtual setting.

SUMMARY

The research is clear that improved teamwork and communication are part of a larger shift in workplace culture.[7,8] The Action Series addresses important elements of teamwork and communication as a means to shift culture. The lessons learned from round one of the Action Series created a stronger second offering of the series and resulted in better engagement with teams. Participants expressed that they learned new material that could be applied towards making positive shifts in their teams' culture. The Action Series was successful in improving elements of teamwork and communication. These changes appeared directly after the Action Series concluded although many were not sustained.

Future offerings of the Action Series should consider the lessons learned in this report to continue to improve and develop the program. The evaluation design can also be strengthened to more effectively measure the impact of the series.

REFERENCES

1. Canadian Patient Safety Institute, Teamwork and Communication Working Group. Improving patient safety with effective teamwork and communication: Literature review needs assessment, evaluation of training tools and expert consultations. Edmonton: Canadian Patient Safety Institute; 2001.

2. Janss R, Rispens S, Segers M, Jehn K. What is happening under the surface? Power, conflict and the performance of medical teams. Med Ed. 2012; 46, 838-849.

3. Braithwaite J, Herkes J, Ludlow K, Testa L, Lamprell G. Association between organisational and workplace cultures, and patient outcomes; systematic review. BMJ Open. 2017; 7.

4. Yule S, Flin R, Patterson-Brown M. Non-technical skills for surgeons in the operating room: a review of the literature. Sugery. 2006; 139, 140-149.

5. Flin R, Yule S. Advance in Patient Safety: Non-technical skills in surgery. Surgeon News. 2005; 4(3), 83-85.

6. Sacks G, Shannon E, Dawes A.Teamwork, communication and safety climate: a systematic review of interventions to improve surgical culture. BMJ Qual Saf. 2015; 24, 458-467.

7. Budrevics, G. O'Neil, C. Nurturing a patient safety culture. Healthcare Quart. 2005; 8, 20-25.

8. Scoville R, Little K, Rokover J, Luther K, Mate K. Sustaining Improvement. IHI White Paper. Cambridge, Massachusetts: Institute of Healthcare Improvement, 2016.

9. Sexton JB, Helmreich, RL, Neilands TB, et al. The Safety Attitudes Questionnaire: Psychometric Properties, Benchmarking Data, and Emerging Research. BMC Health Services Research. 2006; 44(6).

APPENDICES

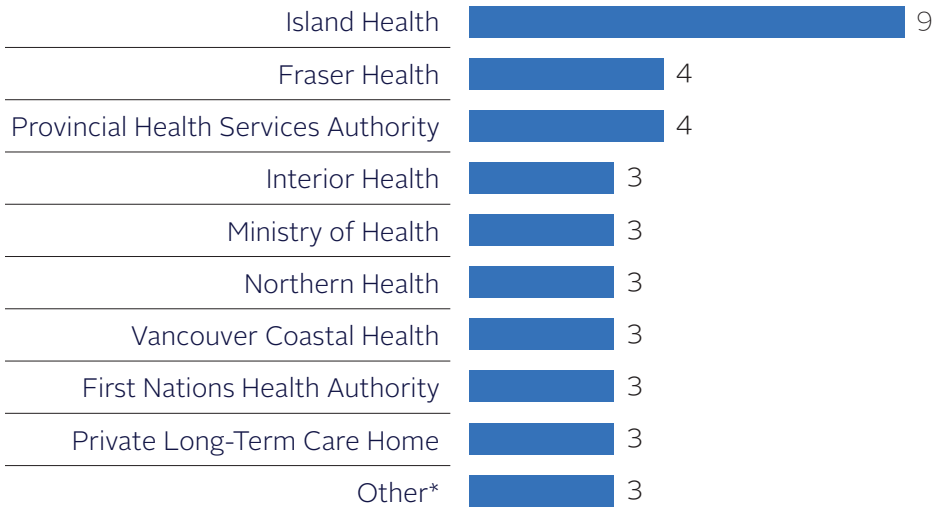
Appendix A: Participant Demographics

Reason for Participating

When asked why teams wanted to participate in the Action Series, 83.9 % were hoping to achieve better communication within their teams. Increased knowledge and skills related to teamwork and communication as well as better teamwork followed closely for second and third place, respectively.

Who Participated?

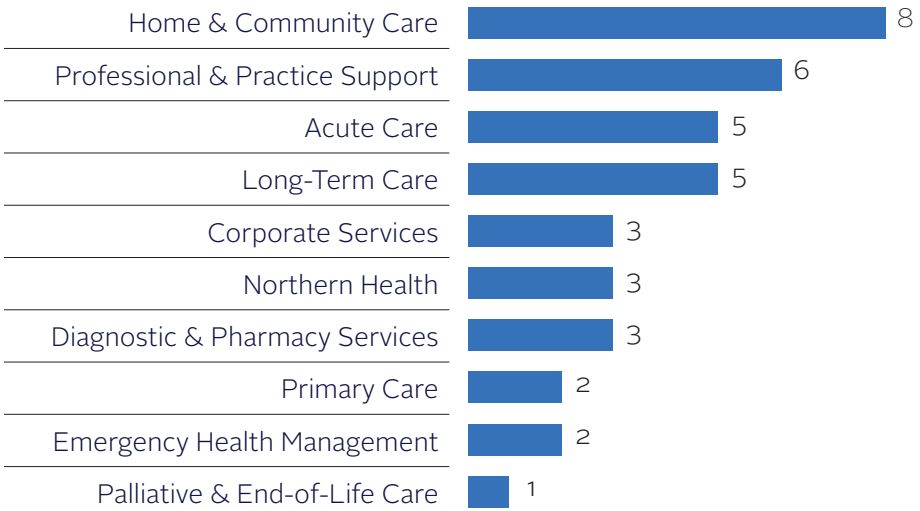
The Action Series reached all areas of the province, with 38 teams registering. Teams from every health authority registered. Island Health had the highest number of participating teams (nine), followed by Fraser Health (four) and Provincial Health Services Authority (four). For a full list of participating teams, please see Appendix D.



*This includes:

- Division of Family Practice
- OSNS Child and Youth Development Centre
- Saskatchewan Health Quality Council

Teams that participated in the Action Series came from a diverse range of backgrounds, with the largest proportion of participating teams working in home and community care, followed by professional and practice support, acute care and long-term care. This is similar to the breakdown of teams who participated in the first Action Series.



Participant Demographic Key Learnings

- There was a well-represented spread of skill sets and professional backgrounds participating in the Teamwork and Communication Action Series.
- The majority of participants signed up for the Teamwork and Communication Action Series looking to improve communication within their teams, improve their knowledge and skills related to teamwork and communication, and achieve better teamwork overall.

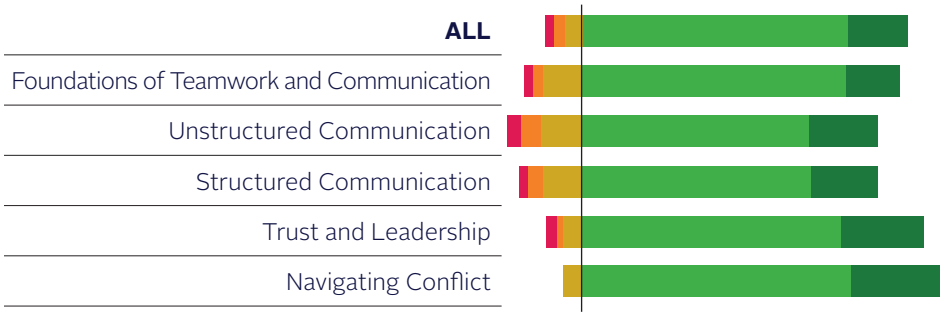
Appendix B: Formal Webinars

Webinar Specific Evaluation Data

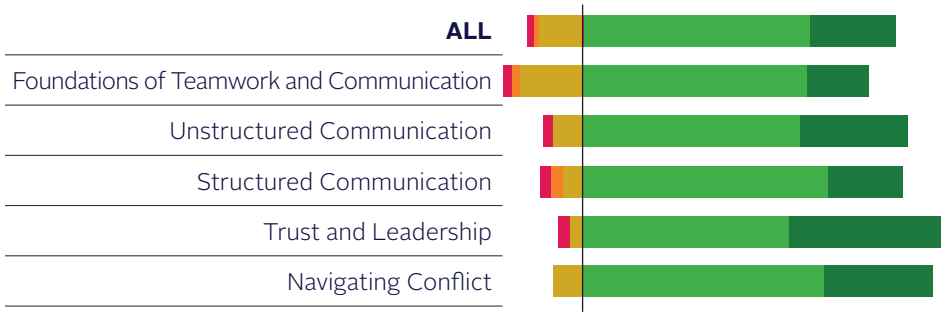
There was little variation in the data between each webinar, with all webinars receiving positive reviews.

I will be able to apply this learning to the work I do with my team

I learned something new at this webinar



I would recommend this session to a colleague



Strongly Disagree Disagree Neutral Agree Strongly Agree

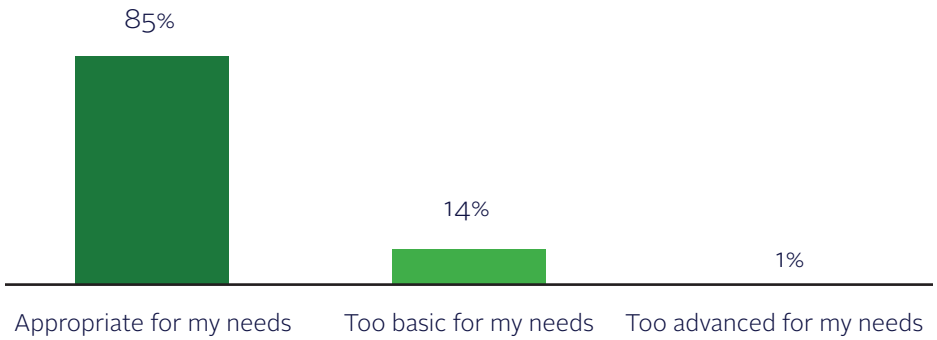
Teaching Content at an Appropriate Level

The content level of the material presented was at the right level for most participants. Eighty-five percent of webinar attendees said that the content was appropriate for their needs. Some participants (14%) thought the content was too basic, and accompanying comments indicate that some of this content is delivered in other leadership development courses. Some leaders have done this type of training but see value is signing up their teams, whose members may not be aware of this content. It is a good reminder to the facilitators to ensure that the Action Series is being marketed as an introductory level course.

"I learned some new concepts and was able to put a name to the types of timid communication that I experience and perpetuate at work. It can be very challenging to be assertive! I was also really interested in the research related to adverse patient outcomes as a result of poor communication."

"Not having any formal training in this type of thinking in the workplace makes the concepts fairly new to me. Once I have a bit more experience I feel I will comprehend the content more."

Was the content appropriate for your needs?



"This webinar was a review for me as I have taken many courses in communication styles and techniques. I incorporate a lot of what we learned in this webinar on a day-to-day basis. It was a good review for myself and important for everyone to learn and incorporate into their day-to-day interactions."

How to Balance Learning Needs of Participants and Effectively Present the Content

The constant struggle in delivering the Action Series, as noted in participants' comments and by the facilitators of the Action Series, relates to how much content to deliver in a webinar. Participants' baseline knowledge varies widely, from people who have never had any training in this field to more senior leaders who have had a lot of training on these topics. This creates a challenge in determining what concepts should be taught and in what depth. Many participants also want time to talk to their team about ideas that are being presented during the formal webinar time. Other participants want the webinars to be even more succinct and get straight to the point. The facilitators of the next round of the Action Series should carefully review each webinar to ensure that the pace of the webinars is appropriate and there is not too much content in each webinar. Options might include looking at creating a sixth webinar and allowing more time in each formal webinar to delve into concrete examples.

"I appreciated the organization of the content and that expectations are clearly stated. It can be difficult to keep people engaged on webinars, so I really appreciated the team approach of the presenters and the opportunity for interactivity. I also appreciated that the technology worked so seamlessly. Lastly, the follow-up email was super clear on what to do and when to do it. Thank you!"

"A bit more time, you guys were very efficient with getting a lot of content in very quickly. It would have been nice to be able to ask a few questions during the presentation."

"The presenters are speaking at a fast pace and while I appreciate the need to keep these sessions short for busy staff - it felt contradictory to what the guest presenter had been communicating - about space and listening and quiet time to give folks a chance to absorb new information."

Going Beyond Theory

A consistent theme in the feedback from participants was a desire to go beyond the theory and have more concrete examples. Generally, concrete examples are fleshed out in detail in the informal webinars. However, for the next round of the Action Series, facilitators should review the content and try to bring in more real-world examples into each webinar. In the future, facilitators may want to consider writing out some concrete examples or case studies in the action period guide so, for example, participants have a written reference of how to have a difficult conversation with a colleague.

> "More examples of knowledge translation or practical application of ideas in the tough situations. We know what is ideal but how to really do a culture change? Acknowledging the "dark" side of team cultures...not everyone wants to change. What to do then? I find our team has such eroded, fragmented trust that we can't honestly or actually move forward even with doing these group activities. Members go through the motions of the tasks (example: contributing to the charter) but then proceed to do the behaviours that were deemed unaccepted by the team (example: using work time for personal activities on a daily basis). It makes me feel like I am wasting my time and it is quite frustrating."

Appendix C: Data Sources and Limitations

The evaluation embedded some questions from a validated culture measurement tool (Safety Attitudes Questionnaire (SAQ)) into the follow-up evaluation survey, which provides some strength to the evaluation. However, the entire tool was not used and therefore the questions cannot be considered validated. In future rounds of the Action Series, using a validated tool or consistent questions from the SAQ in both the needs assessment and follow-up evaluation surveys would provide additional strength and rigor to the evaluation. This would provide a greater degree of certainty as to what impact the Action Series had on participants' abilities to improve their teamwork and communication.

Appendix D: List of Participating Organizations

Organization	Unit	Area of Care
Baptist Housing	Baptist Housing	Long-Term Care
BC Emergency Health Services	Patient Care Delivery East Kootenay District	Emergency Health Management
Cowichan Tribes	Dental	Primary Care
Cowichan Tribes/FNHA	Ts'ewulhtun Health Centre	Primary Care
Division of Family Practice	Division of Family Practice South Okanagan Similkameen	Professional & Practice Support
First Nations Health Authority	Regional Planning Vancouver Island	Corporate Services
Fraser Health	Laboratory Medicine and Pathology	Diagnostic & Pharmacy Services
Fraser Health	Laboratory Medicine and Pathology	Diagnostic & Pharmacy Services
Fraser Health	Queen's Park Care Centre	Long-Term Care
Fraser Health	Surrey Memorial Hospital Pathology and Laboratory Medicine	Diagnostic & Pharmacy Services
Interior Health	South Similkameen Health Centre	Primary Care
Interior Health	Regional Health System Planning	Corporate Services
Interior Health	Home & Community Care	Home & Community Care
Island Health	Community Access Team	Home & Community Care
Island Health	Victoria Hospice	Palliative & End-of-Life Care
Island Health	Professional Practice	Professional & Practice Support
Island Health	Port Alberni ACT team	Home & Community Care
Island Health	Royal Jubilee Hospital Acute Care Mental Health	Acute Care
Island Health	North Island Public Health	Public Health
Island Health	Port Alberni Community Health Services	Home & Community Care

Island Health	Community Care Facilities Licensing and Tobacco and Vapour Prevention and Control Programs	Public Health
Island Health	Nanaimo General Hospital Emergency Department	Acute Care
Lakeview Care Centre	Lakeview Care Centre	Long-Term Care
Ministry of Health	HealthLink BC	Home & Community Care
Ministry of Health	HealthLink BC	Home & Community Care
Ministry of Health	HealthLink BC	Home & Community Care
Northern Health	Dunrovin Park Lodge	Long-Term Care
Northern Health	Regional Dysphagia Managment Team	Acute Care
Northern Health	Practice Support	Professional & Practice Support
OSNS Child and Youth Development Centre	OSNS Child and Youth Development Centre	Home & Community Care
Provincial Health Service Authority	Health Emergency Management BC	Emergency Health Management
Provincial Health Service Authority	Engagement and Learning	Professional & Practice Support
Provincial Health Service Authority	B.C. Women's Hospital & Health Centre	Acute Care
Saskatchewan Health Quality Council	Patient Flow	Professional & Practice Support
Vancouver Coastal Health	VGH Clinical Education	Professional & Practice Support
Vancouver Coastal Health	Corporate	Corporate Services
Vancouver Coastal Health	VGH Intensive Care	Acute Care
Vantage Living Inc.	Vantage Living Inc.	Long-Term Care

BCPSQC.ca
info@bcpsqc.ca
@bcpsqc
201-750 Pender St W
Vancouver, BC
V6C 2T8
604.668.8210
1.877.282.1919

BC PATIENT SAFETY & QUALITY COUNCIL
Working Together. Accelerating Improvement.