



## ACTION PERIOD GUIDE

### Action Period 4: Community Connections - Bridging ED Care and Community

#### Learning Outcomes:

After participating in Action Period 4, participants will be able to:

- List local and regional resources for community referrals for people with OUD
- Identify resources that can be shared during an ED visit with someone with OUD
- Discuss challenges that arise during ED visits, or in transition to community with someone with OUD
- Audit Transition of Care checklist to refine, reflect & support local referral practices
- Apply quality improvement measures to test local improvements in referral patterns
- Develop a TVIC-plan to improve local referral pathways

#### Your Action Period Work:

Learning sessions mark the beginning of a new LOUD in the ED Action Period. Each Action Period contains both required and/or optional activities, as well as some individual and some team activities – please adapt them to work best for your working style. In order to receive a certificate of completion, this Action Period requires you to complete:

- **Activity 1: ED OUD Transitions of Care Checklist Audit**
- **Activity 2: Change Commitment**

Optional activities for this Action Period include:

- **Activity 3: Navigating Community – Exploring Local Referrals**

Submission of your Action Period work also allows us to tailor our coaching calls and learning content to be specific to your needs.

All of the activities in this guide have been adapted to be facilitated virtually and instructions for both virtual and in-person gathering have been included. Please adhere to all physical distancing requirements and wear a mask if meeting in person.

Questions? Reach out to [loud@bcpsqc.ca](mailto:loud@bcpsqc.ca)

**IMPORTANT:** Please have your team leaders submit the required activities to [loud@bcpsqc.ca](mailto:loud@bcpsqc.ca) by **February 15** to ensure you get credit towards your certificate of completion and that we can offer any support you need before the end of LOUD.



## Coaching Webinars:

These are opportunities for you to customize your Action Series experience and tailor your learning to your team. During the informal webinars you can ask questions, share your experiences or talk through a tricky situation your team may be experiencing. There will be several remaining coaching sessions before the end of the initiative, looking at nuances in rural and urban community transition settings, as well as revisiting quality improvement content, and will contain a mix of clinical, didactic and interactive content. These sessions are completely optional.

**Thursday, January 28 @ 1200-1300** – Remote/Rural and Urban Perspectives on Transitions of Care

## Resources:

All resources for LOUD in the ED, including recordings, slides and Action Period Guides can be found at [bcpsqc.ca/resource/loud](http://bcpsqc.ca/resource/loud)

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## Activity 1 (Required): ED OUD Transitions of Care Checklist Audit *(est. time: 20-30 minutes)*

See *ED OUD Transitions of care Checklist Audit Worksheet*

### Purpose

Reflect and audit the foundational steps and component of a comprehensive OUD ED Transition of Care, using the checklist audit worksheet. Identify and prioritize areas for improvement.

### Activity Resources

- ED OUD Worksheet

### Instructions

1. Nominate one volunteer to facilitate the conversation, and another person to note take/share the screen with everyone to keep people on the same page.
2. If you have anyone new in your group, complete a round of introductions, including your name, your clinical role, and a check-in question.
3. *Individual reflection:* Take a minute to individually reflect on the Transition of Care checklist and indicate items that you feel are either already in place or are gaps to be addressed. Ensure you've made notes about your individual impressions of the audit before the group discussion begins.
4. *Team discussion and summary:* Have a volunteer from the group begin, and either complete each item individually, or have one volunteer share their notes, and each person comment on the differences they noted.
5. As you work through the worksheet, have the transcriber make notes around what is already in place, if there are common items/issues with certain transition of care elements (for example, forms or resources that often need to be replenished, etc.).
6. As a group, identify improvement objectives based on the checklist.



7. As a group, prioritize areas of improvement. If needed, you can “dot vote” by using a pen/virtually annotating and have everyone add a dot to their top 3-5 ideas. This simple activity helps identify preferences among limited options. The options with the most dots “win”.

Submit your Audit – Transition of Care checklist and Improvement Objectives, along with Activity #2 to [loud@bcpsqc.ca](mailto:loud@bcpsqc.ca) by February 15.

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## **Activity 2 (Required): Change Commitment (Required)** *(est. time: 5-10 minutes)*

See PDSA Worksheet

### Purpose

Your team may have found that your current OUD transition of care practices align closely or quite far off from those captured in the OUD ED Transitions of Care Audit Worksheet. In this activity, you will use your existing audit and priority areas to identify your Change Commitment around OUD transitions of care.

### Activity Resources

- ED OUD Transition of Care Worksheet (Completed from Activity 1)
- Action Period 4 Workbook slides 13-17

### Instructions

1. Using your completed worksheet identify your top priority for improvement.
2. As a group, reflect on how you will know the change you’ve decided to enact is making a difference. This could be as simple as following up on a community referral, asking a returning client if they were able to get to an appointment, or asking a client who is reading education materials if they are finding them helpful or if anything is missing.
3. Complete slides 13-17 in the Action Period 4 Workbook to map out your predictions and how you will assess your change commitment.
4. Identify a timeline for initiating and assessing your change.

Submit your change commitment strategy, along with Activity #1, to [loud@bcpsqc.ca](mailto:loud@bcpsqc.ca) by February 15.

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## **Activity 3 (Optional): Navigating Community – Exploring Local Referrals** *(estimated 15-20 min)*

### Purpose

As we have learned throughout this initiative, having good communication and understanding from a person-centred perspective is one of the key tenants to a successful transition to community services. Through this simple optional exercise, you are invited to see one of your community resources from a new perspective.

### Activity Resources

- Local patient education materials, and/or BCCSU community resource or prescribers list

### Instructions

1. Review which locations and services you typically refer people to in your community, and reflect on whether or not you have visited the sites recently yourself.



2. Identify a site you haven't visited, are unfamiliar with or have not had contact with recently.
3. Using whatever information would normally be given to the person when transitioning care (address, map, information pamphlet) drive or walk by the location (abiding by COVID-19 guidelines). Note any distinctive features of the building – was it easy to identify? Notice if it is near a bus route, or other familiar landmarks? Is the service noted on the front door? Is it on the ground level, or do people need to pass through an elevator, stairs or past a reception area? If it is a pharmacy, is it located within another building? Is the information you have on the pamphlet/information material still accurate/relevant/helpful? If it is relevant, you may want to check opening hours, or the contact information available to ensure it is correct.
4. Reflect on your experience. The next time you make a referral, or suggest this resource, what is one key thing or helpful piece of information you may pass along to the person you are referring? (For example, the building has a bright yellow door, or you'll see a blue desk, let them know you are looking for the location, and they will let you up to the second floor).
5. If it is not possible to visit the facility, phone them and see if you can have a brief conversation learning about what the building looks like and what people can expect when they arrive.
6. Share this experience back with your team and other ED staff. Pass on the information to people you are referring.
7. If others on your team are interested, especially if you are in a large community, have each team member commit to a different resource and share your findings with each other over email.

We hope this experience will help you develop a deeper understanding of how and where to locate these services in your community!