Innovations in geriatric education and the knowledge-to-practice process in long-term care

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“Health professionals receive scant preparation in caring for frail seniors, have unperceived learning needs and often believe the myth that simple exposure to older people is a sufficient way of learning to provide care. “ (Ryan et al 2012)

Caring for frail seniors in acute care (Ryan & Kirst, 2005)
Emergency Care (Roethler et al, 2011)
Medical Clerkship (Diachun et al, 2010)
LTC end of life care (Brazil et al 2012)
Surgical skills (DeBlacam et al 2012)
Family members
Education is a complex process and there is no magic bullet
Figure 1. A Knowledge-to Practice-Process Framework

**Creation**
- Programs of Research
- Systematic Reviews
- Meta-analyses
- Consensus processes

**Transfer**
- Articles
- Books
- Reports
- Manuals
- Posters
- Lectures
- Film/Video
- Podcasts
- Messaging
- Advertising
- Web portals

**Translation**
- Education
- Opinion Leadership
- Explanation
- Interaction
- Socio-technical facilitation
- Coaching
- Modeling
- Mentoring
- Detailing
- Adapting

**Implementation**
- Innovation characteristics such as relative advantage, compatibility, complexity, trialability.
- Individual factors such as beliefs about self-efficacy, utility, value and expectancies, time
- Organizational factors such as policy, readiness, information systems, innovation queues, leadership commitment.
- Inter-organizational factors such as boundary and expectancy management
“There is an indisputable correlation between the number of nurses (RN, RPN and PSW) who provide direct care to residents on a daily bases (high “nurse staffing” levels) and high quality of care and quality of life for residents.” (Edelman and Harrington, 2009)

“In addition to staffing levels the report identifies “education, experience, skill mix, and leadership qualities” as factors affecting the quality of nursing care” (Edelman & Harrington quote from Canadian Health Services Research Foundation, 2006)
Annual turnover rates in 334 (54%) of Ontario LTC Homes (Wodchis et al 2007a)

Retention of FT nurses associated with municipal and larger homes, staff engagement in QI, QI culture, more BPG

Retention of PSWs associated with smaller homes, onsite education and training and BPG. (Wodchis et al 2007 b)

Graphs courtesy of Wodchis et al 2007 a & b
<table>
<thead>
<tr>
<th>Country</th>
<th>Staff subjected to violence by a resident or family member*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>more or less every day</td>
</tr>
<tr>
<td>Denmark</td>
<td>5.0%</td>
</tr>
<tr>
<td>Finland</td>
<td>8.1%</td>
</tr>
<tr>
<td>Norway</td>
<td>6.8%</td>
</tr>
<tr>
<td>Sweden</td>
<td>6.2%</td>
</tr>
<tr>
<td>Nordic Europe</td>
<td>6.6%</td>
</tr>
<tr>
<td>Canada</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

*Note that the Nordic questionnaire likely over estimates the level of violence as it asks about violence and threats of violence. The Canadian questionnaire asks only about actual violence.

(From Bannerjee et al. 2008)
## Effects of working in long-term care comparing Canada and Nordic Europe

<table>
<thead>
<tr>
<th>Issue</th>
<th>Canada</th>
<th>Nordic Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough time to discuss difficulties</td>
<td>54%</td>
<td>22%</td>
</tr>
<tr>
<td>Unable to affect planning of days work</td>
<td>45%</td>
<td>24%</td>
</tr>
<tr>
<td>Left alone too often</td>
<td>38%</td>
<td>6%</td>
</tr>
<tr>
<td>Physical exhaustion</td>
<td>63%</td>
<td>29%</td>
</tr>
<tr>
<td>Mental exhaustion</td>
<td>44%</td>
<td>11%</td>
</tr>
<tr>
<td>Back Pain</td>
<td>36%</td>
<td>12%</td>
</tr>
</tbody>
</table>

(Source Bannerjee et al 2008)
Comparing educational designs before (using data from Aylward & Stolee et al. 2003) and after (Ryan 2013) the introduction of knowledge-to-practice concepts.

<table>
<thead>
<tr>
<th>Percentage of studies</th>
<th>1986 - 2001</th>
<th>2003 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predisposing</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Predisposing and enabling</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Predisposing and reinforcing</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Predisposing enabling and reinforcing</td>
<td>10%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Educational design
(from Green et al. 1980, Davis et al. 1992, Aylward et al. 2003)
(based on the reviews Aylward et al. 2003; Ryan, 2013)

<table>
<thead>
<tr>
<th>Design type</th>
<th>Training effectiveness</th>
<th>Positive (% type)</th>
<th>Uncertain</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predisposing (I)</td>
<td></td>
<td>18 (39%)</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Predisposing and Enabling (II)</td>
<td></td>
<td>5 (45%)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Predisposing and Reinforcing (III)</td>
<td></td>
<td>6 (50%)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Predisposing, enabling and reinforcing (IV)</td>
<td></td>
<td>10 (71%)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total number of studies</td>
<td></td>
<td>39 (46%)</td>
<td>31</td>
<td>14</td>
</tr>
</tbody>
</table>
### Educational research (Aylward et al 2003, Ryan, 2013): clinical topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dementia and Behavior</td>
<td>23</td>
</tr>
<tr>
<td>Restraint</td>
<td>9</td>
</tr>
<tr>
<td>Continence</td>
<td>5</td>
</tr>
<tr>
<td>Oral Health</td>
<td>5</td>
</tr>
<tr>
<td>Attitudes towards elderly</td>
<td>4</td>
</tr>
<tr>
<td>Mental illness</td>
<td>3</td>
</tr>
<tr>
<td>Infection control</td>
<td>3</td>
</tr>
<tr>
<td>Medication Management</td>
<td>2</td>
</tr>
<tr>
<td>Pressure ulcers</td>
<td>2</td>
</tr>
<tr>
<td>Antibiotic prescribing</td>
<td>2</td>
</tr>
<tr>
<td>Nutrition and weight loss</td>
<td>2</td>
</tr>
<tr>
<td>Chronic Pain</td>
<td>2</td>
</tr>
<tr>
<td>Restorative/rehab care</td>
<td>2</td>
</tr>
</tbody>
</table>

Other topics: Inhaler technique, nursing skills/satisfaction, cognitive impairment, bathing, fracture prevention, communication, diabetes, swallowing, fire safety, end of life care, geriatrics, hand hygiene
Rank order of subjective learning needs in psycho-geriatrics within GTA LTCHs

1. Depression assessment and treatment
2. Dementia assessment and treatment
3. Understanding agitation
4. Behavioral assessment and treatment
5. Anxiety in older people
6. Schizophrenia in older people
7. Developing effective care plans
8. Adapting the environment to help agitation
9. Psychotropic drugs and how they work
10. Managing work related stress
11. Caring for dying patients
12. Understanding and working with families
13. Assessing and helping people in pain
14. Delirium assessment and treatment
15. The activities of daily living and their effect on treatment
16. Knowing more about different cultures
Common Foci of Capacity Building in Geriatric Medicine by Nurse Led Outreach Teams

1. Hydration
2. UTI recognition
3. Pain
4. Fever in the elderly
5. Sepsis
6. INR, coagulation – what comes after pradax?
7. Medication interactions
8. Abdominal assessment - nausea and vomiting, abdominal sounds
9. Skin and skin tear assessment
10. Foley catheter insertions, care and maintenance
11. CHF, COPD and Asthma assessment
12. Advance care planning
13. Care and maintenance of G-tubes
14. Butterfly priming, flushing and documentation
15. I.M. injections
16. Pre-Post operative exercise routines
17. General assessment skills e.g. how to use a stethoscope
18. Critical thinking skills
19. Ability to recognize acute change of condition
From periphery to the core: introducing new staff to long-term care – RNs
(Burgess & D’Hondt, 2007)

RNs not prepared for the LTC nursing specialty (Kaasalainen et al 2006)
LTC career choice is greeted with skepticism (Hammers, 2004)

“In addition to providing nursing care for residents, nurses in LTC are expected to lead a team of health care staff, including personal support workers, who may have years more experience than the new graduate nurse. This can be a daunting and intimidating task for the new graduate who remains uncertain of his or her own clinical knowledge and decision-making skills.” (Burgess & D’Hondt, 2007)

Suggestions
1. Development LTC nursing specialty
2. Supportive Leadership
3. Interprofessional job shadowing
4. Consistent preceptor, mentor and coach
5. Avoid early night shift assignments if resource nurse is not available
6. Longer orientation period
Medical Directors have learning needs too  (Bhaloo & Mithani, 2008)

Overview of LTC (legislation, policy)  Union relations
Infection control  Risk Management
Role Clarification  Working with a team
Managing medical staff  Ethics in LTC
Financial issues (eg budgets)  LTC Clinical Protocols
Leadership style and development  Working with families
Quality Management  Alternate dispute resolution
Managers have learning needs as well

Management turnover may be as high as 40%
Management turnover affects quality of care
Leadership training increases staff satisfaction and retention (Wilson, 2005)
Need more training in leadership and health team management (Dwyer, 2011)
Coaching and mentorship on regulatory process
Managing stress by developing a network
Business Planning
Understanding regulatory environment
HR and staff development
Issues in understanding learning needs

People don’t know what they don’t know

People who say they have a learning need know more than those who say they don’t

Learning needs research is typically discipline specific

There are contextual variations (e.g. age, shift)

Determining whether the organization is ready
Innovative approaches to the identification of learning needs

- Resident/family feedback
- Care provider narratives
- Practice reviews
- Build-a-case
- Critical incident technique
- Simulation
Levels of evaluation in the reviewed research

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Attitudes</td>
<td>18</td>
<td>16%</td>
</tr>
<tr>
<td>Staff Knowledge</td>
<td>32</td>
<td>29%</td>
</tr>
<tr>
<td>Staff Behavior</td>
<td>38</td>
<td>34%</td>
</tr>
<tr>
<td>Resident Outcomes</td>
<td>24</td>
<td>21%</td>
</tr>
</tbody>
</table>
On knowledge transfer and evaluation

‘Evaluation might be the single most important strategy to ensure accountability and improve training transfer’ (Burke & Saks 2009)

“What gets measure gets done” (Burke & Huchins 2008)

“Use evaluation edumetrically” (Ryan et al 2012)

Of Kirkpatricks four levels of evaluation the behavior and health outcomes evaluations are associated with higher levels of transfer than reactions and attitude evaluations. (Saks & Burke 2012)
When the knowledge-to-practice process concept drives change
1. Ontario’s knowledge to practice process in dementia care

The Alzheimer’s Strategy
- Psychogeriatric Resource Consultants
- PIECES trained resources nurses
- Behavioral support teams within LTCHs
- U-First trained PSWs
- Attending physician training
- Montessori training for recreationists, sitters and families
- GPA training so everyone knows how to calm down
- Code white for when things go horribly wrong

Seniors Health Research Network communities of practice

Behavioral Supports Ontario
- BETSI tool to clarify organizational readiness

PIECES and GPA in the Emergency Department

PIECES and healthy workplace initiative Mt. Sinai
Along the continuum from standardized curriculum to emergent learning opportunity

<table>
<thead>
<tr>
<th>Standardized</th>
<th>Semi-standard /Adaptation</th>
<th>Emergent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIECES, UFirst, GPA</td>
<td>Collaborative needs $A_x$ (McAiney et al 2009)</td>
<td>Bedside coaching</td>
</tr>
<tr>
<td>Montessori, Guidelines</td>
<td>Build your own toolbox (Arnetz &amp; Hasson 2007)</td>
<td>Teachable moments</td>
</tr>
<tr>
<td></td>
<td>BPG adaptation</td>
<td></td>
</tr>
</tbody>
</table>
The primary caregiver of this resident with diffuse anoxic brain injury was doing something that worked but didn’t know what. Behavioral observation revealed several things then focused on ‘low turn frequency’ and taught these to the associate on day 18.
The implicit continuum of standardized curricula

**PIECES** – A framework for assessing and preventing responsive behaviors for RN’s

**U-First** – A companion curriculum to PIECES for PSW’s

**GPA** - A behavioral approach to managing responsive behavior when it emerges

**Montessori** – a curricula for those who spend recreational and visiting time

**Code White** – when everything goes wrong
## PRC Program of Toronto Behavioral Support Team Training Pre/Post Knowledge Quiz

<table>
<thead>
<tr>
<th>Program</th>
<th>Topics</th>
<th>Comparison</th>
<th>Means (sd)</th>
<th>t value</th>
<th>d.f.</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>PIECES 3 Ds U-First!</td>
<td>Day 1 pre Day 1 post</td>
<td>4.7 (1.57) 5.9 (1.45)</td>
<td>4.883</td>
<td>62</td>
<td>.000</td>
</tr>
<tr>
<td>Day 2</td>
<td>Behavioral support roles/ Developmental Disabilities</td>
<td>Day 2 pre Day 2 post</td>
<td>2.5 (1.08) 6.0 (1.45)</td>
<td>19.189</td>
<td>62</td>
<td>.000</td>
</tr>
<tr>
<td>Day 3</td>
<td>Acquired Brain Injury/communication/ Behavior assessment</td>
<td>Day 3 pre Day 3 post</td>
<td>3.7 (1.14) 4.1 (1.33)</td>
<td>5.835</td>
<td>62</td>
<td>.000</td>
</tr>
<tr>
<td>Day 4</td>
<td>Cycle of aggression/. Systemic response/ and Debrief</td>
<td>Day 4 pre Day 4 post</td>
<td>2.5 (1.33) 5.0 (1.53)</td>
<td>9.721</td>
<td>59</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total pre Total post</td>
<td>13.3 (3.11) 21.5 (3.42)</td>
<td>17.935</td>
<td>62</td>
<td>.000</td>
</tr>
</tbody>
</table>
### Comparing limited and high success PIECES/PRP/PRC implementation homes

<table>
<thead>
<tr>
<th>Response options</th>
<th>Limited success</th>
<th>High success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self assessed ratings of PIECES success</td>
<td>1.8</td>
<td>6.1</td>
</tr>
<tr>
<td>Frequency of use of in-house PRP</td>
<td>0.8</td>
<td>2.8</td>
</tr>
<tr>
<td>Performance of PRP</td>
<td>1.9</td>
<td>4.6</td>
</tr>
<tr>
<td>PRP aided planning/internal resources</td>
<td>0.6</td>
<td>2.6</td>
</tr>
<tr>
<td>PRP aided planning/external resources</td>
<td>0.6</td>
<td>2.3</td>
</tr>
</tbody>
</table>

From Stolee et al (2009) Sustained transfer of knowledge to practice in LTC
2. Delirium KTP intervention

“Our intervention incorporated the following features: targeting risk factors for delirium, a 'delirium practitioner' functioning as a facilitator, an education package for care home staff, staff working groups at each home to identify barriers to improving delirium care and to produce tailored solutions, a local champion identified from the working groups, consultation, liaison with other professionals, and audit or feedback.”

(Siddiqi et al. 2008)
### Process and outcome measures base-line/10 months (Siddiqi et al 2011)

- Number of drugs (1-day survey) 6.81/6.01
- Residents with cognitive tests in previous 6 mos 54%/74% *
- Resident hospital admission in previous month 6%/ 4% *
- Residents attending ED in previous month 2%/ 8% *
- Urgent GP consults in previous month 45%/36% *
- Falls ratio 29/16 *
- Antibiotic prescriptions ratio 25/17 *
- Residents with delirium episode recorded 7%/11% *

*Note * indicates p < .05
3. Mobility KTP intervention in long term care  (Rosemond & Mercer 2002)

Implementation team led by the director of nursing and two nursing supervisors
The initiative was conceptualized as a change in organizational culture

Seven ‘mobility magic’ educational modules
   Program overview, introducing a mobility culture
   The impact of inactivity
   Aging simulations
   Integrating mobility techniques into bed and bath care
   Integrating mobility into wheelchair use
   Increasing the activity level of staff
   Module review and unit based implementation planning

Transfer Clinics at change of shift where nursing aids were able to discuss cases and make care planning decisions. Peer mentoring program

Mobility Kardex enhances communication

Mobility in Action - a weekly posting of tips on successful innovations, mobility messages on pay stubs.

Mobility Pearls – weekly management meetings for program review, identify and remove barriers (eg change old equipment), test management knowledge, review mgmt role modelling and build a system of rewards.
A toolkit for clinicians rounding in LTCHomes (Roeser et al 2012)

| CURRENT AND ANTICIPATED USE OF MEDICAL EQUIPMENT IN LONG-TERM CARE FACILITIES |
|---|---|---|---|
| Reusable equipment | Currently use | Currently use + Would use if available | % increase |
| Anoscope | 7 (7.447%) | 29 (30.85%) | 314% |
| Dermatoscope | 3 (3.191%) | 24 (25.53%) | 700% |
| Doppler | 16 (17.02%) | 55 (58.51%) | 244% |
| Flashlight | 72 (76.60%) | 87 (92.55%) | 21% |
| Hand mirror | 24 (25.53%) | 43 (45.74%) | 79% |
| Laminated ROS cards | 13 (13.83%) | 38 (40.43%) | 192% |
| Magnifying glass | 15 (15.96%) | 52 (55.32%) | 247% |
| Otoscope | 72 (76.60%) | 86 (91.49%) | 19% |
| Oximeter | 54 (57.45%) | 73 (77.66%) | 35% |
| Portable external hearing aid | 24 (25.53%) | 63 (67.02%) | 163% |
| Rotary tool | 13 (13.83%) | 39 (41.49%) | 200% |
| Shoe horn | 14 (14.89%) | 32 (34.04%) | 129% |
| Sphygmomanometer | 53 (56.38%) | 65 (69.15%) | 2.3% |
| Toenail cutter | 36 (38.30%) | 60 (63.83%) | 67% |
| Wound curette | 30 (31.91%) | 61 (64.89%) | 103% |
| Disposable equipment | Currently use | Currently use + Would use if available | % increase |
| Adhesive bandages/dressings | 65 (69.15%) | 81 (86.17%) | 25% |
| Betadine swabs | 55 (58.51%) | 74 (78.72%) | 3.5% |
| Cryotherapy | 17 (18.09%) | 59 (62.77%) | 247% |
| Ear curettes | 43 (45.74%) | 68 (72.34%) | 58% |
| Gloves | 66 (70.21%) | 80 (85.11%) | 21% |
| Hemostatic agent | 17 (18.09%) | 57 (60.64%) | 235% |
| Local anesthetic | 29 (30.85%) | 62 (65.96%) | 114% |
| Monofilament | 39 (41.49%) | 66 (70.21%) | 69% |
| Sterile razor blades | 24 (25.53%) | 62 (65.96%) | 158% |
| Suture material | 16 (17.02%) | 50 (53.19%) | 213% |
| Suture removal kit | 40 (42.55%) | 73 (77.66%) | 83% |
| Syringes and needles | 46 (48.94%) | 70 (74.47%) | 52% |
| Tongue blades | 61 (64.89%) | 80 (85.11%) | 31% |
| Wound culture swabs | 43 (45.74%) | 67 (71.28%) | 5.6% |

The toolkit is in a medium-sized backpack that weighs 11 pounds. It cost $1,072.

REVIEW OF SYSTEM CARDS

The review of systems (ROS) cards contain large-print phrases and questions for patients to read. To create this tool, we simply printed the text on plain paper (with phrases on the front and back) and laminated them. We can point at the phrase, and even if the patient has hearing loss, he or she can answer the question or at least use non-verbal cues to indicate a response. The cards are pictured in the toolkit on page 15.

The cards read as follows:
- I’m going to check you over.
- Are you sleeping OK?
- How is your appetite?
- Are your bowels OK?
- Does it burn when you pass your urine?
- How is your mood?
- How do you feel?
- Any pain?
- How is your breathing?
- Do you have chest pain?
- Take a deep breath.
- IN – OUT.
- Thanks, you look good.
- Have a great day!
Information technology and the KTP process: EMR

What is needed (Phillips et al. 2010)
Access to extensive patient history information
Descriptive patient information
Communication among providers
Facilitation of integrated care
Cost benefits

What can be achieved
LTC EMR no paper, data entry points everywhere, integrates almost everyone’s information
Saved 4.745 hours of nursing hours in dispensing time
Reduced medication errors, avoided missed treatments
Enhanced staff productivity by 2,300 hrs

Most important training need
Socio-technical facilitation
There are many excellent online learning resources but still no magic bullet

The RNAO best practices toolkit for long–term care
http://ltctoolkit.rnao.ca/content/introduction

The Brock University Nursing Education Wiki
http://kumu.brocku.ca/geriatricnursingeducation/Main_Page

Training and e-learning from the Alzheimer’s Society

The Seniors Health Research Network http://www.shrtn.on.ca/

The Ontario Telehealth Network http://otn.ca/en
Information technology and the KTP process: Simulation

Geriatric mannequins to assist in the recovery of lost skills, the maintenance of skills for lower frequency events, and the learning of new skills
e.g. IV, catheter, G-tube, wound
Information technology and the KTP process: Ubiquitous computing

Caregivers as cyborgs
Engaging the shadow workforce: family caregivers and health care teams

The distinction between “formal” and “informal” care giving does not reflect the reality of the work of many family caregivers who are often:

1. Geriatric Case Managers
2. Mobile medical records
3. Service gap fillers
4. Continuous care providers
5. Acute change of condition monitors
6. Paramedic service providers
7. Quality Control experts
8. Inter-organizational boundary crossers
9. Continuing medical education students

(From Brookman & Harrington: 2007)
We underestimate the amount and value of family care giving - $90 billion (Brown 2010).

We underestimate the sophistication of family care giving that is required (Brookman & Harrington, 2007).

We understate the quality of family caregivers contributions. Instead of saying “two thirds are correct” we say “Surrogates incorrectly predict patients’ treatment preferences in one-third of cases” (Shalowitz et al 2006, cited in Kirchoff et al 2010).

We need a simple model for understanding family engagement.
Moderators of continuing education outcomes in long-term care homes (Stolee et al 2005)

1. Management support
2. Sufficient resources to implement new learning
3. Learners belief’s about the practicality of training
4. Learning integrated into ongoing practice
5. Staff feeling valued
6. On the job reinforcement of training
7. Knowing that change of practice is supported
8. Seeing benefits of new approaches
9. Attitudes towards the elderly population
10. Knowing patient care will be completed while taking training
Enablers from Siddiqi 2008 and others

- Prepare organizational readiness
- It’s the organization that learns
- Realistic expectations of time to achieve outcomes
- Continuing process evaluation (CQI) before summative evaluation
- Attitudes/knowledge at the beginning behavior/outcomes at the end
- Flexibility – timing, lengths, group size
- Involvement of all staff
- Understand learning needs at an individual level
- Tailoring to individual homes
- Provide between session tasks
- Developing pride through primary and secondary rewards
- Encourage stretch targets but do not punish failure to stretch
- Cascading support LHINs, DoCs, managers, staff
- Minimize extra work and manage competing demands
- Integrate KTP at the point of care in EMR
- Respect implicit/embedded knowledge arising from proximity and relationships
- Engage informal as well as formal opinion leaders
- Respect diverse learning styles
- Engage residents and families
Innovation adoption and personal style

I stay cool, calm and collected and tend to keep my thoughts and feelings to myself

I get pretty excited and energetic and tend to let my thoughts and feelings show

| 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | E |

I get into new things quickly, make up my mind fast and hate to wait.

When new things come I prefer to wait, watch, ask questions and hear all sides before reacting

| 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | S |
Innovation adoption and personal style

React quickly and hate to wait

Stay cool calm and collected

Let feelings and emotions show

Wait, watch, hear all sides
DRIVERS prefer to move ahead calmly, watching results, staying organized and asking “what’s next”

ENTHUSIASTS like to jump into new things, sets everyone on fire by “just doing it” and asking “Why not?”

ANALYSTS like to hear the details, see facts and figures and asks “How is this going to work?”

HARMONISTS like to give everyone the opportunity to express themselves and their opinions often asking “how is everyone feeling?”

Stay cool calm and collected

React quickly and hate to wait

Let feelings and emotions show

Wait, watch, hear all sides
That’s all for now

Goodnight Irene

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If time allows slides
Traditional and espoused assumptions about the systems in which we work

1. Effective organizations have well-defined structures, boundaries, roles and functions defined in an organizational chart
2. Organizations work best when rules are explicit
3. Stability is the natural state of the organization
4. Failures to achieve are attributed to unique actors, resistance, political events or random events that interfere with replication
5. Problems are best solved through standardization
6. Guidelines eliminate variation
7. A well run organization is like a well-oiled machine
8. Personal resistance is the cause of non-compliance
Implicit characteristics of the systems in which we work

Minimizing variation to reduce error and increase the quality of health care through the use of standardized guidelines “has not been as successful as traditional logic might suggest” (Miller et al 2001)

There seems to be little relation between the quality of the evidence and its diffusion into practice (Fitzgerald et al 2002)

Beneath each espoused organizational culture lies another that is implicit, informal and unacknowledged (Argyris, 1985)

Organizational culture resists change even when it doesn’t intend to (Schein, 1992)

“Never predict especially about the future” – the biggest changes have typically been unpredicted

The ways people actually work usually differ fundamentally from the ways organizations describe that work (Mintzberg & Vander Heyden, 1999)

Our beliefs to the contrary, a great deal of human behavior is illogical (Tversky & Kahneman, 1967)
Espoused characteristics

+  

=  

Implicit characteristic