

Co-productive interprofessional ward rounds:



Learning and improvement emerging in the practice, not arranged beside it

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Agenda

- Meetingplaces for managing health care
- Studying quality improvement work with research lense
- The framing theory also a practical tool to make improvements
- Test the tools in your contexts
- Discussion

Meeting places for managing health care

Examples.....



 Region
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Traditional ward rounds



A quality improvement work
engaging

- all professionals and leaders at the ward
- their daily ward round practice

Aim:

- Increase patient's integrity and active participation
- Improve collaboration between health care professions

 Region
Jönköpings län

A new model of morning ward rounds



A special design of a specific ward round room

One patient at a time, with their caring team (nurse and assistant nurse), senior and junior physicians

Patient data on computer screens

The ward round as a professional practice

when it happens in time and space

That expressed verbally (sayings)

What is made (doings)

Social interaction (relations)

Contextual conditions

("arrangements")

The ward round as a professional practice



Studied through the lenses of

- arrangements
- saying
- doing
- relatings

Medical interns and residents talking about the new ward round modell:

“The roles of the nurses and the assistant nurses become clearer; clearer than is the case with the usual rounds. This is because everyone is more attentive about what they say.

And they understand the senior physician a bit better when he sits there and talks in front of everyone. And because when he talks, it’s so that the patient will understand. So I think that more people understand the senior physician’s thoughts.”

(Interview Junior Physician)

Co-Producing Interprofessional Round Work:



Designing Spaces for Patient Partnership

Interaction in the morning ward round model:

- patients dubble participation
- learning ward rounds

Thörne et al

Quality Management in Healthcare 2017

In professional practicies

Knowing, working, organizing, learning
and innovating are interlinked

Reich and Hager 2014

Co-Producing Interprofessional Round Work:



Designing Spaces for Patient Partnership

Interaction in the morning ward round model:

- patients dubble participation
- learning ward rounds
- operative ward rounds

Thörne et al

Quality Management in Healthcare 2017

Medical residents as observers

“As a junior physician, you don’t take on that role [to enter the conversation] and so you sit there instead and just observe. So you think to yourself, now the patient didn’t really understand that, they are talking over her head. I often feel frustrated because of this.”

(Interview Junior Physician)

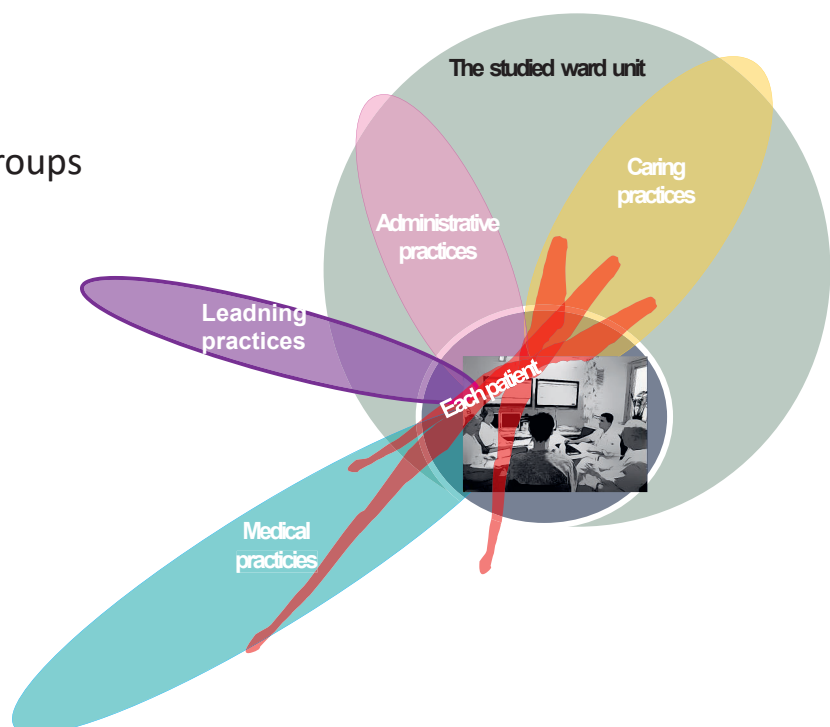
Junior physicians practices & learning in round work



Interrelated practices

in the ward round work

most of the professional groups
acted in all practises
but in different ways
and amounts



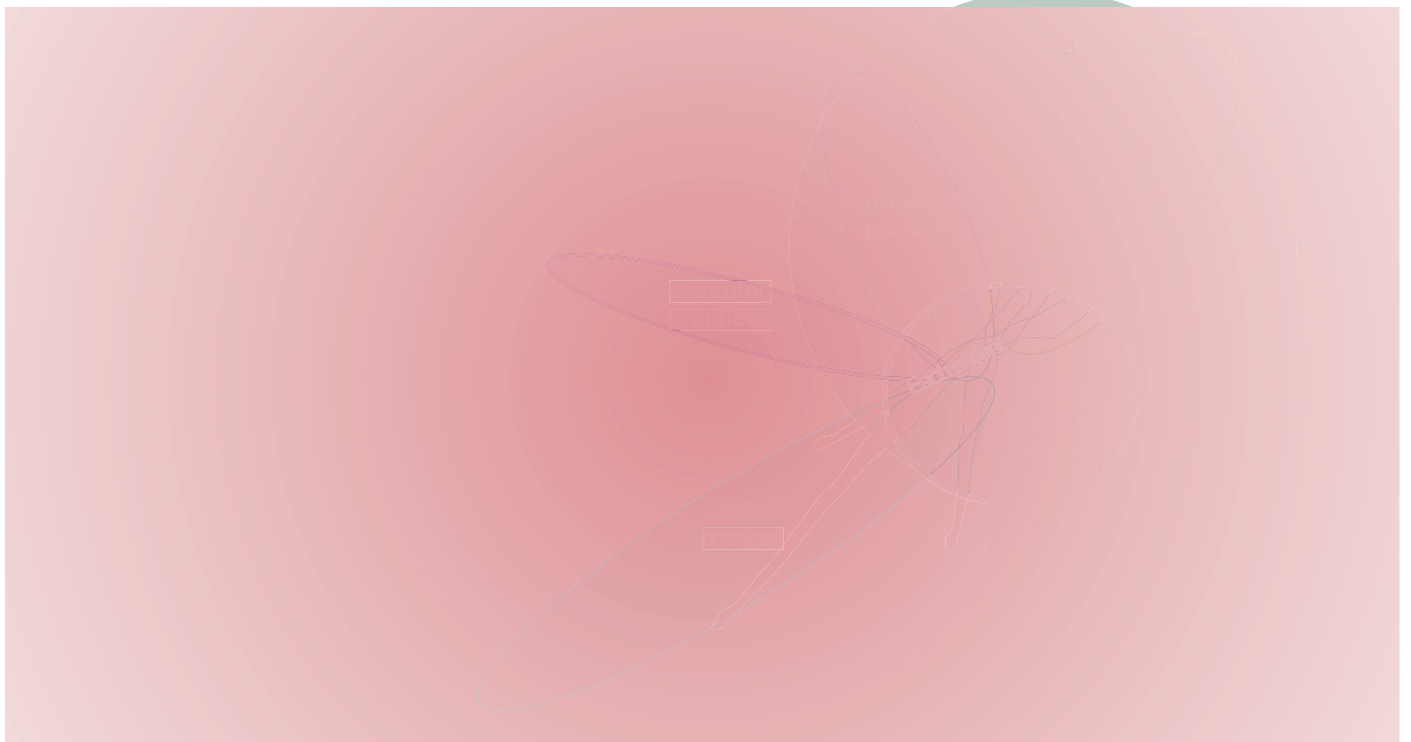
Ecologies of practices

Interrelated practices

"practices shape, and are shaped, by one another in particular ways – the sayings, doings, and relatings of practices shape and are shaped by the sayings, doings and relatings of other practices"

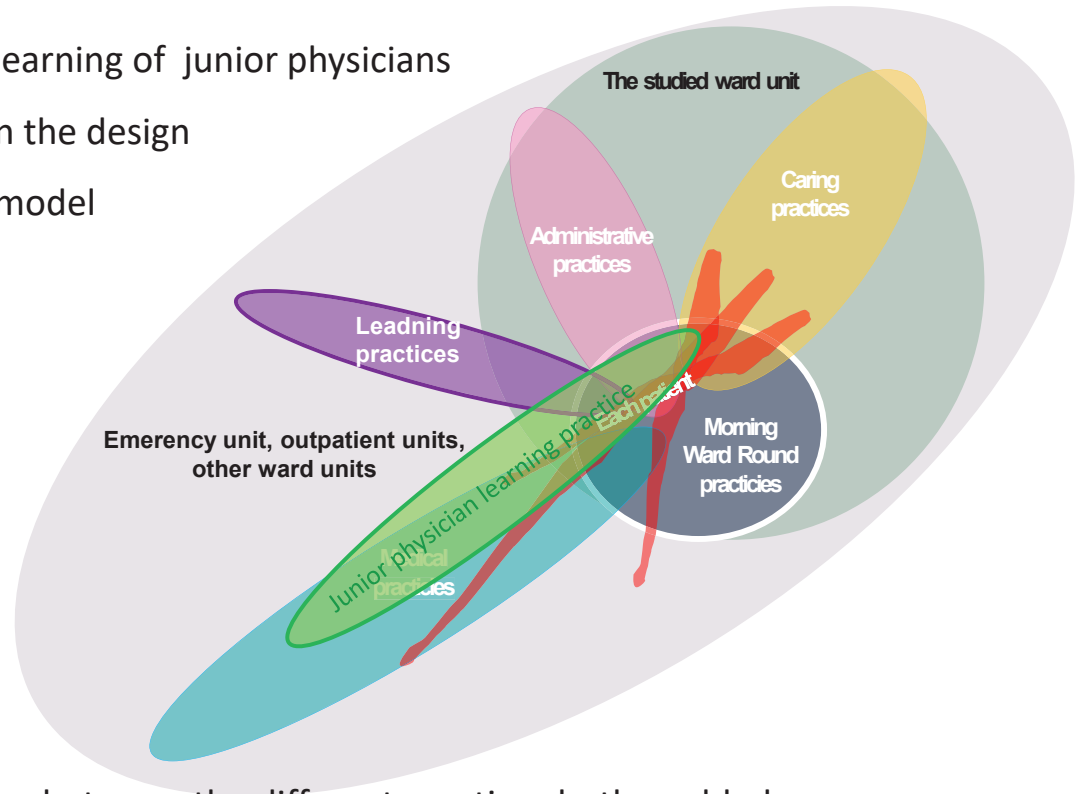
(Kemmis, Wilkinson, Edward-Growes, Hardy, Edwards-Groves & Bristol, 2014, p. 50).

Junior physicians practices & learning in round work



The new ward round model

Conditions for the learning of junior physicians was not included in the design of the ward round model



The interconnections between the different practices both enabled and hampered the practice and learning for junior physicians



Theoretical frames

practices: "saying" "doing" "relating"

practice architecture unique arrangements that prefigure practice:
cultural-discursive, material-economy, social-political arrangements

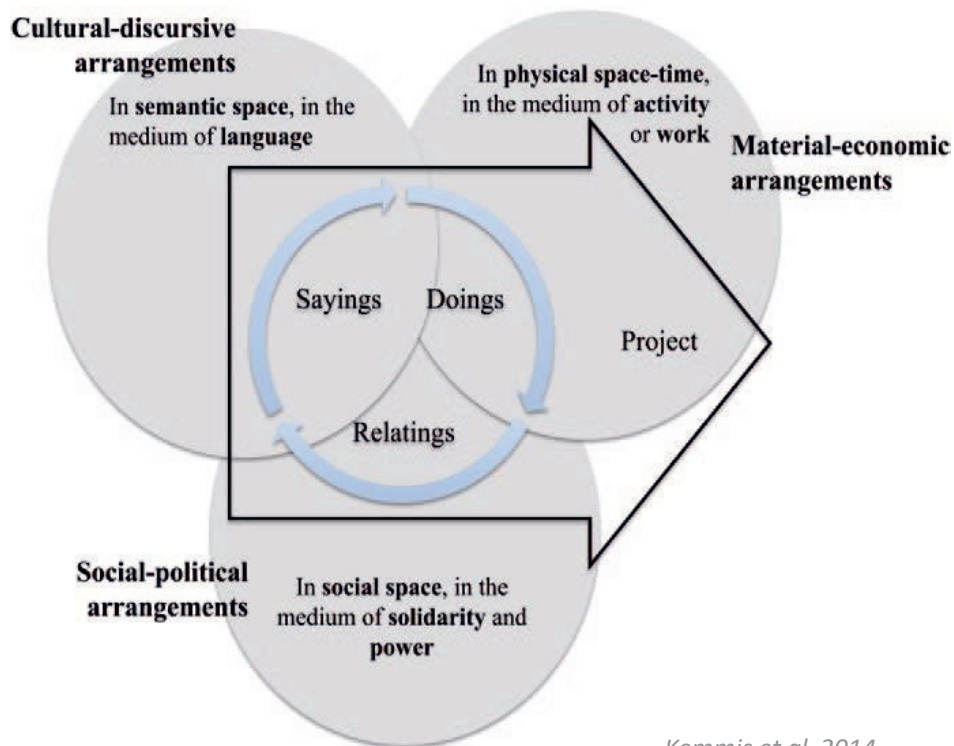
ecologies of practice interconnections between several practices

definition: "distinctive interconnected webs of human social activities (characteristic arrangements of sayings, doings, and relating) that are mutually-necessary to order and sustain a practice as a practice of particular kind and complexity."

Kemmis et al 2012

Kemmis et al 2014, Francisco et al 2017

Practice architectures prefigure practice



Kemmis et al 2014

Practice

A practice can be described on the basis of what is said and done, as well as the way in which those who participate in the practice relate to their surroundings, to each other, and to other.


A specific practice the selected situation:.....



Formed and forms in inter-dependent interplay.

Arrangemangets

The practice is enabled and hampered by contextual conditions. These conditions can be of different kinds. They can be cultural-discursive, material-economic, social-political

Sayings				Cultural-discursive arrangements
Doings				Material-economic arrangements
Relatings				Social-political arrangements

Use a theoretical lens to study, understand
and explain a practice

Theory + Practice

**There is on more
practical then a good
theory**
Kurt Lewin

Thank you!



Hult, Lindh Falk, Lindblad-Fridh, Thörne, 2009

Pedagogical processes in Health Care: An Exploratory Study of Pedagogic Work with Patients and Next of Kin

Thörne, Andersson-Gäre, Hult, Abrandt –Dahlgren, 2014

The Dynamics of Physicians' Learning and Support of Others' Learning

Thörne, Andersson-Gäre, Hult, Abrandt Dahlgren, 2017

Co-Producing Interprofessional Round Work: Designing Spaces for Patient Partnership

Thesis 2018 Physicians, learning and interaction in health care practices:

<http://liu.diva-portal.org/smash/record.jsf?pid=diva2%3A1199393&dswid=5081>

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Through viewing specific health care contexts as ongoing *health care practices*, stands the importance of the staging of spaces, practitioners' actions and relating with each other and with tools for learning and interaction out.

The interplay between extra-individual conditions, *practice architectures*, enables or hampers learning. **Co-produced learning rounds** are prefigured by mutually exchange between patients, caregivers in several professions and tools, like information technology. **Operative rounds** are prefigured by individual working processes and entails limited learning

Junior physicians is a group of caregivers that also are in education and have to reach defined competency aims in the health care practices where they participate. The ecological interconnection between health care practices raver hamper than enable the learning in **junior physicians learning practices**.

Junior physicians practices & learning in round work



Practice is:

- “a form of socially established cooperative activity involving characteristic forms of understanding (sayings), modes of action (doings), and ways in which people relate to one another (relatings) that hang together in a distinctive project” (Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer & Bristol, 2014, p. 31);
- According to Practice Architecture Theory, practice is enabled and constrained by *practice architectures*, i.e. the cultural-discursive arrangements, the material-economic arrangements and the social-political arrangements.

The spaces - practices architecture

Intersubjective space	Practice architectures Contextual conditions “arrangements”
Semantic space	whereby a shared discourse, language and meaning are shared discursively and mutual understandings are constructed through <i>sayings</i> .
Physical space	whereby shared locations in space and time enable interactions through shared activities, resources and work, which are encountered within particular physical set-ups and realised in <i>doings</i> .
Social space	whereby shared encounters afford different ways of relating to one another to produce particular kinds of social relationships, agency and power, realised through <i>relatings</i>

Ecologies of practices

work through:

- interdependent networks
- nested systems
- diversities partly overlapping functions
- cyclic connections
- flows of different kind of matters
-

Kemmis, Edwards-Groves, Wilkinson, & Hardy, 2012

Learning in practice

both individual and collective

emerges while participants are stirred into practice through

- interactions in language games (forms of understanding)
- modes of actions (activities)
- ways of relating to one other and the world

all practitioners, on different stages of efficacy and virtuosity in performance

Kemmis et al. 2013