

KEYNOTE PLENARY PRESENTATION

Professor Janet Anderson, Monash University, Melbourne, Australia

Title: Interprofessional teamwork and adaptive performance

Recent developments in safety science have challenged traditional notions of the nature of healthcare work. Drawing on insights from systems theory and complexity science, resilient systems have been proposed as the basis of successful healthcare delivery. Resilient systems are able to cope with variability in the environment, producing acceptable outcomes despite pressures and challenges. In this perspective, the key to successful outcomes is flexibility and adaptive capacity rather than reliability and standardisation. This thinking has emerged from evidence showing that healthcare processes are not linear, knowledge is uncertain, demands are unpredictable and outcomes emergent. The focus of developments in this area has been on designing and implementing organisational mechanisms to support the adaptive performance that is needed in this environment. However, most healthcare work is team based and the ability of teams to co-ordinate adjustments to their activities in response to challenges and pressures is fundamental for resilient systems. What are the core features of adaptive teams and how can they be created and sustained? In this presentation I will review recent research on healthcare teamwork, discuss why adaptive teams are so important, how they may differ from traditional teams, and consider the implications for clinical education.

KEYNOTE WORKSHOP

Presenters:

Professor Janet Anderson

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Title:

Creating resilient systems: putting the theory into practice

Resilient systems (Safety II) are systems or organisations that successfully adapt to difficult demands to deliver acceptable outcomes. The focus is on how individuals understand and manage the complex systems in which they work, and on designing those systems to support them to do so. Understanding and learning from everyday work is therefore the basis of this philosophy. It complements traditional safety management practices (Safety I) which focus on learning from errors.

Resilient systems are able to

- anticipate future demands
- respond to disruptions such as lack of available beds or unexpectedly high patient volume
- monitor the work system to identify disruptions such as lack of staff or equipment
- co-ordinate responses involving multiple services, professions or teams effectively
- learn from experience how to manage risk

The aim of this workshop is to equip attendees with a good understanding of this new perspective, and how it can be used to design effective simulation training.

Attendees will gain practical experience in

- identifying educational requirements from clinical vignettes based on resilient systems theory
- identifying key resilient systems discussion points for debrief conversations
- integrating Safety I and Safety II approaches in simulation
- considering how a resilient systems perspective can inform organisational learning and improvement.

This workshop is designed for educators who are interested in the new thinking about Resilient Systems/Safety II and want to learn how to apply it in a practical way to clinical education.