



# Bringing the Patient's Voice into Teamwork Assessment Using the Jefferson Teamwork Observation Guide (JTOG)

Lauren Collins, MD

Elizabeth Speakman, EdD, RN,  
ANEF, FNAP

Shoshana Sicks, EdM

Carolyn Giordano, PhD

Kevin Lyons, PhD

Marianna LaNoue, PhD

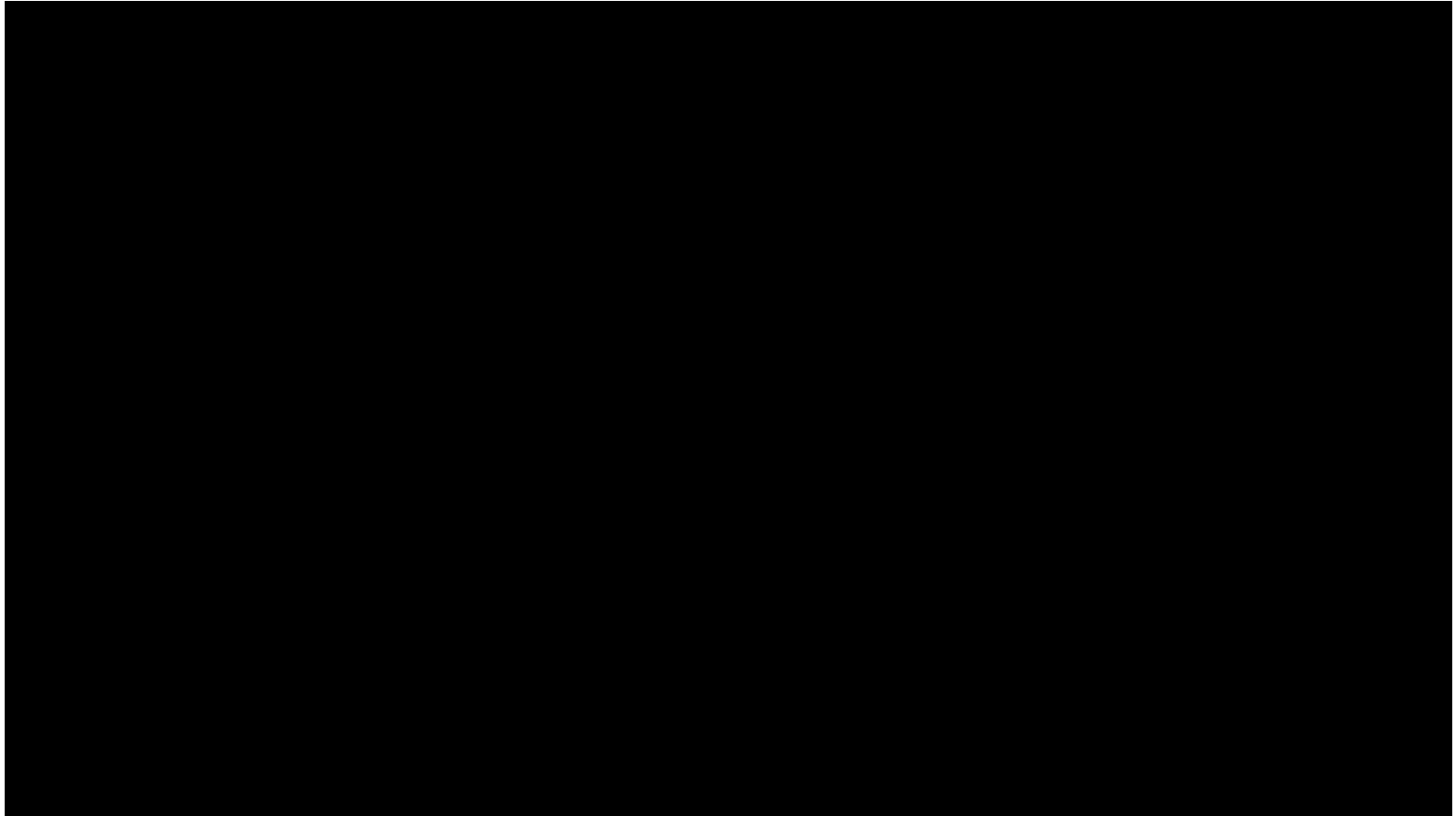
Abigail Sherburne, BS

Alexis Silverio, BS

# Objectives

1. Describe a new mobile tool for gathering patient feedback on team based care
2. Apply lessons learned from 360° competency-based assessment of interprofessional education (IPE) and collaborative practice (CP) that incorporates the voice of the patient

# Teamwork Video



# Background: Collaborative Practice

Addresses “Quadruple Aim” to improve health care quality through

## 1 Improved patient outcomes

Interprofessional team training recommended to increase patient safety and quality health care (Institute of Medicine, 1999)

## 2 Increased patient satisfaction

Shown to increase patient satisfaction and improve the culture (Reeves, et al., 2008)

## 3 Decreased costs

Shown to reduce errors in the ED (Reeves, et al., 2008)

## 4 Increased provider satisfaction

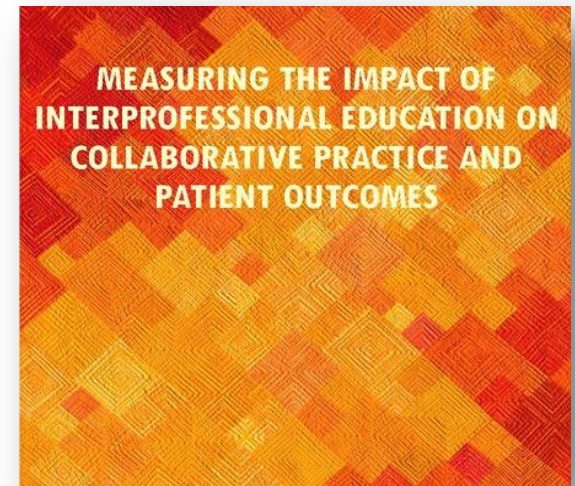
Acknowledged role of workforce, importance of restoring joy, meaning to practice (Sinsky, et al., 2013)



# Background:

## Why do we need this tool?

- Gap in IPE literature regarding effect of IPE on patient outcomes
- *“Recommendation 1: Interprofessional stakeholders, funders and policy makers should commit resources to a coordinated series of well-designed studies of the association between IPE and collaborative behavior, including teamwork and performance in practice. These studies should be focused on developing broad consensus on how to measure interprofessional collaboration effectively across a range of learning environments, patient populations, and practice settings.”*
- Time is now to develop a “best-in-class” instrument!!



(IOM, 2015)

# Patient JTOG

Team Characteristic	IPEC Competency
Each member of my team seemed prepared to discuss my current health using his/her professional knowledge.	Roles and Responsibilities
Team members engaged in friendly interaction with one another.	Teamwork
Team members appeared to listen to one another.	Communication
Each member of my team appeared to value the opinions of other members.	Values and Ethics
Each member of my team seemed to respect my wishes about my care.	Patient Centeredness

\*Patient-Centeredness - a subdomain of Values/Ethics

# Pilot Patient JTOG Results

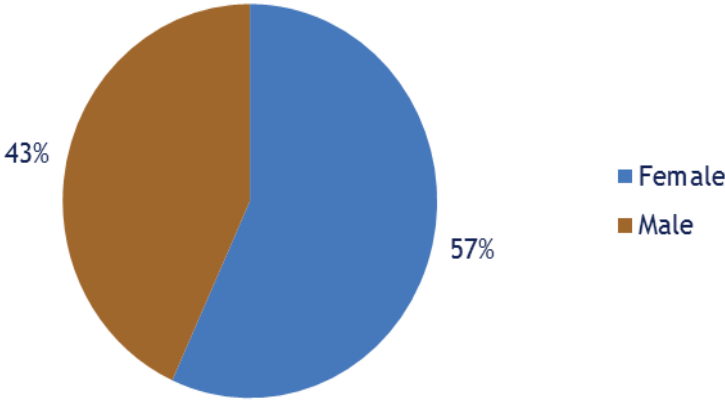
# Methods

- 10 TJUH teams solicited, all 10 agreed to participate in study
- Trained research assistants surveyed patients using secure, portable iPads
- Data collected over seven months
- Total patients surveyed = 443

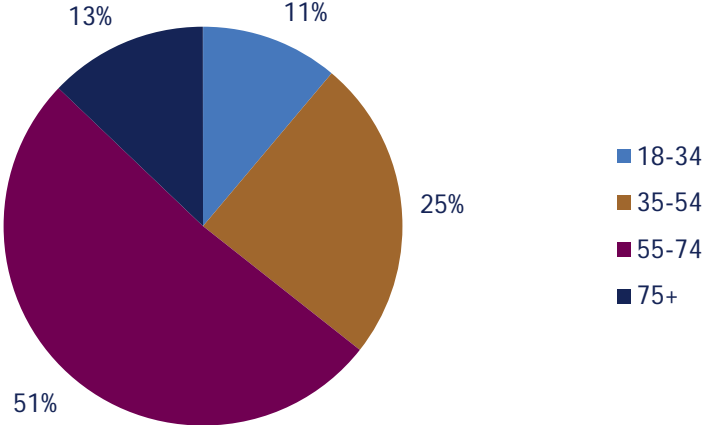


# Results: Demographics

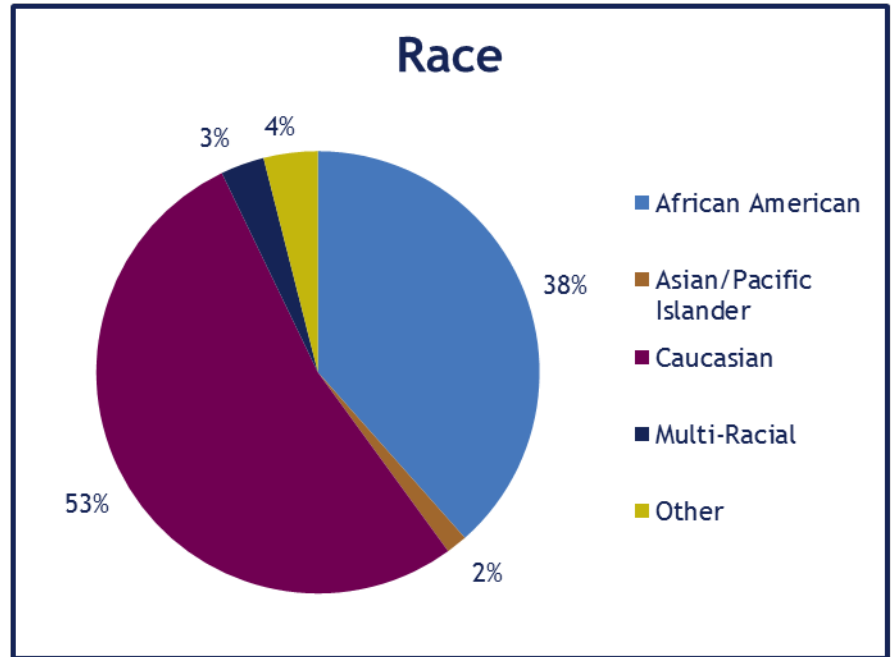
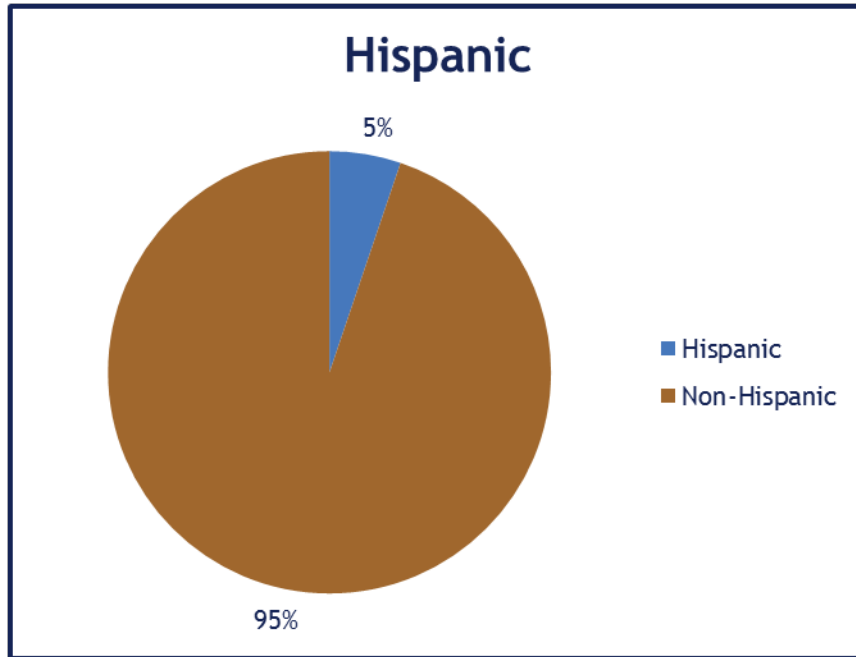
### Gender



### Age



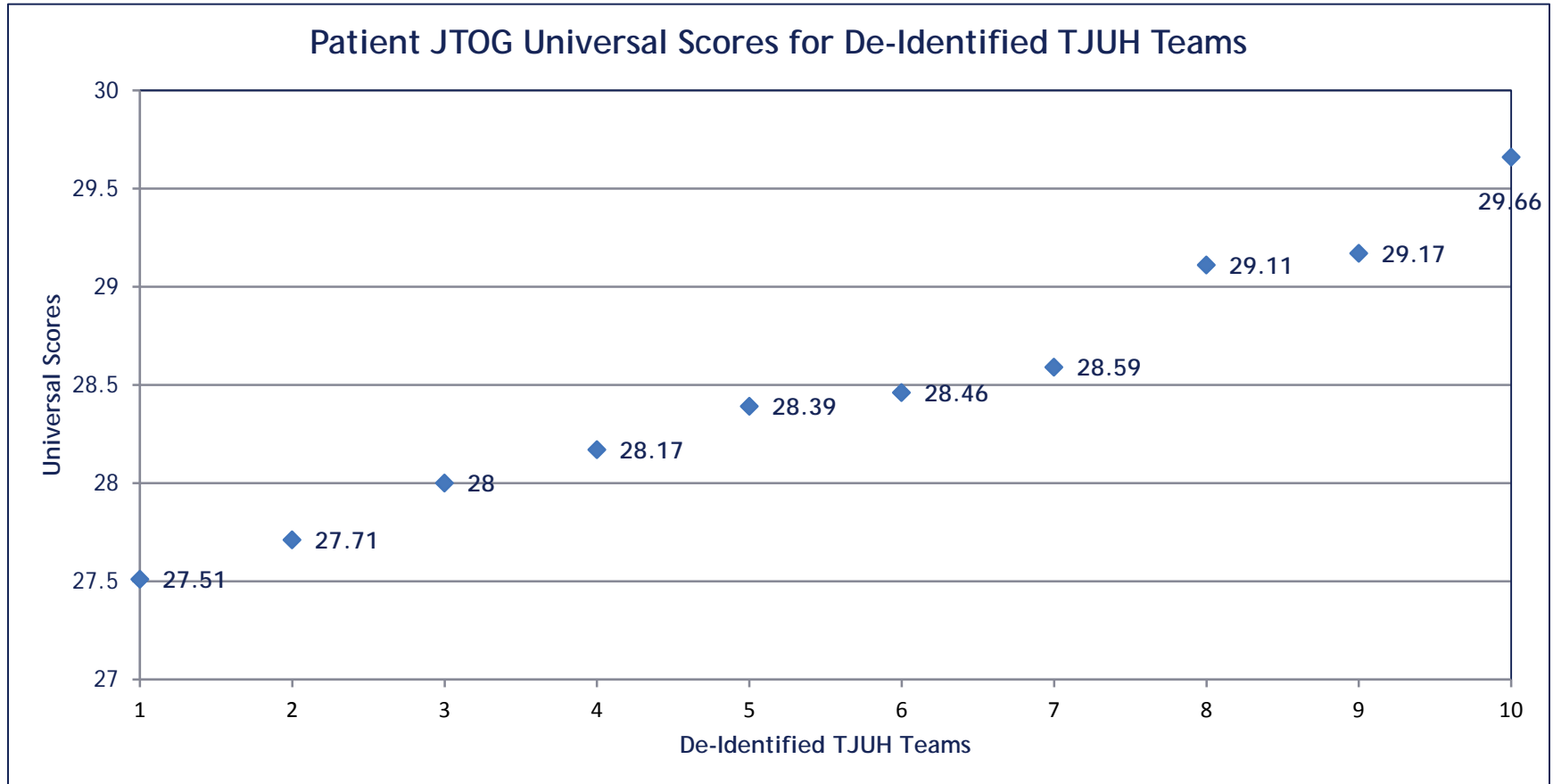
# Results: Demographics, cont.



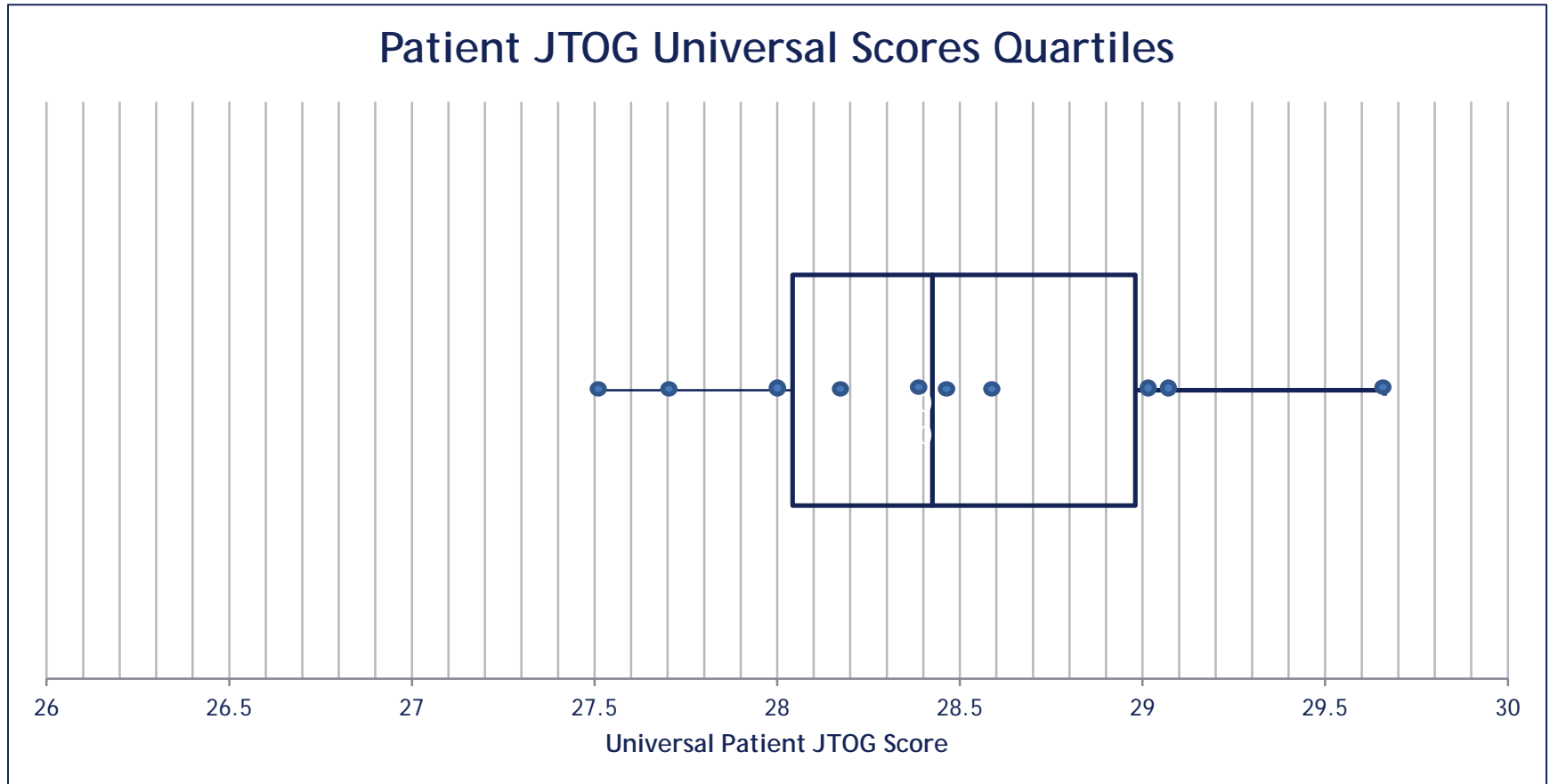
# Results

- Feasible to Administer
  - only 'missing at random' items
  - very few 'not applicable' responses (<4.4%)
- 87.1% of patients strongly agreed that teamwork is important in patient care
- High Internal Consistency
  - Cronbach's alpha was .93
- One factor underlying the items
  - A principal components factor analysis was performed on the data, and yielded a single-factor solution accounting for 66.37% of the item variance
- Global JTOG scores correlate with overall satisfaction with team ( $r=.54$ ,  $p<.001$ )

# Results: "Global" JTOG Scores

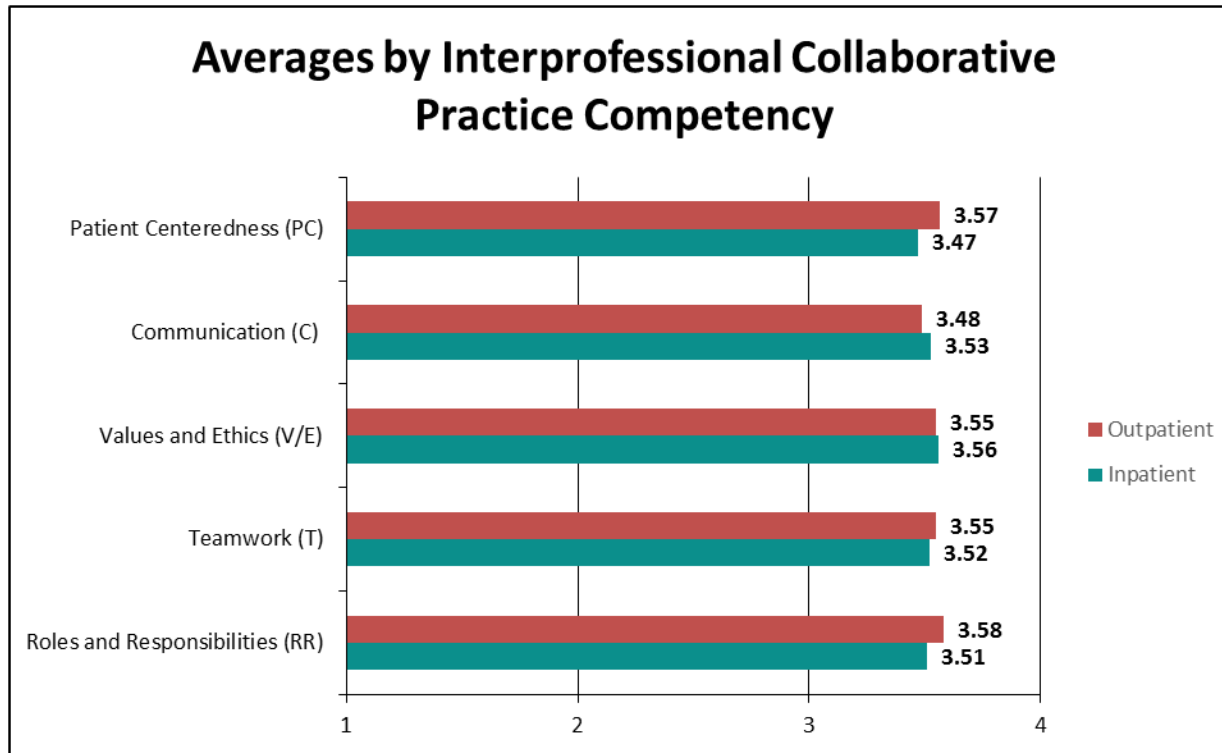


# Results - "Global" Score Quartiles



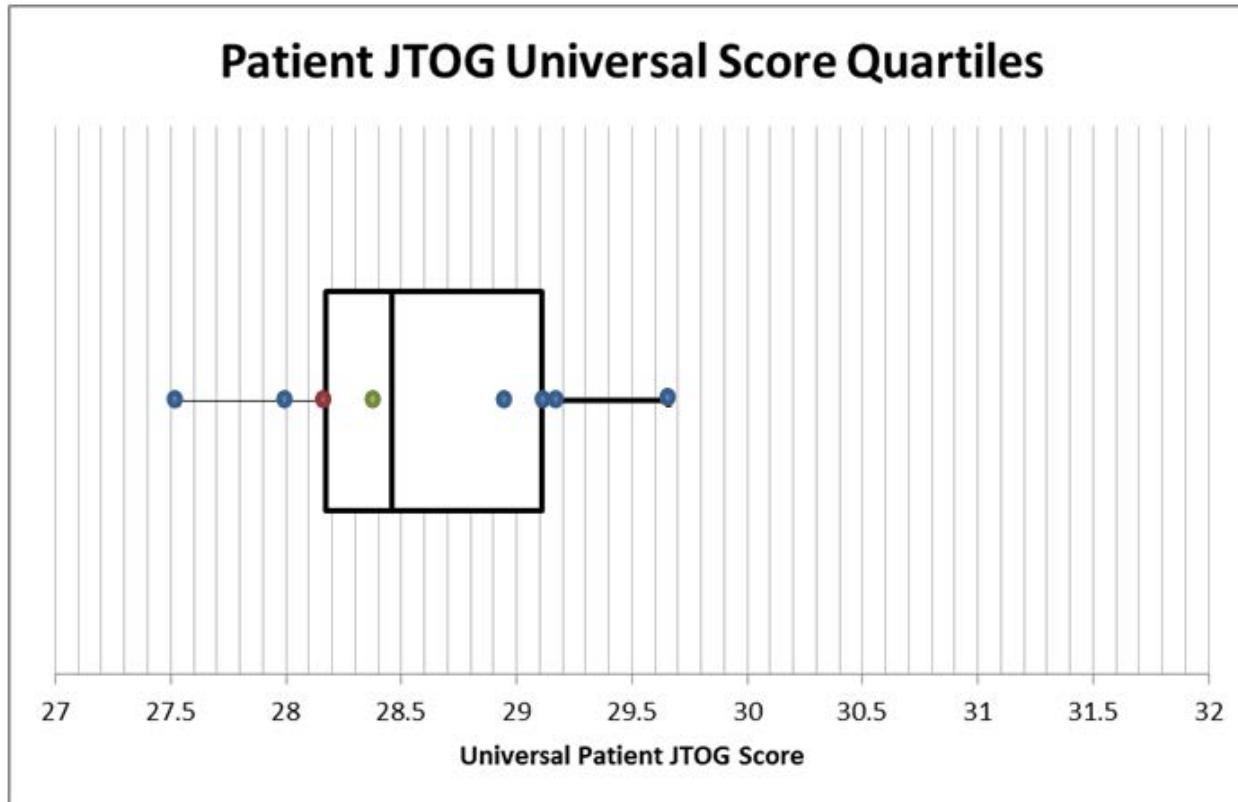
# Patient Feedback: Sample Team Case Study

# Quantitative Patient Feedback



Scale: 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree  
N = 100 Outpatients & N = 51 Inpatients

# Quantitative Patient Feedback



**Key**

Red Dot = Inpatients

Green Dot = Outpatients

Blue Dots = De-Identified Teams at TJUH

Maximum Universal Score = 32



# Qualitative Patient Feedback

*Positive. They came in at separate times but all knew [the] same info. They had read the charts and done their studying.*

*-Inpatient*

*The doctor always discusses what we should do. She takes time and is thorough. If not sure about something, she is always willing to reach out to other team members for consult. The team all knows what's going on with me.*

*-Outpatient*

# Where are we and where are we heading?

- Gathered patient data from a variety of teams in a variety of settings at TJU
- Developed longitudinal quantitative/qualitative feedback reports for teams
- Providing educational and practice teams with opportunities to identify specific areas for faculty/staff/curricular development
- Conducting a large scale validation study of Patient JTOG
- Developing 360° JTOG App
- Conducting multiple TJU research studies with plans for multi-institutional studies underway

# Questions?

**Jefferson Center for InterProfessional Education (JCIPE)**

**Email: [JeffCrtInterproEd@jefferson.edu](mailto:JeffCrtInterproEd@jefferson.edu)**

**Follow us on Twitter [@JeffCIPE](https://twitter.com/JeffCIPE)**

# References

- Institute of Medicine (1999). *To err is human: Building a safer health system*. Washington, DC: National Academies Press.
- Institute of Medicine. (2015). *Measuring the impact of interprofessional education on collaborative practice and patient outcomes*. Washington, DC: National Academies Press.
- Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, DC: Interprofessional Education Collaborative. Available at <http://www.aacn.nche.edu/education-resources/IPECReport.pdf>.
- Reeves, S., Zwarenstein, M., Goldman, J., Barr, H., Freeth, D., Hammick, M., & Koppel, I. (2008). Interprofessional education: effects on professional practice and health care outcomes. *Cochrane Database of Systematic Reviews*. Issue 1. Art. No.: CD002213. DOI:10.1002/14651858.CD002213.pub2.
- Sinsky, C. A., Willard-Grace, R., Schutzbank, A. M., Sinsky, T. A., Margolius, D., & Bodenheimer, T. (2013, May/June). In search of joy in practice: A report of 23 high-functioning primary care practices. *Annals of Family Medicine*. 11(3), 272-278.