



ACTION PERIOD GUIDE

Action Period 1: Recommended Clinical Practices & Decision Support Tool

Learning Outcomes:

After participating in Action Period 1, participants will be able to:

- Define and apply updated ED OUD Decision Support Tool (DST).
- Explain the standing clinical orders for their site, in the context of the Decision Support Tool, which reflects the anticipated update with the ED OUD recommendations.
- Identify their team purpose and shared values.
- Apply principles of clear communication and people centered principles when offering people OUD care.

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: Team Values and Purpose Statement
- Activity 2: Decision Support Tool Analysis

Submission of your Action Period work also allows us to tailor our coaching calls and learning content to be specific to your needs. We also provide a list of options for tailored team-based activities and encourage you to try at least one!

Note: The information you provide from your DST activity will also be used to finalize the DST and may inform the development of the OUD Guideline update being conducted by the BC Centre on Substance Use (BCCSU).

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

IMPORTANT: Please have your team leaders submit the required activities to loud@bcpsqc.ca by **November 1** to ensure you get credit towards your certificate of completion.



Activities for this action period:

1. Create a Shared Purpose (Required)
2. Decision Support Tool – Baseline Activity (Required)
3. Clear Communication practice – Walking the Cube (Optional)
4. 15% Solutions (Optional)
5. Create a Teamwork Agreement (Optional)

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 two to three coaching sessions per action period, and will contain a mix of clinical, didactic and interactive content. These sessions are completely optional.

Resources:

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

Activity 1 (Required): Create a Shared Purpose *(est. time: 30-45 minutes)*

See Workbook Slides 4-13

Purpose

Identify individual values. Use identified individual values to inform and decide on team values. Create a value-supported shared purpose statement as a team.

Activity Resources

In-Person Team	Virtual Team
<ul style="list-style-type: none"> • Flipchart paper • Pens • Post-It Notes • Markers or dots for dot-voting 	<ul style="list-style-type: none"> • Virtual platform to host meeting • Virtual whiteboard • Virtual workbook • Pen and paper (for self reflection)

Instructions

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.

Introductions



- To start, complete a round of introductions, including your name, your clinical role, and one thing you're proud of about your work.
- To encourage everyone to share, virtually, once someone goes they can pick the next person (again, people can always say pass or come back to me)

Identifying purpose behind OUD work – Group discussion

- Connect and share around the “why” behind focusing on improving OUD care, for your team.
- Some broad categories have been provided in a table to get the category started (person, provider and system). As a team, record all ideas into the table in the workbook.
- You can use the annotate function in Zoom, just make sure to take a picture or screen capture of it before moving to the next slide.
- Note and discuss any themes that are emerging.
- “Dot vote” by using a pen/virtually annotating and have everyone add an a dote to their top 3-5 ideas. This simple activity helps identify preferences among limited options.
- The options with the most dots “win”.

Individual Reflection

Individually, take a minute to complete the Values & Ambitions slide.

- Have everyone look through the list of words for one minute and notice anything that might be missing.
- Pause for a minute and solicit other suggestions from anyone who feels comfortable sharing what was missed. The recorder should add these to the slide, so that everyone can reflect on these.
- Look at the list of words. Choose 3-5 that resonate with you and align with the values you feel are most important in your ED OUD work. Write them on your paper or note them individually.

Team Collaboration

1. As a Team

- Now that everyone has reflected on their shared and personal values, everyone will share the ones that have noted are most important to them. This can be done by everyone adding a dot/annotation beside the values they find most important to them.
- If there are any ties, you can always re-vote with the top 6-10 to ensure you're getting to the key elements of what you find is most important.
- Discuss what your team has identified as being most important to the team.

3. United to Achieve

- Revisit the original key themes your group identified for better OUD care.
- Invite people in your group to come up with their version of what they are ‘united to achieve’ and put it in the chat box, or on sticky notes.
- Input your values that were discussed.
- Try several different ways of saying it, you can always vote on which statement your team finds resonates most with your group.

4. Bringing the Purpose to Life

- To ensure your shared purpose doesn't sit on a shelf, take a few minutes to chat through the following 3 questions. Think of ways you will be sharing your work beyond your immediate team.
 - i. How are we engaging everyone on this team to achieve our shared purpose?
 - ii. How are we listening and incorporating the perspectives of everyone on this team?



iii. How are we as a team placing equal value on everyone on our team?

5. Submit your shared purpose and values to loud@bcpsqc.ca by November 1.

Activity 2 (Required): Adapting the OUD Decision Support Tool (DST) *(est. time: 60-90 minutes)*

See Workbook Slides 14-19

Purpose

Your team may have found that your current OUD practices align closely or quite far off from those captured in the OUD Decision Support Tool (DST) shared at Learning Session 1. In this activity, you will use your existing Clinical Order Set (if it exists) and the DST to work through your existing process. You will continue to build and refine your process throughout the collaborative, this is to establish and assess your current state, and identify your next steps for improvement.

Activity Resources

Virtual	In-Person
<ul style="list-style-type: none"> Decision Support Tool (attached to this email) Your pre-existing Clinical Order Set (if it exists) OR Regional Clinical Order Set template (the project team can help locate this for your region if required) Examples of other sites <p>If you are able to meet synchronously:</p> <ul style="list-style-type: none"> Virtual platform to host meeting Virtual whiteboard Virtual workbook <p>If you are unable to meet synchronously:</p> <ul style="list-style-type: none"> Add sticky notes virtually to the PPT or PDF. We recommend you change the default to use a green checkmark for processes you're already doing, a red x for a challenge, and a yellow comment for an area your team needs to explore. 	<ul style="list-style-type: none"> Decision Support Tool (attached to this email) Your pre-existing Clinical Order Set (if it exists) OR Regional Clinical Order Set template (the project team can help locate this for your region if required) Examples of other sites <p>If you can meet in-person, you can print the attached PowerPoint workbook (print off 1 slide per page) and hang them up in your meeting space using tape. Provide your team with sticky notes. This can also be done if your team has an area that will be undisturbed over a few days, or it can be done by using a designated team binder and sticky notes.</p>

Instructions

What are you currently doing in alignment?

- Using your existing processes as a reference, use green stickies, or add checkmarks/coloured dots to areas of the process you feel are currently in place in your ED practice. If you need to add a comment, use a sticky note!



If your team is struggling to use sticky notes, simply add your idea to the slide with the appropriate category. If you and a team mate differ around what is in alignment, make sure you move that aspect to a different category.

What is a challenge?

2. Using your existing processes as a reference, use pink stickies, or add checkmarks/coloured dots to areas of the process you feel are currently a challenge in your ED practice. If you need to add a comment, use a sticky note!

If your team is struggling to use sticky notes, simply add your idea to the slide with the appropriate category.

What are areas to explore or uncertainties?

3. Using your existing processes as a reference, use yellow stickies, or add checkmarks/coloured dots to areas of the process that are uncertain or inconsistent in place in your ED practice. If you need to add a comment, use a sticky note! This may include an area of the process that varies depending on the shift, or capacity. It may be areas that no one on your team is fully familiar with that perhaps belong with a different team member or someone from another department.
4. Using the attached slides in your workbook summarize these three areas. You and your team may want to continue brainstorming possible ways of exploring next steps, or further investigate the Optional Activity this Action Period – 15% Solutions (see below).

You've now identified your possible next steps for the coming action periods, as well as areas of strength that you may be able to share and build upon with other teams!

5. Submit your DST analysis to loud@bcpsqc.ca by November 1.

Activity 3 - Clear Communication – Walking the Cube (Optional) (est. time: 20-30 minutes)

See Workbook Slides 20-24

Purpose

Understanding our objective and subjective experiences are key to shifting ourselves to a learner mindset. Adopting a learner mindset when working with someone in the ED, especially with OUD care, may help you facilitate a better interaction. Crisis, culture, education and stigma can all affect our ability to communicate. By moving into the learner mindset, you may be prompted to use different questions when working with people with OUD and help facilitate clearer communication, and a better interaction.

This short exercise should help you delineate different components of your subjective and objective experience. Gervase Busch developed an experience cube to help us understand these components.¹ One of the elements this activity might help you to question is sensemaking – the story we end up telling ourselves based off what we are observing (resulting in thinking). For example, if a colleague shows up at a meeting and is acting extremely uncomfortable, you may end up sensemaking – *thinking* that your colleague is irritated or frustrated with you. However, if you turn this experience into an observation – *observing* your colleague is uncomfortable objectively, you may be prompted to ask them why, or to notice. By noticing or observing their discomfort, you

¹ Please note: The "Experience Cube" is adapted from Gervase Busch (2009). You can learn more about this from the article linked below or in his book, [Clear Leadership](#).



can invite them to share more information with you – maybe they have injured themselves and are feeling distracted. By exploring the sensemaking you are experiencing (your subjective reality) you can learn more information and offer clearer communication. You can learn more about the concepts in [this article](#).

Activity Resources

Virtual	In-Person
<ul style="list-style-type: none"> • Experience Cube Worksheet or PowerPoint Workbook • A partner and timer • A scenario to work through • Paper and pen/computer for notes 	<ul style="list-style-type: none"> • Experience Cube Worksheet or PowerPoint Workbook • A partner and timer • A scenario to work through • Paper and pen/computer for notes

Instructions

- Using the workbook, connect with a partner to discuss an issue you’ve been having and thinking about in your life. Here are some examples to get you started:
 - Buying a new car/house/sports equipment
 - Adopting a family pet
 - Driving vs. taking transit vs. walking to work in the morning
 - Changing your living space or making a lifestyle change (adopting a new routine)
- Using the Experience Cube worksheet, begin talking about your experience by moving to each section of the cube as you express parts of your experience. If you are doing this exercise online, use your pointer tool to demonstrate where each part lies in the cube (thinking, observing, feeling and wanting). If you are doing this with a partner in-person, consider actively moving to different corners of a room or floor to demonstrate the aspects (allow each corner to represent a component of your experience).
- Take 5 minutes to talk about the experience. Your partner’s role is to observe, and help you locate each aspect of the experience into the most appropriate part of the cube. Remember to watch for thoughts that are described as feelings and note observations.
- After 5 minutes, switch.
- Repeat this activity to revisit an interaction you’ve had in the ED (ideally a person with OUD).
- Complete the reflection questions, individually or with your partner.

Reflection Questions (individual or with your partner):

- How did your understanding of the experience change by ‘walking the cube’?
 - What **thoughts** or **wants** surprised you as you revisited the experience?
 - What **feelings** surprised you? How might have they impacted your actions?
 - What **observations** did you make in the moment that may have influenced you?
 - If you had to go back in the moment, what other questions may you have asked from a learner mindset to check out any sensemaking you might have made?
 - What points of connection might you have shared with the person to help them understand your experience? (e.g., “I am feeling uncomfortable right now because the ED is busy”)
 - How will you change your communication style based on this learning experience?
- Share your experience back with your team.



Activity 4 (Optional): 15% Solutions *(estimated 15-20 min)*

See Workbook Slides 25-28

Purpose

[15% Solutions](#) is an activity structured around what is possible in the here and now. It's based around the idea that there is no reason to wait around, feel powerless or fearful, and that 15% of the solution to any problem is within our discretion. These small changes can create momentum to make a big difference.

[Liberating Structures](#) – an amazing resource full of free tools and facilitation techniques you may wish to explore as part of your Quality Improvement work.

Activity Resources

Virtual	In-Person
<ul style="list-style-type: none"> • Virtual platform to host meeting • Virtual whiteboard • PowerPoint workbook with completed DST activity. <p>If you are unable to meet synchronously, you can also assign one team member to compile notes from others on the team, or create a discussion over email.</p>	<ul style="list-style-type: none"> • Flipchart or paper and pens • PowerPoint workbook with completed DST activity.

Instructions

1. Revisiting your completed worksheet around the DST, look at the areas in the sections devoted to your challenges and areas to explore.
2. Have people on your team reflect for 5 minutes individually on “what is your 15%? Where do you have discretion and freedom to act? What can be done immediately without more resources or authority?”
3. If you have time, allow 3 minutes per person to offer their solutions.
4. Follow this, with 5-7 minutes per person to comment and build on others ideas.
 - If this activity is being completed by email, have people build their actions into the workbook.
 - If this activity is being completed in person, designate a note taker who is able to share the findings with the group after the meeting is complete.
5. Turn some of your 15% solutions into actions! Commit to completing these 15% solutions within this action period.

This exercise will also likely surface areas where your team is unsure of how or where to act – you send these emerging questions to loud@bcpsqc.ca or bring them to a coaching call!

Activity 5 (Optional): Creating a Teamwork Agreement *(estimated time is 30-60 min)*

See Workbook Slides 29-44



Purpose

Teams are more effective when each member knows what is expected of them and how members of the team will work together to become a high performing competent team. A powerful way of building upon the Shared Purpose and Values activity your team completed as Activity #1 is to form a Teamwork Agreement. This Agreement should explicitly lay out the ground rules for team members’ behaviours and highlight culture and way you want to work together as a team.

Activity Resources

Virtual	In-Person
<ul style="list-style-type: none"> • Virtual platform to host meeting • Virtual whiteboard • PowerPoint Workbook 	<ul style="list-style-type: none"> • Flipchart paper • Pens • Post-it notes • Markers or dots for dot-voting

Instructions - Individual Activity

1. Individually complete the Culture Change Venn Diagram exercise.
 - Look at the list of words. Choose 10 that describe your **current** team culture. Write them on the Venn diagram.
 - Then look at the list of words again. Choose 10 that describe your **desired** team culture.
 - Examine your two lists of chosen words. Are there any that overlap? Write the overlapping words in the keep section of the diagram
 - We do not require this exercise to be submitted; however, it may help to inform your discussion of creating a teamwork agreement.
2. Think about the team you currently work on.
 - What do you love about working on this team? What aspects of the team’s culture could be improved?
 - Are you mitigating your speech with your team? What purpose is it serving?
 - Do you feel psychologically safe to speak up on your team? What needs to change for you to feel safe?

Instructions – Group Activity

3. Using the [“Creating a Teamwork Agreement” guide](#), create a teamwork agreement for your team. Teamwork agreements are a powerful way to have a set of ground rules that all team members can agree to that will help them move forward in their work. It can help facilitate collaboration and teamwork within a team.