

Describing our "learning to make a difference" through social learning spaces and deliberate value-creation to respond effectively to deteriorating patients

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Introduction/background:

Effective care of deteriorating patients requires early recognition, timely initiation of treatment, and appropriate escalation. Robust and adaptive systems are required but equally important is the need for higher level collaboration between interprofessional and interdisciplinary teams. Attempts to rectify longstanding and complex issues affecting the care of deteriorating patients, usually with a top-down approach, have often been unsuccessful. We formed an interprofessional, inter-departmental, and inter-generational working group called the Deteriorating Patient Collaborative to make a difference in this area.

Aim/objectives:

To use value creation in social learning spaces framework to describe our hospital-wide clinician-driven collaborative to improve care for deteriorating patients.

Discussion:

The Deteriorating Patient Collaborative is presented as a case study of the concepts of social learning space and value creation framework as outlined in the book "Learning to Make a Difference: Value Creation in Social Learning Space" by Wenger-Trayner and Wenger-Trayner. The presenter will share her value creation stories as a participant of the social learning space to highlight how the value-creation framework can be used to accelerate learning.

Questions for exploration:

On its own, learning what is already known is not agile enough to deal with the complex and evolving challenges of modern clinical medicine. Learning to make a difference is a different type of learning. Can we apply this framework for our everyday work?