APPENDIX 10

APPENDIX 10  (Hall P et al, 2008)

Question 3.3

A.) At SCO Health Service you are observing the health care team doing some of the things listed above when caring for a person and their family. Many professionals work in many aspects/domains of care. In the following chart, list at least four team members and check off ‘who is involved with what aspect/domain’.

What overlap do you see?

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Social/ Cultural</th>
<th>Physical</th>
<th>Psychological/ Emotional</th>
<th>Spiritual</th>
<th>Environmental Influence</th>
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Question 3.4

B.) Which profession do you know the least about? Do research to find out more. For example, review the role descriptions in Appendix 3, ask other colleagues, ask the person in your care, shadow someone during a scheduled activity, search the Web. Review what you have learned and below identify the aspects/domains of holistic care within the scope of that profession.

Profession I know least about:


List 2-3 of this profession’s functions for each Aspect/Domain of Holistic Care

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<th>Social/Cultural</th>
<th>Physical</th>
<th>Psychological/Emotional</th>
<th>Spiritual</th>
<th>Environmental Influence</th>
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In Section I we noted that care relates to four domains of the person. We also noted that care is influenced by the environment where the person is living and receiving care. In Section II we have identified the important roles the care team plays and the many ways that members of the team can collaborate to provide care. This collaboration is dependent upon the interprofessional relationships and communication skills amongst the team. As depicted below, all of these factors play a role in providing person-centred care.

Holistic Care, Environmental Influences and Interprofessional Relationships

Environment

Interprofessional Relationships

Care Setting

Community

Adapted from: "Domains of Issues Associated with Illness and Bereavement" in A Model to Guide Palliative Care: Based on National Principles and Norms of Practice. CACP, March 2002, page 15.
REFLECTION 3: To reinforce your learning and build upon your knowledge, reflect on the following questions:

What are some of the things (e.g., tools, strategies) you think are important when sharing information with others in the care team? How does your team share information about the person you are caring for?
Learning Activity #4

Read the following:

Care Scenario - Stroke Rehabilitation Program, Care of the Elderly and Rehabilitation

Hélène Fortier (The person in your care):
"Why has this happened to me? My daughter, Justine, is so upset – it wasn’t enough that she was there when I had my stroke, but now she’s calling from B.C. everyday, worrying about how I’m doing and insisting that Charles, my husband and life-long companion (we’ve been together for over 50 years!) be placed in a facility. Poor Charles would be even more muddled up and confused if we did that, and no place can give him the care I do. Charles was diagnosed with dementia about 5 years ago, and we have managed really quite well – we have our little daily routines, and we’d take short drives together to the grocery store, medical appointments and local gas station. He still enjoys walking with me to the little café down the street, where we have coffee and doughnuts. I hope Sylvie (that’s Charles’ sister) remembers to give him his special daily treat, and has found all the instructions I wrote up with Justine helpful. I was so worried when I learned she had been there 3 weeks already before I was well enough to communicate with her. Charles must think I’ve abandoned him – Sylvie doesn’t drive and he hasn’t been able to visit me since Justine went home. I’m so much better – I just want to get home to be with Charles.”

Fatima (Nurse, RN):
"Hélène (Mme Fortier) has been with us now for 3 weeks. She came from the Ottawa hospital, Civic site, after having a stroke that left her paralyzed on the left side and initially having some trouble swallowing. Apparently, tests have shown she has had a number of small strokes over time, but only this one led to her being hospitalized.”

“She’s done well, but still needs lots of help with walking and transfers, and Carol, the physiotherapist, is not sure if Hélène will improve much more. She still needs assistance with her personal care. She seems increasing anxious and frustrated – especially after her daughter, Justine, has called (which is every day). She just wants to go home and doesn’t seem interested in the program we have worked out for her. I know Sam, the social worker, has been trying to sort out some of these issues, but we all need an update.”

Julie (Occupational Therapist, OT):
"Hélène has been working with me and Carol (our physiotherapist) for the past three weeks. Initially, she seemed very motivated and enthusiastic, but it has been hard work for her. I don’t think she sees as much progress as she hoped. Recently, she seems distracted and unable, or perhaps unwilling, to concentrate on the program we’ve developed for her. She just says she must get home, that her husband, Charles, needs her and that her daughter, Justine, is making herself sick with worry for no reason. She says she’s perfectly able to manage, but we are concerned as she is still not aware of
her left side and doesn’t seem aware of things approaching her from that side. She also is so frail and has lost even more weight over the past 3 weeks. We must ask Vivian, the dietitian, to re-assess Hélène’s intake and perhaps make some more suggestions.”

Olli (Physician):
“Mme. Fortier is a 73 year old woman who lived in a two story house with her husband, Charles, who has advanced dementia. She was his main caregiver until this recent stroke. About 8 weeks ago, her only child and daughter, Justine, was visiting from B.C. when Mme. Fortier had her stroke. She was admitted to the acute care hospital where the investigations showed many signs of old strokes throughout her brain (old ischemic infarcts in right frontal lobe, the left basal ganglia and lacunar infarct in the right caudate head, left and right thalamus) consistent with disease involving all the small vessels in her brain, a condition called chronic microvascular disease.”

“She was admitted for Rehabilitation here about 3 weeks ago, but we are all a bit concerned that her progress seems to have ‘plateaued’. She is becoming increasingly anxious and just wants to go home. The team her feels her permanent deficits will not allow her to take on her care-giving role again, but she does not seem to have any insight. We will have to address these issues at our team meeting.”

François (Volunteer):
“Hélène is becoming so worried about Charles. All she talks about now is how upset Justine is and wants Charles placed, and how Justine just doesn’t understand. Charles and Hélène made a pact that they would look after each other right to the end – she feels she cannot abandon him. Although we had some good talks and she let me take her to the coffee shop the other day, she doesn’t seem interested in anything else other than going home. Joan, the recreation therapist, managed to get Hélène interested in some art project a week ago, but today she refused to work on it with me. I’ll talk to Fatima to see if she has any ideas.”

Justine (Daughter):
“It is so hard being so far away. I love my Mom so much and she has been incredible over the past years looking after my Dad. I don’t think he even recognized that she wasn’t there after the stroke- Sylvie, his sister, moved in and is doing a great job – she says he asks about Mom every day, but seems to settle when Sylvie tells him she’s in hospital. They apparently spoke on the phone once, but Dad became quite confused and upset after the call, so Sylvie hasn’t done that again. I don’t know how much longer Sylvie can stay – she is our only other living relative in Eastern Canada – and she has her own life to live, now that she’s retired. I am sure this is not what she planned for her first few months of retirement. Even before this stroke, Mom seemed to be having trouble managing the housework, finances and I was worried about her driving when she took me to the store the day before the stroke happened. Thank goodness I was there when it happened – what on earth would have happened otherwise. I don’t know. No way Dad would have called for help. I know Mom can’t look after him anymore – I must make sure the hospital doesn’t let her return home without all this being sorted out. I’ve already spoken to her doctor and the social worker, Sam, but I’m not sure they really understand.”
To identify your initial knowledge and understanding of your own role on the interprofessional team, complete the following activity:

Question 4.1

Mme Fortier is a person who has needs in all of the dimensions of care (see care scenario). Identify some of her needs and discuss your own professional role in meeting those needs.

| Needs: | Your Role: |
Question 4.2

To identify your initial knowledge and understanding of the roles of different professionals, do the following activity:

An interprofessional team map helps us to identify relationships amongst all team members including the person in your care and his/her family. One way to use the team map is to show the strength of the relationships amongst the team.

The map below represents all team members including Mme Fortier and her family. Using the Relationship Connection Legend, show the relationships you think exist amongst members of the care team and Mme Fortier. There is no right or wrong answer, each person creating an interprofessional team map will provide their particular interpretation of the relationships.

**Relationship Connection Legend**

- Strong
- Moderate
- Weak
- Very Weak

Dietitian: Vivian
Dietitian Aid: Tammy
Psychologist: Harvey
Porter: Claude
House Keeping: Denise
Recreational Therapist: Joan
RPN: Suzy
PT Aid: Joe
PT: Carol
Doctor: Olli
OT: Julie
Nurse: Fatima
PCW: Ben
Pharmacist: Marcel
Volunteer: François

Justine
Sylvie
Hélène
Charles
Social Worker: Sam
Spiritual Care: John
The following information is intended to add to your initial knowledge and understanding about the interprofessional team: The map below offers one interpretation of the team relationships. The care scenario and conversations with members of your team will provide you with direct and indirect information about connections and relationships amongst the team.

- **Dietitian:** Vivian
- **RPN:** Suzy
- **PT Aid:** Joe
- **PT:** Carol
- **Doctor:** Oli
- **OT:** Julie
- **Nurse:** Fatima
- **PCW:** Ben
- **Porter:** Claude
- **Pharmacist:** Marcel
- **Volunteer:** François

Relationship Connection Legend:
- Strong
- Moderate
- Weak
- Very Weak
REFLECTION 4: To reinforce your learning and build upon your knowledge, reflect on the following question:

Who would you need to communicate with to share ideas about Mme Fortier and her care needs?
The Interprofessional Team: Collaborative Practice

Learning Activity #5

You are only one of the team members providing care. To have a holistic understanding, you will need the perspectives of different team members and your fellow learners, as well as that of the person and his/her family.

In the previous exercises, you have already identified the different team members and who to talk to. Team members must collaborate to understand the complexities of the person you are caring for and his/her family’s needs, and to develop and carry out a care plan.

To identify your initial knowledge and understanding of collaborative practice answer the following questions:

Question 5.1

1. What is collaborative patient-centred practice?

2. What do you think are some of the important elements of collaborative practice?