

Resilience engineering in practice

**To evaluate and improve the potential for
resilience at a pediatric ward**

Region Jönköping County

Hindsgavl 160814

Why a pediatric ward and why RE?

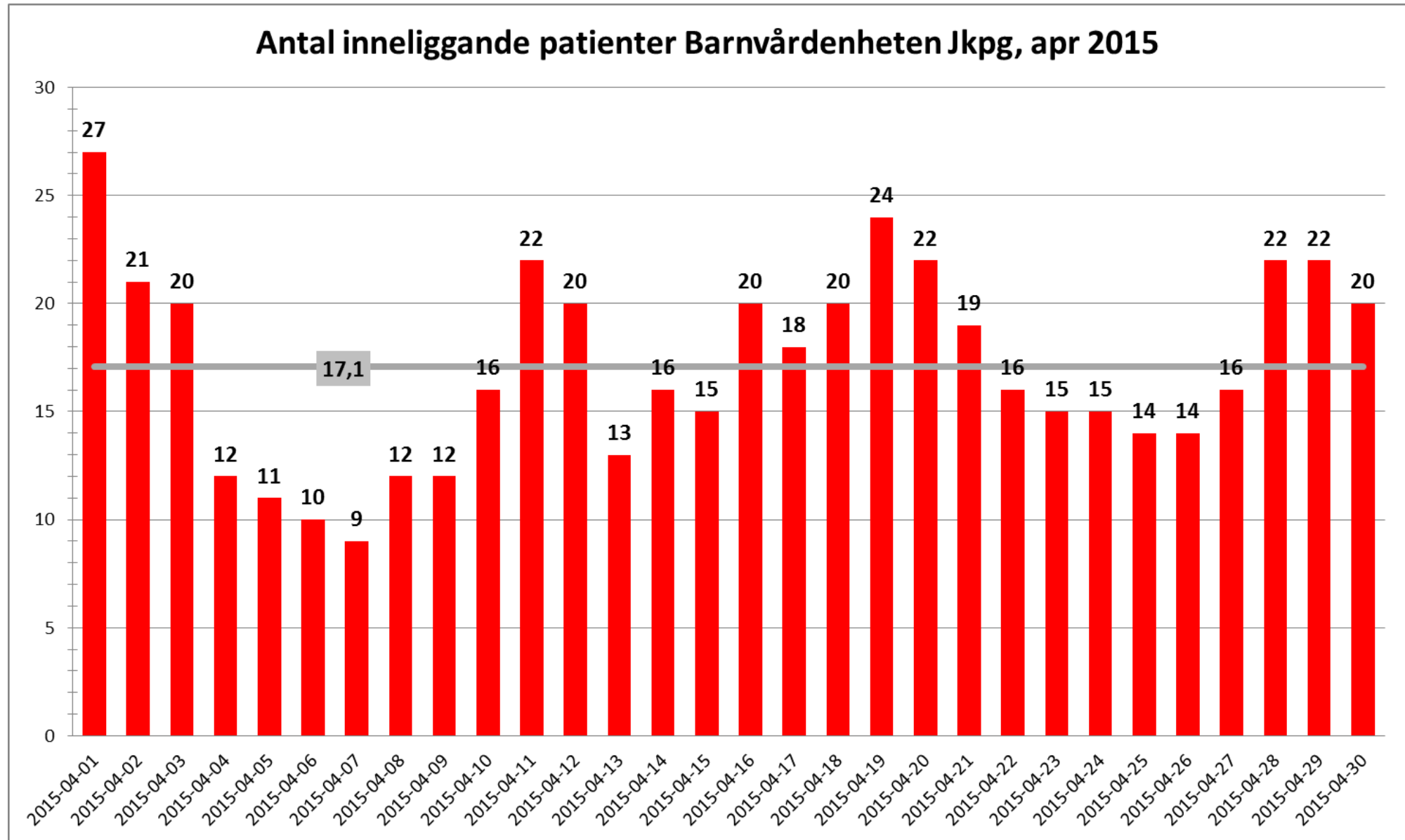
- What's in it for the pediatric ward?
- What's in it for RE?

A complex socio-technical system

- Multiple disciplines
- Children of different ages
- Multitude of different conditions.
- High bed turnover

...challenging the professionals' ability to rapidly re-organize and adjust their goals.

Variation – desirable or non-desirable?



First step

Evaluate the present expressions of
the four abilities of resilience
in everyday work at a pediatric ward

Next step

Combine:

- Results from first step
- Generic RAG
- Knowledge from Hindsgavl

... to develop and use a local RAG in the
specific context

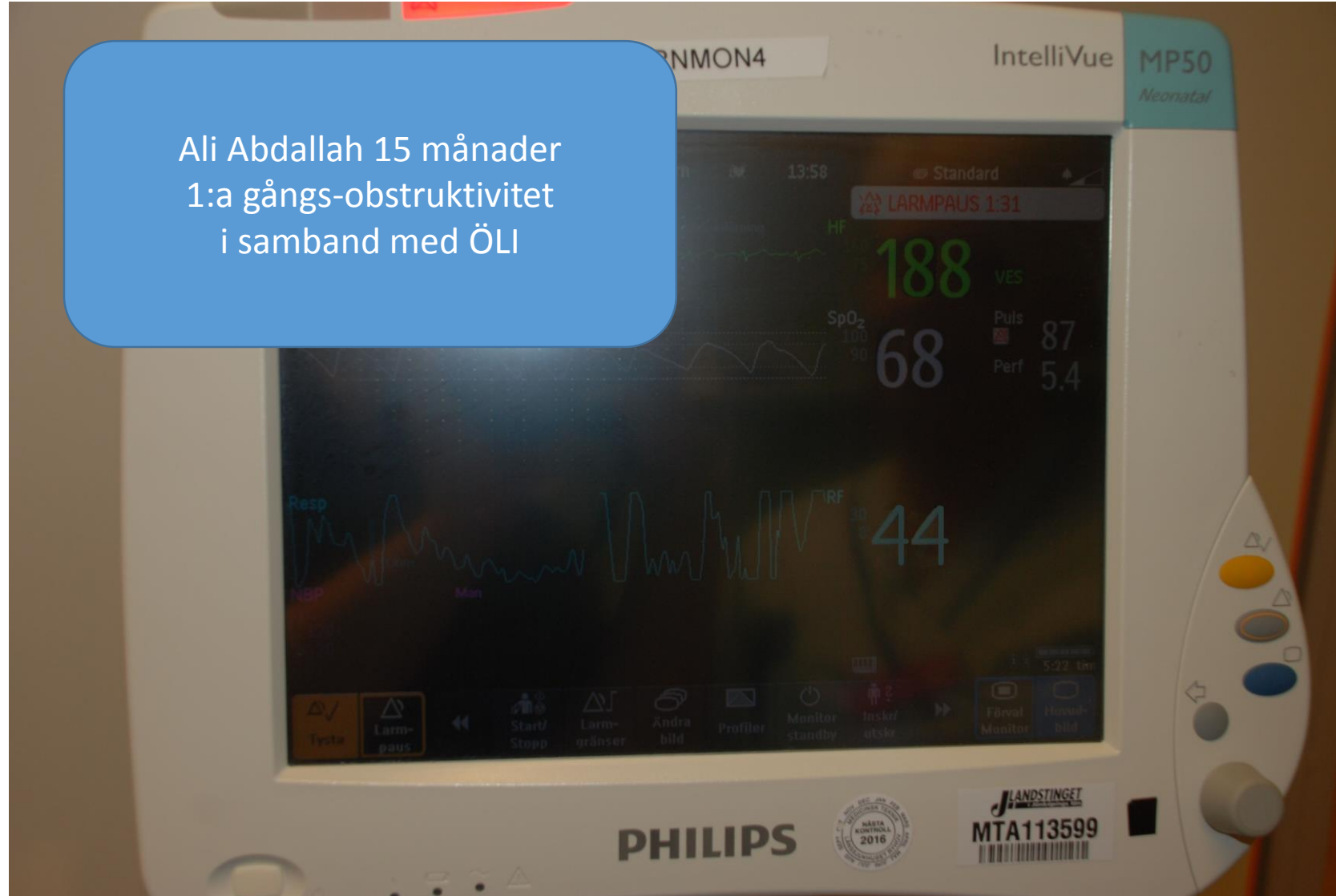
Spring 2015 - lecture



Autumn 2015 – 6 focus group interviews



Ali Abdallah 15 månader
1:a gångs-obstruktivitet
i samband med ÖLI



Enligt förmiddagspersonalen är Ali pigg och endast kvar på BVE över natten eftersom man inte fick tag på tolk. Nu är det kväll och hans mamma larmar på klockan inne på rummet. Du är barnsköterska/sjuksköterska/läkare.

Spring 2016 - Analyse





Findings

- **Responding** - easily found in everyday work with a deteriorating child
- **Monitoring and learning** - mentioned a lot
- **Organisational level and anticipating** - not easily found.
- **Group adaption** – gave improvements in the **short-term** but no signs of **long-term improvements** of the system.

Findings

- Lots of examples of a **good spirit**, professionals helping and confiding in each other. Important to spend time together.
- The role of **parents**? Yes, around the sick child. No examples of how, or if, these experiences were used at an organizational level.

Conclusion

- We found expressions of the four abilities of resilience at the pediatric ward.
- The most common expression of resilience was **responding** to an unexpected situation.
- However it is unclear if, and how, this influences learning at an organizational level.

Experiences so far - Lecture

- The staff recognized their everyday work in the RE theories
- The staff felt seen and understood
- Gave us a common ground for the project
- A lot of new, difficult?, words and theories for the staff

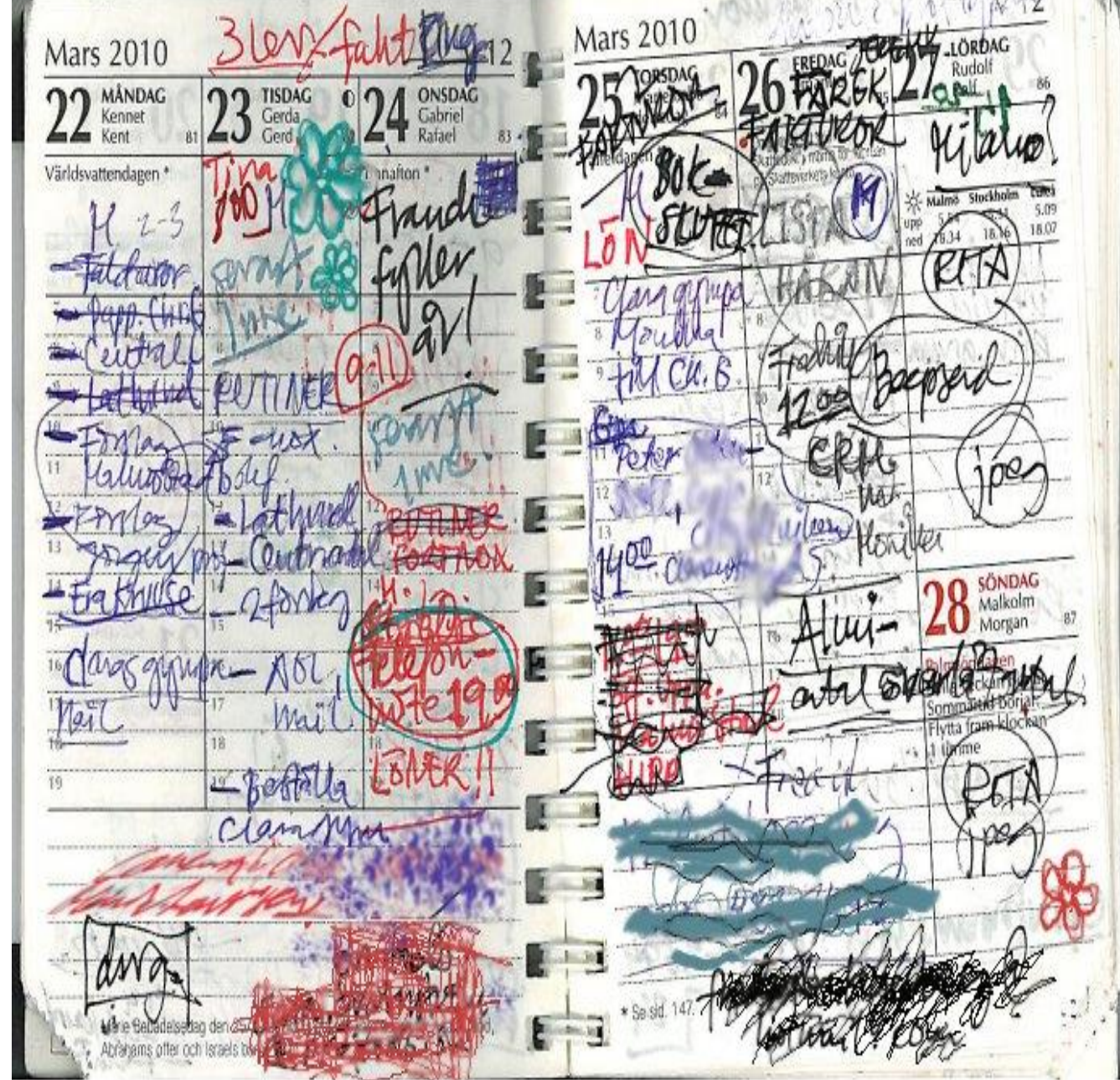
Experiences so far – Focus groups

- The concept of the four basic abilities of RE was easily embraced by the focus group.
- The participants helped each other further in discussions
- The researcher roll is difficult
- "Ask a silly question and you'll get a silly answer"

Experiences so far:

Analysis:

- Time consuming
- Hard to schedule
- Inspiring
- Interesting



Next step

Combine:

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... to develop and use a local RAG in the
specific context

Difficulties and questions

- How to DO this in practise
- How to involve and engage the staff
...and patients?
- Is it a good idea to combine RE with QI?
- WAI / WAD

RAG

- From theory to practise
- From generic to local
- Develop
- Use
- Evaluate

Thermometer AND catalyzer

