

# The presentation will begin shortly

Division of Cancer Control and Population Sciences  
Healthcare Delivery Program

# Series Purpose – for NCI

- Solicit opinions from three sectors of the community regarding problems in the quality of cancer care
  - Providers, Researchers, Health Care Purchasers
- Identify potential research topics that might address those problems
- Focus a research agenda on major underlying factors affecting the processes of cancer care.

# For Participants

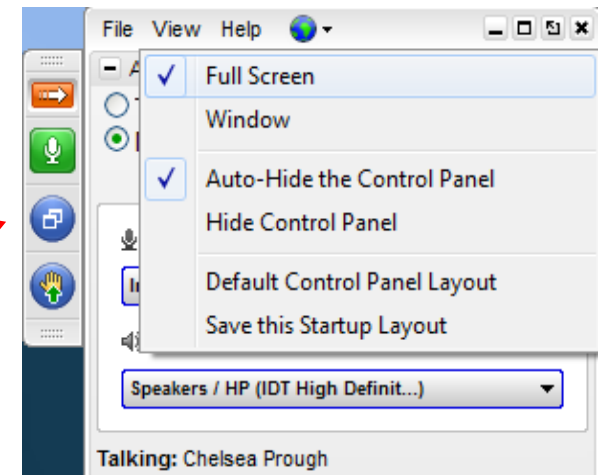
- Understand the perspectives of three communities with respect to problems in cancer care delivery
- Learn conceptual, analytic, and practical approaches to understanding and addressing problems in cancer care delivery
- Contribute to the development of NCI's research agenda

# CONTROL PANEL AND FULL SCREEN FEATURES

A GoToWebinar control panel will appear in the upper right-hand corner of your computer screen once you've entered the meeting.

To expand the control panel:  
Select the orange arrow button

To make the webinar full screen:  
Click the blue window icon to toggle between  
full screen and window view.



# Instructions – Q&A session

1. If you would like to be unmuted and ask your question out loud, please click on the Raise Hand button (below the orange arrow) to be unmuted.
2. If you would like to type in a question and have a staff member read it to the group, please type it into the “Questions” box.



Questions

☒ Show Answered Questions

X	Question	Asker

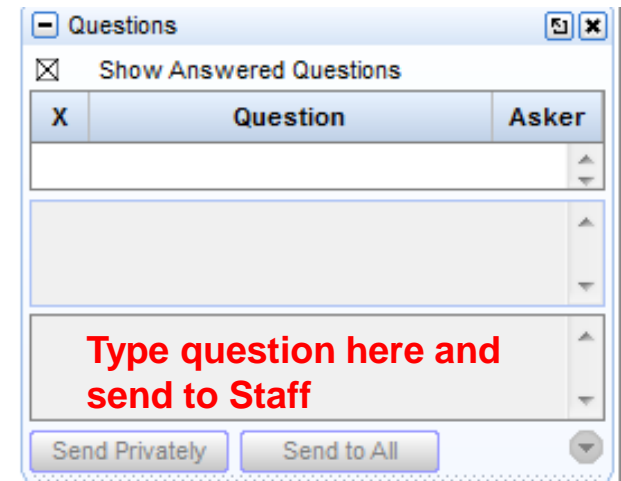
Type question here and send to Staff

Send Privately

Send to All

# Instructions

1. All lines will be in listen-only mode. If you have technical difficulties or questions during the webinar,
  - please type into the “Questions” box
  - or contact us at (703) 276-6969
  - or [HCTcyberdiscussions@nih.gov](mailto:HCTcyberdiscussions@nih.gov).
2. If you need to view live closed captioning, please click on the link that will appear in the Chat box.

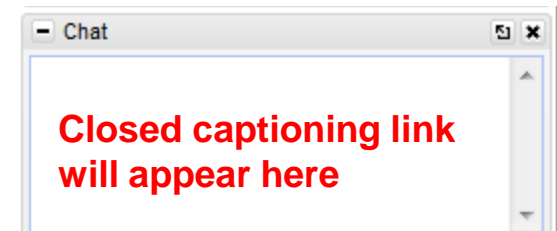


The 'Questions' window has a title bar with a minus sign, maximize button, and close button. Below the title bar is a checkbox labeled 'Show Answered Questions' which is checked. The main area contains a table with two columns: 'X' and 'Question' and 'Asker'. The 'X' column has a small 'x' icon. Below the table is a large text input area. At the bottom of the window are two buttons: 'Send Privately' and 'Send to All'.

X	Question	Asker

Type question here and send to Staff

Send Privately Send to All



The 'Chat' window has a title bar with a minus sign, maximize button, and close button. The main area contains a large text input area.

Closed captioning link will appear here

# When HIT and Communication Collide: Consequences and Implications for Cancer Care

Milisa Manojlovich, PhD, RN, CCRN

Associate Professor

University of Michigan, School of Nursing

[mmanojlo@umich.edu](mailto:mmanojlo@umich.edu)

# Disclosures

Material in this presentation was developed from a project supported by grant number R01HS022305 from the Agency for Healthcare Research and Quality. The content is solely the responsibility of the authors and does not necessarily represent the official views of the Agency for Healthcare Research and Quality.



# Acknowledgments

- Co-Investigators:
  - Julia Adler-Milstein PhD
  - Molly Harrod PhD
  - Tim Hofer MD, MPH
  - Sarah Krein PhD, RN
  - Sanjay Saint MD, MPH
  - Anne Sales PhD, RN

# Review Case Study

# Case Study in an Ambulatory Oncology Clinic with an EHR

- Kathleen is a 54 yo F with non-Hodgkin's lymphoma who is receiving CHOP/rituximab.
- PMH: obesity, Type II diabetes, CAD, and chronic depression.
- She smokes, lives alone, has poor social support, and is on disability pay because of a back injury.
- VS: HR 117; BP 188/105; RR 32; T 98<sup>2</sup> F; HA1C 9.5%

# Case Study (cont'd)

- On Cycle X, she is 45 minutes late and misses getting labs drawn before the MD sees her.
- The MD places the chemo order in the EHR and leaves the clinic.
- While her port is being accessed, Kathleen complains to the RN of fatigue and a “funny feeling” in her chest.
- The RN is concerned about the way Kathleen looks, and pages the MD.

# Case Study, (cont'd)

- Lab results: Hgb 8.2, Hct 23; K<sup>+</sup> 3.1.
- The MD accesses the results from her office, but not the VS, as this information would take several clicks, and is not easy to find (for the MD).
- The MD assumes the RN has paged her about the lab values and orders K-Dur via CPOE.
- The RN doesn't see the order until after Kathleen has left.
- The RN must phone in the prescription to a pharmacy, causing a delay in treatment.

# Comments on Case?

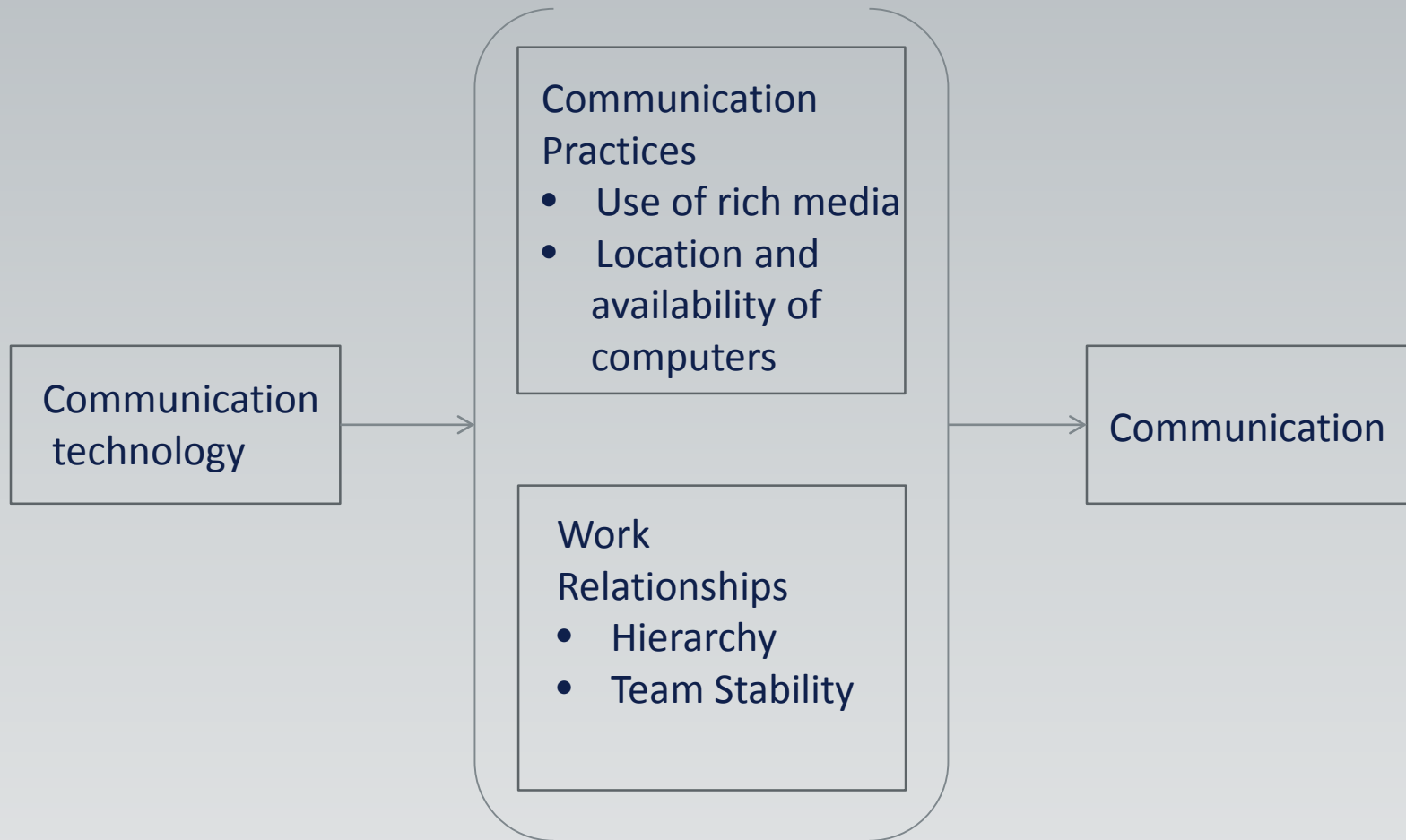
# Outline

- Intended and unintended consequences of HIT
- From HIT to communication: what lies in between?
- The concept of media richness
- An alternative definition of communication

# Consequences of HIT

- Intended:
  - Allows asynchronous exchanges
  - Accessible from many sites simultaneously
  - Standardization and built-in safety features
- Unintended:
  - Can constrain clinical judgment
  - Reduces opportunity for direct communication
  - Can disrupt communication and workflow patterns





# HIT and Communication Technology

- A systematic review in 2008 concluded that CPOE can reduce the risk of medication errors and ADEs.<sup>1</sup>
- A more recent review on the effectiveness of medication management IT showed small to no improvements in clinical outcomes.<sup>2</sup>
- We have little understanding of how to implement and use HIT safely.<sup>3</sup>

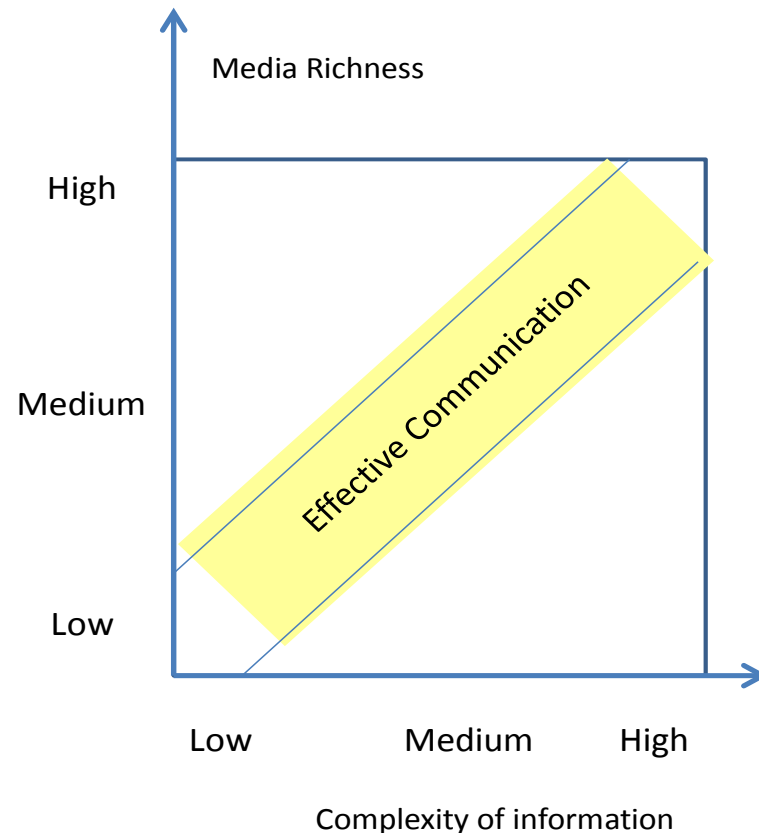
# Communication Practices

- Location and availability of computers
  - Communication patterns can change<sup>4</sup>
  - Clinicians each go to a separate workstation, with consequences for solving complex problems<sup>5</sup>
  - A study in primary care clinics found that by communicating solely through EHR there were less opportunities for follow-up questions
  - The lack of opportunities were viewed as communication failures by providers.<sup>6</sup>
- Use of rich media

# The Concept of Media Richness

## Medium

Face-to-face conversations  
Video chat/conference, “FaceTime”  
Telephone: landline, smartphone, etc.  
Voice Mail  
Personal pager & email messages  
Communication through CPOE  
Mass (impersonal) Email messages  
Physician and nurse progress notes  
(on an EHR)  
White Boards  
Paper and pencil/pen



# Work Relationships

- Hierarchy
  - Authority gradient impedes communication and contributes to sub-optimal care<sup>7</sup>
  - Nurses and physicians often prioritize messages differently<sup>8</sup>
- Team stability
  - Relationships facilitate understanding of various perspectives<sup>9</sup>
  - Stable teams develop “common ground”<sup>10</sup>

# Communication

- HIT enhances but also may disrupt standard modes of communication.<sup>11</sup>
- HIT adds structure to communication, but can also create ambiguity and reduce flexibility.<sup>12</sup>
- HIT is based on models of individual decision-making and may not be sufficient for decisions requiring input from multiple perspectives.<sup>13</sup>

# A Tale of Two Definitions

Transactional Definition	Transformational Definition
<ul style="list-style-type: none"> <li>• Exchange of information between sender and receiver.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of shared understanding by establishing, testing, and maintaining relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Focus is on information transfer</li> <li>• A transactional process</li> </ul>	<ul style="list-style-type: none"> <li>• Focus is on action as a result of communication</li> <li>• A transformational process</li> </ul>
<ul style="list-style-type: none"> <li>• Standardizes message</li> <li>• Can assure that certain key points are transmitted</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge-building</li> <li>• Varying perspectives are included</li> </ul>
<ul style="list-style-type: none"> <li>• Not useful for ambiguous or complex messages</li> <li>• Little opportunity for receiver influence</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical rotations can disrupt relationship building</li> </ul>

# Case Study, Part 2

- Kathleen continues to feel unwell, and the next day goes to the ED with chest discomfort.
- 12 lead EKG reveals ST segment depressions in leads II, III, aVF, suggestive of inferior wall ischemia.
- The ED physician can view the clinic EHR, but has difficulty putting the story together.
- Kathleen is admitted for further workup, under the care of a cardiologist.



# Questions for Discussion

- What EHR features contributed to this chain of events?
- How could communication have been improved?

# Conclusions

- Two take away points from the discussion today:
  - Expand the notion of communication to include the development of shared understanding
  - Match the medium to the message you want to convey

# References

1. Ammenwerth, E., Schnell-Inderst, P., Machan, C., Siebert, U. (2008). The effect of electronic prescribing on medication errors and adverse drug events: A systematic review. *Journal of the American Medical Informatics Association*, 15(5), 585-600.
2. McKibbin, KA, Lokker, C., Handler, SM, Dolovich, LR, et al. (2012). The effectiveness of integrated health information technologies across the phases of medication management: A systematic review of randomized controlled trials. *Journal of the American Medical Informatics Association*, 19(1), 22-30.
3. Coiera, E., Aarts, J., Kulokowski, C. (2012). The dangerous decade. *Journal of the American Medical Informatics Association*, 19(10), 2-5.
4. Harrison MI, Koppel R, Bar-Lev S. Unintended consequences of information technologies in health care — An interactive sociotechnical analysis. *Journal of the American Medical Informatics Association*. 2007;14(5):542 – 549.
5. Fiore SM, Rosen MA, Smith-Jentsch KA, Salas E, Letsky M, Warner N. Toward an understanding of macrocognition in teams: Predicting processes in complex collaborative contexts. *Human Factors*. 2010;52(2):203–224.
6. Saleem JJ, Russ AL, Neddo A, Blades PT, Doebbeling BN, Foresman BH. Paper persistence, workarounds, and communication breakdowns in computerized consultation management. *International Journal of Medical Informatics*. 2011;80(7):466–79.
7. Dayton E, Henriksen K. Communication failure: Basic components, contributing factors, and the call for structure. *Joint Commission journal on quality and patient safety*. 2007;33(1):34–47.
8. Quan SD, Morra D, Lau FY, et al. Perceptions of urgency: Defining the gap between what physicians and nurses perceive to be an urgent issue. *International journal of medical informatics*. 2012:1–9.
9. Salas E, Wilson KA, Murphy CE, King H, Salisbury M. Communicating, coordinating, and cooperating when lives depend on it: tips for teamwork. *Joint Commission journal on quality and patient safety*. 2008;34(6):333–41.
10. Parker J, Coiera E. Improving clinical communication: A view from psychology. *Journal of the American Medical Informatics Association*. 2000;7(5):453–461.
11. Weir CR, Hammond KW, Embi PJ, Efthimiadis EN, Thielke SM, Hedeem AN. An exploration of the impact of computerized patient documentation on clinical collaboration. *International journal of medical informatics*. 2011;80(8):e62–71.
12. Chiasson M, Reddy M, Kaplan B, Davidson E. Expanding multi-disciplinary approaches to healthcare information technologies: What does information systems offer medical informatics? *International Journal of Medical Informatics*. 2007;76 Suppl 1:S89–97.
13. Gorman PN, Lavelle MB, Ash JS. Order creation and communication in healthcare. *Methods of information in medicine*. 2003;42(4):376–84.

Thank You!  
Next Session

July 19, 2016  
1:00pm – 2:00PM

David Westfall Bates, MD

*Effect of Computerized Physician Order Entry and a Team  
Intervention of Serious Medication Errors*

<http://healthcaredelivery.cancer.gov/cyberseminars/>