

# Involving Team Members in Primary Care Practice

## CAIPER Interprofessional By Design® eLearning Module Instructional Companion Guide

### COURSE OVERVIEW

Involving Team Members in Primary Care Practice, an interactive, self-paced eLearning module, uses a patient scenario to explore when and how to involve different team members in primary care visits. It is the second in a series of eLearning modules that emphasize team-based decisions and skills required for current and evolving primary care practice and continuum-based care.

Each of the modules is appropriate for both undergraduate and graduate students in health professions programs. Content and objectives in each module are aligned with the Interprofessional Education Collaborative (IPEC®) Core Competencies for Interprofessional Collaborative Practice. The Companion Guide offers suggestions for ways to enable learners to achieve the core learning objectives and practice goals.

### CORE LEARNING OBJECTIVES

1. Identify reasons to involve other health professionals and community resources in the delivery of primary care to patients and families.
2. Describe factors that influence decisions about teamwork in primary care practice.
3. Examine and propose potential teamwork models for primary care practice.

## Practice Goals for Undergraduate and Graduate Students

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Identify patient needs that might require you getting another team member involved.	Describe how scope of practice guidelines for your profession would influence your decisions about involving team members in a patient's care.
Analyze factors that would affect when and how you would involve another team member.	Develop a plan of care for a patient with complex physical, emotional, and social care needs indicating which other health professionals and community resources you would involve.
Propose how you would involve another team member in a patient's care in person and at a distance.	Propose how you would involve team members whose expertise you need who are not available at the time of your visit or in your setting.
Design an optimal model for teamwork in your clinical setting.	Compare the teamwork models you have experienced in clinical practice with your preferred model - what is similar and different? What (if any) changes would you make and why?

## Supplemental Learning Activities and Instructor Resources

Supplemental Learning Activities provide examples of ways to augment the module content through classroom and clinical activities and practice scenarios. Selected resources are offered as useful background for instructors to prepare and implement course activities to achieve the core learning objectives and practice goals.

### Supplemental Learning Activities

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Using a practice scenario, have students identify the patient's needs and determine which ones they can address and which ones they would need to seek input from other team members.	As a small group exercise, have students compose a case study and examine a) the factors that affect decisions to involve others and b) the strategies for involving others factoring in patient preferences and practice context.

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
In the same scenario, have students talk in a group about how patient preferences or the type of practice setting could affect who they involve and how they involve them.	Have students generate a scenario from their real-world practice and design a patient plan of care consistent with patient preferences, team composition and practice model.
Have students discuss possible barriers to involving team members in a patient's care and what strategies they might use to reduce them.	Ask students to design a care plan for a patient with complex physical, social, emotional needs and create a menu of models for involving other professionals and community resources.
Have students observe practitioners from their profession and document when and why they involve other team members. Do this for both in person and remote interactions.	As a small group exercise, have students use the same patient scenario to build a case for each of the three strategies for involving others described in the module (consultation, referral, collaborative practice). Have them identify advantages and limitations of each.
In a group, have students share their observations of team consultations and referrals and create a 'Top 10' list of how to involve a team member in a patient's care.	As a small group exercise, have students role-play a meeting with primary care administrators and team members proposing changes in favor of a more integrated team-based model.
As a small group exercise, have students role play a practice scenario where there is a need to involve different professionals or community resources referencing 'Who's Who on Your Hospital Team' or a similar resource, and then discuss the rationale for their decisions.	Have students design a care team around a high-risk patient using the three segments of the care team diagram - the core team, the extended team and the affiliated staff - described in the IHI 'Team-Based Care: Moving from Ideas to Action' article.

### Instructor Resources

#### Team-Based Care Seminar Series

In her blog series on team-based care, Cindy Hupke, BSN, MBA, former director for the Institute for Healthcare Improvement (IHI) 'Transforming the Primary Care Practice' seminar, describes advantages of team-based care for providers, patients and caregivers, and offers practical ideas for designing and implementing effective team-based care models. Easy reads suitable for class discussions or as pre-assigned reading.

- Team-Based Care: Optimizing Primary Care for Patients and Providers, IHI 2014.
- Transforming Primary Care – A Call for Team-Based Care, IHI 2015.
- Team-Based Care: Moving from Ideas to Action, IHI 2016.

#### Who's Who on Your Hospital Team: Know Your Care Team Members

'Who's Who on Your Hospital Team' identifies professionals who may be involved in patient care and their roles based on individual patient needs. While developed with hospital settings in mind, students might use it as a blueprint for which professionals may be involved in care of patients across different settings.

Who's Who on Your Hospital Team. Patient Care Link, Massachusetts Health and Hospital Association, Inc.

#### The Primary Care Team Guide: Engage the best of every care team member to create a patient centered experience

This Primary Care Team Guide was developed by the MacColl Center for Health Care Innovation with support by the Robert Wood Johnson Foundation. It comprises a set of three learning modules on the recommended steps for team-based care practice transformation. Each of the three modules consists of Assessment, Recommended Change, Action Steps, and Tools and Resources sections. With illustrations from 31 exemplary practices nationwide, the Guide identifies what is needed to build more effective care teams and optimize patient care. The ready-to-use tools and resources are practice-based and easily applicable to classroom settings.

The Primary Care Team Guide of the Primary Care Team—Learning from Effective Ambulatory Practices, MacColl Center for Health Care Innovation 2015.

The Involving Team members in Primary Care Practice eLearning module and Companion Guide are CAIPER Interprofessional By Design® educational materials produced by ASU's Center for Advancing Interprofessional Practice, Education and Research. Our thanks to Dr. Karen Saewert for her contribution to the Companion Guide.

