

Roles and Responsibilities: It Takes a Team!

CAIPER Interprofessional By Design® eLearning Module Instructional Companion Guide

COURSE OVERVIEW

Roles and Responsibilities: It Takes a Team! is an interactive, self-paced eLearning module that provides an introduction to the roles and responsibilities of members of interprofessional teams. It is the third in a series of eLearning modules that address core competencies for interprofessional education and collaborative practice.

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. Recognize the primary roles and responsibilities of members of an interprofessional team including patients and families.
2. Define the boundaries of professional roles and responsibilities for one's own profession and members of the interprofessional team.
3. Explain one's own role and responsibilities to patients, families and members of the interprofessional team.
4. Describe the implications of role clarity and role overlap on effective teamwork and patient outcomes.

Practice Goals for Undergraduate and Graduate Students

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Communicate one's roles and responsibilities clearly to patients, families, community members, and other professionals (IPEC Roles/Responsibilities Sub-competency #1, 2016).	Communicate one's roles and responsibilities clearly to patients, families, community members, and other professionals (IPEC Roles/Responsibilities Sub-competency #1, 2016).
Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease. (IPEC Roles/Responsibilities Sub-Competency #4, 2016).	Explain the roles and responsibilities of other providers and how the team works together to provide care, promote health, and prevent disease. (IPEC Roles/Responsibilities Sub-Competency #4, 2016).
Recognize the scope and boundaries of one's own role and those of team members.	Engage diverse team members from across the care continuum to meet healthcare needs and goals of patients and populations (adapted from IPEC Roles/Responsibilities Sub-competency #3, 2016).
Use the full scope of knowledge, skills, and abilities of one's own role and other team members to provide care that is safe, timely, efficient, effective, and equitable. (adapted from IPEC Roles/Responsibilities Sub-competency #5, 2016).	Use knowledge of one's own role and those of other team members to deliver advanced-level care that addresses the complex healthcare needs of a patient or population.

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
Have students develop and deliver an "elevator speech" describing their own role on the interprofessional team.	Have students talk about the goals for quality health care in their current practice settings and identify ways that teamwork and collaborative practice can contribute to their own impact and efficiency.

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Have students interview and/or shadow another member of the interprofessional team and prepare a summary of what they learned about this individual's role and contribution to patient care.	Have students reflect on the scope and standards of practice for their profession and at least one other profession and discuss the implications for interprofessional practice.
Have students work together to create a list of team roles they want to learn more about. Have them identify the information they want to know about each role, then select a role and gather information from literature, interviews, observations, and other sources.	As a small group exercise, have students share several case scenarios about patients and families with complex care needs and discuss when and how they would involve other team members and patients and family members.
As a small group exercise, have students prepare a case study of a patient with multiple health needs and work together on a care or treatment plan that defines each team member's contribution.	Have students lead a huddle and/or team meeting in which they are expected to engage each team member and integrate relevant information into assessments and planning.
As part of the case study exercise above, have students identify team members within and outside the health care system that may be needed to enhance continuity of care for the patient with multiple health needs.	Have students design a template for an interprofessional plan of care and propose ways that contributions of each team member would be incorporated within an electronic health record.
Have students discuss the implications of confusion or conflict about each team member's role on the interprofessional team and patient outcomes.	Have students discuss possible strategies for addressing confusion or conflict about scope and boundaries of various roles on the interprofessional team.

Instructor Resources

Core National (US) Interprofessional Competencies

The IPEC® Core Competencies for Interprofessional Collaborative Practice are the interprofessional knowledge, skills and values expected of all health professionals. This set of competencies has been adopted and recommended by a majority of the health professions accreditation organizations in the United States. The 2016 Update of the competencies added interprofessional knowledge, skills and values for population health.

Interprofessional Education Collaborative (IPEC). (2016). Core competencies for interprofessional collaborative practice: 2016 Update. Washington, DC: Author. (Link).

Guidance on Developing Quality Interprofessional Education for the Health Professions

The Health Professions Accreditors Collaborative (HPAC) is composed of accrediting organizations representing diverse professions and fields of study in health care. In 2018, twenty-four HPAC members endorsed Guidance on Developing Quality Interprofessional Education for the Health Professions to “provide consensus guidance to enable academic institutions in the United States to develop, implement and evaluate systematic IPE approached and IPE plans that are consistent with endorsing HPAC member accreditation standards” (p,7). Each of the endorsing HPAC members are listed in the introduction to the guidance document. Their websites provide a useful resource for understanding the roles and competencies expected of different health professions in their education programs.

Health Professions Accreditors Collaborative. (2018). Guidance on developing quality interprofessional education for the Health Professions. Chicago, IL: Health Professions Accreditors Collaborative. (Link)

The Roles and Responsibilities: It Takes a Team! 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.