

Introduction to Team Decision-Making in Primary Care

CAIPER Interprofessional By Design® eLearning Module Instructional Companion Guide

COURSE OVERVIEW

Introduction to Team Decision-Making in Primary Care is an interactive, self-paced eLearning module that provides an introduction to everyday decisions about teamwork in primary care. Clinical scenarios take viewers through deciding who, what, when, where, and how to involve team members in patient care. It is the first 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 decisions about working with team members that are part of everyday primary care practice.
2. Describe factors that influence decisions about teamwork in primary care practice.
3. Examine and propose potential teamwork models used in primary care practice.

Practice Goals for Undergraduate and Graduate Students

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Define the roles and expertise of individual team members and available outreach community services.	Match patient needs and problems to the expertise, capacity and availability of team members or external resources.
Reflect on current factors that influence teamwork decisions in practice settings and strategies that might be considered as alternatives.	Create a team referral and consultation notes that support clarity and precision in requests to team members.
Identify features of team models in clinical practice.	Incorporate features of promising collaboration practices within primary practice teamwork models.
Create a personalized observation log documenting interprofessional collaboration and common teamwork models in clinical practice settings.	Partner with members of other professions and health care organizations to design and test new team models using best practices in teamwork.

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 determine if the patient would benefit from another team member's involvement.	As a small group exercise, have students compose a case study and examine: a) the factors that affect teamwork decisions and b) the strategies that may be considered as alternatives factoring in different patient preferences.

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Working with the same scenario, have students discuss a teamwork decision making cycle and factors that may influence who, what when, where and how to involve in patient care.	Have students generate a scenario from their real-world practice and design a collaboration practice model consistent with patient preferences, team capacity and expected outcomes.
As a small group exercise, have students compose a case study similar to the one in the module describing factors affecting teamwork decisions and strategies that may be considered as alternatives.	Ask students to create a menu of teamwork models they observed in real-world practice sites and write a brief paper on each model analyzing benefits and drawbacks for the clinic and the primary care team.
Have students read Lessons from the Field: Promising Interprofessional Collaboration Practices and reflect on one featured healthcare organization and analyze the factors that contributed to their success.	Have students read Lessons from the Field: Promising Interprofessional Collaboration Practices and design an optimal model using features from the real-life models described.
Ask students to design their own teamwork model, borrowing features from the available models and customizing them to a setting of choice.	Ask students to propose different strategies to involving different team members in patient care based on the limiting factors of time, space, availability and patient and family preferences.
As a group project, have each student select a different team member to interview about his/her role and expertise and recommendations about why, when, where and how to involve him/her in a patient or family's care. Have members of the group prepare and present a brief report of what they learned.	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.
Have student's role play a practice scenario where there is a need to involve different team members, and then change some of the decision features.	In the article, Team-Based Care: Moving from Ideas to Action, Learning from Effective Ambulatory Practices (LEAP) is referenced to help practices think about how to organize a care team around the patient. Design a care team around a patient using the core team, the extended team, and the affiliated staff.

Instructor Resources

Lessons from the Field: Promising Interprofessional Collaboration Practices

A 2015 study on Promising Interprofessional Collaboration Practices funded by the Robert Wood Johnson Foundation sought to identify effective collaboration practices. Researchers interviewed and visited several healthcare organizations, including primary care clinics, and identified features of clinical practice practices and health care systems associated with developing and sustaining interprofessional collaboration. The report summarizes their findings and offers specific examples of effective implementation of identified promising practices to implement and promote interprofessional collaboration.

Lessons from the Field: Promising Interprofessional Collaboration Practices. 2015. White Paper, The Robert Wood Johnson Foundation, rwjf.org. (Link)

Team-Based Care Seminar Series

In her blog series on team-based care, Cindy Hupke, BSN, MBA, a former director for IHI's 'Transforming the Primary Care Practice' seminar, addresses some common questions about team-based care and describes advantages for providers, patients and caregivers.

Team-Based Care: Optimizing Primary Care for Patients and Providers, IHI 2014. (Link)

Transforming Primary Care – A Call for Team-Based Care, IHI 2015, (Link)

Team-Based Care: Moving from Ideas to Action, IHI 2016, (Link)

Creating High-Performance Interprofessional Teams

A group of authors describe interprofessional teamwork in terms of cooperation, coordination and collaboration among different professions in delivering patient-centered care collectively. The article discusses the importance of creating interprofessional teams, identifies key characteristics of effective teams, and includes a brief and practical questionnaire to assess a team's effectiveness. Suitable for faculty, students and practitioners.

Creating high performance interprofessional teams, American Nurse Today, 2014 – Volume 9, Number 11 (Link)

The Introduction to Team Decision-Making in Primary Care 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.

