HIGH-PERFORMING INTERPROFESSIONAL TEAMS
Forum Speakers

- Tara A. Cortes, PhD, RN, FAAN
- Kathryn Rugen, PhD, FNP
The History of Interprofessional Healthcare

Geriatric Interdisciplinary Team Training (GITT)
- Hartford Institute for Geriatric Nursing: 1995
- Enhancing quality care for older adults

The Macy Foundation
- Focus on MD-RN education and practice
- Conference in 2000 to present

Team STEPPS
- AHRQ and the Department of Defense
- Enhancing patient outcomes through team communication
The Imperative for Interprofessional Education and Practice

**Affordable Care Act (ACA): 2010**
- Increased number of insured people
- Inadequate number of providers
- PCMHs and ACOs
- Quality outcomes measuring the “team”

**Institute of Medicine (IOM)**
  - Older persons need to be encouraged to be active partners in their own care
- Future of Nursing (2010)
  - Collaboration is critical to improving quality, safety and access

**Interprofessional Education Consortium (IPEC): 2011**
- Six national associations of health professions schools
What needs to be done?

- **Education**
  - Curriculum needs to reflect value of interprofessional practice
  - All practicum need to be grounded in interprofessional practice

- **Practice**
  - Policies and processes need to reflect the interprofessional team
  - Performance indicators must reflect input from all disciplines

These two need to come together
Challenges and Opportunities

- Silos of education and practice
- Scheduling of interprofessional shared learning
- Value of “other’s” practice must be understood
- Patient Family Engagement
- New integrated models are needed
  - 3T Curriculum - Teaching, Technology, Teamwork
  - 3Cs - Collaborative, Coordinated Care Model
    - Advanced practice
    - Community practice
2014 MEMBERSHIP ASSEMBLY

- Hospital
- Primary Care
- Specialty Care (1)
- Specialty Care (2)
- Community Resources
- Medications Pharmacy
- Patient/Family Education & Support
- Informal Caregiver
- Home Care
- Test Results
- Inpatient Care
- Mental Health Services
- Long Term Care
- Medical History
VA Centers of Excellence in Primary Care Education

- Transform primary care education
- Shared interprofessional education between physician residents and nurse practitioner trainees, and core clinic team members
- Learn to work in and lead team-based patient-centered care for future practice
- Develop and test innovative curricular models
- Sustain and export to VA and beyond
<table>
<thead>
<tr>
<th>Educational Domain</th>
<th>Definition</th>
<th>Curricula/ Learning Activity</th>
<th>Evaluation examples</th>
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</table>
| Shared Decision-Making             | Care is aligned with the values, references and cultural perspective of the patient; curricula focus on the communication skills necessary to promote patients' self-efficacy | • Ottawa Shared Decision Making Curriculum and Skill  
• Motivational Interviewing       | • Mini-Clinical Evaluation Exercise  
• Decision Support Analysis Tool  
• Dyadic OPTION Scale  
• Learner Perception Survey-Primary Care |
| Sustained Relationships            | Care is designed to promote continuity of care; curricula focus on longitudinal learning relationships | • Home visits  
• Telephone clinic  
• Narrative medicine sessions | • Modified Modified Continuity of Care Index (MMCI)  
• Qualitative interviews  
• Learner Perception Survey-Primary Care |
| Interprofessional Collaboration    | Care is team based, efficient and coordinated; curricula focus on developing trustful, collaborative relationships | • University of Toronto Centre for IPE curriculum  
• Huddle-Coaching Program  
• Shared medical appts  
• TeamSTEPPS | • Team Development Measure  
• Readiness for Inter-professional Learning Scale |
| Performance Improvement            | Care is designed to optimize the health of populations; curricula focus on using the methodology of continuous improvement to achieve quality outcomes | • Population management to identify gaps in care and implement strategies to improve outcomes  
• Interprofessional QI projects | • Clinical outcomes  
• Quality Improvement Knowledge Application Tool (QIKAT) |
Interprofessional Engagement

- Interprofessional faculty (all staff) need to learn together to improve knowledge, skills, attitudes, and practices for teaching and care delivery in Primary Care

- Need to understand other professions culture, values, educational “trajectory”
Interprofessional Engagement

- Trainees from Primary Care relevant professions learn together to prepare them to work in and lead future team-based practices
- Interprofessional clinical staff and academic faculty need to collaborate across professions
- Academic affiliates need to be engaged and involved
Interprofessional Leadership

Leadership is interprofessional and representative of all trainee professions

Leaders are present/included when critical decisions are made about space, staffing, design

Leaders are present/included when curricular elements are designed and implemented

“Not about us without us”

Renegotiating roles and responsibilities rather than relying on traditional silos and hierarchies

Result: high performing teams
Interprofessional Curriculum and Instruction

- All members of the team influence trainees and their learning
- Teaching may be bi-directional (teachers learning with and from trainees)
- Teachers may develop partnerships with trainees to produce curricula or scholarly products
- Trainees should be encouraged to bring new curricular elements to the clinic setting
Sustained Relationships are Complicated!

- Patient
- Primary Care Team
- Mentor/Clinical Supervisor
- Other Trainees
- Trainee
Primary Care team members traditionally considered “clinical” staff must accept personal responsibility for teaching roles

- All “teachers” must have local support to develop in role as teacher
- All “teachers” must have meaningful roles in assessing learner performance
- All “teachers” must learn from, with and about teachers from other professions
Menu of Activities for Nurses

- Leadership and Followership
- Scholarship (DNP)
  - Teaching acumen/curriculum development
  - Presentation/public speaking skills
  - Writing skills for manuscript development
  - Program evaluation
- Expertise in performance improvement and population health
- New program development
  - NP residency program
For More Information:

National Coordinating Center – VA Centers of Excellence in Primary Care Education and Academic PACT

- Site overview and video testimonials: [www.va.gov/oaa/coepce](http://www.va.gov/oaa/coepce)
- VA’s Academic PACT model
  - Academic PACT White Paper:
    
    *Academic PACT: A blueprint for primary care redesign in academic practice settings*
  
  - Stakeholder/Leadership video testimonials and other resources
    
    [www.va.gov/oaa/apact](http://www.va.gov/oaa/apact)
Selected References

Discussion Questions

QUESTION 1
• What are the potential challenges associated with successful implementation of high performing interprofessional teams in the practice setting?

QUESTION 2
• How can ANA support nurses to further engage and assume roles to advance high performing interprofessional teams across care settings?