Improving Chronic Illness Care and Population Health at Home: Maximizing Integrated Care Delivery through Interprofessional Learner Teams (ILTs) - Launch, Rollout and Scale Up

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Project Goal: Integration of interprofessional learners into care coordination efforts within the framework of an Accountable Care Organization (ACO)

Challenge: Communication of roles, responsibilities and expectations to interprofessional learners, clinical personnel and faculty.

Solutions: Engaging multimodal tools to disseminate information and facilitate high functioning teams.

INNOVATIONS:

- Orientation Video
- Preparing Teams for Home Visits - A Six Act Play

Learner Guidebook

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"The ability of team members to work together, communicate effectively and meet one another's demands, and inspire confidence resulting in a coordinated collective action (Leape)"

Resources Needed and Potential Barriers

- Dedicated Coordinator (at least one FTE)
- Dedicated leader in care coordination and receptive nurse care coordinators
- Health System dedicated to innovation and medical education
- Integration throughout required curriculum, including curricula of other professions
- Obtaining buy-in of multiple health professions schools, school champions and participatory curriculum development and education by students gaining student buy-in
- Synchronizing scheduling of learners
- Electronic secure electronic platform for scheduling, communicating, submitting patient notes and feedback
- Formal team building activities

Template standard home visit times, e.g. all occur on Monday pm, Thursday am or Friday pm

Provision of a window during which the team must make its visits

Development of recruitment strategy for patients, including ensuring that the visits will occur on the prescribed days and times

Engagement of the interprofessional learners at the end of the academic year in preparation for the next year

Selection of long term patients who can be turned over to teams for the home visits with transition of care activities

Purpose of tools developed: Formation of High Performing Teams

Shared mental models: Clear roles and responsibilities

Clear, valued, and shared vision: Optimization of resources

Strong leadership: Regular feedback: Strong collective trust and confidence

Creation of mechanisms to cooperate and coordinate

Management and optimization of performance outcomes (Day 2004)

Specific Needs: Orientation of the clinical organization and the care coordinators

Orientation of Learners to the Ecology of Health, the benefits of home care and how patient confidence in managing health needs leads to better outcomes

Modeling how the different health professions collaborate in patient care

Demonstrating the array of patient assessments and health metrics that can be performed and how they are performed

Synchronizing team efforts under a common goal, the patient goal

Demonstrating clear brief and timely communication among team members

Demonstrating the situation monitoring of teamwork: self, the team, the environment and the progress

Demonstrating team support: feedback and back up

Demonstrating mutual respect among the ILTs and the ILTs and the nurse care coordinators

Orienting hundreds of health professions students at the same time

Timeline Proposed

Six to nine months, minimum

We were able to initiate a pilot project with nine ILTs to inform us on how to scale up the project. We used the orientation of an annotated six-act play to roll out the program to 190 medical students and acknowledge that the deployment of 190 medical students was an ambitious plan.

Over the next 6 months we will develop a block templated schedule to facilitate team cohesiveness and functioning, recruit other health professions students and patients as early as possible for future teams and streamline orientation materials.

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