

Defining the Multidisciplinary Care Team



OBJECTIVES

At the end of this unit, participants will be able to:

- Describe the characteristics of the multidisciplinary care team
- Compare the traditional approach versus the multidisciplinary approach to health care
- Identify the roles of multidisciplinary care team members



INSTRUCTIONS

1. Before the session, review PowerPoint slides and notes. Print out copies of slide 9—the blank table with multidisciplinary team roles—for small group activity.
2. Welcome participants, review the session's objectives, and ask questions about multidisciplinary teams (slide 2).
3. Review characteristics of a multidisciplinary care team in the clinic setting (slides 3–4).
4. Review the traditional vs. multidisciplinary approach (slides 5–8). Ask questions and write responses on flip chart.
5. Facilitate activity: Role of Multidisciplinary Team Members (slide 9).
6. Wrap Up. Review answers on slide 10, noting the similarities and differences in team member roles when compared to the participants' responses. Ask participants to share what they learned from this session that they could apply to their teams.



Related C3 Roles

Care coordination, case management and system navigation

Related C3 Skills

Communication skills, interpersonal and relationship building skills, service coordination and navigation skills



Method(s) of Instruction

Lecture, group discussion, small group activity

Facilitator's note: This session can be delivered to both CHWs and supervisors together.



Estimated time

30 minutes



Key Concepts

Team, multidisciplinary



Materials

- Computer with internet access and projector
- PowerPoint slides
- Flip chart
- Markers



Resources

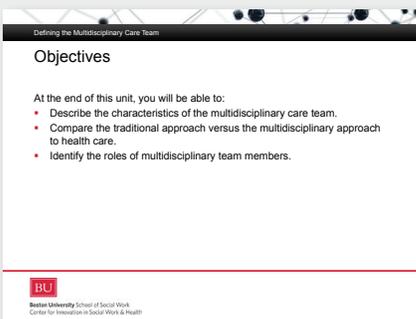
Role of Multidisciplinary Team Tasks <https://ciswh.org/wp-content/uploads/2016/05/HIV-peer-training-core-peer-role2.pdf>

Allen, C. G., Escoffery, C., Satsangi, A., & Brownstein, J. N. (2015). Strategies to Improve the Integration of Community Health Workers Into Health Care Teams: "A Little Fish in a Big Pond." *Preventing Chronic Disease, 12*, E154. <http://doi.org/10.5888/pcd12.150199>

Defining the Multidisciplinary Care Team



SLIDE 1



SLIDE 2

Review the objectives.

Ask, “What is your experience with care teams in your organization? What are the characteristics of a multi-disciplinary care team?”

Write answers on flip chart.



SLIDE 3

Let’s review the basic characteristics of a multidisciplinary care team.

Review the slide or ask for volunteer readers.

Share the following observations about multidisciplinary care teams:

- Multidisciplinary teams are groups of professionals from diverse disciplines who come together to provide comprehensive assessments and consultation for a common goal (client/patient).
- Multidisciplinary teams members do not have to be all located at the same agency/clinic, but are connected in the provision of services to the same client/patient.
- Multidisciplinary teams are more prominent in health care: hospitals, clinics, and at social services agencies. They are also present in nonprofit, community-based organizations and state funded agencies.
- Multidisciplinary teams are present in the business field and at schools, but often times the title of the team is different; however they include professionals from diverse disciplines coming together to provide assessments for a common purpose. An example in business would be a proposal to bid on a construction job where the marketing department, sales, mechanical and electrical engineers, and other team members would be involved. Another example is in a school setting, where helping a student excel could include the school counselor, the school nurse, and the home room teacher.

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Defining the Multidisciplinary Care Team

In the Clinical Setting

- Common goal
 - Assess client needs
 - Develop plan between client and team
- Holistic approach
- Case conferences
- Meet weekly

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SLIDE 4

Let's focus on multidisciplinary teams in the clinical setting.

- The goal of the team is to assess a client's needs and develop a care plan.
- Teams take into consideration the whole person and all their needs. This requires different perspectives from diverse disciplines. Diverse disciplines include social workers, case managers, physician, nurses, psychiatrist or mental health representatives, peer educators, and others depending on the number of disciplines/services offered at the hospital or clinic.
- Multi-disciplinary team meetings typically occur in HIV clinics.
- Ask, "How many of you typically meet as team with physicians, nurses, case managers, or maybe even behavioral health specialists or nutritionists?"
- Ask, "How often does the multi-disciplinary team meet?"
- Note that many teams meet at least weekly, some monthly, some have daily huddles.

Ask, "Who is invited to team meetings? How do you determine which cases to discuss at team meetings?"

Points to share:

How the team decides which case to conference varies. Some cases maybe chosen because of multiple agencies involved in providing services to the client, the client is at risk of losing housing or insurance, the client has not had a case conference in six months, or the client is coming in for a medical appointment and there is suspicion of substance abuse that is affecting adherence to medications, etc.

Ask, "How can CHWs and supervisors prepare for case conferences and team meetings?"

Points to share:

All disciplines are encouraged to share information they know about the case to support a holistic assessment and explore options for resolution at the client case conference.

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Traditional Approach

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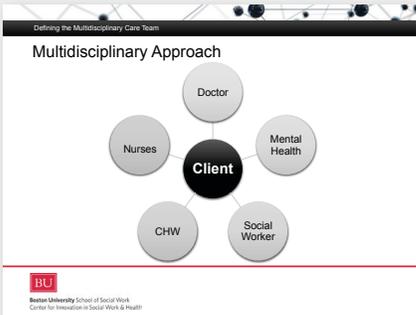
SLIDE 5

Now that we have defined the characteristics of a multi-disciplinary team, let's focus on how working in teams changes our approach when working with clients and other team members. We'll do this by comparing the multidisciplinary approach to a traditional approach to care.

Ask, "What are the characteristics of a traditional approach?"

Points to share: In the traditional approach, usually the team consists of the doctors, nurses, and social workers who give direction to the CHW. Not much information is shared across the team members. The approach to service delivery is not considered to be holistic.

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SLIDE 6

Review the slide.

Ask, “How is the multidisciplinary approach different from the traditional approach?”

Points to share:

- In the multidisciplinary approach we see that the client is at the center with all disciplines, including the CHW, sharing information and providing a team approach to delivery of services.
- The CHW is vital to the connections between the client and the multiple service providers.

Defining the Multidisciplinary Care Team

Traditional vs. Multidisciplinary Approaches

Traditional	Multidisciplinary
<ul style="list-style-type: none">▪ Providers only▪ CHW is bonus▪ Communication style = directive▪ Service delivery is goal	<ul style="list-style-type: none">▪ CHW is center of the team▪ CHW is vital to connection between client and providers▪ Communication style = holistic

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SLIDE 7

Now, let's compare the and contrast the difference between the two approaches.

Ask participants the following questions and facilitate discussion.

- What are the major differences between the traditional approach versus the multidisciplinary approach of collaborating with clients?
- What are some of the benefits to the multidisciplinary approach?
- What could be some challenges in working as a team?

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Traditional vs. Multidisciplinary Approaches

"I feel like my voice is heard but . . . it's like I'm a little fish in a big pond because there are so many other things that they're focusing on right now, that sometimes my role and position gets put on the back burner. I think that's the biggest issue that I'm having here, now, is that they adopted the concept here — it's a great concept, but my role won't thrive unless I have the support that I need."

Quote from CHW in article – Strategies to Improve the Integration of Community Health Workers Into Health Care Teams: "A Little Fish in a Big Pond"

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SLIDE 8

Ask a volunteer to read the quote.

Ask, “Is this something a CHW from your organization might say? Why or why not?”

Ask, “How do you ensure that each discipline’s role on the multidisciplinary team is valued?”

Write responses on flip chart.

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Roles of Multidisciplinary Team Members

CHW	Supervisor	Physician	Nurse	Behavioral Health Therapist	Case Manager

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SLIDE 9

Roles of Multidisciplinary Team Members Activity

Say, "We will now do an exercise on defining the roles of multidisciplinary team members. Understanding the roles of co-workers is essential for a multidisciplinary team to work well together."

Break into small groups.

Give each group a flip chart sheet and markers, and a copy of this slide. Ask the group to make a table like the one shown on the slide.

Each group will identify tasks for each team member. Have one person in each group write the tasks on the flip chart sheet. Remind participants that some tasks will be shared and some will be unique to that team member. Groups should put a star next to shared tasks.

Remind participants that since we have already spent time on the CHW's role, they should do that part quickly and then spend most of their time on the other team member's roles.

Allow 15 minutes for the groups to write down their responses.

Ask the groups to present their lists.

Discuss any differences in the assignment of tasks between the groups.

Ask participants to comment on tasks that are shared by different team members (e.g. "listen to patient concerns") as well as tasks that are unique to CHWs or medical personnel. Mark shared tasks among all job titles with asterisks using colored markers. Then emphasize unique tasks for CHWs.

Defining the Multidisciplinary Care Team

Roles of Multidisciplinary Team Members

CHW	Supervisor	Physician	Nurse	Behavioral Health Therapist	Case Manager
<ul style="list-style-type: none"> • Counsel • Advocate • Listen to concerns • Motivate • Empower • Advise • Refer • Identify barriers • Educate • Follow-up • Identify with Client • Navigate 	<ul style="list-style-type: none"> • Counsel • Advocate • Listen to concerns • Motivate • Empower • Advise • Refer • Identify barriers • Educate • Manage staff • Administrate 	<ul style="list-style-type: none"> • Counsel • Advocate • Listen to concerns • Motivate • Empower • Advise • Refer • Identify barriers • Educate • Examine • Diagnose • Show how to take meds • Discharge 	<ul style="list-style-type: none"> • Counsel • Advocate • Listen to concerns • Motivate • Empower • Advise • Refer • Identify barriers • Educate • Vital signs • Review orders • Show how to take meds • Discharge 	<ul style="list-style-type: none"> • Counsel • Advocate • Listen to concerns • Motivate • Empower • Advise • Refer • Identify barriers • Educate • Follow-up • Discharge 	<ul style="list-style-type: none"> • Counsel • Advocate • Listen to concerns • Motivate • Empower • Advise • Refer • Identify barriers • Educate • Follow-up • Help with entitlements

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SLIDE 10

Share the activity answer key. Note similarities and differences between the answer key and the participants' versions of the chart. Note that answers can differ depending on the organization.

Acknowledgements

This curricula draws from and is adapted from other training curricula for peer educators and community health workers, such as the Building Blocks to Peer Success (<https://ciswh.org/resources/HIV-peer-training-toolkit>) and the Community Capacitation Center, Multnomah County Health Department (<https://multco.us/health/community-health/community-capacitation-center>)

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