

Teaming Resource Guidebook

Created and Developed by the Office of GME

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USFHealth

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Why?

The optimal clinical learning environment supports high-performance teaming. Teaming recognizes the benefits of purposeful interactions in which team members quickly identify and capitalize on their various professional strengths—coordinating care that is both safe and efficient. The team members collaborate and share accountability to achieve outstanding results. Principles of teaming are weaved through accreditation tools and competency based medical education.

ACGME Survey Teaming Themes	ACGME CLER recommendations on Teaming	ACGME Milestones 2.0 with Narrative Linked to Teaming
Interprofessional teamwork skills modeled or taught	<p>Pathway 1: Clinical learning environment promotes teaming as an essential part of interprofessional learning and development</p> <p>Pathway 2: Clinical learning environment demonstrates high performance teaming</p> <p>Pathway 3: Clinical learning environment engages patients* to achieve high-performance teaming</p> <p>Pathway 4: Clinical learning environment maintains the necessary system supports to ensure high-performance teaming</p>	<p><u>ICS-2 Interprofessional and Team Communication</u> -Level 4 Coordinates recommendations from different members of healthcare team to optimize care.</p> <p><u>ICS-3 Communication within Healthcare System</u> -Level 4 Initiates difficult conversations with appropriate stakeholders to improve the system</p> <p><u>Prof-2 Accountability – Conscientiousness</u> -Level 3 Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p> <p><u>SBP-2 The Physician’s Role in Healthcare System</u> -Level 4 Manages various components of the complex health care system to provide efficient and effective patient care and transition of care</p>

Program Self-Assessment

If true, fill in circle under Program Addresses CLER Teaming Recommendations

ACGME CLER Recommendation in Teaming	Program Addresses CLER Teaming Recommendations – fill in circle if true	Opportunities for Improvements
Pathway 1: Clinical learning environment promotes teaming as an essential part of interprofessional learning and development	<ul style="list-style-type: none"> ○ Provide continual interprofessional educational programming on teaming that engages residents, fellows, and faculty members. ○ Ensure the development and maintenance of interprofessional skills on teaming that engages residents, fellows, and faculty members. ○ Ensure continual interprofessional learning on teaming that engages residents, fellows, and faculty members across the continuum of patient care and at all care delivery sites. ○ Engages in continual goal-setting and monitoring of interprofessional learning on teaming. 	
Pathway 2: Clinical learning environment demonstrates high performance teaming	<ul style="list-style-type: none"> ○ Ensure that patient care planning by residents, fellows, and faculty members is conducted in the context of interprofessional teams. ○ Ensures that transitions in care conducted by residents, fellows, and faculty members involves, as appropriate, interprofessional teams. ○ Engage residents, fellows, and faculty members in interprofessional performance improvement activities, including patient safety and quality improvement, across service lines and health care settings. ○ Ensure that patient care processes are designed with interprofessional collaborative input. 	
Pathway 3: Clinical learning environment engages patients* to achieve high-performance teaming	<ul style="list-style-type: none"> ○ Maintain a strategy to engage patients as part of its effort to ensure high performance teaming. ○ Ensure that patients are engaged with their clinical care team in decisions. ○ Engages patients in the development and revision of the clinical site’s policies and procedures on patient care in which residents and fellows are involved. ○ Ensures that patients are involved, as appropriate, in resident and fellow care transitions. 	
Pathway 4: Clinical learning environment maintains the necessary system supports to ensure high-performance teaming	<ul style="list-style-type: none"> ○ Provide professional development resources to ensure interprofessional learning and high-performance teaming that includes residents, fellows, and faculty members. ○ Provide interprofessional resources to support teaming activities within and across service lines and health care settings. ○ Monitor the use of interprofessional resources to support high-performance teaming. ○ Ensure that information technology personnel are integrated into interprofessional teams and that resources are available to support high performance teaming. ○ Demonstrate how it engages the clinical care team, including residents, fellows, and faculty members, in integrating artificial intelligence (e.g., decision support) to support high-performance teaming. ○ Monitor the degree of patient engagement in the design and practice of teaming. 	

Teaming Resources

All provide resources in each pathway.

1. **National Collaborative for Improving the Clinical Learning Environment** <https://ncicle.org/interprofessional-cle>
2. **MedEdPORTAL Interprofessional Education Collection** <https://www.mededportal.org/interprofessional-education>
3. **Journal of Interprofessional Care** available through the Shimberg Library for USF residents, fellows, and faculty
4. **USF Office of Interprofessional Education and Practice** <https://health.usf.edu/ipep>
5. **USF Office of Interprofessional Education and Practice SuperTeams podcast** health.usf.edu/ipep/podcast
6. **American College of Surgery and the Association of Program Directors in Surgery Team Based Skills Modules** <https://www.facs.org/education/program/resident-skills>
7. <https://www.ahrq.gov/teamstepps/index.html>
8. <https://www.ipecollaborative.org/ipec-core-competencies>
9. <https://www.napractice.org/>
10. <https://www.aha.org/center/team-training>
11. <https://nexusipe.org/>