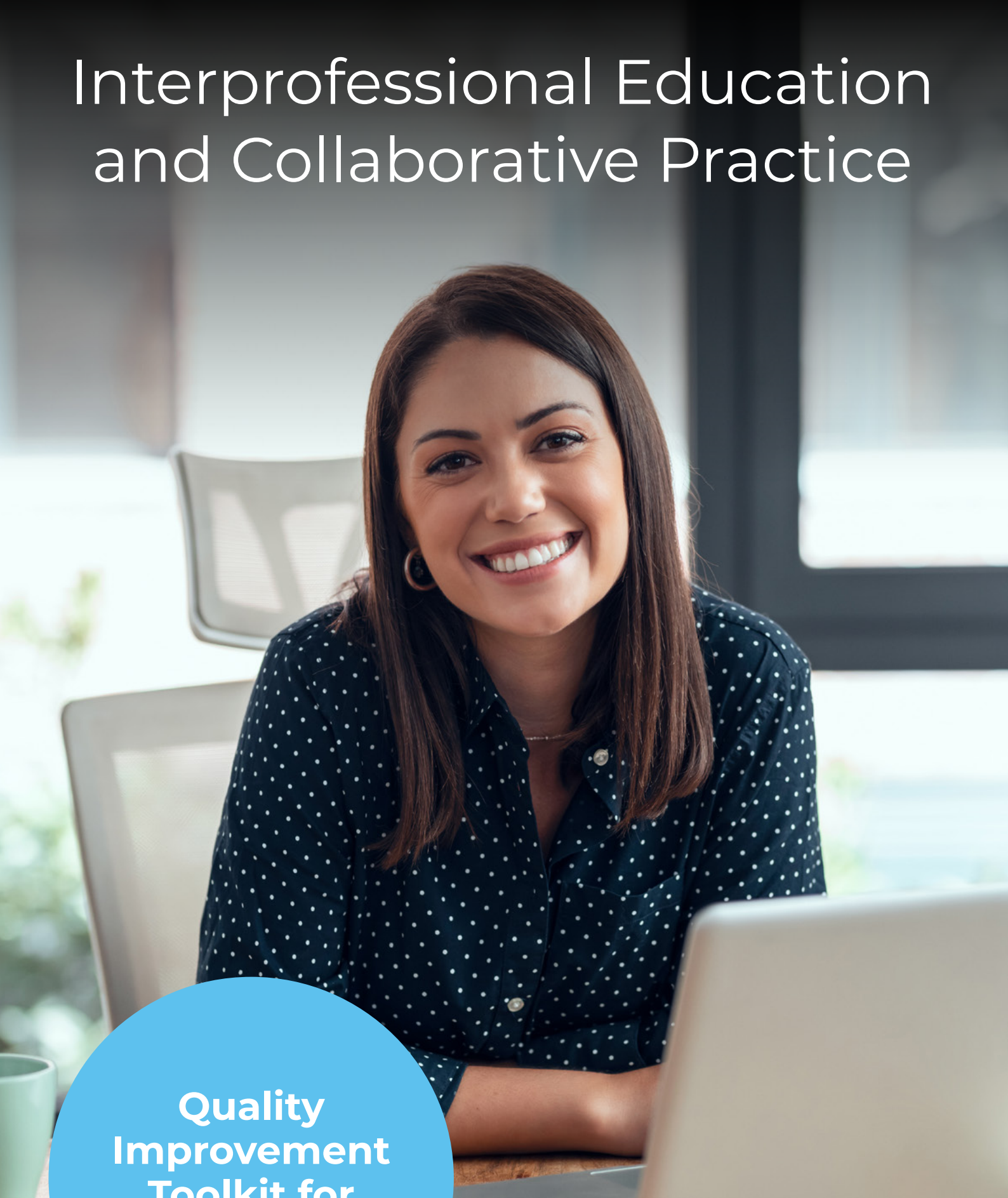


Interprofessional Education and Collaborative Practice



**Quality
Improvement
Toolkit for
General Practice**



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Interprofessional Education & Collaborative Practice

Overview

This Interprofessional Education and Collaborative Practice Toolkit has been designed specifically for general practices and Aboriginal Medical Services with the aim of supporting the development and implementation of multidisciplinary team-based learning within primary care settings. Through continuous learning and collaboration, practices can create a supportive and effective practice environment that benefits both staff and patients, creating a more integrated and effective healthcare system.

This guide provides information, tools and resources that can be used to support your practice fostering a culture of continuous learning, teamwork, and mutual respect. Developed to enhance the quality of patient care and professional satisfaction among healthcare providers we hope this guide helps you to explore the challenges, establish goals, reflect and celebrate progress as you work to embed interprofessional learning and collaborative approaches to your practice.

Purpose of the Toolkit

This toolkit supports general practices with practical resources to implement Interprofessional Education (IPE) and collaborative care, aiming to strengthen teamwork and communication, encourage lifelong learning, foster mutual respect and role clarity, and enhance patient-centred outcomes through coordinated care.

Objectives

The toolkit is designed to:

- 1. Support General Practices:** Embed collaborative approaches through team-building and effective communication.
- 2. Encourage Collaborative Culture:** Promote mutual respect and role awareness within healthcare teams.
- 3. Provide Practical Resources:** Offer tools that improve teamwork, care models, and health outcomes.
- 4. Standardise Best Practices:** Integrate interprofessional collaboration as a routine aspect of care delivery.



What's inside the Toolkit

The toolkit includes resources to support your practice drive collaboration through:



Team Building Activities: to strengthen team dynamics and communication.



Learning Modules: Workshops and sessions for ongoing education and skill development.



Reflective Practices: Tools for journalling, debriefing, and continuous improvement.



Communication Frameworks: Structured tools like SBAR to streamline information sharing.



Evaluation Tools: Methods to assess impact and identify areas for growth.



Customisable Templates: Ready-to-use resources to support planning and consistency.



Implementation and Support

Implementing an interprofessional education (IPE) and collaborative practice plan in general practice can be highly beneficial but can be challenging to achieve. By addressing challenges proactively, general practices can successfully implement their interprofessional education and collaborative practice initiatives.

Here are some key challenges and possible solutions that practices may face:



Issue: Time Constraints

Challenge

- ▶ Healthcare providers often have busy schedules, making it difficult to find time for additional training and collaborative activities.

Solution

- ▶ Schedule learning activities during less busy times, such as early mornings or lunch breaks, and consider integrating training into existing meetings.



Issue: Resource Limitations

Challenge

- ▶ Limited financial and human resources can hinder the implementation of comprehensive IPE programs.

Solution

- ▶ Utilise the funding provided by COORDINARE effectively, prioritise key activities, and seek additional support from local health networks or professional organisations



Issue: Cultural Barriers

Challenge

- ▶ Differences in professional cultures and resistance to change can impede collaboration and mutual respect among team members.

Solution

- ▶ Foster a culture of mutual respect and understanding through team-building activities, open communication, and leadership support. Highlight the benefits of interprofessional collaboration for patient care.



Issue: Lack of Training and Expertise

Challenge

- Some team members may lack experience or training in interprofessional education and collaborative practice.

Solution

- Provide targeted training and mentorship to build skills and confidence. Identify and support IPE champions within the practice to lead and mentor others.



Issue: Communication Issues

Challenge

- Ineffective communication can lead to misunderstandings and hinder collaborative efforts.

Solution

- Implement structured communication tools such as SBAR (Situation, Background, Assessment, Recommendation) and provide training on effective communication techniques.



Issue: Evaluation and Feedback Mechanisms

Challenge

- Measuring the impact of IPE activities and obtaining meaningful feedback can be challenging.

Solution

- Use pre and post-activity surveys to assess changes in practice readiness and collaboration. Regularly review and reflect on patient outcomes and team performance to identify areas for improvement.

Example Activities



Team Building Activities

Monthly Team Meetings

- ▶ **Objective:** Enhance communication and collaboration among team members.
- ▶ **Description:** Conduct monthly meetings where all team members (GPs, nurses, allied health professionals, administrative staff) meet to keep up to date on practice matters. Consider adding education to the agenda to allow staff to share insights and plan collaborative care strategies.
- ▶ **Resources Needed:** Agenda, and Minutes template.
- ▶ **Expected Outcome:** Improved understanding of each other's roles and better coordinated patient care.

Interprofessional Workshops

- ▶ **Objective:** Develop teamwork and communication skills.
- ▶ **Description:** Organise workshops focused on specific topics to enhance teamwork, effective communication, and understanding the roles different health professionals play in care management.
- ▶ **Resources Needed:** Facilitator (IPE Champion), learning outcomes, education session plan.
- ▶ **Expected Outcome:** Enhanced teamwork skills and interprofessional relationships, enhanced care coordination.



Learning Activities

Clinical In-Services

- ▶ **Objective:** Provide ongoing clinical education relevant to all team members.
- ▶ **Description:** Schedule regular in-service training sessions on various clinical topics such as chronic disease management, mental health, and urgent care. Consider inviting external subject matter experts to support.
- ▶ **Resources Needed:** Facilitator (IPE Champion), learning outcomes, education session plan, guest speakers.
- ▶ **Expected Outcome:** Improved clinical knowledge and skills across the team.

Case Management Reviews

- ▶ **Objective:** Improve patient care through collaborative case reviews.
- ▶ **Description:** Conduct regular reviews of complex patient cases involving multiple disciplines. Discuss care plans, identify best practices, and address any challenges.
- ▶ **Resources Needed:** Case review templates, patient records (with consent), Facilitator (IPE Champion).
- ▶ **Expected Outcome:** Enhanced patient care through shared decision-making and collaborative problem-solving.

Clinic Audits

- ▶ **Objective:** Ensure adherence to best practices and identify areas for improvement.
- ▶ **Description:** Perform periodic audits of clinical practices, focusing on areas such as infection control, medication management, and patient documentation. Use audit results to inform training needs.
- ▶ **Resources Needed:** Audit tools, data collection forms, staff time.
- ▶ **Expected Outcome:** Improved compliance with best practices and identification of training needs.

Patient Feedback Sessions

- ▶ **Objective:** Incorporate patient perspectives into interprofessional learning.
- ▶ **Description:** Perform a patient survey to gather feedback and use this to form the basis of an IPL session. Consider organising sessions where patients provide feedback on their care experiences e.g. access to timely care – were they able to schedule an appointment within a reasonable time frame when they needed one? Use this feedback to identify areas for improvement in team-based care.
- ▶ **Resources Needed:** Patient consent, feedback forms
- ▶ **Expected Outcome:** Enhanced patient-centered care and identification of areas for improvement.

✓ Helpful tips

Contact your HCC and other COORDINARE staff subject matter experts e.g. data review, palliative care etc



Figure 1: Model of Reflective Practice (Gibbs 1988)



Reflective Practices

Reflective Practices

- ▶ **Objective:** Foster continuous learning and improvement.
- ▶ **Description:** Encourage staff to engage in reflective practices such as debriefings after team activities and maintaining reflective journals. Hold regular debriefing sessions to discuss team performance and identify areas for improvement.
- ▶ **Resources Needed:** Reflective journals and/or debriefing templates, meeting space.
- ▶ **Expected Outcome:** Enhanced personal and professional growth and improved team performance.



Structured communication tools

Structured Communication Tools Training

- ▶ **Objective:** Improve communication within the team.
- ▶ **Description:** Provide training on structured communication tools such as SBAR (Situation, Background, Assessment, Recommendation). Practice using these tools in simulated scenarios.
- ▶ **Resources Needed:** Training materials, simulation scenarios, facilitator.
- ▶ **Expected Outcome:** Clearer and more effective communication within the team.



Evaluation and Feedback mechanisms

Interprofessional Education (IPE) Champions

- ▶ **Objective:** Promote and sustain interprofessional education within the practice.
- ▶ **Description:** Identify and support IPE champions within the practice who will lead and mentor the team in interprofessional learning activities. Provide them with additional training and resources.
- ▶ **Resources Needed:** Training for IPE champions, mentorship resources.
- ▶ **Expected Outcome:** Sustained focus on interprofessional education and continuous improvement in collaborative practice.

Post-Activity Questionnaires

- ▶ **Objective:** Evaluate the impact of interprofessional education activities.
- ▶ **Description:** Conduct post-activity surveys to assess changes in confidence, skills, and perceptions following the training. Use survey results to inform future learning activities.
- ▶ **Resources Needed:** Survey tools, data analysis software.
- ▶ **Expected Outcome:** Measurable improvements in practice readiness and identification of ongoing learning needs.

Templates

- [Agenda](#)
- [Minutes](#)
- [Attendance Sheet](#)
- [Certificate of Attendance](#)
- [Learning Activity Planning Template and Smart Goal guide](#)
- [Audit and Mini Audit Template](#)
- [Reflective journals / debriefing templates](#)
- [Multidisciplinary Case Conference](#)

Resources

- [Chronic Condition Management Mini Data Audit](#)
- [MyMedicare long audit activity](#)
- [Quality Improvement QI tools and resources including:](#)
 - Quality Improvement Recipes
 - Patient Centred Medical Home
 - Palliative and end of life care
 - Cancer screening initiative
 - Tender and Submission writing
 - Disaster Preparedness and response
 - Immunisation quality Initiative
 - Living with COVID in the community
 - HealthPathways

Conclusion

The Interprofessional Education and Collaborative Practice Toolkit serves as a practical and adaptable resource for general practices and Aboriginal Medical Services striving to enhance team-based care. By fostering a culture of mutual respect, continuous learning, and open communication, this toolkit empowers healthcare teams to work more cohesively and deliver higher-quality, patient-centered care.

Through structured activities, reflective practices, and evidence-based communication tools, practices can overcome common challenges and embed interprofessional collaboration into their daily operations. The inclusion of templates, evaluation mechanisms, and support strategies ensures that teams are equipped not only to implement change but to sustain it over time.

Your commitment to IPE directly supports compliance with RACGP accreditation standards such as Criterion C3.1 – Orientation and training of clinical staff and Criterion C2.2 – Working with other practitioners these standards emphasise ongoing professional development and highlight the importance of collaborative care and role clarity.

This toolkit has potential to be a catalyst for transformation in your practice. By embracing its principles and practices, healthcare teams can build stronger partnerships, improve patient outcomes, and contribute to a more integrated and effective healthcare system.



Agenda

Meeting / activity name:

Date:

Time	Item	Lead

Minutes

Meeting / activity name:

Date:

Attendees:

Apologies:

Item	Action

Next Meeting:

Attendance Sheet

Learning activity name:

Date:

Please sign below

Name		Role	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

CERTIFICATE OF ATTENDANCE

THIS ACKNOWLEDGES THAT

ATTENDED THE FOLLOWING LEARNING ACTIVITY

DATE

SIGNATURE



CPD HOURS

Learning Activity Planning Template and Smart Goal Guide

Activity Title					
Activity Duration by CPD type	Educational Activities				
	Measuring Outcomes				
	Reviewing Performance				
Total duration of activity					
Activity Lead					
Core Component	☐ Team Building	☐ Continuous Learning	☐ Reflective Practices		

Content	Content Learning Outcomes (Specific, Measurable, Achievable, Relevant, Timely)	Time

Creating SMART learning outcomes

Specific	Be clear and precise about what you want to achieve
Measurable	Include a way to track progress or success
Achievable	Make sure the goal is realistic and attainable
Relevant	Ensure the goal aligns with your broader objectives
Timely	Set a deadline or time frame

List	Explain	Apply	Analyse	Evaluate	Create
Identify	Describe	Examine	Compare	Determine	Design
Recall	Interpret	Implement	Contrast	Recommend	Develop
Define	Classify	Execute	Distinguish	Measure	Produce
Label	Demonstrate	Prepare	Differentiate	Assess	Integrate
Outline	Summarise	Select	Organise	Review	Modify

Six Cognitive processes and appropriate verbs that can be used when writing

SMART Learning Outcome Examples

Topic: Enhancing Collaborative Practice in General Practice Teams



Understanding Roles and Responsibilities: By the end of the session, participants will be able to accurately describe the roles of at least three different team members in a general practice setting and explain how these roles contribute to patient care.

Specific: Focuses on team roles | **Measurable:** Description of 3 roles | **Achievable:** Within a session | **Relevant:** Builds mutual understanding | **Time-bound:** By session end



Improving Communication in Team Meetings: Within one month of completing the workshop, participants will implement structured communication tools (e.g., SBAR) in at least two team meetings and reflect on the outcomes in a follow-up discussion.

Specific: Use of SBAR in meetings | **Measurable:** Two meetings + reflection | **Achievable:** Practical and realistic | **Relevant:** Enhances communication | **Time-bound:** Within one month



Conflict Resolution Skills: By the end of the training, learners will demonstrate at least two conflict resolution strategies in a simulated team scenario, as assessed by a peer-reviewed checklist.

Specific: Conflict resolution | **Measurable:** Two strategies demonstrated | **Achievable:** In a simulation | **Relevant:** Key to collaboration | **Time-bound:** By training end



Collaborative Care Planning: By the end of the session, participants will co-develop a care plan for a complex patient case with at least one other team member, incorporating input from at least two disciplines.

Specific: Co-develop care plan | **Measurable:** Includes 2 disciplines | **Achievable:** Post-module activity | **Relevant:** Real-world application | **Time-bound:** After module completion

Audit and Mini Audit Template

Start Date:		Finish Date:	
Audit Subject / Title:			

Audit Type:	Audit ☐	Mini Audit ☐	CPD:	
--------------------	--------------------------------	-------------------------------------	-------------	--

Step 1 – Identify audit needs and / or subject matter, the aim of the audit / mini audit e.g. SMART goal, and desired learning outcomes.

Needs Assessment:

Learning Outcomes:

SMART Goal:

Team Members: e.g. GP, Practice Nurse, Practice Manager, Receptionist

TIP: Specify roles and delegate responsibilities for each team member and ensure these are documented in a [PDSA](#).

Step 2: Method, how will the audit / mini audit be measured (minutes / hour)	Hours MO	Hours RP

Audit Subject / Criteria	Guidelines / Standards to be met	Date to be collected
Subject:		
Criteria:		
Exclusion criteria:		

Ensure ethical, privacy and confidentiality issues relating to patient information is considered and addressed. How will you address these issues?
--

Step 3: Data collection (min 2 hours) – Data collection for the audit / mini audit around number of patients and why they were selected (as applicable) and / or collection of the required data or information (policy, procedures, patients etc.) relevant to the audit / mini audit.	Hours MO	Hours RP

TIP:

- Consider potential factors that may negatively impact the activity and factor these into timelines. (E.g. accreditation, staff leave, staff turnover, etc.).
- The Health Pathways website offers resources for general practices and patients, including risk tools, guidelines, risk calculator and self-management programs for chronic conditions.

Step 4: Data analysis and implementation of changes (min 2hrs) – Describe the review and analysis of the data process against the guidelines / standards of measure, identify changes and improvements and implement the changes to policy or procedure to meet the standards / guidelines.	Hours MO	Hours RP

TIP:

- Ensure you document your findings to continue to meet the PIP QI guidelines.
- If you have changed your practice policies and procedures, ensure these are documented in your practice policy & procedure manual.

Group Reflection	
Were the learning needs met? ☐ Not Met ☐ Partially Met ☐ Fully Met	Was the audit subject relevant to your practice? ☐ No ☐ Partially ☐ Yes

What was learnt from the audit / mini audit?	
Reflection Questions:	
Audit Objectives and Relevance:	
1.	What were the primary objectives of this clinical audit, and how do they align with current healthcare priorities?
2.	How relevant do you find the findings of this audit in your daily practice?
Findings Interpretation:	
1.	What are your key takeaways from the audit regarding the barriers faced?
2.	How do the results inform clinical decisions? Has it changed your approach?
Impact on Patient Outcomes:	
1.	In what ways has the audit findings influenced your approach to patient education and engagement?
2.	Can you describe any specific cases where insights from the audit directly impacted patient management or health outcomes?
Practice Improvement:	
1.	Based on the audit, what changes would you consider implementing in your practice?
2.	How do you plan to address the identified barriers to lifestyle changes in your patient consultations?
Challenges and Solutions:	
1.	What challenges do you foresee in implementing the changes identified from the audit?
2.	What potential solutions could be effective in overcoming these challenges?

Reflecting on Tools and Resources:

- | | |
|----|---|
| 1. | Are there additional tools or resources that you believe could improve effectiveness? |
| 2. | How could the practice better utilise current tools or modify existing procedures to enhance health outcomes? |

Feedback and Learning:

- | | |
|----|--|
| 1. | What feedback from patients or colleagues has shaped your perspective on the audit's findings? |
| 2. | How has this audit influenced your personal learning or professional development in the topic audited? |

What changes or improvements will be implemented because of the audit /mini audit?

Reflective Practice Journal Template

Date:

Experience

Describe the experience or event.

Feelings

What were your initial feelings and reactions?

Evaluation

What was positive about the experience? What was challenging or negative?

Analysis

**Why did things happen the way they did? What sense can you make of the situation?
What could you have done differently? What have you learned from this experience?**

Action Plan

How will you apply what you have learned in the future? What steps will you take to improve or change?

Feel free to adapt this template to suit your needs and style. If you prefer a more structured format, you can find downloadable templates online, such as those from the [Health and Care Professions Council \(HCPC\) \[1\]](#) or [Positive Psychology \[2\]](#).

References

[1] [Reflective practice template | The HCPC](#)

[2] [13 Self Reflection Worksheets & Templates to Use in Therapy](#)

Multidisciplinary Case Conference Template

Client Information

Name:		Date of Birth:	
Medical Record Number:			
Date of Conference:			

Participants

Name	Position	Role in Care	Contact Information

Purpose of Case Conference

Reason for Meeting:	
Goals/Objectives:	

Client's Current Status

Medical History:	
Current Medications:	
Recent Changes in Health:	
Social and Environmental Factors:	

Discussion Points

Progress and Achievements:	
Challenges and Barriers:	
Client's Perspective and Concerns:	

Action Plan

Intervention/Strategy	Responsible Team Member	Timeline

Follow-Up

Next Meeting Date:	
Tasks to be Completed Before Next Meeting:	

Signatures

GP:..... **Nurse:**.....

Other Team Members:.....

This template can be customised to fit the specific needs of your practice and the multidisciplinary team involved.

Resource

[1] [Medicare Benefits Schedule \(MBS\) - Chronic Disease Management - Multidisciplinary Case Conferences - Health Professional Education Resources](#)