

Topic 1: Workbook

Multidisciplinary care



To provide care that is responsive to the complex and multifaceted needs of individuals with a life-limiting illness, it is important to understand the functions and processes associated with a multidisciplinary approach to care.

Overview

Topic 1: Multidisciplinary care will help you develop the skills needed to work effectively within the context of a multidisciplinary team when providing care to people with life-limiting illnesses and their families.

Aims and objectives

After completing this focus topic, you should be able to:

- Discuss the key principles and components of an effective multidisciplinary approach in responding to the needs of individuals with life-limiting illnesses
- Identify the role of the multidisciplinary team in caring for people with life-limiting illnesses and their families
- Analyse the various care contexts and the roles of the multidisciplinary team in caring for people with life-limiting illnesses.



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Section 1: Principles of a multidisciplinary approach



Activity 1: What is a multidisciplinary approach to care?



Thinking Points

1. In your own words describe what is meant by multidisciplinary care.
2. Describe an example from your own experience where a multidisciplinary approach to care was provided. In thinking about this example, identify:
 - Who was involved
 - Why this approach was used

Thinking Points *continued*

- What benefits were achieved by this approach

- What challenges were associated with this approach?

Activity 2: Betty's story

Thinking Points

1. What does Betty raise as her main concerns?

2. What goals of care might be identified following Betty's discussion?

3. Which health professionals do you think would need to be part of the multidisciplinary team that cares for Betty as her disease progresses?

Activity 3: Principles of multidisciplinary care

Thinking Points

1. Consider the principles and strategies relating to patient defined goals of care, and ongoing information and communication described in this section. In terms of your own discipline, what specific activities can you implement to ensure these principles are demonstrated in a multidisciplinary team context?

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Section 2: Planning multidisciplinary care

Activity 4: Patient-centred care planning

Thinking Points

1. When and how can patient and carer input be facilitated in the care planning process?
2. What strategies can be used to ensure the contribution of a range of different service providers is optimised when planning multidisciplinary care?

Activity 5: The multidisciplinary team

Thinking Points

1. What are some of the challenges that can impact on team effectiveness and functioning?

2. What strategies can be used by multidisciplinary team members to ensure:

- Clear definition of tasks and responsibilities

- Recognition of and respect for the contribution of each team member

Thinking Points *continued*

- Clear communication?

3. What additional strategies can be implemented to help a team function effectively?

Activity 6: The team meeting

Thinking Points

1. What are the objectives of the team meeting?

2. What is the role of the facilitator of the team meeting?

3. What are the care-planning considerations discussed in the video?

Activity 7: Ongoing information and communication

Thinking Points

1. What contribution was made by each team member at the meeting?
2. What examples of collaboration between the team members are demonstrated?

Thinking Points *continued*

3. What documentation and communication principles are:

- Evident within the team

- Expected to occur following the meeting?

4. What recommendations would you make for improving communication and collaboration between team members?

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Section 3: Providing multidisciplinary care at the end of life

Activity 8: Betty's disease progresses

Thinking Points

1. What are Betty's main concerns now that her disease has progressed?
2. How are her concerns different from those she highlighted in the first scene?
3. What are some of the community and social supports that may help Betty as her disease progresses?
4. How can the roles and responsibilities within the care team change as Betty's disease progresses?

Activity 9: The team implements an end-of-life care plan

Thinking Points

1. Leanne suggests holding a case conference with the GP and the community palliative care team to address Betty's end-of-life needs. Write an agenda for this case conference – include key priorities and the team member responsible for each.
2. How might the outcomes of this team meeting be communicated to Betty and her family?
3. From the perspective of your own profession, what role can you have in Betty's care now as her illness has progressed to the end-of-life care stage?

Activity 10: Standards of care

Thinking Points

1. Review the Palliative Care Australia, (2018), [National Palliative Care Standards](#), and identify:
 - The standards that inform a multidisciplinary approach to care
 - How achievement of the standards can be monitored by the multidisciplinary care team.

Activity 11: Alan's perspective

Thinking Points

1. Summarise how each of the following elements have been addressed in Betty's multidisciplinary care planning and provision:
 - Involvement of Betty and Alan in care planning

- Continuity of care

- Care coordination.



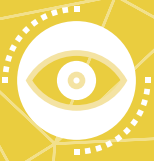
💡 Thinking Points *continued*

2. What is the role of the multidisciplinary team following Betty's death?

3. Investigate the bereavement services available in your area. You may find information through the local council, hospital, community centre or palliative care service. Describe the details of services available.

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Section 4: Reflections on what you have learnt



It is essential for all healthcare professionals to develop the capacity for reflection and self-evaluation of their professional and personal experiences, and to consider how this can impact on themselves and others.

Consider the focus topic you have just completed and reflect on the following questions to assist with your ongoing development:

1. What key points have you learnt from the activities in this module that will help you in providing care for people with life-limiting illnesses and their families?

2. What specific strategies do you plan to incorporate as a graduate health care professional?

3. Do you see any difficulties using what you've learnt here as part of your practice as a health care professional? If so, what strategies might you use to address these difficulties?