8 - Exploring Opportunities to Advance SDM Research and Care with AHRQ's Care and Learn Model

Alaina K. Fournier[1], Mary Nix[1], Jan Genevro[1], Victor M. Montori[1,2], Arlene Bierman[1]

[1]Agency for Healthcare Research and Quality, Maryland, United States of America, [2]Mayo Clinic Knowledge and Evaluation Research Unit, Minnesota, United States of America

Background:

AHRQ's Care and Learn model describes the two key functions – caring and learning – of a healthcare system that responds to the health needs of patients and families, while taking into consideration their values, preferences, and life circumstances. Learning is a continuous function of the system and its stakeholders during the processes of caring. AHRQ uses the model to identify functions of the healthcare system that its work and research investment can inform and improve. Shared decision making (SDM) aims to bring patients, their families, and their healthcare teams together to provide appropriate and effective care, but SDM is still not widely adopted in clinical practice as a component of care for a variety of reasons. AHRQ is interested in advancing SDM research to improve its practice and use, and ultimately, the care of patients.

Aim of the Workshop:

The aim of the workshop is to advance SDM research and care by using AHRQ's Care and Learn model to explore opportunities to improve how SDM is understood, taught, practically applied, implemented, and measured throughout the healthcare system.

Target audience:

SDM researchers, clinicians, patients, other funding agencies

Learning objectives and methods for organizing the workshop:

Participants will learn about AHRQ's Care and Learn model and how it may be applied to various aspects of SDM research. Small discussion groups of participants will be presented with different scenarios that reflect the various purposes of SDM in various care settings and contexts. The participants will also be given a standard list of questions to explore if and how best the Care and Learn model applies to each scenario. Faculty will be available to the small groups to further explain the activity and purpose, answer questions about the model, and guide the group to the endpoint, as needed. Following small group discussions, each group will share their results and the larger group will add to the discussion, facilitated by the faculty.