Using an Interdisciplinary Clinical Skills Scenario To Develop Collaborative Team Skills Among Medical and Health Professions Students

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Background

• Growing need to train healthcare professionals in interprofessional team work to care for older adults.

• Emerging practice models increasingly depend on interprofessional teams for chronic care management.

• Clinical Skills education places students in a life-like situation to increase knowledge and improve skills in working with patients.

• Interprofessional teamwork and communication increases role appreciation among professionals and patient centered care.
Interprofessional Clinical Skills Scenario (CSS)

• The GEC developed an clinical skills scenario to provide health professional students a simulated experience in an interprofessional team.

• The Clinical Skills Scenario is based on an elderly woman hospitalized for an acute stroke. She is ready to be discharged from the hospital. The interprofessional team will have a discharge planning meeting with a simulated patient and caregiver.
CSS Objectives

1. Demonstrate the ability to communicate and collaborate with other healthcare professionals, patient and family during a family meeting.

2. Develop a care plan for the patient’s needs in collaboration with other healthcare professionals.

3. Describe the importance of caring for the entire patient to fulfill his/her needs.

4. Identify the roles/responsibilities of other healthcare professionals in a team-based setting.

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Participants

- Students from various disciplines throughout the health professions and medical schools (nurse, occupational therapy, physical therapy, pharmacy, medicine).
- Interprofessional faculty serve as observers during the Clinical Skills Scenario exercise.
- Standardized patients (representing patient and family caregiver) are recruited from the Jefferson University Clinical Skills and Simulation Center.
Curriculum

• Prior to Clinical Skills Scenario: (Log on to the EPaD GEC website)
  – Students watch a 20 minute video of a patient hospitalized for an acute stroke and the interaction with various health care professionals.
  – Students review the patient’s hospital chart.
  – Students complete an on-line module on discharge planning. (CHAMP)
Curriculum

• Clinical Skills Scenario:
  – Teams of interprofessional students discuss discharge plans as a team. (15 minutes)
  – The team of students meet with the standardized patient and caregiver to discuss discharge planning. (20 minutes)
  – Team of students receive feedback and discuss the experience with Faculty. (15 minutes)
  – Team of students receive feedback from the standardized patient and caregiver. (10 minutes)
Assessment

• Pre-assessments
  – Demographic Profile
  – Efficacy Assessment
  – Heinemann (Attitudes Towards Teams)

• Post-assessments
  – Efficacy Assessment
  – Heinemann (Attitudes Towards Teams)
  – Post-Write of Experience
  – Satisfaction Survey
Assessment

• Faculty Observation Checklist
• Standardized Patient/Caregiver Checklist
Clinical Skills Scenario: Pilot

March 2010, 38 students in six teams as part of an Occupational Therapy Class
- Medicine
- Nursing
- OT
- PT
- Pharmacy

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Results

Quantitative Data: On a scale of 1 to 5 (5 = highest satisfaction/Excellent).

- **Team Dynamics/Interaction:** 4.8
  Students reported high satisfaction with the team interaction and greater understanding of the vital role each discipline plays in caring for the patient.

- **Team Performance:** 4.8
  Faculty rated the students' team performance

- **Team Communication:** (Standardized patients feedback)
  - Questioning: 3
  - Listening: 3.6
  - Use of body language: 3.5
  - Information sharing: 3.2
Results

Qualitative Data:
(Team Work, Value of Other Members, Patient Centered Care)

Students:
“"I learned the valuable roles that each team member has to offer the group as a whole."

“"This was a valuable experience to help us work (with) other disciplines and speak with a patient to better prepare us for the real world.""
Results

Qualitative Data:
(Team Work, Value of Other Members, Patient Centered Care)

Faculty:
“(The team) demonstrated: empathy and recognition of the person’s goals & concerns.”

“(The team) had a common goal; confident and clear about (patient’s) future.”
Results

Qualitative Data:
(Team Work, Value of Other Members, Patient Centered Care)

SP Patient and Caregiver:
“(They) were not judgmental or condescending.” “We feel that the (team) cared about Mom.”
Implications

- The students feedback reinforced the positive effects of interprofessional education to improve team communication and collaboration.

- Students gained an appreciation of the vital role each healthcare professional plays in the care of the patient.

- Interacting with the simulated patient and caregiver in a collaborative model allowed students to experience patient centered care.

- Students recognized the importance of teamwork, including the patient and family caregiver in quality health care.

- The Clinical Skills Scenario can be incorporated into future interprofessional curricula.

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Acknowledgement

The project described was supported by Grant Number D31HP08834 from the Department of Health and Human Services (HHS).

Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Health Resources and Services Administration Department of Health and Human Services (HHS).

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