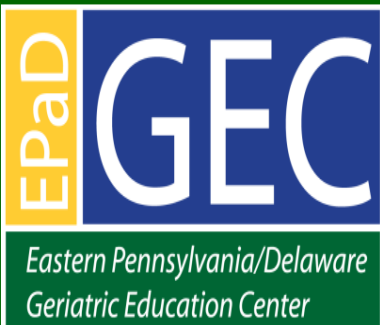


Using an Interdisciplinary Clinical Skills Scenario To Develop Collaborative Team Skills Among Medical and Health Professions Students

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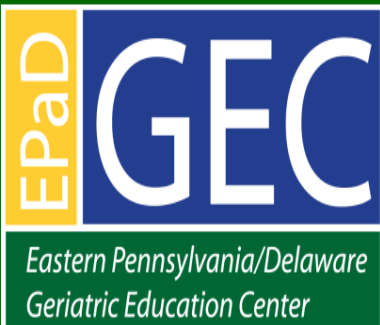
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Background

- 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.



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Interprofessional Clinical Skills Scenario (CSS)

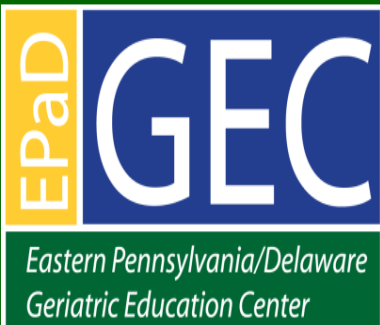
- The GEC developed an clinical skills scenario to provide health professional students a simulated experience in an interprofessional team.
- The Clinical Skills Scenario is based on an elderly woman hospitalized for an acute stroke. She is ready to be discharged from the hospital. The interprofessional team will have a discharge planning meeting with a simulated patient and caregiver.



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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

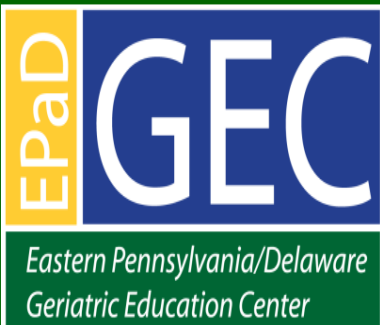
- Students from various disciplines throughout the health professions and medical schools (nurse, occupational therapy, physical therapy, pharmacy, medicine).
- Interprofessional faculty serve as observers during the Clinical Skills Scenario exercise.
- Standardized patients (representing patient and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



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Curriculum

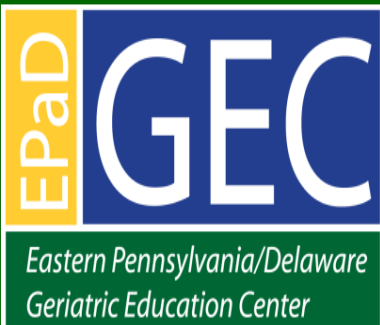
- **Prior to Clinical Skills Scenario:** (Log on to the EPaD GEC website)
 - Students watch a 20 minute video of a patient hospitalized for an acute stroke and the interaction with various health care professionals .
 - Students review the patient's hospital chart.
 - Students complete an on-line module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



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Curriculum

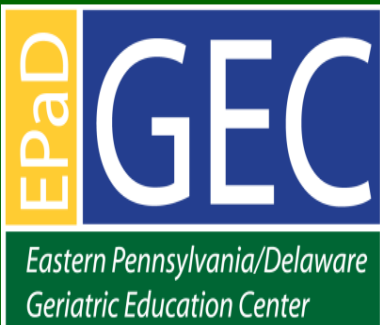
- **Clinical Skills Scenario:**
 - Teams of interprofessional students discuss discharge plans as a team. (15 minutes)
 - The team of students meet with the standardized patient and caregiver to discuss discharge planning. (20 minutes)
 - Team of students receive feedback and discuss the experience with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



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Assessment

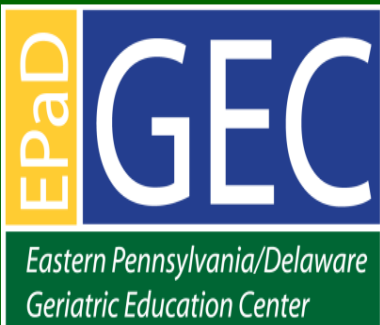
- Pre-assessments
 - Demographic Profile
 - Efficacy Assessment
 - Heinemann (Attitudes Towards Teams)
- Post-assessments
 - Efficacy Assessment
 - Heinemann (Attitudes Towards Teams)
 - Post-Write of Experience
 - Satisfaction Survey



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Assessment

- Faculty Observation Checklist
- Standardized Patient/Caregiver Checklist

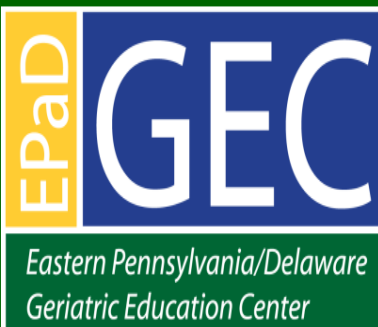


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Clinical Skills Scenario: Pilot

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:

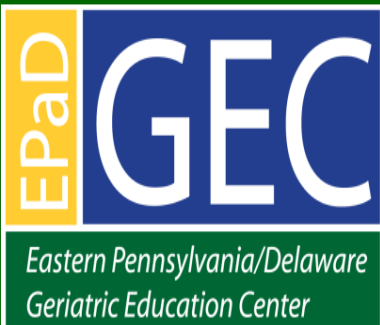
(Team Work, Value of Other Members, Patient Centered Care)

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.

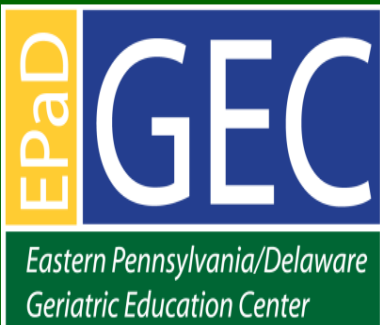


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