Multidisciplinary Care: Using a “SIMPLE” Approach to Promote Team-Based Learning and Patient Safety
Purpose: Integration of Healthcare Disciplines

- TeamStepps® and the SIMPLE® approach, a strategy developed and implemented by university faculty, were utilized to bring together health care professionals as a collaborative team (Agency for Health Care Research and Quality, 2011).
Gannon University’s Multidisciplinary Curriculum

- PA
- NURS
- RESP
- RADS
- P.T.
- O.T.
- SPORT

EFFICIENT TEAM COMMUNICATION

VITAL SIGNS

CODE BLUE

TRAUMA

ASTHMA
Intradisciplinary Development

Multidisciplinary

Progressive Level Scenario

Point of contact → Discharge

Interdisciplinary
ISBAR
Team STEPPS

Discipline Specific
Static Event Scenarios
Example Scenario: Emergency Department
Adult with acute shortness of breath

- Nursing Student: Assesses patient, vital signs, and provides care based on standard protocol and best practice guidelines. Patient states they have not followed their asthma management regimen due to lack of funds to purchase required medications. The patient no longer responds to the protocol guidelines, a report using ISBAR is called to the physician assistant student.
- Physician Assistant Student: Performs a history and physical assessment and collaborates with the nursing student regarding a course of action to take. A decision is made to have the patient receive a breathing treatment instituted then follow with a chest X-ray.
- Respiratory Care Student: Performs an assessment and based on the needs of the patient suggests a slight change regarding the specifics of the treatment to best meet the needs of the patient.
- Radiologic Science Student: Obtains portable x-ray with the assistance of other members of the team with proper positioning, after completed the student notices increasing shortness of breath and notifies staff members.
- Nursing Student: Reassesses the patient and notifies the Physician Assistant student: an additional breathing treatment is ordered.
- Respiratory Care Student: delivers treatment and assesses patient response.
- Patient: Stabilizes and is transferred to an inpatient medical unit. Handoff is provided to the next caregiver.
Key Points

• Use of the multidisciplinary team-based model, the SIMPLE© Approach: Simulated Interdisciplinary-to-Multidisciplinary Progressive-Level Education, promotes interaction among health professional students preparing them for their role in the collaborative care of patients.

• Progressive scenarios provide students with the opportunity to experience the continuum of care working with a patient from initial point of contact through transfer or discharge.

• Multidisciplinary progressive scenarios are an effective means to enhance interaction among students facilitating collaborative practice.
Outcomes

• Improved professional socialization
  • Awareness of others roles in patient care
  • Appreciation of each discipline and the role they play
• Collaborative learning
  • Ongoing learning and sharing of expertise
• Acquiring discipline specific roles ranging from basic to complex roles
  • With each encounter students gained experience and moved to care for complex patient scenarios
Findings using the SIMPLE Approach

• Students gained experience in others professional roles and in collaboration
• Increased competence and improved confidence in working collaboratively towards outcomes
• Improved and use of effective communication techniques to promote safety and patient care
• Utilize strategies to move through the continuum of care (point of contact to discharge)
• Excitement and ongoing engagement
References
