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Multidisciplinary Care: Using a Simple Approach to Promote Team-Based Learning and Patient Safety

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Students enrolled in health professional degree programs often learn, in theory, of the roles and responsibilities of other health care team members in general. Little interaction is undertaken during their academic preparation, but rather this occurs when they are indoctrinated into their professional roles outside of academia. With national shortages of nursing and other health care professionals, employers are expecting new graduates to perform within the health care system as a highly functional member of the team (Masters, O'Toole-Baker, & Jodan, 2013).

Academic preparation for nursing and other healthcare disciplines has undergone few curriculum changes over the years; other than the implementation of patient simulation. New strategies to improve not only their individual level of readiness to care for simple to complex patient scenarios, but to apply knowledge learned in collaboration with multiple healthcare disciplines is essential to prepare students for today's workforce, to increase professional satisfaction, and to contribute to the improvement of quality patient centered outcomes (Interprofessional Education Collaborative Expert Panel, 2011). Educational strategies, implemented by a Northwest Pennsylvania university, have been shown to increase student's leadership ability, improve communication skills, utilize situation monitoring in the care of the patient, and increase their appreciation for other disciplines by incorporating an intraprofessional care model across curriculums.

TeamSteps®, developed by the Agency for Health Care Research and Quality (AHRQ), to improve communication and promote patient safety, 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). Disciplines inclusive of nursing, radiologic science, respiratory therapy, and physician assistant students and faculty worked collaboratively to provide care for simple to complex patient care scenarios. Faculty incorporated a shared vision and content inclusion for their respective curriculum inclusive of respiratory conditions, trauma and cardiac arrest. This combination of strategies has been instrumental in redirecting educational methodologies that prepare our graduates to be workforce ready using a multidisciplinary interactive simulation based learning environment to deliver care.

Title:

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Keywords:

Collaborative Practice, Simulated Interdisciplinary to Multidisciplinary Progressive Level Education and Workforce Development

References:

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Abstract Summary:

For years health professional education, inclusive of nursing, has occurred in silos throughout their program of study. This approach is no longer applicable to current workforce expectations. Participants will learn the "SIMPLE" (Simulated Interdisciplinary to Multidisciplinary Progressive Level Education) methodology to improve collaborative care utilizing a TeamSteps® patient safety approach.

Content Outline:

I. Introduction

A. Despite health professional students learning about the roles of team members in theory, it is not a customary practice to work collaboratively throughout their undergraduate education to promote teamwork within a multidisciplinary learning environment.

B. The current workforce expects graduates to step into their roles as professional nurses and function as a member of the health care team.

II. Body

A. Interdisciplinary collaborative practice is paramount to providing safe, quality patient centered care.

1. Health professionals have a responsibility to the students and the community to prepare students that are work force ready.

- Engaging students from multiple disciplines to work together for a common cause in promoting quality care is paramount to success.
- The World Health Organization (2010) promotes interprofessional education in stating "when students from two or more professions learn about, from, and with each other to enable effective collaboration" this will serve to improve patient outcomes (p.7).

2. The ongoing use of interprofessional education improves clinical skills, mastery of safe/effective communication, develops and enhances critical thinking, and promotes collaboration as the preferred model of care.

- Simulation is proven to be an effective and efficient mechanism to enhance learning and provide clinical experiences.
- Students are videotaped and collectively review cases for potential gaps in care in a respective, professional environment with interdisciplinary faculty guiding discussions.

- Students improve communication utilizing TeamStepps® tools to promote safe handoffs, call outs, huddles, and ISBAR.
- Students in the early stage are unsure, but in continued exposure to multidisciplinary care they develop new insights and a caring, professional collaborative approach to troubleshoot and direct the care for optimal outcomes.

B. Curricula enhancements, inclusive of interactive learning amongst health care professionals, is essential to safe practice and preparation for workforce expectations

1. Faculty Champions

- Essential to identify, train faculty from each health care discipline
- Utilize existing champions to mentor new faculty/succession planning
- Requires leadership commitment and ongoing support

2. Align existing commonly shared content to the curricula

- This prepares the student to enter simulation with prerequisite knowledge to care for the patient case presented.
- Start the process early in their education with discussions on leadership, communication strategies, situation monitoring, roles, assessment, skills, providing mutual support, and respect.
- Examples of collaborative care education and disciplines

Asthma: Respiratory Therapy, Radiologic Science, Nursing, Physician Assistant

Acute Trauma: Respiratory Therapy, Radiologic Science, Nursing, Physician Assistant

MI/Cardiac Arrest: Respiratory Therapy, Radiologic Science, Nursing, Physician Assistant

C. Preparing Students using the SIMPLE approach

1. Objectives

- Understand and appreciate professional roles and collaboration
- Increase learner competency and confidence in the delivery of patient care
- Utilize effective communication strategies (TeamStepps®)
- Explore and care for patients along the continuum of care: point of contact to and including discharge

2. SIMPLE (Simulated Interdisciplinary to Multidisciplinary Progressive Level Education) approach

- Students from multiple health care disciplines work collaboratively to care for a patient
- Throughout their undergraduate education, nursing, respiratory care, radiologic sciences, and physician assistants are introduced to the concept of teamwork and the roles each play to deliver high quality patient care in a high fidelity simulated setting.
- Care begins at the point of contact and extends through discharge. As their education evolves, complex medical patients are introduced.
- Students work together following the Agency for Health Care Research and Quality (AHRQ) TeamStepps® best practice guidelines.

III. Conclusion

- A. Effective teamwork is essential to promote and achieve patient quality and safety
- B. Educators have a responsibility to prepare work force ready graduates to take their place as a valued member of the health care team
- C. Utilizing TeamSteps® and the SIMPLE technique we can prepare our students to effectively and professionally enter their respective professions with confidence.

First Primary Presenting Author

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Professional Experience: Assistant Professor of Nursing 2016-Present Instructor of Nursing 2006 - 2016 Responsible for gerontology, health policy and leadership education at the undergraduate level Responsible for leadership and health policy education at the doctoral level Member of the interprofessional research team (multidisciplinary simulation studies) at Gannon University Presented internationally, nationally and statewide related to teaching strategies, curriculum, gerontology, health policy and leadership Active in simulation research, health policy and gerontology Wrote book chapters for gerontological and leadership texts

Author Summary: Carol Amann is an assistant professor at Gannon University, She has presented original research related to gerontology ad health policy internationally, nationally and state wide. She is a member of the interdisciplinary research team incorporating multiple healthcare domains working together in a simulation setting for improved communication, patient safety, and collaboration.

Second Author

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Professional Experience: Valerie O'Toole -Baker has over 30 years of academic experience specializing in critical care. She was instrumental in bringing forth a state of the art simulation center to Gannon University. Since its inception, she has spearheaded multidisciplinary health care initiatives, curriculum changes to incorporate collaborative care methodologies for the university inclusive of research and care coordination.

Author Summary: Presented nationally at multiple conferences related to simulation TeamSteps master trainer Written and published numerous research articles related to simulation and interdisciplinary care Authored and edited book chapters for nursing competencies, critical care, and pharmacology