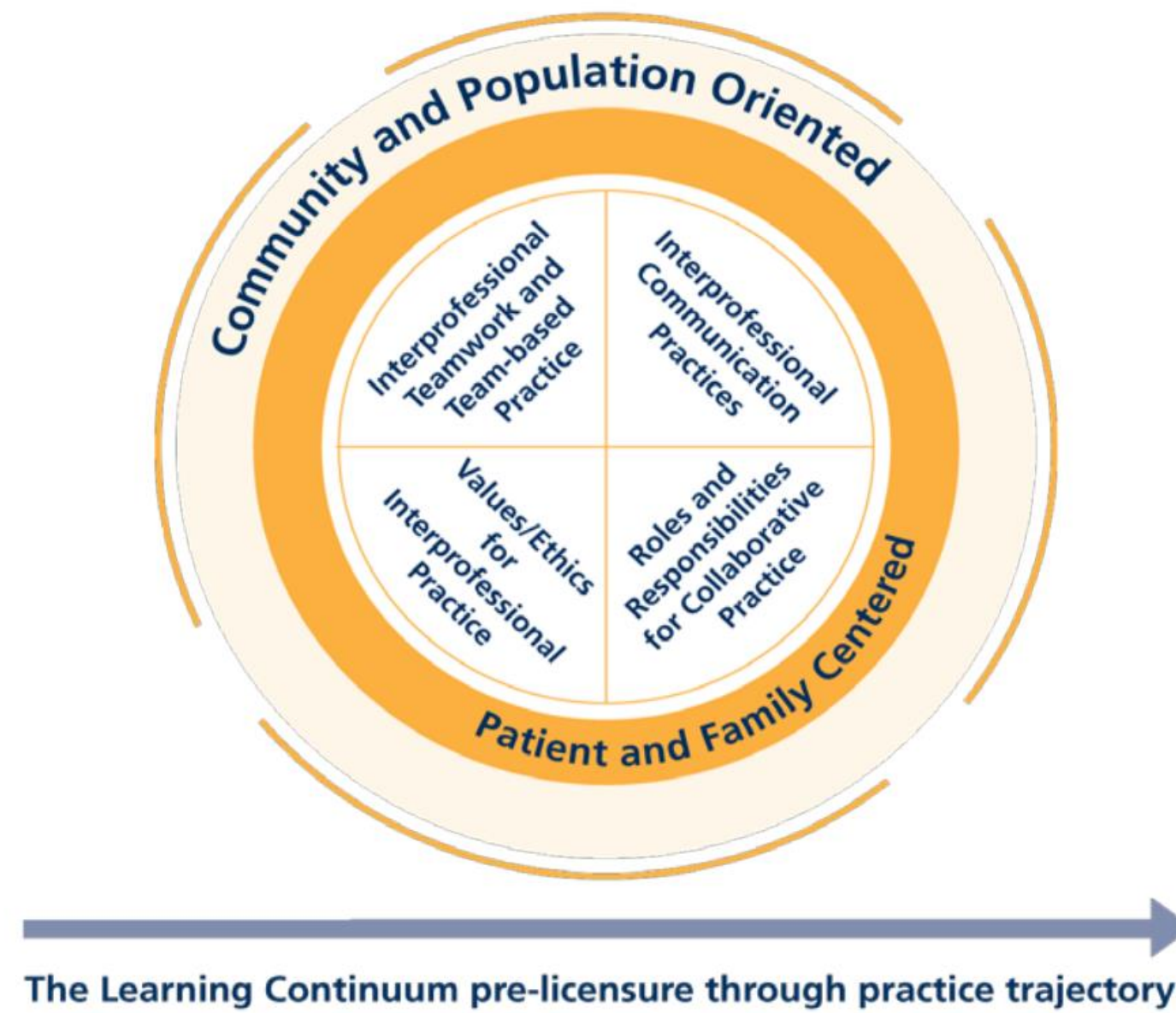


Background

- The Interprofessional Education Collaborative (IPEC) has outlined four competency domains for interprofessional collaboration:

Interprofessional Collaboration Competency Domain



- Health care professionals working collaboratively on interprofessional teams are essential to optimize patient-centered care to meet the needs of patients and work within a dynamic healthcare delivery system.
- Collaboration and teamwork can be best achieved if interprofessional education (IPE) starts early for health professional students from different professions engaging in interactive learning.
- The International Nursing Association for Clinical Simulation and Learning (INACSL) has Healthcare Simulation Standards of Best Practice that provide guidance for simulation development and design. These standards include themes regarding professional integrity, facilitation methods, debriefing, and participant evaluation.

Objectives

Objective 1

Bring together students from undergraduate nursing, graduate nursing, and physician assistant programs to collaboratively engage in an unfolding case study to learn how to communicate and interact across professional groups

Objective 2

Enable the students to identify how team collaboration can promote patient-centered care by emphasizing teamwork, innovative thinking, and equal partnership

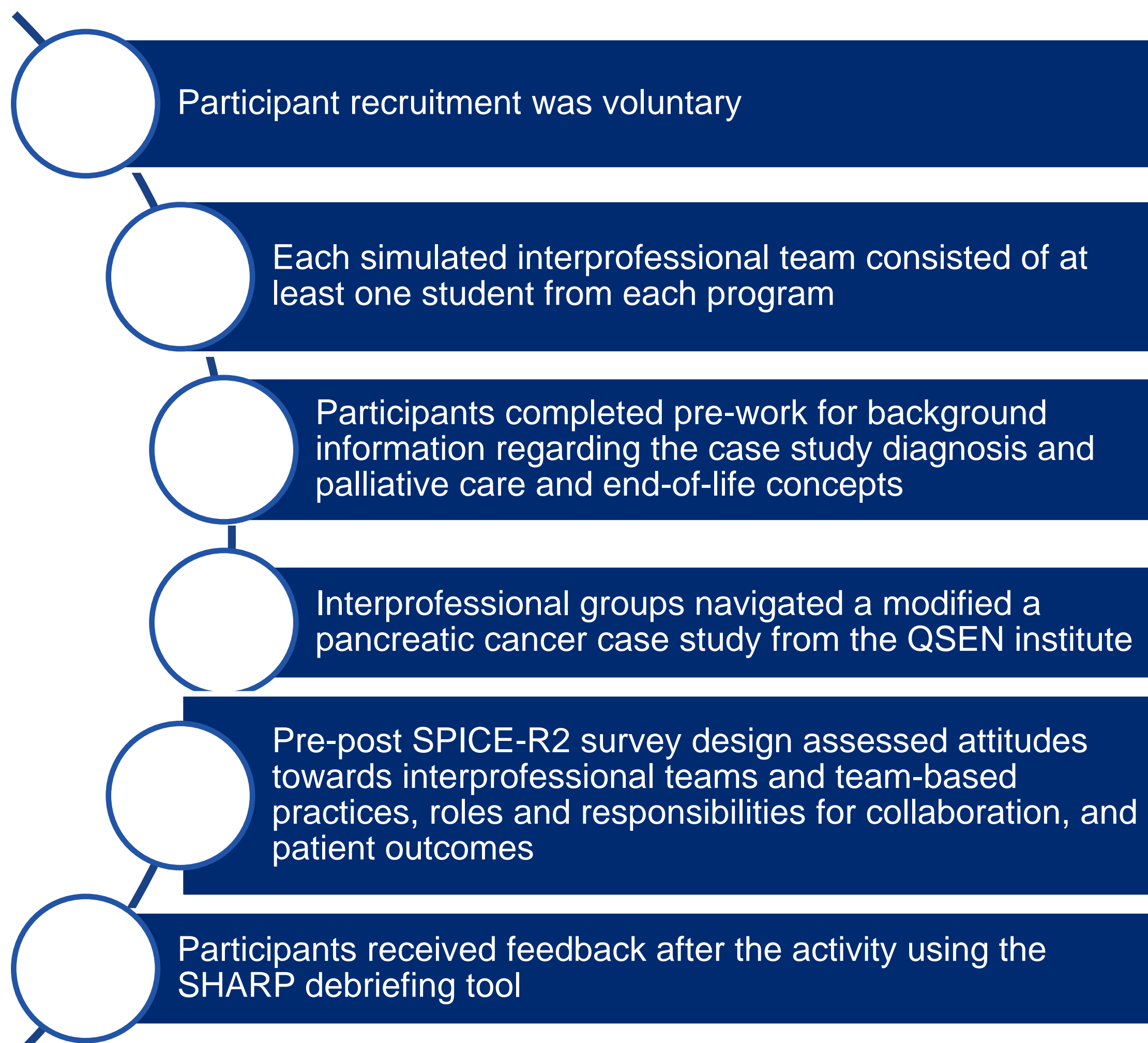
Objective 3

Encourage and guide students to recognize their role on the multidisciplinary team, how to collaborate, learn to adapt, and to communicate clearly with empathy, and collaboratively develop end of life holistic plan of care

Goals

- The goal of the IPE unfolding case study was for the students to develop and enhance their communication skills, recognizing roles and responsibilities, and enhancing the value of different perspectives and expertise with caring for cancer patients at the end of life. This improves mutual respect and leads to stronger working relationships throughout their healthcare careers.
- By learning how to function within an interprofessional team during their academic schooling, students will have the ability to carry this knowledge, skill, and value into their future care practice, thus increasing interprofessional competencies.

Methods



Case Study - MJS

- 48-year-old male presented to primary care office
 - PMHx: Hyperlipidemia, normal weight, nonsmoker, no alcohol intake
- Office assessment findings:
 - Painless jaundice
 - Complaints of severe pruritis (itching)
 - Complaints of fatty stool, liquid consistency
 - Weight loss of 40 pounds in 6 weeks
- Upon evaluation in the office, patient was referred to ED for additional workup
- ED assessment findings:
 - Total bilirubin 9.8
 - Elevated AST, ALT, amylase, lipase



Treatment Options

- Pathology is positive for pancreatic adenocarcinoma
- What cancer treatment options does this patient have?
- What other treatments or nursing interventions should be considered for this patient (remember your nursing diagnoses)?
- How can the nurse advocate for patient quality of life?
- How can the provider and nurse support patient decision making?

Results

Data collected from pre and post surveys was analyzed and compared to assess attitudes towards interprofessional teams and team approach to care

Results demonstrate achievement of the goals of the activity

Reflections revealed students felt the case study improved teamwork by recognizing the roles and responsibilities of each team member, and increased effective communication

The activity was a low cost, low fidelity, role-play unfolding patient case to achieve interprofessional education and assess student competency

Lessons Learned

- Participation was lower than expected since participation was voluntary and not a required part of a course
- The unfolding case study was executed in a virtual space, which may have hindered some of the collaborative dialogue between students
- Working in a virtual space takes time and some collaborative groups took longer working through the case study scripted questions than expected

Future Applications and Next Steps



- Need to recruit more volunteers from each professional program to participate
- Consider making participation a required part of a course
- Complete the unfolding case in a live, in-person environment

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