A Team Approach to Treating a Patient with a Cardiopulmonary Diagnosis

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### IPE for Health Professions Students

- In fall 2018, after PT/RC/CDIS moved and settled into the satellite campus, Janet (PT) talked to RC, Nursing, and the Nutrition and Dietetics program about a potential cardiopulmonary case IPE event
- Progress was slow and halting because it was a challenge to find the right people in each discipline
- By January 2019, the “right” people in each discipline had been identified. These included:
  - Students who were available to participate in an IPE event;
  - Faculty who were able to be flexible with their spring courses/ad in an activity to their syllabus.

### IPE Objectives

- Demonstrate knowledge of, skills for, and positive attitudes toward collaboration with other health professionals.
- Demonstrate knowledge and understanding of the different roles, responsibilities, and expertise of health professionals.
- Communicate effectively with other health professionals.
- Reflect critically on one’s own relationship within a team.
- Identify common professional interests through reflection.

### Discipline Specific Objectives

- Perform an appropriate evaluation on a patient with a cardiopulmonary diagnosis.
- Establish a plan of care for a patient with a cardiopulmonary diagnosis.
- Provide evidence-based intervention(s) for a patient with a cardiopulmonary diagnosis.
- Compare established clinical practice/evidence-based guidelines to a case study.

### IPE Event Details

- Recruited standardized patients (SPs) from the community
- Created a cardiopulmonary case (pneumonia in CCU, script for the SPs, and patient chart)
- Students find an assigned team of 5-10 for 90 minutes to review the medical record and establish their plan for each discipline to assess the patient. Each group had a faculty mentor
- Students had 45 minutes to perform patient evaluations in the simulation lab with the SPs
- 15 minute debrief with their faculty mentor to discuss what had happened and to reflect on the experience
- Students worked in their groups to complete an assignment due in one week

### Plan for Students

**Rotation Schedule**

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Twenty groups of students
- Nursing – 89 (senior students) (5 or 4 per group)
- Physical therapy – 38 (2nd year students) (1 or 2 per group)
- Respiratory care – 44 (first year students) (2 or 3 per group)
- Dietetics – 12 (graduate-level dietetic interns) (1 per group)

**183 students TOTAL**

### Group Activity

- In groups, students completed a template with the following questions:
  1. How would you modify your treatment plan based on what you learned? (sample answers below)
  2. Better handoff communication
  3. Strategies for sharing pertinent information with each other
  4. Pre-communicate before PT
  5. Create a team plan of care including appropriate interventions in each discipline, incorporating information you gained from your interaction with the other professions.
  6. Identify 3 chief patient problems and how you will address them as a team. (sample answers below)
  7. Manage pain
  8. Improve mobility
  9. Ensure compliance
  10. Risk for infection (due to multiple post-op wounds)

### Significant Findings - One Way ANOVA

**Significant difference between pre and post test for entire sample!**

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<tr>
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**Tukey HSD Post Hoc Test**

- No significant differences between graduate students (Dietetic interns and PT students)
- No significant differences between dietetic interns and undergraduate students
- No significant differences between undergraduate students (Nursing & RC)

### Outcomes

- Positive
  - Event ran smoothly
  - Standardized patients were fantastic
  - Students gained knowledge about and exposure to other disciplines
  - Good interprofessional communication (mostly)
  - Ability to see each discipline conduct an evaluation

### Room for improvement

- Needed additional information about the patient for the students and SPs
- Inconsistency in the amount of information provided to students in advance
- Better use of prep time and better communication among disciplines
- Better and consistent coaching for faculty mentors

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### Conclusions

We made it happen and it seems to have made a difference!

- Standardized patients and the sim lab are fantastic resources
- It’s best to create activities with students at the same place in their programs (first year, final year, etc.)
- Smaller groups are better with even numbers of students from each discipline involved
- Specific guidelines and information for students and faculty = better experience for all

Dedicated day and time for IPE events college-wide to facilitate scheduling