

Project Goals

1. To offer students from all allied health science programs the opportunity to assess, diagnose and treat a standardized patient as an interprofessional team at ECU's Office of Standardized Clinical Skills Assessment and Evaluation.
2. To assess pre and post event attitudes and perceptions of interprofessional health care teams and health care education from the learners.

Historical Perspective

Standardized patient learning activities have been available at East Carolina University since 1982, and historically offered to students in medicine, nursing, physician assistant and allied health programs as discipline-specific events.

Beginning in the fall of 2014, learners from each of these disciplines have been invited twice per semester to evaluate a standardized patient with multiple chronic complaints as an interprofessional team. The survey results represent the responses from participants during the spring, summer, and fall 2015 semesters.

Participants were from the College of Nursing, Brody School of Medicine, College of Allied Health Sciences and the College of Human Ecology.



Interprofessional Team

Team members have consisted of student learners from the following disciplines in the two events to date:

Adult/Geriatric Nurse Practitioner, Family Nurse Practitioner, and third-year Medical

Adult/Geriatric Nurse Practitioner, Family Nurse Practitioner, and Clinical Health Psychology

Adult/Geriatric Nurse Practitioner, Family Nurse Practitioner, Physician Assistant Studies and Social Work

Cases Offered

Scenario #1 Obese 17 year old Hispanic female presented with stomach pain and unusual vaginal bleeding. Bleeding started two days prior to visit, while the stomach pain started the morning of the visit. Patient worried about being pregnant.

Scenario #2 50-60 year old farmer with foot wrapped in ace bandage, diabetes, hypertension, and stage 2 kidney disease presented for annual exam, and to have prescriptions for HCTZ and Metformin refilled.

Scenario #3 The patient presented for reoccurring memory problems over the past 18 months. Patient has problems remembering many recent developments, and misplacing items in her home. Family concerned about patient having an accident if she continues to drive.

Scenario #4 The patient presented for results from recent medical exam. Results included high AST and ALT for liver function, elevated bilirubin, and positive Guaiac test.

Scenario #5 62 year old housewife presented for ongoing pain in hand and knee joints. Treatment plan for osteoarthritis.

Benefits of Interprofessional Care to Learners

- More holistic and efficient patient care
- Potential for decreased medical errors
- Improved communication among the health care team
- Improved understanding of the role of a team

Significance/Implications

- Attitudes toward interprofessional healthcare teams improved
- Anticipated leadership in promoting interprofessional work environments
- Learners are exposed the roles of other health professionals during the education process

Acknowledgement

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Survey Results

Questions					Mean Score Pre-Activity Survey (N=21)	Mean Score Post-Activity Survey (N=21)
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1. Patients/clients receiving interprofessional care are more likely than others to be treated as whole persons.					4.52	4.71
2. Developing an interprofessional patient/client care plan is excessively time consuming.					3.00	2.29
3. The give and take among team members helps them make better patient/client care decisions.					4.43	4.52
4. The interprofessional approach makes the delivery of care more efficient.					4.33	4.43
5. Developing a patient/client care plan with other team members avoids errors in delivering care.					3.90	4.33
6. Working in an interprofessional manner unnecessarily complicates things most of the time.					2.38	1.71
7. Working in an interprofessional environment keeps most health professionals enthusiastic and interested in their job.					3.90	4.38
8. The interprofessional approach improves the quality of care to patients/clients.					4.43	4.57
9. In most instances, the time required for interprofessional consultations could be better spent in other ways.					2.19	2.10
10. Health professionals working as teams are more responsive than others to the emotional and financial needs of patients/clients.					4.14	4.43
11. The interprofessional approach permits health professionals to meet the needs of family caregivers as well as patients.					4.24	4.48
12. Having to report observations to a team helps team members better understand the work of other health professionals.					4.38	4.52
13. Hospital patients who receive interprofessional team care are better prepared for discharge than other patients.					4.33	4.57
14. Team meetings foster communication among team members from different professions or disciplines.					4.43	4.62