

Rural Health and Research Congress #RHRC2019

# Rural interdisciplinary learning to enhance team care

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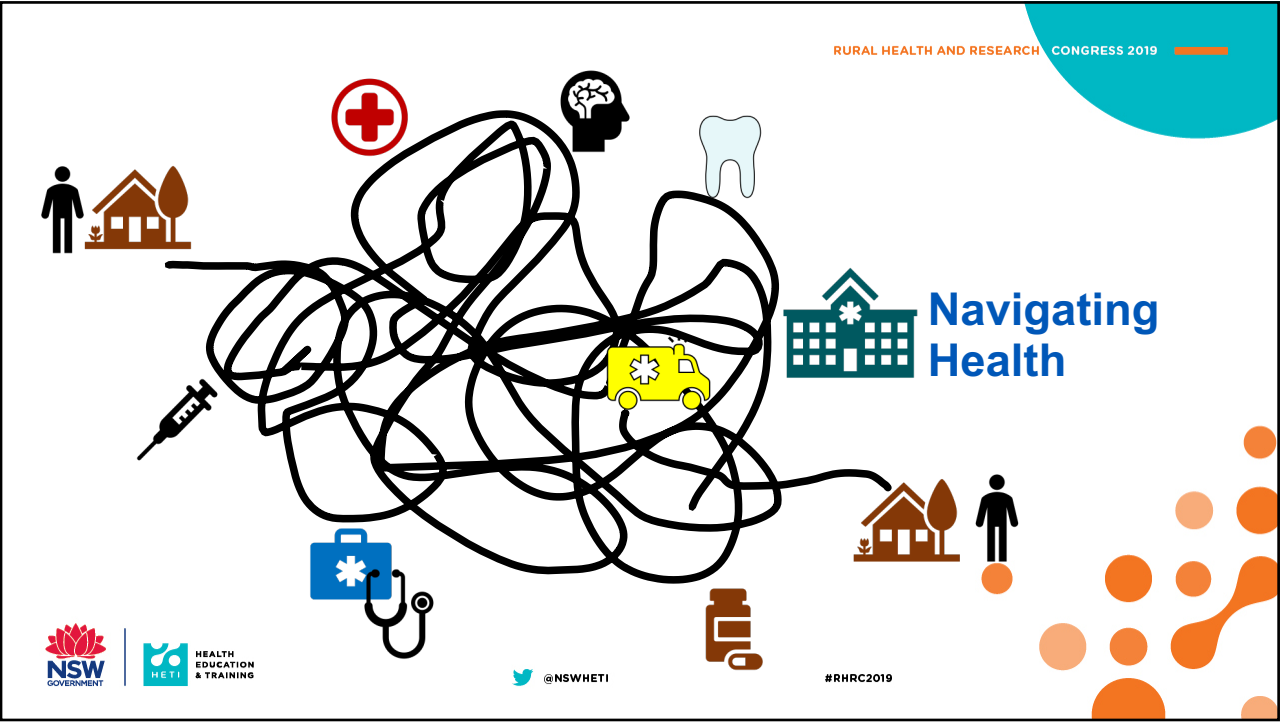
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## Traditional Health Education Models

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## RIPL

**Primary focus on providing complex care in challenging rural environments:**

- Palliative Care
- Mental Health
- Obstetric Care
- High Acuity Trauma (Quad Bike Rollover, Fall from hayloft, Motor Vehicle Accident)
- High Acuity Medical (Stroke)

**Engage in a range of team building activities such as clinical skills presentations, interdisciplinary trivia, social dinners and more.**

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## RIPL

**Bring together students from a range of disciplines:**

- Medicine
- Nursing
- Paramedicine
- Allied Health (Radiography, Physiotherapy, OT)

**Engage experienced health professionals from a range of professions:**

- Midwives
- Oncologist
- Mental Health
- Doctors, Nurses, Paramedics, Radiographers

**Total Students: 120**

Discipline	Percentage
Allied Health	51%
Medicine	28%
Nursing	18%
Paramedicine	3%

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## Methods

- Conducted pre- and post- surveys evaluating students' perceptions of interdisciplinary care and other professional roles.
- Structured debrief following each simulation using SHARP debrief method.
- Facilitator feedback surveys to identify if learning objectives have been met, what went well, what did not, ect.



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## Challenges

- Nursing and medical professional education at WSU does not utilise simulation-based learning as a common teaching method when compared to paramedic education programs.
- Various levels of clinical skills among participants.
- We, as professionals, lack a clear understanding of each others' roles and abilities.



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## Overcoming Challenges

- Using simulation methodology as a guiding principle for simulation objectives
- Focus on human interactions rather than clinical skills
- Embed seasoned practitioners into simulations to take the focus off of clinical skills and allow students to focus on human interactions
- Tabletop learning objective discussions among facilitators prior to RIPL event.



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## Rural Inter-Professional Learning



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## Impact

*“It allowed me insight into how to meaningfully practise interprofessional and patient communication, and realising the importance of including the patient and/ other carers in discussion and decision making”*

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## Rural Inter-Professional Learning



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## Influence on delivery of care in future practice

- Working in multidisciplinary teams is pertinent to improving patient outcomes in a rural setting
- Working in multi-disciplinary teams is important for improving patient care
  - Each profession provides a different element of care, which may be more appropriate at different times during the patient experience.
  - Improved understanding of the 'layers' of care involved in the patient experience.
- Better understanding of how to initiate multidisciplinary teams
- Better understanding of social factors impacting patients' health



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## Rural Inter-Professional Learning



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## Prominent 'Take Home Messages'

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- Effective teamwork
- Roles and limitations of other disciplines
- Importance of patient centred-care
- Importance of good communication
- Challenges of rural living and/ or treating in a rural location
- Importance of understanding underlying causes.



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## Rural Inter-Professional Learning



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## Impact

*"I have learned more about holistic patient care because as a doctor you don't interact with the patients home surroundings except for home visits, so paramedics have a much greater role in witnessing and being able to assess the living standards and daily condition of the patient."*



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## Unprompted Peer Teaching



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## Key Takeaways

- Enhancing understanding of the importance of providing care in the community wherever possible.
- Creating a new belief-system of collaborative care and the importance using a holistic approach to patient-centred care.
- Interdisciplinary care becoming the norm rather than the exception.
- Students want more Inter-professional learning!



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2018**

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