

Pilot Study on Inter-Professional Team Building - Teach Together and Learn Together

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Abstract

Objectives: To promote a cohesive atmosphere between different health profession students by Inter-Professional Education Training and assess its effectiveness. **Method:** A prospective pilot study was conducted at Saveetha Medical College, Obstetrics and Gynaecology Department. Three sets of two undergraduate students each from Medicine, Nursing and Physiotherapy formed a team and were given a case, which they followed from admission to discharge and were also given structured activities. Team members shared the knowledge of their respective professions. Team members were evaluated by pre and post-test on the knowledge and skill acquired in the area of understanding of the other relevant disciplines. **Findings:** Knowledge and skill levels were assessed pre and post training and were seen to increase from 22% to 98%. The skill level of the members of the team members in the other relevant professions was found to increase by 90%. Confidence level after training rose to 94%. Participants appreciated the cohesive atmosphere between team members. **Applications:** For inter-professional education faculty members play a crucial role. Complex medical issues can be best addressed by inter-professional teams.

Keywords: Inter-Professional Education, Inter-Professional Training, Team Building, Teach Together and Learn Together

1. Introduction

At present, the main focus of healthcare lies on illness and its treatment but now there is a pronounced shift from just treating illness to promoting health. Inter-Professional team building through Inter-Professional Education (IPE) plays a pivotal role in enhancing the competencies of professionals to provide an integrated and well-coordinated health care effectively. There is a paradigm shift in health care from a physician centered to a patient centered approach; from practitioner autonomy to team collaboration. The practice of a collaborative approach by health professionals is bound to achieve substantial improvement in the quality of health care.

2. Objective

To promote a cohesive atmosphere between the different health Professional students by Inter-Professional Education (IPE) training and to assess its influence and effectiveness on patient care.

3. Method

A prospective study was conducted at Saveetha Medical College, Obstetrics Department. Two undergraduate students each from Medicine, Nursing and Physiotherapy formed a team and they were given a case which they

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followed from admission to discharge. Three such teams were formed and trained. The faculty concerned briefed the teams the objective and learning outcome expected from them and provided structured activities (Figure 1). Monitoring was done daily. Team members discussed the case among themselves. Team members were present inside O.T., Physiotherapy Department and Nursing College and were able to familiarize themselves with the instruments and various procedures (Figure 2 (a) and (b)). Team members were evaluated by pre and post-tests (Figure 3) on the knowledge and skill they had attained.



Figure 1. Faculty teaching the interprofessional students together (structured activities).

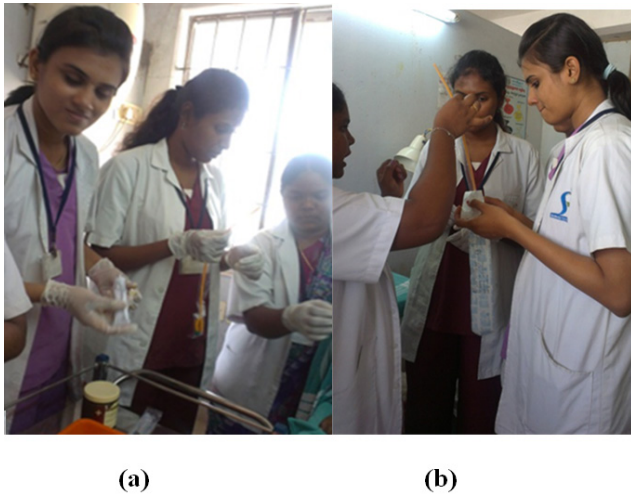


Figure 2. (a) and (b) Learning together various procedures.

Assessment was done regarding the knowledge they gained about other professions, co-ordination between team members, and total care of the patient. Team members shared the knowledge required from their respective

profession. There was no - "I" - in Team! Faculty played an important role in creating a cohesive atmosphere.



Figure 3. Pretest for students.

4. Findings

Confidence level was evaluated based on a post-training interview which showed a steep rise in confidence to 94% when pre-training confidence was Nil (Figure 4). Confidence developed by students by Inter Professional Education will lead to future efficient Inter-Professional Team work. Participants appreciated the cohesive atmosphere that developed between team members and team work and understood that Inter-Professional learning and practice is an integral part of health care. We need to motivate every faculty towards Inter-Professional Education to reduce implementation failure. Progress of IPE outcome will lead to a holistic approach to health care (Figure 5).



Figure 4. Analysis of students confidence and cohesive atmosphere level from zero to 90%..

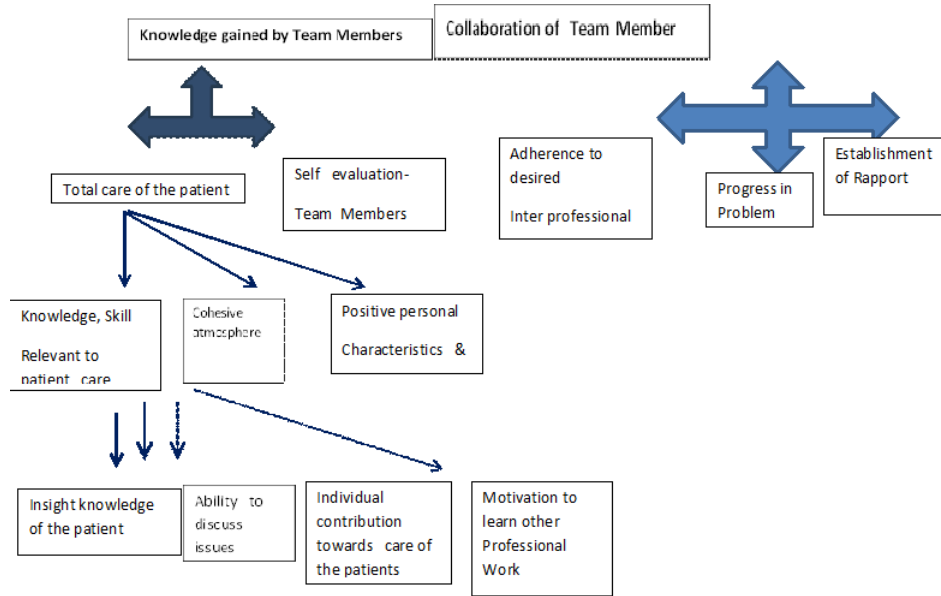


Figure 5. Progress outcome.

Skill level of the team members on working and sharing of knowledge as a team were assessed pre and post training (22% vs 98%). Students gained more knowledge from interacting with each other and their professional skill level increased from 18% to 90% (Chart 1 (a) and (b)).

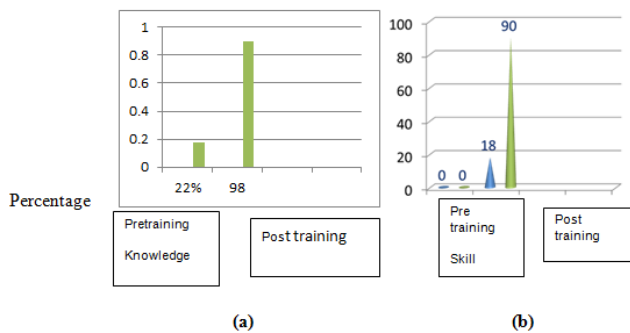


Figure 6. (a) and (b) Analysis of student's knowledge and skill.

5. Discussion

Now-a-days, patient care - which is complex - can be easily done by Inter-Professional team participation through IPE. In an Inter-Professional team, knowledge and skills are shared. In our study, faculty played an important role in IPE which is consistent with the results found in a study by¹.

To teach IPE, faculty should be motivated². In our study working together across professions provided patient-centered care³. At present, there is marked shift in the approach to health care and Inter-Professional practice is becoming integral to health care which can be easily done by IPE⁴. In our study, the confidence gained by students was appreciable and they will become efficient, future Inter Professional team members who can address complex medical issues⁵.

In⁶, through his study found that team relationship between professionals had a positive impact. The findings of our study were also similar and showed that the existence of a cohesive atmosphere between different professionals invariably had a positive effect on patient care.

6. Conclusion

For teaching and learning of Inter Professional Education, faculty members necessarily play a critical role and they must be prepared to meet this challenge. Complex medical issues can be best addressed by Inter Professional Teams. It is anticipated that IPE approaches can maximize Inter Professional team building, which in turn will optimize patient care.

7. Acknowledgement

I thank Chancellor, Director and Dean, of Saveetha Medical College for the encouragement and for giving permission to carry out this study.

8. References

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