

**THE MULTIDISCIPLINARY CARDIAC
REHABILITATION PROGRAM:
A TEMPLATE FOR
INTERPROFESSIONAL LEARNING**

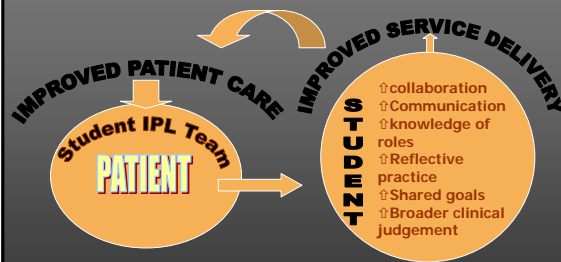
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IPL defined as:

“Occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care”.

Barr H. et al, 2006, *Jol of Interprofessional Care* 20 (1) 75-78

IPL as a process



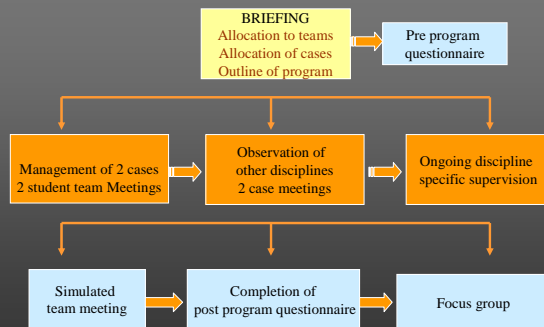
Thompson C. 2007



**PILOT
STUDENT
IPL PROGRAM
AIMS**

- ↑ communication skills
- ↑ understanding & respect for the skill base of other professions
- ↑ skills necessary for optimal teamwork & team decision making
- ↑ increase confidence as a team member

STUDY METHODS



METHODS

Cardiac Rehabilitation as Context For IPL

- **CASE MANAGEMENT:** 2 complex patients.
- **OBSERVATION:** Attended all components of the program observing
 - PT exercise session,
 - education sessions for nursing, nutrition and pharmacy, SW & OT psychosocial group.
 - individual professional interventions eg wound care.
- **MODELLING:** attended Cardiac Rehab. team meeting

METHODS: Evaluation

- Simulated student team meeting
- Test retest questionnaire
- Focus group
- Continuation of reflective diary
(not included in the pilot study outcomes)

RESULTS: Test retest questionnaire

- n = 5
- Wilcoxon signed ranks test (nonparametric)
- Significant improvement in all areas
 - Confidence contacting other HCP p=0.043
 - Confidence speaking in meeting p=0.042
 - Confidence in liaising p=0.042
 - Confidence providing info p=0.042

RESULTS: Focus group

Increased understanding & knowledge of other professions role

"We interacted with patients, got to understand their perspectives and worked with other health care professionals to better understand their role"

RESULTS: Focus group

Developing a broader perspective of the patient lead to improved patient management

"We were able to get a bigger picture of the patient's health and aspects of his life, we were better able to manage the patient"

RESULTS: Focus group

Practising own professional role in a safe environment.

"We were all in the same position, all new together. This accelerated learning"

"I always felt like a student with other professionals, a power imbalance. I felt more comfortable with peers in the student meeting"

RESULTS: Focus group

Increased confidence to communicate with other health professionals

"I feel more confident going to team meetings now, I have a bit more confidence to speak up in meetings."

"To communicate I needed to learn more about what you guys did and when I knew more, it was easier to talk together."

RESULTS: Focus group

Benefits: structure & content

- Student meeting (*unanimous agreement*)
- Opportunity to observe other disciplines patient interventions

“Attending the psychosocial group was a privilege”

RESULTS :FOCUS GROUP: Changes needed

Insufficient time with patient

“ It was difficult to speak with the patients in the gym” Pharmacy student.

Students requested more time

- Each other
- Observing other disciplines

RESULTS: Simulated Case Meeting

Demonstrated:

- Ability to communicate with other professions
- Shared goals and broader clinical judgement
- Effective patient management as a team

Study Limitations

- Small sample size n=5
- Use of a non standardised evaluation tool
- Reliance on self report
- Brief duration of the study

CONCLUSIONS

- **Strong evidence of positive learning outcomes in the area of collaborative care.**
- **The project offered a reproducible model**

Recommendations

- **Trial use of a validated questionnaire:**
“Readiness for Inter-professional learning scale”.
- **Increase student numbers through:**
 - ↑ clinical settings , >3 times per year.
 - Overcoming seasonal differences
 - ↑ disciplines
- **Increase student access & time with the patients**