

Understanding Health Professional Roles & Understanding the Patient Perspective

Facilitators Guide

Overview

Target Audience: 1st year nursing, physiotherapy, speech pathology social work and medicine students (60 students - 12 per discipline)

Estimated pre briefing time: 15 minutes

Estimated pre scenario activity time: 60 minutes

Estimated simulation time: 90 minutes (3 x 30 minutes)

Estimated debriefing time: 20 minutes

Setting: acute hospital

Simulation method: group discussion and role play with students playing the role of patient

Brief summary of scenario

This module aims to provide an interprofessional learning experience for first year health sciences students by allowing them to explore the roles of health professionals in an acute health environment. Students will be given the opportunity to learn with, from and about one another through interactive patient role plays and group discussions.

This module will be delivered early in the first year program with little prior knowledge expected. A considerable amount of time has been dedicated to a pre-simulation activity which will orientate students to health professional roles and allow discussion of perceptions both within their own profession and with other disciplines. When undertaking the simulation component of this module, students will work in interprofessional teams and rotate between three patient scenarios. Each scenario will require one student to role play the patient and other students to role play health professionals. It is anticipated that students will not only gain a greater understanding of each other's roles, but also some insight into the patient's perspective and how health professionals may impact on the patient experience.

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Learning objectives

Interprofessional

- ☐ **Interpersonal and Communication Skills:** Communicates sensitively in a responsive and responsible manner demonstrating the interpersonal skills necessary for interprofessional collaboration
- ☐ **Patient-Centred and/or Family-Focused Care:** Through working with others negotiates and provides optimal integrated care by being respectful of and responsive to patient/client and/or family perspectives, needs and values
- ☐ **Collaborative Decision Making:** Establishes and maintains effective and healthy working partnerships with other professionals whether or not a formalised team exists
- ☐ **Roles and Responsibilities:** Consults, seeks advice and confers with other team members based on an understanding of everyone's capabilities, expertise and culture
- ☐ **Team Functioning:** Uses team building skills to negotiate, manage conflict, mediate between different interests and facilitate building of partnerships within a formalised team setting

(Source: The British Columbia Competency Framework for Interprofessional Collaboration, 2008)

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Pre-Briefing

- ☐ Welcome students
- ☐ Introduce members of staff involved in today's session
- ☐ Explain LinC-Sim project and purpose of funding
- ☐ Describe simulation and facilities available at MSHS for simulation
- ☐ Administer pre-simulation activity survey
- ☐ Outline learning objectives
- ☐ Explain format of session
- ☐ Reveal / explain group allocations
- ☐ Allow questions from students

Pre-simulation activity

All students will gather in one room to participate in a pre-simulation activity that will last for up to 60 minutes. The activity will comprise three parts and will be led by facilitators from various health professional backgrounds. The overall aim of the activity is to increase students' understanding of health professional roles.

Cards outlining the content for each task will be provided for students and facilitators.

Task 1 (15 minutes)

Divide students into their professions (groups of 12). Students to work with a facilitator to discuss their roles and their perceptions of the roles of other health professionals. Use the following questions as prompts:

- How would you describe your profession?
- What do people in your profession do?
- Who do you work with?
- Where do people in your profession work?

Task 2 (15 minutes)

Remain in discipline groups. Consider how your role compares and contrasts with that of other health professionals. Students to work with a facilitator to discuss their perceptions of other health professional roles. Use the following questions as prompts (omit your own profession):

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- What does a physiotherapist do?
- What does a social worker do?
- What does a speech pathologist do?
- What does a registered nurse do?

Task 3 (30 minutes)

Divide students into multidisciplinary groups (12 groups with a member from each profession represented in each). Students then work in multidisciplinary teams to share and challenge their perceptions regarding the roles of other health professionals. Facilitators will be work across groups to guide group discussions. Use the following questions as prompts. Encourage students take turns leading the questioning about their own roles e.g. social work student asks other students what they feel social workers do before adding their own perceptions last.

- What does a physiotherapist do?
- What does a social worker do?
- What does a speech pathologist do?
- What does a registered nurse do?

At the completion of Task 3, students will remain in their multi-disciplinary groups and move to the simulation labs.

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Brief summary of simulation scenario

Rooms needed: 3 simulation labs (1 per scenario). 2 facilitators and 16 students per lab. Students divided into 4 multidisciplinary groups, each comprising 4-5 students.

Equipment: set up described under each scenario

Setting: acute hospital

Simulation method: role play

Each group of 16 rotates through the 3 scenarios described on the following pages. For each scenario, one student plays the role of patient. The remaining students will play the role of health professionals. Students will be encouraged to change roles for each scenario i.e. have an opportunity to play both the patient and the health professional. Prior to commencing this activity, students will be given scenario cards with prompts and tasks outlined. Students may spend up to **30 minutes** at each scenario, including set up and pack up time.

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Patient story A

Last night, at hockey training you were accidentally hit on the right knee by one of your team member's hockey sticks. The blow was quite forceful, and you immediately felt severe pain at your kneecap. You had great difficulty bending your knee and weight bearing on your leg. You were taken to the local emergency department where after having an x-ray you were diagnosed with a non displaced fracture of your patella (kneecap). You stayed in hospital overnight for investigations and pain management. The orthopaedic surgeon visited you this morning and said that you will need to wear a knee brace for the next 3-6 weeks and use crutches to walk. After lying in bed for the last 18 hours, you are keen to move about and sit in a chair.

Preparation of simulation and environment A

The student playing the role of patient is lying flat in bed with a knee immobiliser brace on their right leg (students can work together to fit the knee brace on the patient prior to commencing the scenario). A pair of elbow crutches is resting on the floor at the foot of the bed (not within easy reach for the patient). Two chairs are placed in the room: one chair without arm rests is closest to the bed; a second chair with arm rests is further away. A footstool is also placed besides the chair with arm rests

Equipment checklist A

- ☐ Knee immobiliser brace (Zimmer knee splint)
- ☐ Elbow crutches
- ☐ Chair without arm rests
- ☐ Chair with arm rests
- ☐ Footstool

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Task (patient) A

Task 1: Get out of bed, walk 10 metres and sit in a chair while wearing a knee brace.

Task 2: Try again to get out of bed, walk 10 metres and sit in a chair with the help of other health professionals. Did the assistance of health professionals change your experience?

Task 3: As a group, reflect on the two previous tasks. As a patient, consider how you would feel if faced with this physical impairment. Convey your thoughts/feelings to the rest of the group. What help may be needed to ensure your well-being in the coming days/ weeks?

Task (health professionals) A

Task 1: Observe the patient as they try to get out of bed, walk and sit in a chair while wearing a knee brace. Do not help them. Observe any difficulties they are having and consider what you could do to assist. Which health professionals may be involved in this patient's care? What roles could they play? Discuss what could be done to improve the experience for the patient.

Task 2: This time, assist the patient as they try to get out of bed, walk and sit in a chair while wearing a knee brace. When providing assistance, ensure that you and all participants are practicing safe manual handling and avoiding any stress or strain on your body. Consider the effect of your assistance on the patient's experience.

Task 3: As a group, reflect on the two previous tasks. Consider what the patient may be experiencing beyond the physical impairment. What help may be needed with to ensure the patient's well-being in the coming days/ weeks? What health professionals may play a role in providing this assistance?

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Patient story B

You recently underwent throat surgery. Immediately prior to your surgery, a tracheostomy was performed. A tracheostomy is a surgical procedure to cut an opening into the trachea so that a tube (called a tracheostomy tube or trache) can be inserted into the opening to assist breathing. The tracheostomy tube will remain in place for a few days after the surgery until the swelling around the throat settles. It does not hurt having the tube in; however while it is in you are unable to vocalise. Your inability to speak occurs as air does not pass through the trachea, larynx and then mouth: instead it passes from the lungs, to the tracheostomy tube and out through your neck.

Preparation of simulation and environment B

The student playing the role of patient is sitting on a chair. The student is instructed not to use their voice to communicate. A mock tracheostomy has been created (using a trache tube flange and tapes). Communication aids – e.g. pen, paper, clipboard, whiteboard and markers, iPad, are available on a trolley away from the student. These are only to be accessed for completing task 2.

Equipment checklist B

- ☐ Chair
- ☐ Tracheostomy tube (end)
- ☐ Tracheostomy tapes
- ☐ Simple communication aids: pen, paper, clipboard, iPad, white board and markers
- ☐ Trolley

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Task (patient) B

Task 1: Your fellow group members will ask you a series of questions about your social history. Play the role of yourself and answer the questions as best as you can without using your voice. You will not have access to any aids or equipment to help facilitate your communication.

Task 2: Your fellow group members will ask you a series of questions about your social history. Play the role of yourself and answer the questions as best as you can without using your voice. The health professionals will provide you with aids and equipment to facilitate your communication without voice. Did the assistance of the health professionals change your experience?

Task 3: As a group, reflect on the two previous tasks. As a patient, consider how you would feel if faced with this physical impairment. Convey your thoughts/feelings to the rest of the group. What help may be needed to ensure your well-being in the coming days/ weeks?

Task (health professionals) B

Task 1: Conduct a social history for this patient. Examples of questions you could ask include: where do you live? Who do you live with? Do you have a part time job? What activities do you like to do in your spare time? The patient is not able to use their voice when answering questions. Do not provide them with any aids to assist with their communication. Observe any difficulties they are having and consider what you could do to assist. Which health professionals may be involved in this patient's care? What roles could they play? Discuss what could be done to improve the experience for the patient.

Task 2: Again conduct a social history for this patient. The patient is not able to use their voice when answering questions. This time, you may use aids to facilitate the patient to communicate without voice. Consider the effect of your assistance on the patient's experience. Have you gained information that you did not gain previously?

Task 3: As a group, reflect on the two previous tasks. Consider what the patient may be experiencing beyond the physical impairment. What help may be needed with to ensure the patient's well-being in the coming days/ weeks? What health professionals may play a role in providing this assistance?

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Patient story C

Last night while running to catch the train at Melbourne Central Station, you tripped and fell heavily, landing on your outstretched hands. You immediately felt a snap and experienced intense pain. You knew immediately that you had broken something as your wrists swelled up and you were unable to move them. Your classmate assisted you to Elizabeth Street where you caught a tram to The Royal Melbourne Hospital. After having x-rays you were diagnosed with a distal radius fracture (forearm bone) on the left and a scaphoid fracture (wrist bone) on the right. Your wrists and thumbs were immobilised in below elbow plaster casts, which you will need to wear for up to 6 weeks. It is now the next morning and you are very hungry as you have not eaten since yesterday. Your breakfast has arrived on a tray.

Preparation of simulation and environment C

The student playing the role of patient is sitting in a chair, with a table in front. Both wrists/ thumbs have been immobilised in resting splints with crepe bandages over them (students can work together to fit resting splints on the patient prior to commencing the scenario). A breakfast tray containing a juice box, fruit or yoghurt in sealed container, packet of biscuits and spoons is placed on the table.

Equipment checklist C

- ☐ Chair
- ☐ Patient table
- ☐ 2x resting splints
- ☐ Crepe bandages
- ☐ Breakfast tray containing juice box (with straw sealed in plastic), fruit or yoghurt in sealed container, sealed packet of biscuits
- ☐ Spoons

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Task (patient) C

Task 1: Eat your breakfast, while both wrists and thumbs are immobilised.

Task 2: Try again to eat your breakfast with the help of other health professionals. Did the assistance of health professionals change your experience?

Task 3: As a group, reflect on the two previous tasks. As a patient, consider how you would feel if faced with this physical impairment. Convey your thoughts/feelings to the rest of the group. What help may be needed to ensure your well-being in the coming days/ weeks?

Task (health professionals) C

Task 1: Observe the patient as they try to eat their breakfast with both wrists and thumbs immobilised. Do not help them. Observe any difficulties they are having and consider what you could do to assist. Which health professionals may be involved in this patient's care? What roles could they play? Within your group, discuss what could be done to improve the experience for the patient.

Task 2: This time, assist the patient as they try to eat their breakfast while their wrists and thumbs are immobilised. Consider the effect of your assistance on the patient's experience.

Task 3: As a group, reflect on the two previous tasks. Consider what the patient may be experiencing beyond the physical impairment. What help may be needed with to ensure the patient's well-being in the coming days/ weeks? What health professionals may play a role in providing this assistance?

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Debriefing overview

Students in each simulation lab (3 groups, total of 16 students from each lab) are to come together and briefly discuss today's experiences with the facilitators. **Post-simulation surveys** are also to be completed. The expected time frame for debriefing and survey completion is **20 minutes**.

Further Information

Useful links for further information

- Understanding health professional roles: This link contains several video links to interviews with health professionals regarding their roles. <http://www.ecu.edu.au/community/health-advancement/interprofessional-ambulatory-care-program/interprofessional-learning/ipl-through-simulation/role-clarification>
- Understanding tracheostomy: The following fact sheet explains the procedure of tracheostomy in simple language. <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Tracheostomy>
- Understanding the patient perspective: empathy and advocacy. A good text to review is Cournoyer, BR. (2005). *The Social Work skills workbook* (4th ed). Belmont, CA: Thomsons Brooks/Cole. A preview of this text is available at Google Books http://books.google.com.au/books?id=FSu0bgciVfEC&pg=PA24&lpg=PA24&dq=the+social+work+skills+handbook&source=bl&ots=GNFTE5vpjH&sig=RVjp_KM1FLKW5gN8fmC3lo4_xy4&hl=en&sa=X&ei=5qEIUd68J4zLmgWlyYGgAg&ved=0CDAQ6AEwAA#v=onepage&q=the%20social%20work%20skills%20handbook&f=false
- Understanding the patient perspective: empathy and advocacy. Another good text to review is Trevithick, P. (2012). *Social Work skills and knowledge. A practice hand book* (3rd ed.). Berkshire, England: Open University Press. A preview of this text is available at Google Books <http://books.google.com.au/books?id=twqDoa1LgKkC&printsec=frontcover&dq=trevithick+social+work&hl=en&sa=X&ei=s60IUcjbJ47klAXNtYH4Cg&ved=0CDYQ6AEwAQ>

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