

Understanding Health Professional Roles & Understanding the Patient Perspective

Student Guide

Overview

Target Audience: 1st year nursing, physiotherapy, speech pathology, social work and medicine students

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: 15 minutes

Setting: acute hospital

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

Brief summary of scenario

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

This course 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 introduce you to health professional roles and allow discussion of perceptions both within your own profession and with other disciplines.

When undertaking the simulation component of this module, you 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 you 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.

The following pages contain the learning objectives, an outline of how the session will run and some links for further information (optional). Further materials will be provided during the course.

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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-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.

During this activity, students will be divided into single discipline groups and then multi-disciplinary groups. Students will remain in their multi-disciplinary groups at the end of this activity.

Brief summary of simulation

Each group of students will rotate between three different patient scenarios. 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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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_KM1FLKW5gN8fmC3Io4_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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