

# Interprofessional Health Assessment: A Teaching Model for Greater Patient-Centered Care

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## Purpose

To construct and evaluate an universal teaching model aimed at developing dental and dental hygiene students' collaborative skills in interprofessional patient-centered care.

### Indications

- **Interprofessional Education (IPE)**: IPE is a necessary step in preparing future practitioners as "collaborative ready".<sup>1-3</sup>
- **Affordable Care Act (ACA)**: The ACA is influencing practice models and reimbursement for healthcare. More patients are seeking care as they are now insured. It is increasingly important for oral healthcare practitioners to engage with other members of the healthcare team and provide patient-centered care.<sup>4,5</sup>



- **Commission on Dental Education (CODA)**: CODA expects institutions to provide opportunities for learners to engage with other health professional students. The following standards relate to IPE and interprofessional practice (IPP).
  - Dental: 1-9 and 2-19<sup>6</sup>
  - Dental hygiene: 2-13a, 2-13f, and 2-15<sup>7</sup>
 The standards emphasize professional roles, communication and coordination of patient care within a diverse healthcare team.

### Teaching Model

#### Objectives

After this simulation, students will have

- Gained experience with and feedback on patient assessment
- Developed and received evaluation of their own problem list and therapeutic approach
- Collaborated with peers to develop an interprofessional treatment approach
- Obtained feedback on collaborative skills
- Reflected how this experience contributed to their professional development

#### VCU Students from Dentistry, Dental Hygiene, Nursing and Pharmacy Assemble into Small Interprofessional Healthcare Teams

Third year Dentistry and Pharmacy students will participate Junior • Dental Hygiene and Nursing students will participate

TeamSTEEPS<sup>8</sup>

#### Patient Interview

Each student assesses simulated patient; a middle aged female with a complex medical history.  
Patient's chief complaint is "my mouth burns"

#### Uniprofessional Plan

Each student works independently to establish a problem list and uniprofessional therapeutic approach

#### Interprofessional Plan

Student team discusses patient assessment and established problem list.  
Together, students develop an interprofessional therapeutic approach

#### Debrief

Student teams, faculty and simulated patient debrief the patient encounter and compare and contrast uniprofessional and Interprofessional approaches

### Evaluation

3 Pronged Approach<sup>®</sup>

1. **Uni- and Interprofessional Outputs**: Students' problem list and interprofessional plans will be evaluated based on pre-determined rubrics developed by a group of interprofessional faculty
2. **Collaboration Skills**: Students' performance during the interprofessional planning session will be evaluated based on the TeamSTEEPS<sup>®</sup> program
3. **Student Reflection**: Students' attitudes towards interprofessional practice will be evaluated before and after participation in this simulation using the SPICE survey.<sup>9</sup> Students' written reflections of what they learned from this activity and how they will incorporate it into their practice will be compared to a pre-determined rubric developed by a group of interprofessional faculty

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