

Title: An Interprofessional Approach to Stroke Management across the Continuum of Healthcare: A Case-Based Training for Health Professions Learners

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Introduction/Background

Stroke is a leading cause of death and a major cause of serious disability in the United States¹. It requires integrated care pathways of complex interprofessional interventions². In recognition of this, the American Heart Association and American Stroke Association have recently issued guidelines recognizing the role of the interprofessional team in stroke management³. Therefore, there is a need to train early healthcare professions learners on the interprofessional team approach to stroke care.

Design and Methods

This curriculum was developed for the Medicine and Patients in Society course for second year medical students. The training involved second year medical (N=279), third and fourth year pharmacy (N= 264) and final year nursing students (N=110) from four academic institutions. All learners received a web-based pre-learn module on interprofessionalism prior to the case-based small group session. During the small group session, learners were assigned to interprofessional groups of medical, pharmacy and nursing students. They discussed roles, team work, and communication required between healthcare providers using the case study of a stroke patient going through different levels of care from the emergency room till transition of care to a rehabilitation unit and discharge home. Learners completed the Student Perception of Interprofessional Clinical Education-2nd revision (SPICE-R2) survey before and after the small group session.

Results

290 of 653 (44.4%) of learners completed the pre/post survey.

A paired-samples t-test was conducted to compare SPICE-R2 score for all students in pre-session and post-session conditions. There was a significant difference in the SPICE-R2 for pre-session (M=40.82, SD=5.17) and post-session (M=45.03, SD=5.14); $t(289)=-16.72$, $p < .001$.

Conclusions

The interprofessional approach to stroke care curriculum improved the health professions learners' perception of interprofessional team work, roles/responsibilities and patient outcomes in collaborative practice.

References

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