



Walking in Our Shoes



Parents and Providers Together Teach Patient-Centered Care in WVUs Simulation Center to Inter-Professional Team Learners (A Pilot Project)
Lori Heginbotham M.Ed, Lucas Moore Ed.D., Tina Crook Parent Leader

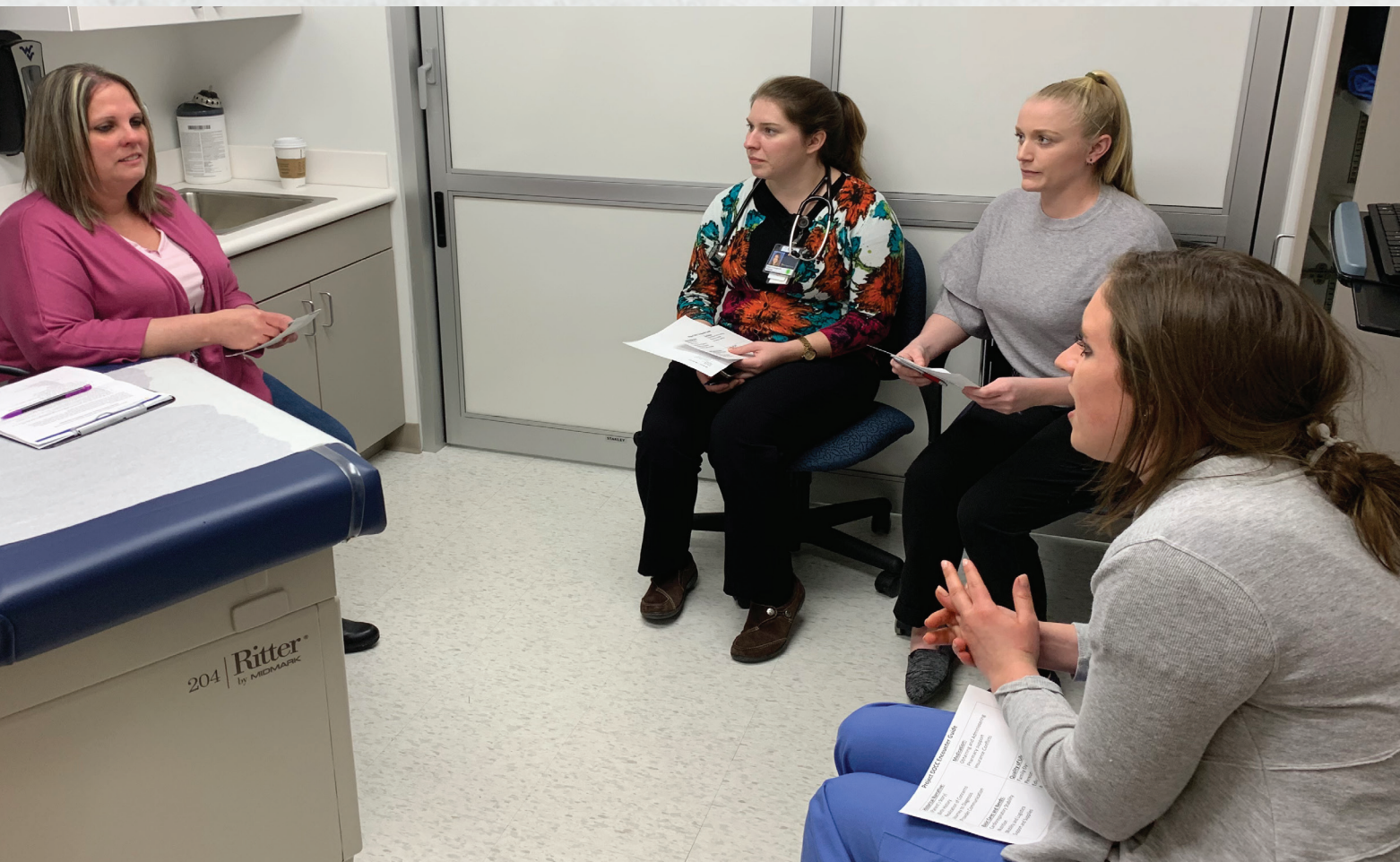
Background

- West Virginia University Center for Excellence in Disabilities is piloting an inter-professional education simulation experience in caring for children with special health care needs for medical residents, medical students, pharmacy and nursing students.
- This parent led project is the result of a growing need for a comprehensive approach to caring for the medically complex child and family in the primary care setting.
- Using the Project DOCC (Delivery of Chronic Care) curriculum as a springboard, parents worked with providers and faculty to create this unique simulation experience that models the way in which a Patient Centered Medical Home functions.

Objective/Goal

The goal of this project is to create an experience for inter-professional teams of medical learners that will forever change the way they interact with families of medically complex pediatric patients and collaborate within their medical homes. The simulation experience aims to teach learners the importance of patient-family-centered care, what the medical home model looks like in action, and demonstrates how the parent/caregiver is a key member of the team.

Methods or Description of the Project



The 3.5 hour long simulation experience divided learners into four teams. Teams were comprised of one medical resident, medical student, nursing and pharmacy student. Each team interviewed one parent of a child with medically complex health care needs to assess the degree to which the family has experienced patient centered care.



Phase 1:
PreSimulation
Materials
(online
readings that
needed to be
completed
prior to
simulation
day)

Phase 2:
Pre-briefing facilitated by
parent leader and a WVU
faculty MD

Phase 3:
Parent interview/simulation
experience

Phase 4:
Debriefing session in which
learners, parents, and WVU
faculty participate



Findings/Results

- Each learner completed a pre-test and post-test assessment which consisted of 12 items. Nine of the items were quantitative in nature and asked participants to provide a rating ranging from zero to five, and the remaining three items were open-ended.
- Learner awareness of the concept of Patient Centered Medical Home (PCMH) increased from a mean rating of 1.87 at pre-test to a mean rating of 4.46 at post-test.
- Learners reported a large change in their understanding of what is needed in caring for medically complex patients as a result of this simulation, with a mean rating (0 being not at all changed) of 4.38.
- We also saw increases in mean ratings from pre-test to post-test in regard to the learner's understanding of their future professions role in the five components of the Patient Centered Medical Home (See Table 1)when providing care to children with special health care needs.

Table 1. Learners understanding of their future professionals role in caring for children with special health care needs by PCMH component.			
Comprehensive and Continuous Care	Pre-test	Post-test	
Mean	1.8	4.15	
STD	1.6	0.80	
Minimum	0	3	
Maximum	5	5	
Patient, Family-Centered	Pre-test	Post-test	
Mean	2.13	4.46	
STD	1.81	0.66	
Minimum	0	3	
Maximum	5	5	
Coordinated Care	Pre-test	Post-test	
Mean	2.13	4.38	
STD	1.92	0.65	
Minimum	0	3	
Maximum	5	5	
Accessible Service	Pre-test	Post-test	
Mean	1.67	3.77	
STD	1.54	1.36	
Minimum	0	0	
Maximum	5	5	
Culturally Effective	Pre-test	Post-test	
Mean	2.6	4.08	
STD	1.59	0.86	
Minimum	0	2	
Maximum	5	5	



Conclusions

- While our findings did not reach the level of statistical significance, we did see change from pre-test to post-test in the desired direction.
- As data from additional simulations are collected and our sample size increases, we expect the observed results will then be statistically significant.
- Beginning in December 2019, simulations will be offered every block of the WVU School of Medicine schedule.
- Participating schools are taking necessary steps to incorporate this simulation experience into their curriculums.

References

- Project DOCC, Delivery of Chronic Care, Curriculum developed in 1994 by M.Hoffman, D.Appell, N.Speller
- National Standards of Care for CYSHCN Version 2
- American Academy of Pediatrics Policy Statement Patient-and Family-Centered Care and the Pediatrician's Role

Special Recognition:

Physicians: Timothy Lefeber, MD Linda Friehling, MD and Gina Baugh, PharmD
WVU Staff: Christy Barnhart, MSN/RN Lee Ann Miller, EdD, CHSE

This project is funded by: U.S. Department of Health and Human Services, Maternal and Child Health Bureau Family to Family grant number H84MC31692. This work would not have been possible without the guidance and help of West Virginia parents of children with special health care needs.