

## Introduction

- Interprofessional (IP) teamwork is the foundation for successful patient care outcomes. Numerous issues can arise from poor teamwork stemming from the lack of acknowledgment and appreciation of the roles of each healthcare provider.
- Throughout our training in school, students often become focused on their own profession and develop biases or perceptions of the other members of other healthcare disciplines.
- The Hotspotting program provides students the opportunity to eliminate biases and clarify perceptions.

## Background

- Hotspotting is a program that focuses on reaching out to and engaging super-utilizer patients with complex medical and social needs.
- Hotspotting provides an opportunity for students from various backgrounds to come together and offer individualized interventions to reduce hospital admissions in patients overusing ED.
- IP teamwork is a critical component in promoting the health and wellbeing of patients.
- Prior IP educational experiences have motivated our team to participate in the Hotspotting program.
- In the absence of a patient, Hotspotting can impact the care team as will be illustrated by sharing one team's experience in this program.

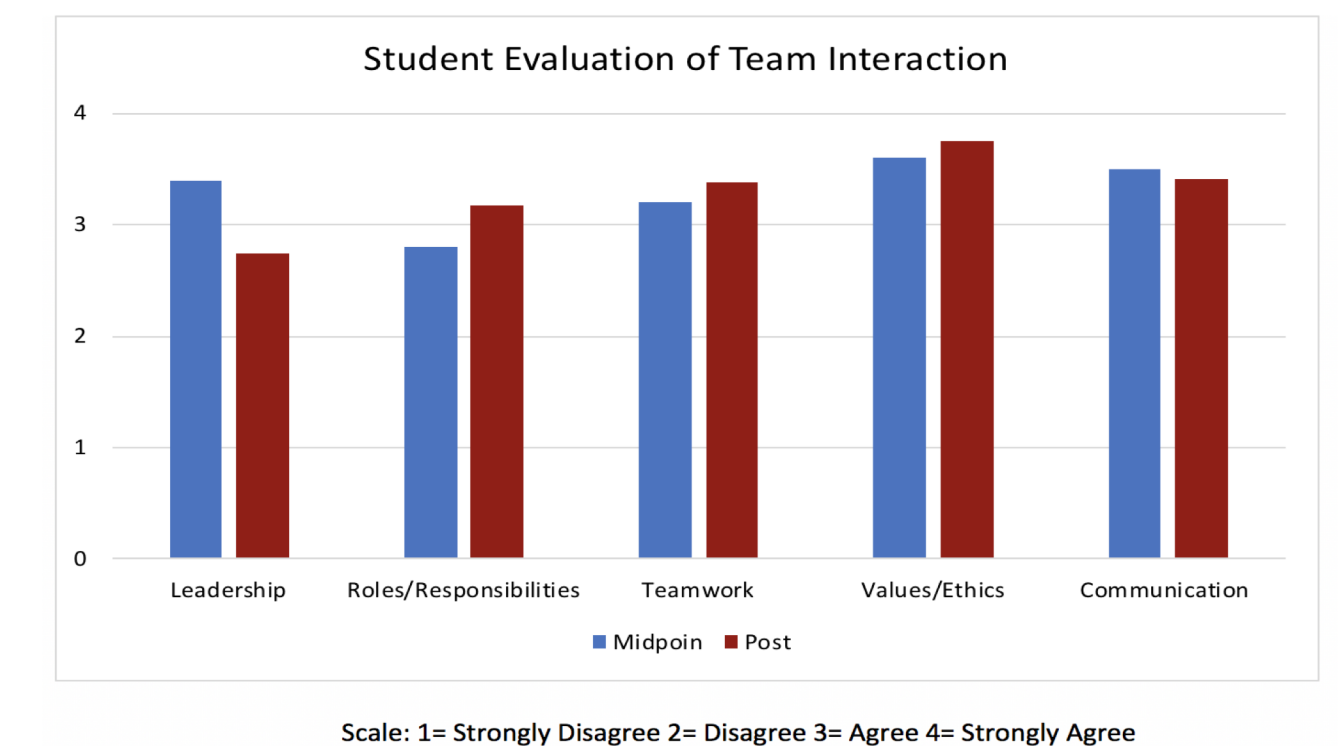
## Program Description- Team 7 Experience

- From September 2017 through March 2018, two nursing students, two pharmacy students, one medical student, and one occupational therapy student formed one of nine student Hotspotting teams at Thomas Jefferson University.
- Despite the efforts, the team did not impanel a patient throughout the timeframe.
- In the absence of an assigned patient, the team's effort and motivation focused on the IP aspect of teamwork.
- The team met every Monday to discuss the roles of the unique disciplines, share the progress of reaching out to potential Hotspotting patients in the community, and assign tasks such as calling patients to tackle the next step in the process.
- The team utilized group chat messages to communicate regularly throughout the week, and Google documentation to record progress and meeting summaries.



## Results and Outcomes

- Students were evaluated on professional collaborative practice using a 14-question survey through the Jefferson Teamwork Observation Guide (JTOG) APP.
- Students completed two surveys: at midpoint & post Hotspotting program.
- The survey focused on five IP competency: leadership, roles and responsibilities, teamwork, values and ethics, and communication.



## Conclusions

- In the absence of a patient, Hotspotting enhanced the team's understanding of the roles and responsibilities of each member on the team through continuous communication and teamwork.
- Despite working together as a multidisciplinary team of students, it would have been beneficial to have a student leader to guide the team.
- In conclusion, Hotspotting is a unique educational opportunity that helped Team 7 appreciate the value of IP collaboration.

## References

Camden Coalition of Healthcare Providers. (2018). Interprofessional Student Hotspotting Learning Collaborative Program Overview. Retrieved from: <https://www.camdenhealth.org/student-hotspotting/>