

Should the Entire Team Learn Together?

Piloting an Interprofessional, Palliative Care Communication Workshop

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JCIPE Conference
October 11, 2014

Thank You!

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Funding: Health Resources and Services Administration/Geriatric Education
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Learning Objectives

To describe the main objective for an effective interprofessional communication workshop

To list the essential elements of an effective interprofessional communication workshop

Today's Talk

- Background
 - Palliative Care Education
- Penn/U Sciences Workshop 2013
 - History
 - Workshop Description
 - Results
 - Limitations
- Conclusions & Future Directions

Core Palliative Care Education Topics



**Interprofessional
Team Skills**

**Advanced
Care Planning**

**Pain and
Symptom
Management**

Communication

**Psychosocial
and
Psychiatric
Issues**

Palliative Care Education Penn & USciences

Penn

- Medicine
 - Didactics
 - Role Play Exercises
 - Patient Interactions
- Nursing
 - Palliative Care Minor (MSN)
 - Patient Interactions
- School of Social Policy and Practice
 - Didactics
 - Standardized Patient Training Exercise

USciences

- Physical Therapy
 - No dedicated palliative care education
 - Integrated into other modules
- Pharmacy and Occupational Therapy
 - No dedicated palliative care education

Interprofessional Education (IPE) and Palliative Care

IPE: Defined as students from two or more professions learning about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010)

Palliative Care and IPE

- Palliative care skills lend themselves to IPE initiatives
- Palliative care is delivered by a **TEAM** of providers

Challenges:

- Logistics
- Institutional Resistance
- Stereotypes

Workshop History

2011-2012

- Piloted first IPE: Penn advanced practice nursing students and physician fellows
- Developed as three-station palliative care Observed Structured Clinical Examination (OSCE)
- Used standardized patients

2012-2013

- BOTH Penn and USciences students
- Multiple disciplines
- Faculty acted as family care givers
- Statistically significant improvement in student preparedness for interprofessional team and communication skills
- Feedback: valuable experience, better matching based on training

Penn/U Sciences Workshop

October 2013: Goals

Introduce palliative care communication and interprofessional team skills to learners

Determine the effectiveness of an interprofessional workshop on improving these self-reported skills

Workshop Overview

Two-hour simulation-based workshop

- Utilized standardized patient actors
- Recruited diverse faculty
- Developed two learner groups:
 - Participants: Divided into pre-assigned interprofessional teams and participated in a simulated family meeting with a standardized patient
 - Observers: Watched live stream videos of the participant groups

Case Description

Patient is a 72 y/o female with dementia admitted from a nursing home to the ICU three days ago for aspiration pneumonia. She is now doing better and transferred to the floor.

At baseline, she requires assistance in her all of her ADLs. She is noted to have signs of aspiration

Goal of meeting is to establish treatment preferences (resuscitation, discharge plan) with patient's daughter or son, portrayed by standardized patient

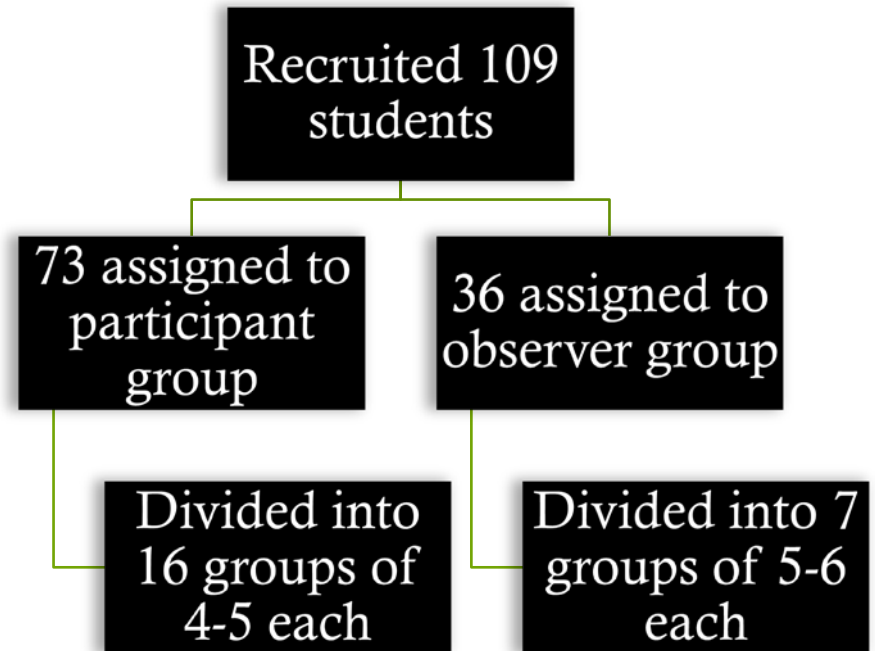
Student Assignments

University of Pennsylvania

- Medicine (fourth year medical students)
- Social Work (Hartford Geriatric Social Work Fellows)
- Nursing (undergraduate, advanced practice)
- Chaplaincy

University of the Sciences

- Physical therapy (second and third professional year)
- Occupational Therapy (third professional year)
- Pharmacy (third professional year)



Workshop Schedule

Orientation

Participant
group 1
meets with
SP 1

Participant
group 2
meets with
SP 2

Participant
group 3
meets with
SP 3

Participant
group 4
meets with
SP 4

Observer
group 1
observes

Observer
group 2
observes

Debrief

Data Collection & Analysis

Pre and Post-Workshop

Survey Questions

- Confidence (5-point Likert Scale) in five interprofessional domains & one communication domain
- Paired t-test

Free-Text Questions

- Professional Identity
- Behaviors students wanted to change
- Directed content analysis

Results: Student Demographics

	Participant	Observer	Total
Gender, No (% Female)	57 (78%)	35 (97%)	92 (84%)
Race			
<i>Caucasian</i>	<i>43 (59%)</i>	<i>29 (81%)</i>	<i>72 (66%)</i>
Asian	20 (27%)	4 (10%)	24 (22%)
African American	5 (7%)	3 (8%)	8 (7%)
Other Hispanic	5 (7%) 2 (3%)	0 (0%)	5 (7%)
Age (mean)	27	28	
Years Training (mean)	3.28 (0-13)	3.66 (0-15)	

Results: Participant Evaluations

Pre-Workshop Mean Score	Post-Workshop Mean Score	P-value
Work with individuals of other professions to create plan of care		
3.60	4.11	0.000
Apply knowledge of my profession to appropriately assess/address health care needs		
3.55	4.04	0.000
Explain the role other professionals play in an interprofessional team		
3.38	4.01	0.000
Communicate with other healthcare professions, patients and caregivers		
3.54	4.11	0.000
Apply relationship-building values and principles of team dynamics to perform effectively in different team roles to plan and deliver patient/population-centered care		
3.48	4.08	0.000
Facilitate and/or participate in a family conference		
3.21	4.08	0.000

Results: Observer Evaluations

Pre-Workshop Mean Score	Post-Workshop Mean Score	P-value
Work with individuals of other professions to create plan of care		
3.83	4.00	0.226
Apply knowledge of my profession to appropriately assess/address health care needs		
3.91	4.06	0.282
Explain the role other professionals play in an interprofessional team		
3.77	4.17	0.017
Communicate with other healthcare professions, patients and caregivers		
3.69	4.14	0.014
Apply relationship-building values and principles of team dynamics to perform effectively in different team roles to plan and deliver patient/population-centered care		
3.46	4.09	0.002
Facilitate and/or participate in a family conference		
3.31	3.89	0.001

Results: Behavior Change Post-Workshop Themes

Individual Communication Skills

- “Explain things more in non-medical jargon” (PT)
- “Giving more empathy to patient along with reassurance” (OT)

Interprofessional Communication/Teamwork

- “Leveraging the team as a tool to improve communication with patient” (Medicine)
- “Having a good understanding/being on the same page during pre-meeting” (Pharmacy)

Roles/Responsibilities

- “How to introduce myself/my role” (Chaplaincy)
- “Better understand other roles” (Social Work)

Results: Professional Identity Pre-Workshop Themes

What do you think other healthcare professionals need to learn more about related to your role?

- **Individual Skills/Roles**
“To understand the OT’s scope of practice and the value it brings to patients” (OT)
- **Role on Team**
Importance of staff acknowledging them as part of a team (Chaplaincy)
- **Dispelling negative stereotypes**
“I want us [as] a group to break away from the stereotypes ie we only count pills” (Pharmacy)

Results: Professional Identity Post-Workshop Themes

What one thing about your field do you think came across to other health professions during the workshop?

- **Individual skills/roles**

“The knowledge SWs have about medical planning/resources” (Social Work)

- **Role on team**

“The reasoning behind why a PT was on a team was unclear to the group. Once the patient asked me, then on the same page” (PT)

Feedback and Study Limitations

Pre-Workshop Preparation

- Limited time frame/challenge forming teams

Case

- Complicated; Less useful for some disciplines

Data Collection Instruments

- Survey tool non-validated
- Self-report

Durability of results over time

Conclusions and Future Directions

Conclusions

- First interprofessional workshop to include SEVEN disciplines
- One of the few to extend beyond one institution
- A simulation workshop is one effective strategy to learn about and practice interprofessional team and communication skills

Future Directions

- Assess impact of workshop on knowledge and skills acquisition
- Disseminate video of participant group to wider group of observer learners

References

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Questions?