

# Developing and Evaluating Teamwork Skills using an Interprofessional Simulated Discharge Planning Meeting

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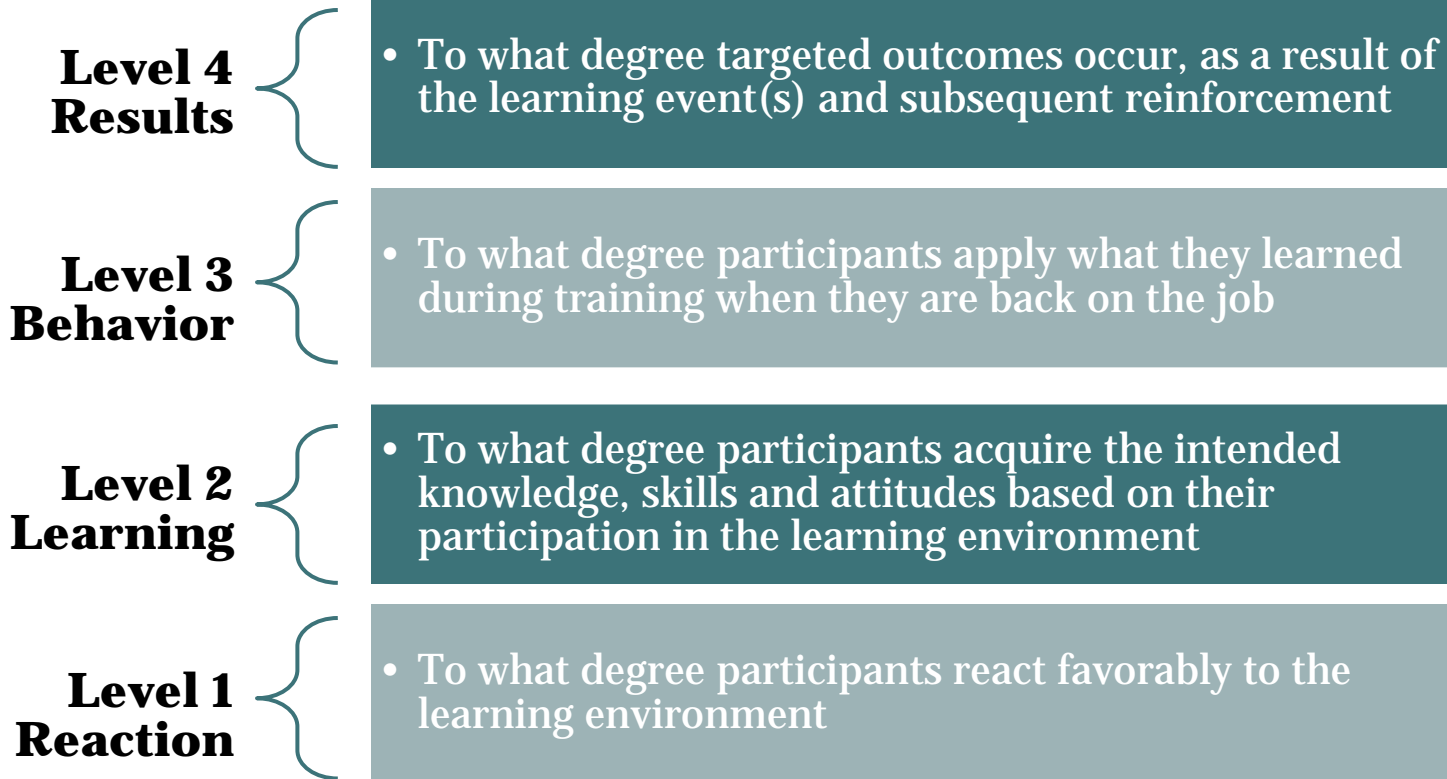
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# Objectives for the Presentation

- At the conclusion of this session participants will:
  - Recognize the value of simulated learning activities in interprofessional education (IPE).
  - Describe the learning outcomes of an interprofessional simulated team activity.
  - Identify ways to evaluate performance as an outcome of IPE in their own educational/clinical setting.

# Outcomes of IPE



# Interprofessional Clinical Discharge Scenario



- Developed by Geriatric Education Center (2009)
- Interprofessional student teams develop plans of care for patient case discharge
- Pilot tested in 2009
- Integrated into course work in spring 2010-2016



# Development of IPE Experience

- Team of faculty developed case story and patient chart
- Simulation encounter using standardized patients (SPs)
- Video of patient acute care hospital experience was developed [Geriatric Education Center](#)



# IPE Simulation Program- Learning Objectives

Learners will:

1. Demonstrate the ability to communicate and collaborate with other healthcare professionals, patient and family during a family meeting.
2. Develop a patient-centered care plan in collaboration with other healthcare professionals.
3. Describe the importance of caring for the entire patient to fulfill his/her needs.
4. Identify the roles/responsibilities of other healthcare professionals in a team- based setting.

# IPE Experience

Prior to the session, students:

- read the patient's chart
- view a 30 minute video



# IPE Experience

During the session, students:

- participate in a pre-team meeting
- conduct a family meeting with patient and caregiver (SPs)
- debrief with faculty observers
- debrief with SPs





# Evaluation Process

## Pre Assessment

- GEC Profile demographic data
- Pre-Test: Efficacy of Team Process

## Post Assessment

- Post-Test: Efficacy of Team Process
- Student Satisfaction Survey
- Post-Test Write up
- Team Checklist (completed by faculty and SPs)



# Team Checklist Results

	Faculty/ SP	N	Mean	SD
The team explains recommendation/management plan.	Faculty	29	3.55	.985
	SP	30	4.00	.587
The team checks for understanding.	Faculty	28	3.39	.832
	SP	29	2.97	.944
The team began with open ended questions and progressed with more specific closed ended questions.	Faculty	27	3.37	1.006
	SP	30	3.17	1.085
The team allowed you to tell your story w/o interrupting you and w/o making you feel pressured. Asked for clarification when necessary.	Faculty	26	3.88	.993
	SP	29	3.41	.907
The team used summary statements to close the meeting. Asked you whether you had more questions. Discussed future plans for your care, including a follow-up visit.	Faculty	23	3.13	1.217
	SP	28	2.79	1.067
Would you or a member of your family feel comfortable having this team care for you in the future?	Faculty	23	3.48	.947
	SP	30	3.30	.988
How would you rate teamwork during this meeting/scenario?	Faculty	26	3.46	1.029
	SP	30	3.30	1.119

# Results

- Preliminary Themes
  - Communication
  - Client Centered Care\*
  - Structure of Family Meeting
  - IPE Teams
  - Student Experience

\*focus on this theme today

# Results

- Client Centered Care
  - *“Today I learned the value of patient-centered care. The patient and the family member need to be on board because they will ultimately make the final discharge decision regardless of the team’s suggestions”.*
  - *“It is important to target the session to each individual patient. The discharge plan should not work for any patient, but be specific to the individual based on their beliefs, desires and goals”.*
  - *“For a team meeting to be successful the patient must be considered part of the team”.*

# Outcomes

- The Clinical Discharge scenario is practical activity for students to demonstrate team communication and collaboration skills.
- Learning outcomes include high student satisfaction with activity.
  - Practicing and enhancing communication skills
  - Understanding importance of client centered care
  - Valuing a structured approach to family meetings
  - Valuing IPE team approach
  - Reflecting on learning that occurs





Tell us what you think!

- Self-Directed Learning Modules
- Resources
- Videos
- Faculty Development
- Clinical Skills Scenario Exercise**
- Evidence-Based Practice Falls Prevention Program
- IPE Geriatric Grand Rounds
- Toolkits
- Feedback

Please complete a participant (learner) or program (faculty) profile. Instructions below.

Center (EPaD GEC) has a variety of faculty and students committed to improve geriatric training for all health and evidence based practices in a variety of learning settings to include: didactic hospitals, geriatric care facilities. We also offer web-based instruction such as

geriatric experts We've developed our curriculum based on team concepts, evidence based research, current geriatric issues/trends and rural and African American patients.

We are delighted you've decided to visit this page to explore our educational offerings.

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# References

- Herge, E. A., Hsieh, C. Waddell-Terry, T. & Keats, P. (2015). Simulated Clinical Skills Scenario to Teach Interprofessional Teamwork to Health Profession Students. *Journal of Medical Education and Curricular Development*. 2, 27-34. doi: 10.4137/JMECD.S18928.
- Institute of Medicine. (2015). *Measuring the impact of interprofessional education on collaboration and patient outcomes*. Washington, D.C.: The National Academies Press.
- Kirkpatrick, D. L. (1979). Techniques for evaluating training programs. *Training and Development Journal*. 33(6), 178-192.

# Acknowledgements

- Carolyn Giordano, PhD

*Thank  
you*





# Questions?

