



Background Information

- Interprofessional education competencies include understanding roles & responsibilities of team members, and demonstrating effective communication and team building skills (Pardue, 2013).
- Team conflict impacts patient safety and outcomes (Knickle & McNaughton, 2009; Wagner, Liston & Miller, 2011) so effective team communication and conflict resolution in an important skill for students to develop (Greer et al., 2012; Levi, 2014).
- Simulation is effective in teaching interprofessional communication skills to health profession students (Velde, 2009).

Course Description

- OT499 Interprofessional Care Planning (2 credit) is offered in spring semester for second year Combined BSMS OT students.
- Students learn skills necessary to work effectively on interprofessional care teams- including specific strategies for communication, consultation and collaboration with team members.

Simulation Experience

Faculty:

- Identified the need for students to practice conflict resolution strategies to prepare for effective clinical practice
- Developed a simulation scenario based on real life encounter by one faculty in clinical practice

Students:

- Are introduced to & practice communication styles and conflict resolution approaches (5)
 - avoidance
 - accommodation
 - confrontation
 - compromise
 - collaboration
- Engage in learning activities:
 - readings
 - didactic presentation
 - role plays
 - standardized patient scenario
- Receive a copy of the case scenario 1 week prior to standardized patient experience

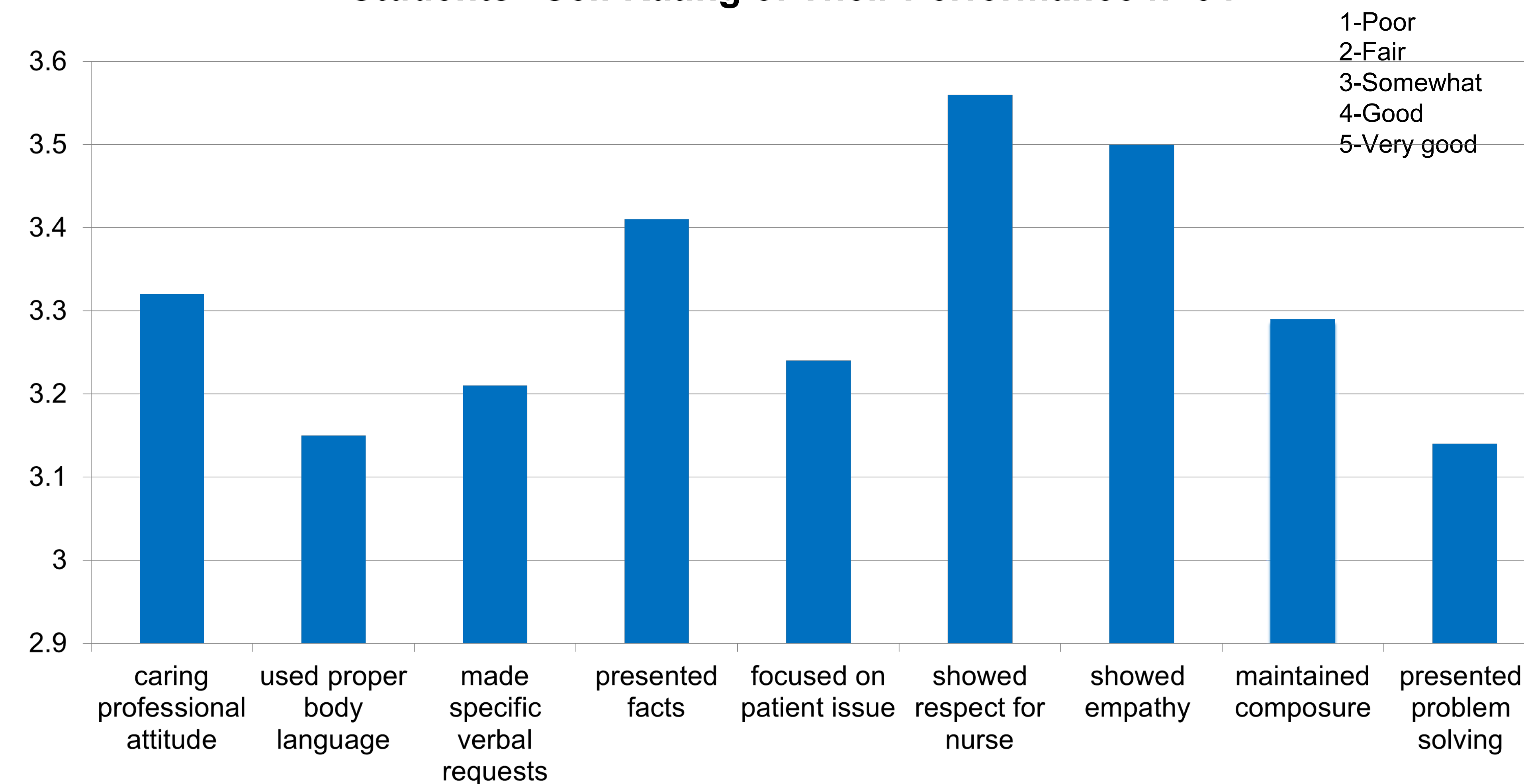
Standardized Patient Scenarios

Standardized patient assumes the role of a busy nurse in an acute care setting. The scenario includes history of conflict between the occupational therapist, nurse and social worker. The occupational therapist needs the cooperation of the nurse to disconnect an IV so the occupational therapist can complete an UE dressing evaluation; information that is required by the social worker for a conference call with insurance company later in the morning. The unit census is at full capacity, nursing staff are overwhelmed and there is a history of tension between this nurse and occupational therapist from a prior incident when a patient fell.

The encounter lasts 5 minutes in which the student occupational therapist practices conflict resolution using strategies introduced in classroom.

Results

Students' Self Rating of Their Performance n=34



Students' Self-Reflection on Their Performance n=21

50% reported being nervous/anxious
50% reported it to be a positive experience

Resolution styles/strategies used in encounter*

- 35% empathetic
- 40% respecting co-worker/fellow team member
- 71% collaborative
- 71% compromising

*students reported using more than 1 style/strategy during the simulation

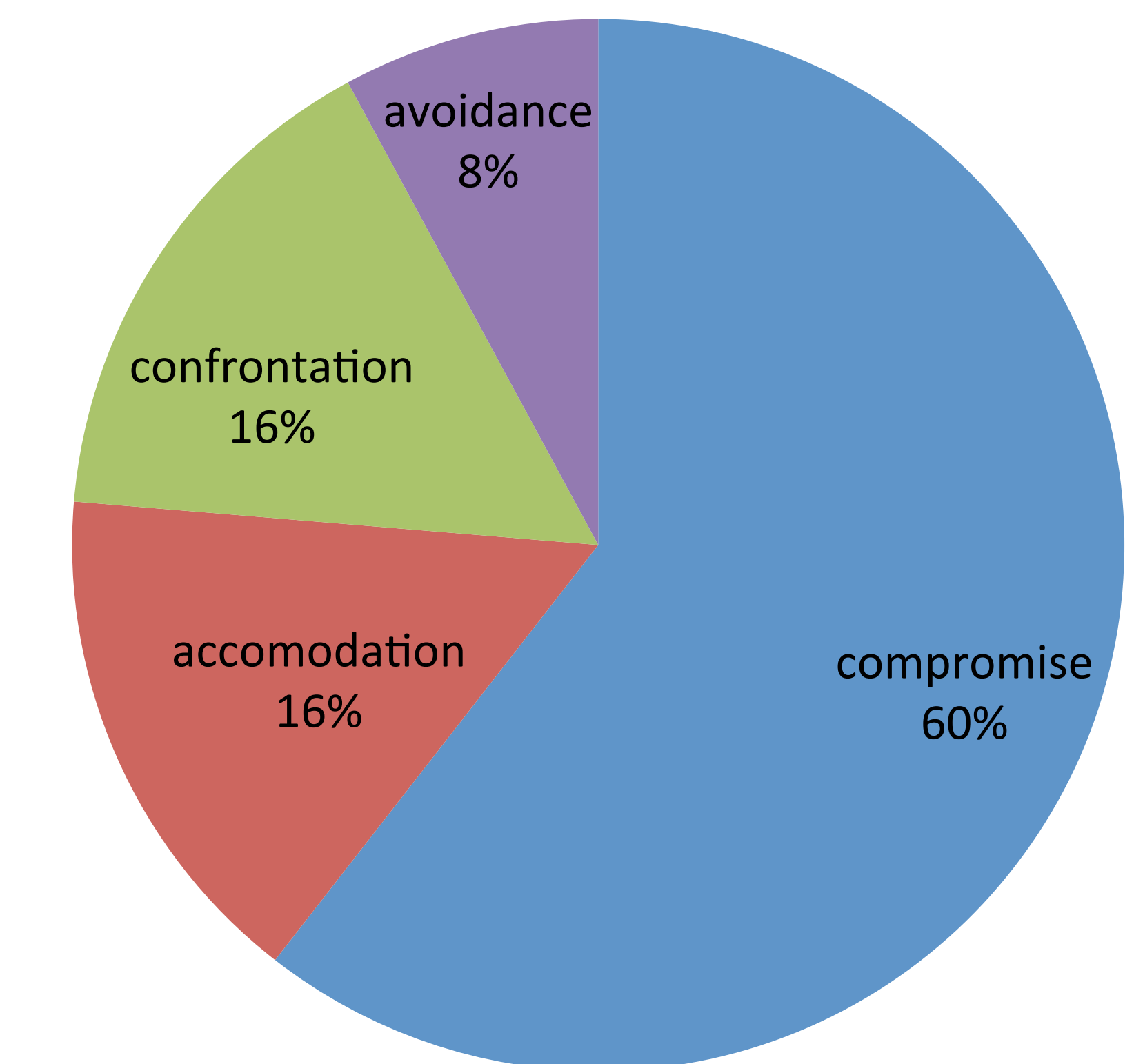
Evaluation

Following the encounter:

- Student completes 9 item self rating form on their performance
- Standardized patient (SP) complete evaluation form rating student on same 9 items
- Student and SP have 5 minute debriefing session where SP gives student feedback.
- Student completes 6 item open ended form reflecting on experience
- Groups of students meet with faculty instructor for debriefing.
- Student receives a DVD recording of their encounter.

Evaluation

Standardized Patients' Rating Methods Used to Resolve Conflict n=29



Summary

Students report learning

- "...conflict can be addressed in ways that are beneficial for entire team and consumers."
- "...different approaches to handling conflict ...as well as importance of communication between disciplines."
- "how to effectively work on a team and various strategies to reduce conflict."
- Role plays and simulation encounter were perceived by students as valuable learning activities.
- The conflict resolution role plays and encounter were rated by students as useful learning activities.

AY	n	Very much	Somewhat
AY 2012	n = 21	48%	43%
AY 2013	n = 13	62%	31%