Should the Entire Team Learn Together?
Piloting an Interprofessional, Palliative Care Communication Workshop

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Thank You!

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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/USciences Workshop 2013
  - History
  - Workshop Description
  - Results
  - Limitations

- Conclusions & Future Directions
Core Palliative Care Education Topics

- Pain and Symptom Management
- Psychosocial and Psychiatric Issues
- Advanced Care Planning
- Communication
- Interprofessional Team Skills
## Palliative Care Education

### Penn & USciences

<table>
<thead>
<tr>
<th>Penn</th>
<th>USciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>• Didactics</td>
<td>• No dedicated palliative care education</td>
</tr>
<tr>
<td>• Role Play Exercises</td>
<td>• Integrated into other modules</td>
</tr>
<tr>
<td>• Patient Interactions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Pharmacy and Occupational Therapy</td>
</tr>
<tr>
<td>• Palliative Care Minor (MSN)</td>
<td>• No dedicated palliative care education</td>
</tr>
<tr>
<td>• Patient Interactions</td>
<td>• Integrated into other modules</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>School of Social Policy and Practice</td>
<td></td>
</tr>
<tr>
<td>• Didactics</td>
<td></td>
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<tr>
<td>• Standardized Patient Training Exercise</td>
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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
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
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
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)

Recruited 109 students
73 assigned to participant group
36 assigned to observer group
Divided into 16 groups of 4-5 each
Divided into 7 groups of 5-6 each
## Workshop Schedule

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Participant group 1 meets with SP 1</th>
<th>Participant group 2 meets with SP 2</th>
<th>Participant group 3 meets with SP 3</th>
<th>Participant group 4 meets with SP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer group 1 observes</td>
<td>Observer group 2 observes</td>
<td>Observer group 2 observes</td>
<td>Observer group 2 observes</td>
<td></td>
</tr>
</tbody>
</table>

### 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

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

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

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


Questions?