

# Developing Clinical Simulations for Teaching and Evaluating Teamwork and Communication Skills in Medical and Nurse Practitioner Students



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## Rationale

Individuals with severe mental illness require multidisciplinary teams to address their psychiatric disorders, co-morbidities and poor social & occupational functioning. Psychiatric NPs & MDs need to communicate with each other & work as a team to provide optimal care.

### Barriers to teamwork:

- Traditional hierarchy & fear of losing authority
- Strife nationally limiting NPs' scopes of practice
- Not knowing each others' roles in working with patients

### Need to learn about & from each other

Each group brings their own expertise to clinical care; addressing hierarchical issues in a safe learning environment can improve teamwork skills.

## Purpose

Develop an IPE clinical simulation experience for medical & nurse practitioner students to teach teamwork & communication skills

## Framework



### University of Toronto Center for IPE Core Competencies Curriculum

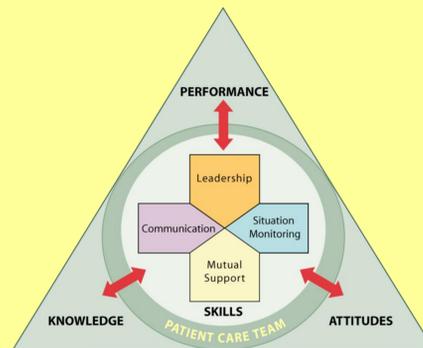
This curriculum served as the foundation for the development of this simulation

Based on Reflection, Learning and Formative Assessment throughout health professions education

## Evidence Based Resources



### TeamSTEPPS®: National Implementation



TeamSTEPPS developed by AHRQ & Department of Defense--evidence based for teaching teamwork for health professionals

## University of Toronto IPE Constructs

### Learning on a Continuum:

- EXPOSURE (Introduction)
- IMMERSION (Development)
- COMPETENCE (Entry to Practice)

### Collaboration (Teamwork)

- Roles, Responsibilities, accountabilities & scopes of practice
- Decision making/critical thinking

### Communication

- Listening
- Giving/receiving feedback
- Common language
- Dealing with Conflict

### Values and Ethics

- Relational-centered
- Diversity centered
- Interdependence
- Creativity/Innovation

## Clinical Simulation Experience Plan

Clinical simulation experience will occur over 4 week time period to allow development of skills

Each team consists of one medical & one psychiatric NP student

### EXPOSURE = KNOWLEDGE

*Online Session 1:* synchronized platform (Blackboard Collaborate) for each team to communicate their pre-conceptions about each other's professional roles in working with severe mental illness. Moderated & introduction of Team STEPPS concepts

### IMMERSION = SKILLS/BEHAVIORS



Temple University Institute of Clinical Simulation and Patient Safety

### Standardized Patient Experience

- Assess, plan, & implement health education using teamwork & communication skills in their team for a patient with Bipolar I Disorder

*1st Visit/Debriefing:* Each team conducts history on a SP based on established case. Attend moderated debriefing session to assess emotions & thinking process on communication & teamwork

*Online Session 2:* Teams work together via Blackboard Collaborate to prioritize & develop health education plan based on their patient's health risks

*2nd Visit/Debriefing:* Teams implement health education plan with same SP & debrief

## Lessons Learned

### Benefit:

- Framework led to organization of objectives & the "big picture" for progressing IPE throughout the health professions curriculum

### Challenges:

- Difficult to use TeamSTEPPS program for outpatient setting. Most vignettes & examples are in patient & no mental health examples
- TeamSTEPPS training time consuming

## Future Steps

### Pilot Clinical Simulation

- Recruitment November 2014
- Implement January to May 2015
- Identify gains & problems in process of learning teamwork & communication skills using qualitative analysis
- If successful, implement on larger scale at UMB

### COMPETENCE (Entry to Practice)

Develop clinical practice experience using NP & medical student teams caring for individuals with severe mental illness over time

## Literature Cited

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