Using Interprofessional Education & Simulation-based Learning in Health Profession Curricula to Improve Competence & Confidence: A Systematic Review

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Objectives of Presentation:
- Describe the types of interprofessional education (IPE) simulation-based learning experiences in current health professions curricula.
- Discuss benefits for implementation of IP simulation into pre-licensure health profession programs.
- Explain how IP simulation-based learning improves workforce competency and confidence in entry-level health professionals.

PICO: What is the impact of interprofessional education simulation activities in improving workforce competency and confidence in entry level health professionals?

Methods:
- Databases: CINAHL, PubMed, and Scopus
- Search terms: (P) Allied Health Personnel; Occupational therap*; Health Profession Student; Occupational Therapy Department, Hospital; Occupational Therapy Student, (I) Patient Simulation, Interdisciplinary Communication, Interprofessional Relations, Interdisciplinary Education, Interprofessional Education, Computer Simulation, Simulation Based Learning, (O) Self-concept; Self-efficacy; Self-confidence, Clinical Competence
- Method of critique: All 14 articles were critiqued using the Law & Letts quantitative and qualitative review forms.

Results:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Supporting Articles</th>
<th>Strength (AJOT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved self-perception of communication when working on interdisciplinary teams</td>
<td>3, 7, 8, 10, 15, 16, 17, 18, 20</td>
<td>Moderate</td>
</tr>
<tr>
<td>Increased value for interdisciplinary simulation in health science curriculums</td>
<td>3, 7, 8, 9, 10, 11, 16, 17, 19, 20, 21</td>
<td>Moderate</td>
</tr>
<tr>
<td>Improved identification of health care team member roles</td>
<td>3, 8, 10, 11, 14, 15, 17, 19, 20, 21</td>
<td>Moderate</td>
</tr>
<tr>
<td>Improved outcomes overall regardless of the amount of disciplines included in the study</td>
<td>3, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Implications:

<table>
<thead>
<tr>
<th>Education</th>
<th>Research</th>
<th>Policymakers</th>
</tr>
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<tbody>
<tr>
<td>Able to attain positive outcomes with as little as two professions</td>
<td>Creation of a universal outcome measure to improve validity/reliability of studies</td>
<td>Occupational therapy: propose ACOTE standards to mandate simulation in all accredited OT programs</td>
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<td>Worthwhile intervention to implement due to positive effects despite added cost and time required to organize scenarios</td>
<td>Determine if mannequin, video vignettes, or standardized patients yield different outcomes</td>
<td>Allied health professions: recommend all accreditation boards require IPE and simulation-based learning in curricula</td>
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References


