

Bringing Brotherly Love to Interprofessional Education: Creating a Curriculum of Simulation with Multidisciplinary Objectives

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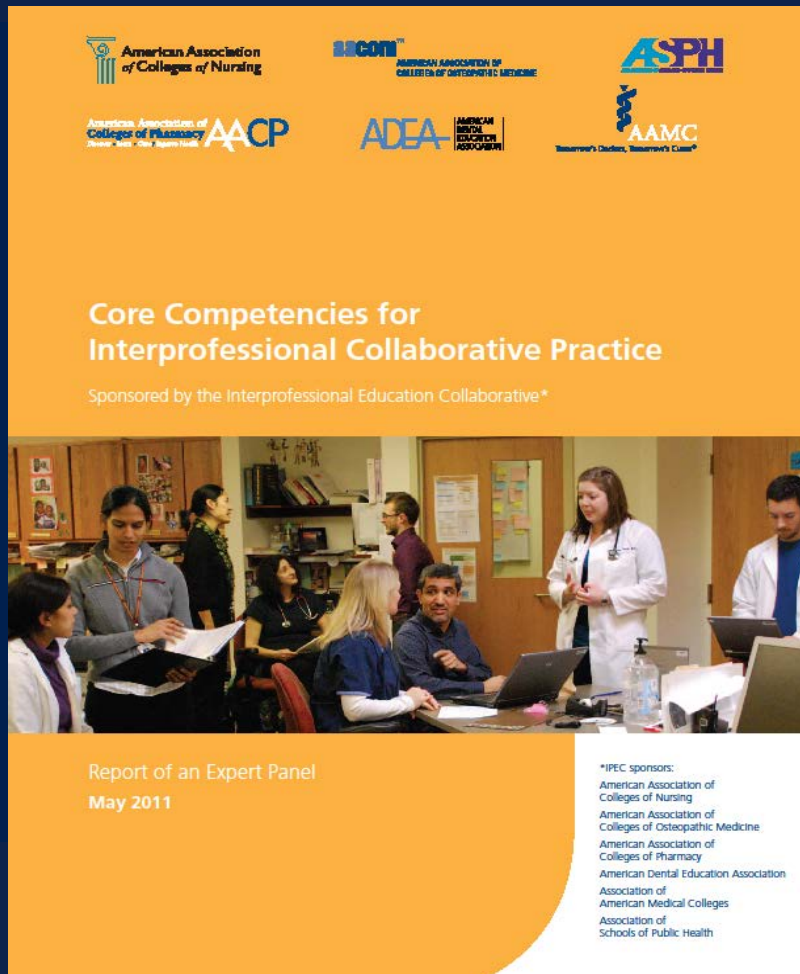
- We have no financial disclosures



Objectives

- Describe The Drexel University Model for Interprofessional education
- Identify your team for success in Interprofessional Education
- Design simulation cases to assess broad based multidisciplinary objectives
- Discuss potential obstacles to success, and strategies to overcome

Core Competencies for Interprofessional Education May 2011



4 Competency Domains

- Values/Ethics
- Roles/Responsibilities
- Interprofessional Communication
- Teams and Teamwork

What Is Needed to Make This Work?

- **Clearly define the need**
- **Focus on enhancing teamwork and establishing a culture of teamwork and safety**
- **Support from senior leadership**
- **Allocate sufficient resources**
 - Personnel
 - Time
 - Resources
- **Measure success**
- **Reward and reinforce teamwork**

Drexel University Partnership in Interprofessional Education

College of Medicine

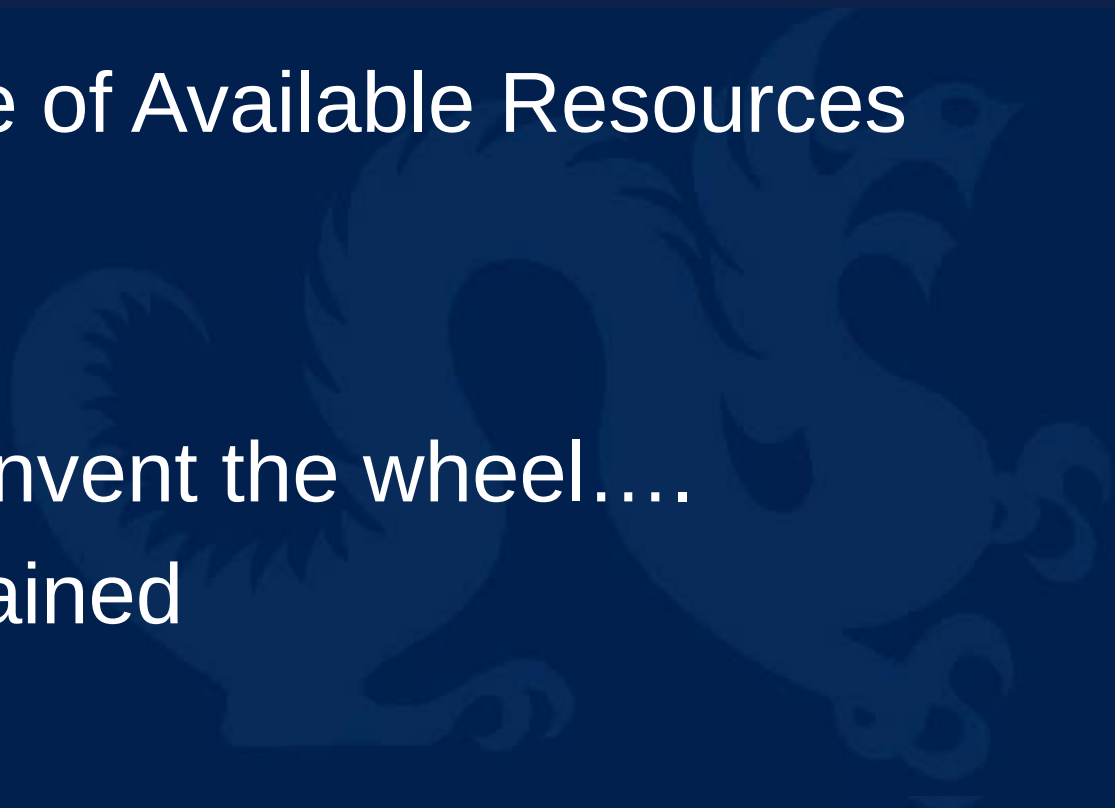
College of Nursing and
Health Professions

Drexel Participants

- OB/GYN and Anesthesia Residents
- Nurse Anesthesia Students
- Physician Assistant Students
- Midwifery Students
- Undergraduate Nursing

Drexel Model

- Participants divided into Multidisciplinary Teams
- High Fidelity Simulation
- Objectives are Team Based
- Debriefing with Good Judgement

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- Make use of Available Resources
 - Don't reinvent the wheel....
 - Do get trained



TeamSTEPPS[®] 2.0



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Core Competencies

TeamSTEPPS

- Team structure
- Communication
- Leadership
- Situation monitoring
- Mutual support

Drexel Principles

- Teamwork
- Communication
- Values & Ethics
- Roles & Responsibilities

Resources Available

TeamSTEPPS resources include:

- Three teamwork training curricula
- Course Management Guide
- Multimedia course materials
- TeamSTEPPS Implementation Guide
- Measurement tools

Website for updated resources and information:

<http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/index.html>

Debriefing with Good Judgment

Harvard University



Goals of the Debrief

- Stimulate self-reflection
- Share ideas, raise awareness of alternative approaches
- Teach specific skills: procedural, cognitive, communication, collaboration
- Behavior change

Debriefing with Good Judgment

- ***Advocacy***: Facilitator identifies a specific behaviour or event and makes an objective statement
- ***Inquiry***: Facilitator then poses a brief question to the participant in the spirit of genuine curiosity

I Saw...I think...I wonder...

Video Example



Group Exercise

- Divide into groups
- Objectives provided
- Identify your learners

Create your Case!

Summary

- **Major Challenges:**
 - *Multi-disciplinary commitment
 - *Skill matching (participants)
 - *Scheduling
 - *Time intensive
 - *Lab space and staff
- **Major Rewards:**
 - *Power to teach all disciplines together to try to enhance patient quality of care; increase patient safety; and improve collaboration between disciplines