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

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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
• Make use of Available Resources

• Don’t reinvent the wheel…. 

• Do get trained
TeamSTEPPS® 2.0
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:
Debriefing with Good Judgment

Harvard University

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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!

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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