Developing and Evaluating Teamwork Skills using an Interprofessional Simulated Discharge Planning Meeting

E. Adel Herge, OTD, OTR/L, FAOTA
Leigh Ann Hewston, PT, MEd
Elena Umland, PharmD
Lindsay Johnson, OTS
Objectives for the Presentation

• At the conclusion of this session participants will:
  ▫ Recognize the value of simulated learning activities in interprofessional education (IPE).
  ▫ Describe the learning outcomes of an interprofessional simulated team activity.
  ▫ Identify ways to evaluate performance as an outcome of IPE in their own educational/clinical setting.
Outcomes of IPE

Level 4
Results
• To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement

Level 3
Behavior
• To what degree participants apply what they learned during training when they are back on the job

Level 2
Learning
• To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning environment

Level 1
Reaction
• To what degree participants react favorably to the learning environment

Adapted from: https://ci484-learning-technologies.wikispaces.com/Kirkpatrick's+4+Levels+of+Training
Interprofessional Clinical Discharge Scenario

- Developed by Geriatric Education Center (2009)
- Interprofessional student teams develop plans of care for patient case discharge
- Pilot tested in 2009
- Integrated into course work in spring 2010-2016
Development of IPE Experience

- Team of faculty developed case story and patient chart
- Simulation encounter using standardized patients (SPs)
- Video of patient acute care hospital experience was developed  Geriatric Education Center
IPE Simulation Program-
Learning Objectives

Learners will:

1. Demonstrate the ability to communicate and collaborate with other healthcare professionals, patient and family during a family meeting.

2. Develop a patient-centered care plan in collaboration with other healthcare professionals.

3. Describe the importance of caring for the entire patient to fulfill his/her needs.

4. Identify the roles/responsibilities of other healthcare professionals in a team-based setting.
IPE Experience

Prior to the session, students:

• read the patient’s chart

• view a 30 minute video
IPE Experience

During the session, students:
• participate in a pre-team meeting
• conduct a family meeting with patient and caregiver (SPs)
• debrief with faculty observers
• debrief with SPs
Evaluation Process

Pre Assessment
• GEC Profile demographic data
• Pre-Test: Efficacy of Team Process

Post Assessment
• Post-Test: Efficacy of Team Process
• Student Satisfaction Survey
• Post-Test Write up
• Team Checklist (completed by faculty and SPs)
# Team Checklist Results

<table>
<thead>
<tr>
<th></th>
<th>Faculty/ SP</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team explains recommendation/management plan.</td>
<td>Faculty</td>
<td>29</td>
<td>3.55</td>
<td>.985</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>30</td>
<td>4.00</td>
<td>.587</td>
</tr>
<tr>
<td>The team checks for understanding.</td>
<td>Faculty</td>
<td>28</td>
<td>3.39</td>
<td>.832</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>29</td>
<td>2.97</td>
<td>.944</td>
</tr>
<tr>
<td>The team began with open ended questions and progressed with more specific closed ended questions.</td>
<td>Faculty</td>
<td>27</td>
<td>3.37</td>
<td>1.006</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>30</td>
<td>3.17</td>
<td>1.085</td>
</tr>
<tr>
<td>The team allowed you to tell your story w/o interrupting you and w/o making you feel pressured. Asked for clarification when necessary.</td>
<td>Faculty</td>
<td>26</td>
<td>3.88</td>
<td>.993</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>29</td>
<td>3.41</td>
<td>.907</td>
</tr>
<tr>
<td>The team used summary statements to close the meeting. Asked you whether you had more questions. Discussed future plans for your care, including a follow-up visit.</td>
<td>Faculty</td>
<td>23</td>
<td>3.13</td>
<td>1.217</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>28</td>
<td>2.79</td>
<td>1.067</td>
</tr>
<tr>
<td>Would you or a member of your family feel comfortable having this team care for you in the future?</td>
<td>Faculty</td>
<td>23</td>
<td>3.48</td>
<td>.947</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>30</td>
<td>3.30</td>
<td>.988</td>
</tr>
<tr>
<td>How would you rate teamwork during this meeting/scenario?</td>
<td>Faculty</td>
<td>26</td>
<td>3.46</td>
<td>1.029</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>30</td>
<td>3.30</td>
<td>1.119</td>
</tr>
</tbody>
</table>
Results

• Preliminary Themes
  ▫ Communication
  ▫ Client Centered Care*
  ▫ Structure of Family Meeting
  ▫ IPE Teams
  ▫ Student Experience

*focus on this theme today
Results

- Client Centered Care
  - “Today I learned the value of patient-centered care. The patient and the family member need to be on board because they will ultimately make the final discharge decision regardless of the team’s suggestions”.
  - “It is important to target the session to each individual patient. The discharge plan should not work for any patient, but be specific to the individual based on their beliefs, desires and goals”.
  - “For a team meeting to be successful the patient must be considered part of the team”.
Outcomes

• The Clinical Discharge scenario is practical activity for students to demonstrate team communication and collaboration skills.
• Learning outcomes include high student satisfaction with activity.
  ▫ Practicing and enhancing communication skills
  ▫ Understanding importance of client centered care
  ▫ Valuing a structured approach to family meetings
  ▫ Valuing IPE team approach
  ▫ Reflecting on learning that occurs
http://epadgec.jefferson.edu/
References


Acknowledgements

- Carolyn Giordano, PhD
Questions?