Spring 2017

Assessing Inter-Professional Teamwork Through Low-Fidelity Simulation

Lisa Singleterry
Western Michigan University, lisa.singleterry@wmich.edu

Sally Vliem
Western Michigan University, sallyvliem@wmich.edu

Kristine Gibson
WMU Homer Stryker School of Medicine, gibson@med.wmich.edu

Scott Gaynor
Western Michigan University, scott.gaynor@wmich.edu

Follow this and additional works at: http://scholarworks.wmich.edu/assessment_faculty_grant

Part of the Educational Assessment, Evaluation, and Research Commons

WMU ScholarWorks Citation
Singletonerry, Lisa; Vliem, Sally; Gibson, Kristine; and Gaynor, Scott, 'Assessing Inter-Professional Teamwork Through Low-Fidelity Simulation' (2017). Assessment Fellows Grant. 45.
http://scholarworks.wmich.edu/assessment_faculty_grant/45
Assessing Inter-professional Teamwork through Low-Fidelity Simulation
Lisa Singleterry, PhD, RN, CNE; Sally Vliem, PhD, RN, CPNP, Kristine Gibson, MD, Scott Gaynor, PhD, and Kari Timmer, SN
Western Michigan University & WMED

Introduction

In 2003, it was determined that health-related education needed to shift from discipline-specific silos and into the arena of inter-professional teams. Given this goal, teamwork – which includes communication and the opportunity to learn about, with, and from multiple health disciplines is the focus of this assessment grant.

A sub-group of the faculty in training team of WMEd/WMU Professionals Accelerating Clinical Education Redesign (PACER) chose to utilize a low-fidelity simulation to accomplish the following Interprofessional Education Collaborative (IPEC) Outcomes:

1. Explain the roles and responsibilities of other care providers and how the team works together to provide care (RR4, p. 27).
2. Express one’s knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions (CC3, p. 29).
3. Listen actively, and encourage ideas and opinions of other team members (CC4, p. 29)
4. Recognize how one’s own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (CC7, p. 29)
5. Integrate the knowledge and experience of other professions—appropriate to the specific care situation—to inform care decisions, while respecting patient and community values and priorities/preferences for care (TT4, p. 31)

Methods

- A simulation topic: pediatric eating disorders (ED)
- Adapted and developed students guidebook
- Low-fidelity simulation
- Inter-professional teams of students
- Videotaped student team interactions
- Post-simulation/debriefing questionnaire

Results

Teamwork was the focus of the Assessment grant, which includes two aspects
1. Student learning
2. Faculty facilitation

Results of the questionnaire indicate student’s perceived their learning was successful.

The students also perceived faculty facilitation as good to excellent.

Faculty reflection and evaluation using the Rose-Hulman Teamwork Observation tool:

The videotaped sessions and subsequent evaluation gave faculty insight into ways to improve the student guidebook, simulation flow, and directions for team care planning exercise.

Implications for Practice


References


Student Responses N=35

<table>
<thead>
<tr>
<th>Post simulation questionnaire</th>
<th>Interprofessional Facilitation Scale (IPFS)</th>
<th>Total</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Please put a check inside the box that best reflects your view of the facilitators’ behavior during the simulation in which you participated this morning.

1. Role-related positive interactions with other health professionals and how professionals can communicate.
2. Challenging learning environment in which the amount of face-to-face interaction was realistic.
3. Challenging learning environment to meet the needs of interprofessional education.
4. Fundamental skills for teamwork, including communication, collaboration, and conflict resolution.
5. A setting that reflects the interprofessional nature.

Student Responses N=35

<table>
<thead>
<tr>
<th>KidSIM Attitude Towards Teamwork in Training Undergoing Designed Educational Simulation (ATTITUDES)</th>
<th>Interprofessional Facilitation Scale (IPFS)</th>
<th>Total</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Please put a check inside the box that best reflects your view of the facilitators’ behavior during the simulation in which you participated this morning.

1. Role-related positive interactions with other health professionals and how professionals can communicate.
2. Challenging learning environment in which the amount of face-to-face interaction was realistic.
3. Challenging learning environment to meet the needs of interprofessional education.
4. Fundamental skills for teamwork, including communication, collaboration, and conflict resolution.
5. A setting that reflects the interprofessional nature.