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Assessing Inter-professional Teamwork through Low-Fidelity Simulation



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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

Measures

Please put a check inside the box that best reflects your view of the relevance of the simulation in which you participated this morning.					
(SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree)	SD	D	N	A	SA
1. The simulation was a good environment for learning with other health care professionals					
2. The simulation supported opportunities to change attitudes					
3. The opportunity to practice teamwork helped students' learn about inter-professional roles					
4. The simulation was a good tool for practicing team decision-making skills					
5. Deliberate practice in simulation can improve clinical decision-making skills					
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 = poor, 2 = Fair, 3 = Good, 4 = Excellent)	1	2	3	4	
6. Role-modeled positive interactions with other health professionals and how professionals can work together, for example, by working collaboratively with the co-facilitator					
7. Created a learning environment in which the principles of interprofessional education were demonstrated or clearly explained (e.g., did not focus on 1 provider group; acknowledged all professionals' contributions; acknowledged, respected, celebrated diversity in group).					
8. Openly encouraged participants to learn from other health providers' views, opinions, and experiences (e.g., asked questions that generated free exchange of ideas, openness, and sharing among all professions).					
9. Used learning and facilitation methods that encouraged participants from different professions to learn with, from, and about each other (e.g., icebreaker games, case studies, group discussions)					
10. Asked participants to share their professional opinions, perspectives, and values relative to patient care and collaborative practice.					
11. Encouraged members of all professions to contribute to decisions and seek opinions from others in the group during case or patient discussions and decision-making activities.					
12. Asked health professionals to indicate their profession and discuss each other's roles and responsibilities in the delivery of patient care.					

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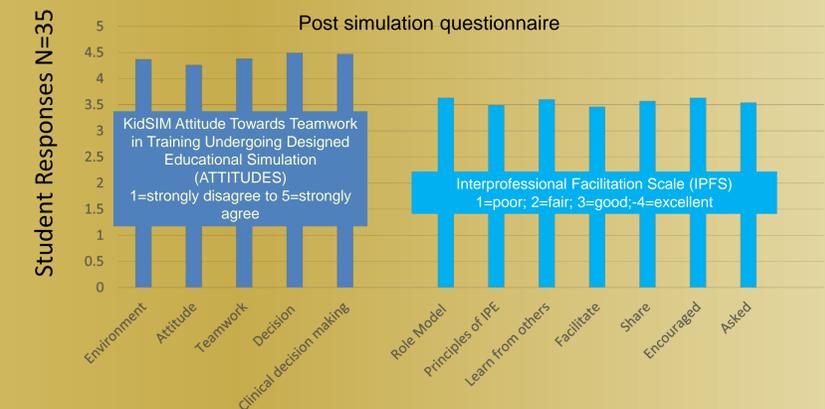
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Results



Implications for Practice

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.