Assessing Inter-Professional Teamwork Through Low-Fidelity Simulation

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

Sally Vliem
Western Michigan University, sally.vliem@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: https://scholarworks.wmich.edu/assessment_faculty_grant

Part of the Educational Assessment, Evaluation, and Research Commons

WMU ScholarWorks Citation
Singleterry, Lisa; Vliem, Sally; Gibson, Kristine; and Gaynor, Scott, "Assessing Inter-Professional Teamwork Through Low-Fidelity Simulation" (2017). Assessment Fellows Grant. 45. https://scholarworks.wmich.edu/assessment_faculty_grant/45

This Poster is brought to you for free and open access by the Assessment at ScholarWorks at WMU. It has been accepted for inclusion in Assessment Fellows Grant by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
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


