

The Patient Didn't Tell You That? Using Interprofessional Simulation to Teach Students the Importance of Communication in Providing Informed and High-Quality Patient Care



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Background

- Interprofessional education (IPE) experiences are a vital component of health care professional student training
- IPE aids in transforming student learners into high-functioning professionals with strong communication and team building skills
- Professional school accreditation councils have mandated IPE to be incorporated into the didactic curriculum, requiring institutions to become more innovative in the design and delivery of the core curricular content
- Our team created a simulation for early learners in Medicine, Pharmacy, Nursing and Physician Assistant Studies that allows students to observe each other's methods for history taking and challenges teams to create an informed and high-quality joint patient care plan after receiving different information from a standardized patient

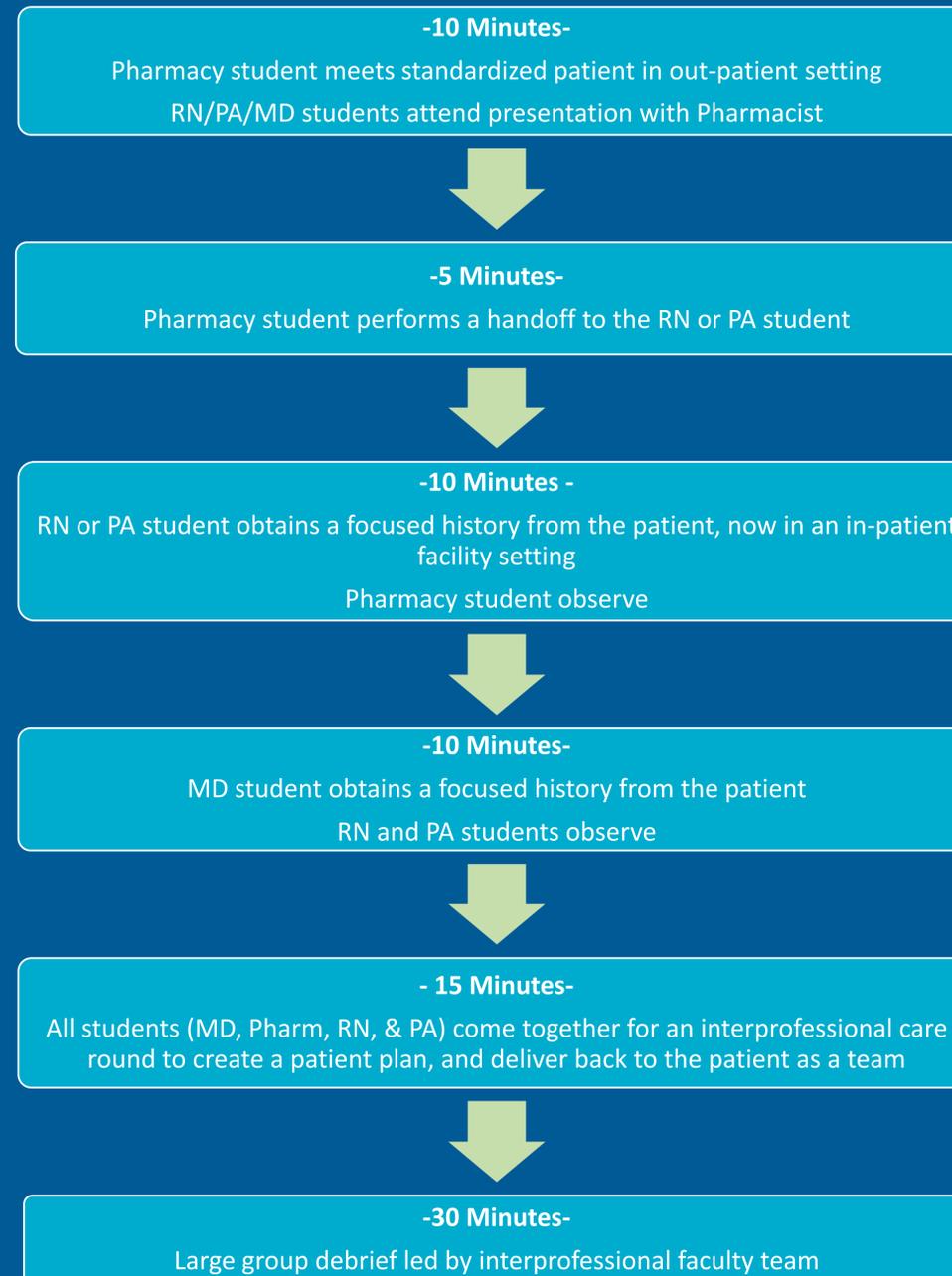
Objectives

- Appreciate the need for team communication in ensuring a full patient medical and social history is represented in creating a treatment plan
- Compare and contrast various approaches to collecting a history from a patient



Methodology

- 139 students were divided between two campuses to accommodate the number of participants. Each group participated in an icebreaker, a 50-minute patient care simulation, and a large group debrief



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Results

- 61 students completed the 9-Item Interprofessional Socialization and Valuing Scale as an evaluation

| Based on this activity... | To A Very Great Extent | To A Great Extent | To A Fairly Great Extent |
|---|------------------------|-------------------|--------------------------|
| I am able to share and exchange ideas in a team discussion | 46% | 36.1% | 11.5% |
| I have gained an enhanced perception of myself as someone who engages in interprofessional practice | 21.6% | 43% | 25.2% |
| I feel comfortable in speaking out within the team when others are not keeping the best interests of the patient/client in mind | 24.29% | 36.3% | 21.9% |
| I believe the best decisions are made when members openly share their views and ideas | 62.3% | 27.9% | 6.5% |
| I feel comfortable describing my professional role to another team member | 32.8% | 47.5% | 14.8% |
| I have gained an enhanced awareness of the roles of other professionals on a team | 31.5% | 39.24% | 19.9% |
| I have gained an appreciation for the importance of having the patient/client and family as members of a team | 26% | 32.6% | 26.3% |
| I am able to share and exchange ideas in a team discussion | 39.2% | 32.6% | 17.2% |
| I feel comfortable being the leader in a team situation | 29.8% | 32.6% | 24.6% |

Conclusions

- Participation in the simulation contributed to several enhanced positive perceptions related to a team approach to healthcare
- The least growth was reported in speaking out when students felt the best interest of the patient/client is not being represented