

# HELPING STUDENTS LEARN HOW TO BE PART OF AN INTERDISCIPLINARY TEAM USING SIMULATED PATIENTS

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# LEARNER OBJECTIVES

- 1. Discuss the benefits of students being engaged with other healthcare professional students in learning activities
- 2. Discuss the benefits of using human simulated patients to help with student learning
- 3. Understand how to incorporate human simulation as a multidisciplinary activity

# GOALS

- Improve the education of students in various disciplines about interprofessional teams (IP)
- Give students the opportunity to work with other students in other professions
- Provide students the opportunity to work together in teams to form a plan of care
- Provide students the opportunity to work with a simulated client's family member



# PARTICIPANTS

Nursing

Physical therapy

Occupational therapy

Speech and hearing

Pharmacy

Social work

Chaplain

Medical students

Physician Assistants

Community health workers

# PRE EVENT WORK

- On line educational piece
  - Changes in the older adult as they age
  - Pharmacological principles and the elderly
  - Falls risks
  - Advanced directives
  - Nutritional needs



# EVENT

- Poster session
- Faculty lead team discussion of a case
- Simulated patient case



# CASE

- Mrs. Jefferson, 76 year old female
- Had a hemorrhagic stroke
  - Left sided weakness, impaired mobility
  - Slurred speech
  - Difficulty swallowing
- Caregiver for husband who has Alzheimer's
- Daughter lives near by (20 minutes away)
- Was active in church

# STUDENTS

- Each student gets general information about the client
- Each student gets profession specific information about the client
- They review their pieces of information
- Discuss as a team and develop a plan of care
- Meet with the simulated patient family member to discuss the care needs and plan
- Debrief

# SIMULATED PATIENT (FAMILY MEMBER)

- Trained on how to interact with students
- Trained on how to answer based on case information and student questions
- Trained to bring up topics if students don't
- Trained on how to deviate from the student plan
- Trained on how to ask specific questions of the group
- Have an hour preparation time before the event to review the case

# DEBRIEF

- Facilitator is there who has observed the students interactions as a group and with simulated patient
- Allow students time to express how they felt
- Discuss things that they did well
- Look at things that may not have gone well
- Can get feedback from simulated patient

# STUDENT FEEDBACK

GWEP Student Participants Evaluation of Education and Simulation for Year 2 (n=427).						
Item	Strongly Disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly N (%)Agree	Mean (SD)
The session was well organized	0	1 (0.2)	9 (2.1)	160 (37.6)	256 (60.1)	4.58 (0.5)
Learning objectives were clearly stated	1 (0.2)	5 (1.2)	19 (4.5)	195 (46.1)	203 (48.0)	4.40 (0.7)
The material in the session was presented at a level appropriate for my stage of training	6 (1.4)	8 (1.9)	17 (4.0)	156 (36.9)	236 (55.8)	4.44 (0.8)
The material presented in the simulation increased my understanding of how an interprofessional team functions	1 (0.2)	7 (1.7)	9 (2.1)	145 (34.3)	261 (61.7)	4.56 (0.6)
I was an active participant I the scenario	1 (0.2)	4 (0.9)	21 (4.9)	1661 (37.8)	239 (56.1)	4.49 (0.7)
The scenario was realistic	0	3 (0.7)	9 2.1)	142 (33.4)	271 (63.8)	4.60 (0.6)
I was able to identify patient problems and propose interventions	0	1 (0.2)	8 (1.9)	187 (44.1)	228 (53.8)	4.51 (0.5)
The debriefing sessions provided valuable feedback	1 (0.2)	2 (0.5)	13 (3.1)	148 (34.9)	260 (61.3)	4.57 (0.6)
The experience with the caregiver was a valuable example of including family in team patient care	0	1 (0.2)	10 (2.4)	116 (27.3)	298 (70.1)	4.67 (0.5)
This was a valuable learning experience	5 (1.2)	7 (1.6)	16 (3.8)	141 (31.1)	257 (60.3)	4.50 (0.8)
I am mover confident to practice in an actual clinical team	1 (0.2)	8 (1.9)	33 (7.8)	173 (40.7)	210 (49.4)	4.37 (0.7)
The simulation increased my understanding of the benefits of teamwork in the interprofessional care of older adults	4 (0.9)	6 (1.4)	10 (2.4)	151 (35.6)	253 (59.7)	4.52 (0.7)
Overall, this session was:	Poor 2 (0.5)	Fair 14 (3.3)	Good 54 (12.8)	Very Good 152 (36.1)	Excellent 199 (47.3)	4.26 (0.8)

# STUDENT FEEDBACK

- "I am very honored to have been a part of this experience, teamwork is effective!"
- "It provided a unique prospective about the patient care that I (med student) never considered"
- "Getting different suggestions from different team members was very helpful in deciding the best plan"
- "It opened my eyes on how important it is that we work interprofessionally & struck an interest in me"

# STUDENT FEEDBACK

- “This should be a curriculum requirement. Extremely beneficial!”
- “Very important and integral part of any patient plan- communication and teamwork – to make sure everyone is on the same page, for the welfare of the patient”
- “The case and simulation was very realistic and translates well to real-life care”

# CONCLUSION

- Nice way to involve other professions
- A great way for students to understand other professions roles
- Realistic situations
- Forces students to have to think in the moment
- Forces students to have to think about their client needs and wants
- Forces students to have to explain things in layman's terms
- Forces students to have to handle difficult situations



# RECOMMENDATIONS



- ❖ Continue to work with educators in the various disciplines to encourage student involvement
  - ❖ As class assignment
  - ❖ As extra credit
  - ❖ As an educational activity
  
- ❖ Continue to develop simulation experiences that allow for involvement of all disciplines

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# THANK YOU

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