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Caring for Terry Hillman: An Interprofessional Simulation for Health Profession Students

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The IPE commons group was founded by deans of the health professions at our institution with the goal of sustaining the collaborative study, training and social action work that was being accomplished through a Josiah Macy Grant. Faculty and students for nursing, dental, social work, public health, medical, nutrition, occupation therapy, physical therapy, and pastoral care developed an interprofessional education group with a goal of developing educational activities that focus on shared values and ways to work together to produce better healthcare for the patient. Every month students from a different health profession develop an interprofessional activity that is open to all health profession students to attend.

Nursing was the first school that was assigned to host the IPE commons event. The initial step in the planning process was to meet with the two nursing representatives to determine their goals for the activity and brainstorm ideas. The group decided to adapt a case study (Terry Hillman) that was developed by Northeastern University for a project titled *Innovations in Oral Health Technology, Instruction, Practice, and Service*. We adapted the case study of Terry Hillman into a Standardized Patient (SP) encounter. The patient has a history of various medical conditions, dental problems, and social issues that provided enough content for all disciplines to actively participate in the simulation activity. The simulation team hired 3 SP's trained that were trained by representatives from all the disciplines. A sign-up schedule was created to ensure each team had combination of participants from various professions.

The event started with an ice breaker where students from each discipline were placed in groups to discuss their commonalities and the biggest misconception people have about their profession. After the ice breaker, students worked as an interdisciplinary team to obtain a history from the patient: a 65 year old woman who recently fell at home resulting in a left arm fracture and is currently a patient at an in-patient rehabilitation center. She has a history of heart disease, osteoporosis, poor dentition, and macular degeneration which contributed to her recent injury. In addition to her medical conditions she has numerous social issues such as loss of independence and limited access to a primary care provider. The overall goal for the exercise was for the team to work together to obtain a history on the patient and develop a preliminary plan of care. Each group had 15 minutes to obtain a history and then 20 minutes to develop a plan of care for the patient. The last component of the IPE event was a group discussion about their experience of working together as a team including the positive aspects in addition to the challenges faced while working in their groups. The debriefing included a panel discussion from the SP's where they provided feedback to the students. After the event was completed, dinner was provided to encouraging networking among the students. Post event evaluations found that 100% of students would recommend continued use of the interprofessional simulation activity.

Title:

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Keywords:

Interprofessional education, Simulation and Standardized Patient

References:

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Abstract Summary:

This presentation will discuss the process of working with students from a campus wide interprofessional group to develop a simulation activity that included nursing, dental, medical, nutrition, social work, occupational therapy, physical therapy, public health students.

Content Outline:**I. Introduction**

1. Discuss the origins and goals of the Interprofessional Education (IPE) commons group.
2. Describe the responsibilities of the faculty, students, and schools involved in the IPE commons: nursing, medicine, dental, physical therapy, occupational therapy, social work, nutrition, pastoral care, and public health.

II. Body

1. Planning an IPE activity requires input and participation from all 9 health disciplines.
1. Initial meetings involved representatives from each discipline to create objectives for the activity, select the most appropriate format for the activity, and selecting a scenario that would involve content that would include all 9 disciplines.
2. Reviewing established open source IPE activities that can be adapted to meet the needs of the event. The Terry Hillman Innovations in Oral health case study from Northeastern University was used as a template for our IPE simulation.
3. Additional meetings were needed to coordinate the logistics of event such as finding a day and time that worked with most students schedule and creating a sign-up process. A dinner was planned after the IPE activity to promote networking.
- B. Creating an effective simulation event that involves learning with, from, and about each discipline.

1. Creation of an ice breaker, simulation, and group debriefing activity that promotes concepts of IPE education.
2. Revision of innovations in oral health case study to be used as a Standardized Patient (SP) case. Representatives from each discipline assisted with revision of the case and participate in a dry run of the simulation to ensure accuracy.

II. Evaluating the effectiveness of the IPE event

1. Over 30 students participated in the IPE activity. After the simulation, students completed an online evaluation form that assessed their satisfaction with the event. In addition the IPE planning team had a group debriefing after the event to discuss what worked in addition to recommended changes that could improve the activity in the future.
2. The results of the evaluation were overwhelming positive with 100% of students recommending continuation of the IPE activity. The most frequently reported positive comment from students was they enjoyed working with a live patient. The most frequently reported area for improvement was that students wanted clearer instructions before they began the simulation encounter.

III. Conclusion and Next Steps

1. The biggest take-away from the activity was that students want to have more opportunities to interact with other students from different disciplines. Students valued learning about each other's professions.
2. Due to the success of the event, the IPE commons group will look to have another IPE simulation next year and will implement changes to future activities based on student's evaluation such as providing additional instruction before the event.

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Author Summary: Kellie Bryant is the Executive Director of Simulation and Assistant Professor at Columbia University. She has extensive experience presenting in the field of simulation including implementation of interprofessional simulations.