Mixed Messages:

Untangling Interprofessional Communication in Health Care Students – Phase I results

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Objectives:

• The learner will be able to describe the importance of effective interprofessional communication in improving patient outcomes.
• The learner will be able to develop simulation scenarios to foster interprofessional communication with pre- and post-licensure participants from various disciplines.

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Staff communication was the primary cause of 65% of sentinel events between 1995-2004. (Joint Commission, 2005)

- Effective communication improves:
  - Patient outcomes
  - Employee satisfaction
  - Employee retention

**Goal:** Improve overall communication between healthcare workers from different disciplines by educating students from these disciplines in effective communication principles.
Disciplines involved
- 3rd/4th year medical students, accelerated 2nd degree nursing students, 2nd year Physician Assistant students

Types of scenarios
- Trauma/code, Pre-operative, Intra-operative, Post-operative
- Ethical components and situational distractors

Evaluation/Debrief
- Pre- and Post-survey (modified TEAMStepps)
- Modified Plus Delta debrief model
Standardized Patients

- Used as an added layer of stress to communication
  - Outspoken family members
- Provides realistic aspect to interaction with patient/family
  - Patient received treatment in violation of religious beliefs
  - End of life issues between legal next of kin and significant other
- Opportunity for students to practice diffusing difficult situations
  - Medication error causing significant patient injury
Pre- and Post-survey Questions

- I feel comfortable communicating with other members of the healthcare team.
- My skillset is important for the care of patients.
- I feel prepared to take care of patients in the hospital.
- I feel like a valuable member of the healthcare team.
- I know my role in the clinical setting.
- I feel comfortable voicing my opinion during the care of a patient.
- I feel comfortable asking for help when I need it.
- I am comfortable resolving disagreements with other members of the healthcare team.
Round 1 – 8 participants
   - 3 medical students, 5 nursing students
Round 2 – 9 participants
   - 2 medical students, 2 PA students, 5 nursing students
Round 3 – 8 participants
   - 4 PA students, 4 nursing students
Round 4 – 10 participants
   - 2 medical students, 4 PA students, 4 nursing students
Round 5 – 7 participants
   - 1 medical student, 2 PA students, 4 nursing students
Medical Students

- “Much better understanding of roles of nurses, PAs, and physicians.”
- “Yes. I liked it, include this in the curriculum for every rotation.”

Nursing Students

- “... got to learn from watching my mistakes; I feel more valuable as a healthcare worker; doctors aren’t as scary as they seem!”
- “Communicating is key when taking care of patients. We need to make sure the family is a part of the conversation.”

Physician Assistant Students

- “... it is important to understand that family members are just concerned. Compassion and resolve are the most important things to bring to the table in these situations.”
- “More please! These “real world” controlled situations are very informative and help to cement our knowledge.”
Moving Forward

- Post-graduation survey (3-6 months)
  - Participant feedback – confidence in communication
- Supervisor interviews (3-6 months)
  - Comparing communication abilities of participants to other new graduates
- Development of Inter-professional curriculum
  - Pilot on Permian Basin Campus
  - Integration into the Health Sciences Center system
- Considering change in evaluation tool
  - Readiness for Interprofessional Learning Scale Questionnaire
Questions?