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

• Online educational piece
  • Changes in the older adult as they age
  • Pharmacological principles and the elderly
  • Falls risks
  • Advanced directives
  • Nutritional needs
• 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
### GWEP Student Participants Evaluation of Education and Simulation for Year 2 (n=427).

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

• Recommended Baccalaureate Competencies and Curricular Guidelines for Nursing Care of Older Adults (2010). Harford Institute for Geriatric Nursing, AACN.


• Institute of Medicine, To Err is Human, Building a Safer Health System, 2000

THANK YOU

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