



Residents' perceptions of simulation-based interprofessional team training: a qualitative analysis.

Sandrijn van Schaik MD PhD¹, Jennifer Plant MD², Bridget O'Brien PhD

¹Department of Pediatrics, ²Department of Medicine
University of California San Francisco



Background

- Interprofessional team training benefits patient safety and reduces medical error
- Many institutions have implemented simulation-based team training programs for teams that work together in real life.
- Training teams often have both experienced providers and trainees, which likely impacts team dynamics
- Impact of these team dynamics on debriefing and feedback has not been studied

Methods

Subjects and setting: pediatric residents leading interprofessional teams in simulated resuscitations at a large, academic children's hospital

Procedures

- Participants provide each other with feedback during facilitated debriefing after each simulation scenario
- Each pediatric resident subsequently participated in a semi-structured interview that was audio-recorded and transcribed
- The interview guide was designed to explore residents' performance self-assessment but also contained open-ended questions about the simulation session and debriefing
- Two investigators (SVS, JP) analyzed the transcripts for themes using an iterative process to create a coding scheme.



References

1. Institute of Medicine Committee on Quality of Health Care in America. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC: National Academy Press; 2001.
2. Weaver SJ, Lyons R, DiazGranados D, et al. The anatomy of health care team training and the state of practice: a critical review. Acad Med 2010;85:1746-60.

Results

- Sixteen residents participated in the study
- Here we report 5 themes pertaining to unanticipated findings about residents' perceptions of interprofessional simulation-based team training and debriefing.

Theme 1

Debriefing after simulated resuscitations is helpful but anxiety provoking

"It's like, you do your mock code and then you are asked afterwards also to analyze yourself if front of everybody and that's also nerve wracking"

Theme 2

Resident appreciated the interprofessional training opportunity and getting feedback from other health care providers

"It gives people a chance to – it gives perspectives from different members of the team that you don't always hear"

Theme 3

Resident wanted more critical feedback than typically provided during debriefings but underscored the importance of a positive atmosphere



Theme 4

The interprofessional context inhibits critical feedback and residents questioned the candidness of feedback received

"Even though as we get further along we're more in charge of decisions we're still very deferential to the nursing staff, all the other staff, because we need stuff to get done. So I think from our perspective we can't – we don't usually give, you know, true criticism"

Theme 5

Teams have a complex hierarchy of the teams and residents need to maintain positive relationships with colleagues

"You're trying to establish yourself as a person, as a care provider in this environment with people who are there all the time and you're just walking in."

Conclusions

- Pediatric residents are conflicted about interprofessional simulation-based team training and debriefing.
- Our study is limited because it did not explore perceptions of other providers
- The data suggests that feedback may not always be effective in interprofessional settings.
- The relative benefit of interprofessional and intraprofessional training and feedback deserves further study.

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