A Geriatric Standardized Patient Exercise Teaches Interprofessional Teamwork Skills

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ISPE Geriatric Case Team
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Background
• IPE interventions that are authentic and reflect settings and roles of participants are most effective
• Simulation provides opportunities for learners to practice patient care and team communication skills
• Geriatrics includes interprofessional care teams and geriatric competencies are an area of increased focus for many professions

Hammick et al. Medical Teacher 2007
Wamsley et al. J Interprof Care 2012

ISPE Curricular Goals
- Increase awareness of roles of other healthcare professionals
- Develop communication and collaboration skills in the context of an interprofessional team
- Develop a comprehensive care plan in collaboration with interprofessional healthcare team

Roadmap
• Background
• Interprofessional SP Exercise (ISPE)
• Results
• Lessons learned
• Conclusions

Background - ISPE
• Improves attitudes towards working in interprofessional teams (ATHCT)
  – Team Efficiency
  – Team Value
  – NOT Physician’s Shared Role
• Perceived outcomes
  – Learning about roles of other healthcare professionals (HCPs)
  – Educating other HCPs about their professions roles
  – Increased comfort working collaboratively on IP teams

ISPE Format

- Teams of 4 professional students (Med, NP, PT, Pharm, Dent, SW, Nutrition)
- Year 2 or 3 of training
- Required part of the curricular experience
- Complex chronic illness SP case
- Faculty facilitators from all professions

ISPE Format

- Team brief with patient presenting information
- Sequential patient interviews while team members observe
- Team huddles between interviews
- Collaborative team care plan
- Faculty-led debriefing session
- SP evaluation of communication/professionalism skills
- Written feedback from IP team members on patient communication and teamwork skills

ISPE Team Brief

ISPE Team Huddle

ISPE Team Debrief

“Elsie Smith”

- Multiple chronic conditions:
  - Diabetes
  - Hypertension
  - Hyperlipidemia
  - Recurrent falls
  - Peripheral neuropathy
  - Osteoarthritis
  - Xerostomia/Periodontitis/Pulpitis
  - Glaucoma
  - Anxiety
  - Social isolation
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Participants in the ISPE 2012-2013
Total number of participants = 345

ISPE Student Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>n</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned about the patient care roles of other healthcare professionals during this exercise</td>
<td>261</td>
<td>5.22 (0.96)</td>
</tr>
<tr>
<td>This standardized patient exercise increased my comfort in working collaboratively in an IP team to develop a patient care plan</td>
<td>261</td>
<td>4.99 (1.04)</td>
</tr>
<tr>
<td>I found the debriefing session to be helpful to process my group’s experience during the interprofessional exercise</td>
<td>261</td>
<td>5.08 (1.01)</td>
</tr>
<tr>
<td>I would recommend this interprofessional standardized patient exercise to a fellow student in my profession</td>
<td>261</td>
<td>5.09 (1.05)</td>
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</tbody>
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ISPE Student Evaluation by Profession

<table>
<thead>
<tr>
<th>Profession</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry (n=17)</td>
<td>4.9</td>
<td>1.16</td>
<td>5.3</td>
<td>1.02</td>
</tr>
<tr>
<td>Medicine (n=45)</td>
<td>4.8</td>
<td>1.21</td>
<td>4.7</td>
<td>1.22</td>
</tr>
<tr>
<td>Nursing (n=42)</td>
<td>5.3</td>
<td>.83</td>
<td>5.0</td>
<td>.99</td>
</tr>
<tr>
<td>Nutrition (n=8)</td>
<td>5.6</td>
<td>.64</td>
<td>5.2</td>
<td>.89</td>
</tr>
<tr>
<td>Pharmacy (n=33)</td>
<td>5.3</td>
<td>.73</td>
<td>5.2</td>
<td>.69</td>
</tr>
<tr>
<td>Physical Therapy (n=25)</td>
<td>5.6</td>
<td>.58</td>
<td>5.4</td>
<td>.71</td>
</tr>
<tr>
<td>Social Work (n=11)</td>
<td>5.6</td>
<td>1.51</td>
<td>5.2</td>
<td>1.3</td>
</tr>
</tbody>
</table>

p-value: .002 .009

ISPE Faculty Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ISPE enhances student understanding of the patient care roles of different health professionals.</td>
<td>5.81 (0.40)</td>
</tr>
<tr>
<td>The ISPE fosters communication between participating health professional students.</td>
<td>5.83 (0.38)</td>
</tr>
<tr>
<td>The ISPE increases collaboration between participating health professional students.</td>
<td>5.64 (0.57)</td>
</tr>
<tr>
<td>I would recommend participation in the ISPE for learners in my profession.</td>
<td>5.96 (0.25)</td>
</tr>
</tbody>
</table>

Student Comments

• “Having the ability to observe others interview the patient live was extremely valuable in learning how different professions approach the same case. It was eye-opening and great to see how we so easily fall into the trap of the medical model culture.”

• “Able to learn about other disciplines and how to interact with them and work together to formulate a cohesive plan of care. The exercise could be improved by being introduced a little earlier in our education.”

ISPE Challenges

• Scheduling
• Targeting the right learners
• Disparate numbers of learners from programs
• Developing a case that is compelling for the different professions
• SP Training time requirements for complex case
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**ISPE Summary**
- Well-received by student and faculty
- Improves attitudes toward working in interprofessional teams
- Geriatric case provides model for collaborative care
- Learning roles
- Communication and collaboration skills

**Future directions....**
- Incorporating additional professions
- Integrating this exercise with other IPE curricula
- Building in reflection
- Faculty development
- IPE skills assessment

**Questions**

**Attitudes Towards Healthcare Teams (ATHCT)**
- 21 item validated instrument
- 3 subscales
  - Team value
    - Ex: “The team approach improves the quality of care to patients”
  - Team efficiency
    - Ex: “Working in teams unnecessarily complicates things most of the time”
  - Physician’s shared role
    - Ex: “A team’s primary purpose is to assist physicians in achieving treatment goals for patients”

**Focus Group - Outcomes**
- Learning roles of other professionals
  - “It was one of those things that just really opens your eyes and just gives you a little more insight into what other people do.”
- Educating others about your profession
  - “I think a lot of the students in my group were confused as to what an NP would do in that situation…they were like – Oh, okay, that’s what you would do.”
- Increased confidence in working with other professionals
  - “I’m a little more comfortable talking to the physician…it’s not so intimidating to go up to the physician and say, hey, this is what I feel should happen to this patient.”