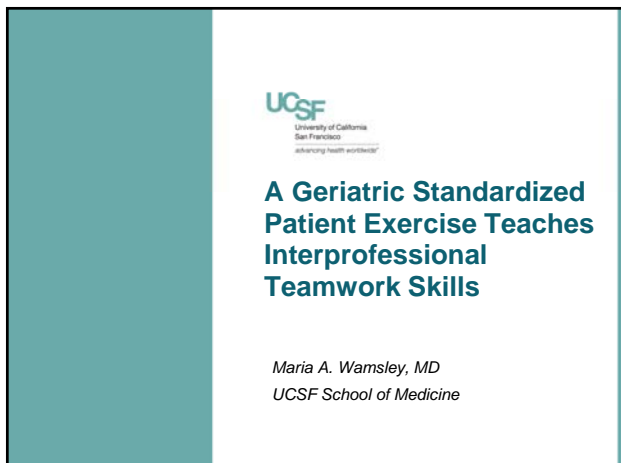


# E12iii: A Geriatric Standardized Patient Exercise Teaches Interprofessional Teamwork Skills

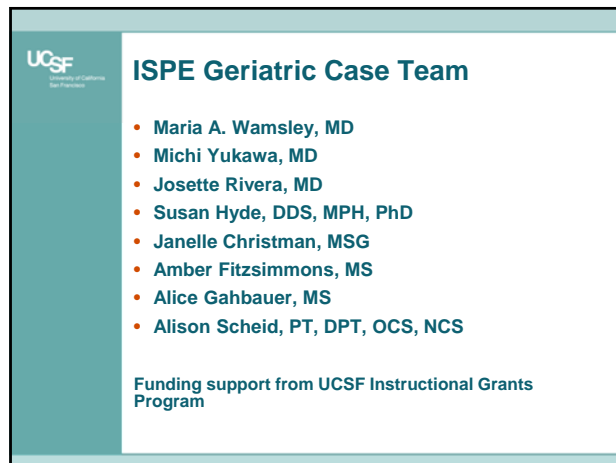
Maria A Wamsley



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## A Geriatric Standardized Patient Exercise Teaches Interprofessional Teamwork Skills

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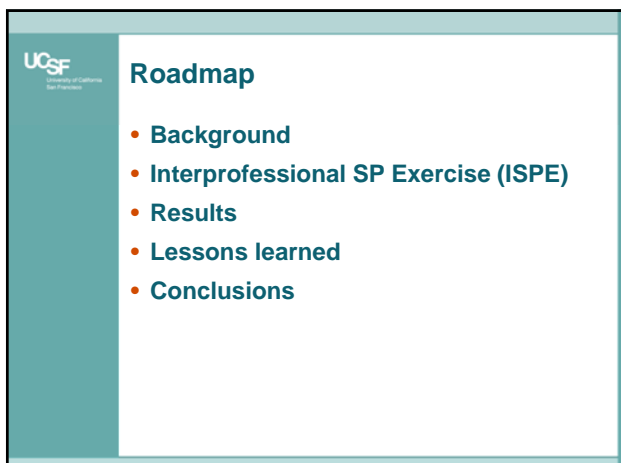


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### ISPE Geriatric Case Team

- Maria A. Wamsley, MD
- Michi Yukawa, MD
- Josette Rivera, MD
- Susan Hyde, DDS, MPH, PhD
- Janelle Christman, MSG
- Amber Fitzsimmons, MS
- Alice Gahbauer, MS
- Alison Scheid, PT, DPT, OCS, NCS

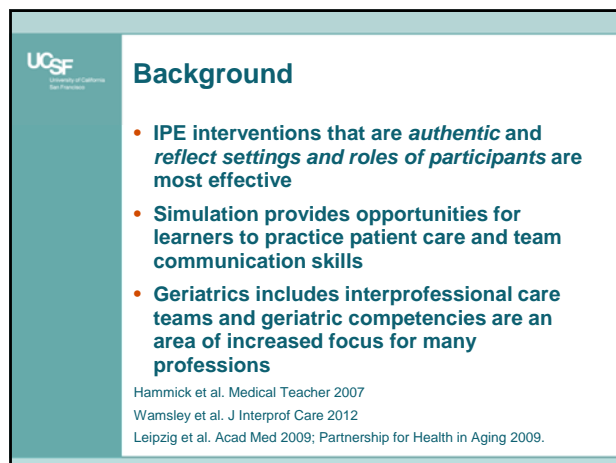
Funding support from UCSF Instructional Grants Program



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### Roadmap

- Background
- Interprofessional SP Exercise (ISPE)
- Results
- Lessons learned
- Conclusions

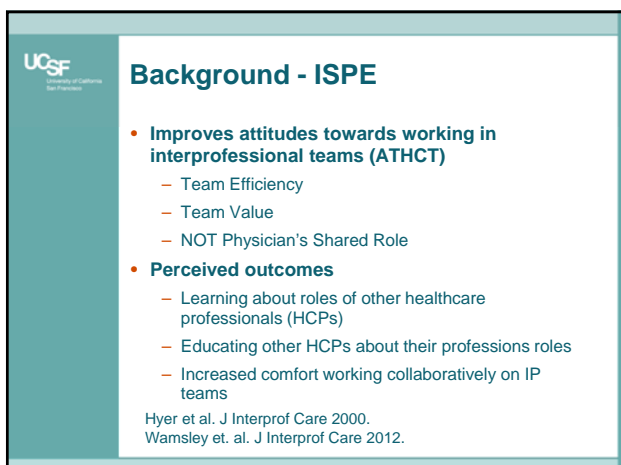


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### Background

- 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  
Leipzig et al. Acad Med 2009; Partnership for Health in Aging 2009.

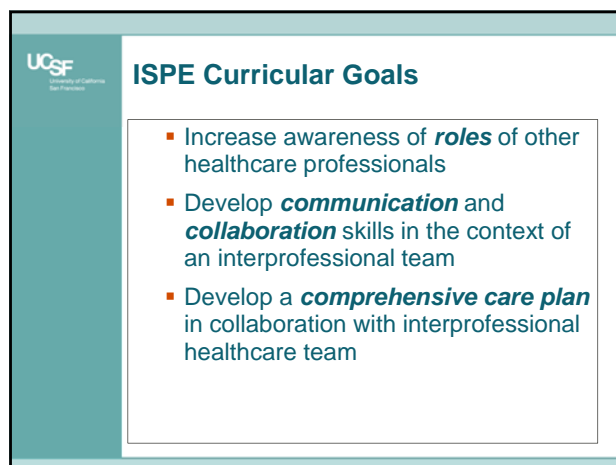


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### Background - ISPE

- 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

Hyer et al. J Interprof Care 2000.  
Wamsley et. al. J Interprof Care 2012.



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### 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

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### 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

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### 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

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### ISPE Team Brief



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### ISPE Team Huddle



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### ISPE Team Debrief



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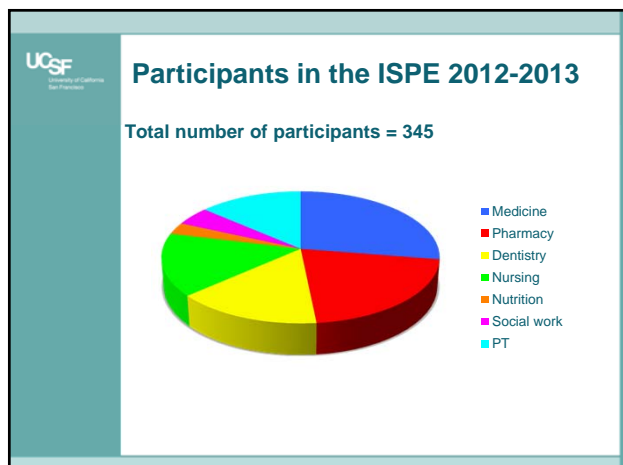
### “Elsie Smith”

- Multiple chronic conditions:
  - Diabetes
  - Hypertension
  - Hyperlipidemia
  - Recurrent falls
  - Peripheral neuropathy
  - Osteoarthritis
  - Xerostomia/Periodontitis/Pulpitis
  - Glaucoma
  - Anxiety
  - Social isolation



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**ISPE Student Evaluation**

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

(1=strongly disagree, 6=strongly agree)

**ISPE Student Evaluation by Profession**

	<i>I would recommend this ISPE to a fellow trainee in my profession.</i>		<i>This ISPE increased my comfort in working collaboratively in an IP team to develop a patient care plan.</i>	
	Mean	Std. Dev.	Mean	Std. Dev.
Dentistry (n=37)	4.9	1.16	5.1	1.01
Medicine (n=85)	4.8	1.21	4.7	1.22
Nursing (n=42)	5.3	.83	5.0	.99
Nutrition (n=8)	5.5	.54	5.4	.52
Pharmacy (n=53)	5.3	.73	5.2	.65
Physical Therapy (n=25)	5.6	.58	5.4	.71
Social Work (n=11)	5.6	1.51	5.2	1.5
<b>p-value</b>	<b>.002</b>		<b>.009</b>	

(1=strongly disagree, 6=strongly agree)

- 
- 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 Faculty Evaluation**

Item	Mean (SD) N=47
The ISPE enhances student understanding of the patient care <i>roles</i> of different health professionals.	5.81 (0.40)
The ISPE fosters <i>communication</i> between participating health professional students.	5.83 (0.38)
The ISPE increases <i>collaboration</i> between participating health professional students.	5.64 (0.57)
I would <i>recommend</i> participation in the ISPE for learners in my profession.	5.96 (0.20)

(1=strongly disagree, 6=strongly agree)

- 
- 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

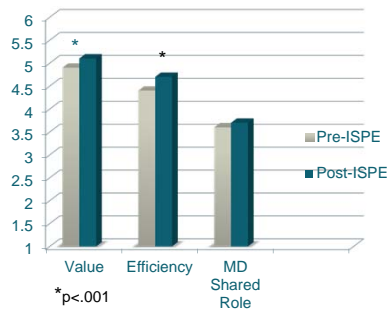
**Questions**



**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”

**Pre-Post ISPE Participants Attitudes Toward Healthcare Teams**



Category	Pre-ISPE	Post-ISPE
Value	~5.0	~5.3
Efficiency	~4.5	~4.8
MD Shared Role	~3.8	~3.8

\*p<.001

**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.”

Wamsley et al. Journal of Interprofessional Care 2012.