

Modeling Patient-Centered Communications in Interprofessional Small Groups



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Purpose

The authors have developed several preclinical training modules utilizing Standardized Patients (SPs) to offer authentic IPE sessions to learners across four colleges .

Each module incorporates one or more of the IPEC competencies.

To date, twelve modules have been completed and incorporated into the preclinical and early clinical learning in medicine, pharmacy, physical therapy, nursing and athletic training.

Evaluations have shown the learners' gain an appreciation of their team members' skills and competencies and increased communications across these disciplines have been noted both in and out of the classroom.

Session Objectives

At the end of this session, the participants will be able to:

- Develop a patient-centered communications based case scenario for an IPE session with preclinical learners at their home institution.
- Demonstrate clear objectives to incorporate case into preclinical curriculum at their home institution.
- Discuss methods to incorporate simulation into these cases that will address the needs of various healthcare programs.
- Analyze methods of evaluation to determine the effectiveness to meet the IPEC Competencies.

Outline of the Workshop Session:

- Introduction of the Session
- Overview of the importance of patient-centered communications in an IPE session
- Participant's development of case scenarios
- Sharing of the cases from course participants
- Feedback Session
- Wrap up and discussion

Overview of the USF Health IPE Working Group Curriculum

Domains:

▪ ***Values and Ethics:***

- Place the interest of patients and populations at the center of interprofessional health care delivery
- Accept and embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team

▪ ***Roles and Responsibilities:***

- Use the full scope of knowledge, skills, and abilities of available health professionals and health care workers to provide care that is safe, timely, efficient, effective, and equitable.
- Use unique and complementary abilities of all members of the team to optimize patient care

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Domains:

▪ ***Interprofessional Communication:***

- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function
- Express one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect and work to ensure common understanding of information, treatment and care decisions

▪ ***Interprofessional Teamwork and Team-Based Care:***

- Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care
- Perform effectively on teams and in different team roles in a variety of settings

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Skills and Tools:

- IPE Framework
 - Competencies
 - History of IPE
- TeamSTEPPS Tools (for example)
 - Leadership
 - **Communication – e.g., SBAR**
 - Mutual Support – e.g., CUS
 - Situation Monitoring

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Modules from the USF Health Morsani College of Medicine

- *Module One:* Introduction to Interprofessional Education
- *Module Two:* Roles and Responsibilities (Part A and Part B)
- *Module Three:* Communications and Team Development
- *Module Four:* Ethical Considerations in Transitions of Care (Part A and Part B)
- *Module Five:* Teams and Teamwork (Part A, B and C)
 - iCARE - Integrity, Compassion, Accountability, Respect and Excellence
- *Module Six:* Paper to Practice, An Integrated IPE Experience

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Modules from the USF Health Morsani College of Medicine

- *Module Seven:* Patient Safety Education Program
- *Module Eight:* Adapted TeamSTEPPS for clinical learners
- *Module Nine:* Disaster Management and Critical Incident Training
- *Module Ten:* Capstone TIPS Course
- *Module Eleven:* Team Based OSCE (TOSCE) for early clinical learners
- *Module Twelve:* Nutrition and Health Education (Four Part Series)

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Educational Outcomes:

- Pre / Post Test
 - Knowledge
 - Attitudes
 - Skills
- Attitudinal Baseline Information
 - Validated measurement tools available
- Longitudinal Data Follow-up
 - Pre-clinical years
 - Clinical Years
 - Post graduate training

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Specifics on the Case Development:

- *Who do you wish to include? –*
e.g., Medical students, Pharmacy students, Nursing students, others?
- *What do you wish to focus on (teaching objectives) was?*
e.g., Team communications, roles and responsibilities in teams, ethics and values.
- *Where can you host this IPE activity?*
e.g., CACL, small group rooms, classrooms
- *When can you offer this activity?*
e.g., particular course or skills lab, Doctoring Course (MS);
Pharmaceutical Skills Course; Nursing Course (Nursing)

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- *Why did you choose to these students?*
e.g., receptiveness, participation, depth of field
- *What feedback do you wish to get from the students?*
e.g., reflective, written assessments, verbal feedback

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Round Table Discussion

- Case Outline:
 - Program focus:
 - Faculty Instructors and advanced student preceptors:
 - Faculty Development:
 - Learners:
 - Scheduling:
 - Facilities:
 - Pre-activity assignments

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- Case Development:
 - Module or case?
 - Where does this fit into the student's curriculum?
 - Faculty buy in?
- Case Ideas:
 - Ideas to focus on?
 - Role playing or paper discussion?
 - Simulation?

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- **Course Outcomes:**
 - How will you measure your successes?
 - How do you know if you met your goal?
 - What type of evaluations can you use?
 - How will you move forward?

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- Response to the IPE Curriculum:
 - Student
 - Faculty
 - Leadership
 - Clinical Partners

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Lessons Learned:

- Different visions – need for synergy
 - shared definition
 - my way or I won't play in the sandbox
 - Righteous philosophy – effort not volunteer
- Rise of other IPE activities
- Moving from champions to formal integration in curriculum

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Wrapping it up:

- Group Consensus on IPE Development
- Team Formation
- Successes
- Mentorship
- Faculty Development
- Funding

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Questions ...

and answers ...