

SIMULATED INTERPROFESSIONAL  
EDUCATION DISCHARGE PLANNING  
MEETING TO IMPROVE SKILLS  
NECESSARY FOR EFFECTIVE  
INTERPROFESSIONAL PRACTICE



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- We have nothing to disclose

# Purpose of this study

- Evaluate the use of a simulated interprofessional education discharge planning learning experience using a simulated patient and simulated family member
- Explore the ability of students:
  - to communicate with each other and with a patient and his family member
  - to use clinical thinking to make a safe and appropriate interprofessional discharge recommendation

# Background and Significance

- Discharge Planning
- Re-admission
- Fundamentally an IP process
- Conflict
- Communication

# Methodology



- IPE team with faculty
  - Nursing
  - Physical therapy
  - Social work
- Students
  - 57 DPT students
  - 36 BSN students
  - 2 DNP students
  - 37 BSW students
- SimIPE
  - Developed using best practices strategies
  - The International Nursing Association for Clinical Simulation and Learning (INACSL)
  - Use of standardized patients playing the role of patient and family member

1

Student  
learning  
objectives

2

IPEC<sup>®</sup>  
competencies

3

Web-based  
learning  
platform

4

Methods of  
Assessment

5

Simulation

Design

# Student Learning Objectives

- Student teams will **identify barriers** to discharge in a simulated patient care environment.
- Student teams will **identify additional information** via collaboration prior to the IP discharge meeting.
- Students will demonstrate **effective communication** during discharge planning.
- Student teams will demonstrate a **collaborative approach** to making a discharge recommendation in a simulated patient care environment.
- Students will **self-reflect** on their verbal and nonverbal communication.

# IPEC ® Competencies

- Values and Ethics
- Roles and Responsibilities
- Interprofessional Communication
- Teams and Teamwork



# Web-Based Learning Platform

- Schedule and location for their simulated discharge planning session
- Welcome letter including student objectives
- Patient medical record
- Potential community resources
- Discharging planning options
- Video example of a discharge planning meeting



- ACD.IPE.DISCHARGE (IPE Discharge Planning)
  - Announcements
  - Information
  - Content
  - Discussions
  - Roster
  - Tools
  - Help

- ORGANIZATION MANAGEMENT
- Control Panel
    - Content Collection
    - Organization Tools
    - Evaluation

↑ IMPROVE discharge planning

↓ REDUCE re-admissions & length of stay

Discharge Planning Interprofessional Meeting

GOAL

HOSPITAL DISCHARGE PLAN

## Announcements

*New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.*

**Create Announcement** ↑↓

New announcements appear below this line

# Methods of Assessment

- Pre Survey
  - Consent for participation
  - Demographic information
  - Prior IPE and simulation experiences
  - Interprofessional Collaborative Competencies Attainment Survey (ICCAS)
- Pre-meeting worksheets
- Reflective writing
- Post Survey
  - ICCAS
  - Questions regarding their experience with this simulated IPE activity.

# Day of Simulation

- 1 day event
- 5 sessions running concurrently in 5 separate rooms
- 5 standardized patients, 5 standardized family members
- 1 hour session
- Student teams consisted of
  - 1-2 PT students
  - 1 RN student
  - 1 social work student
  - 0-1 DNP student
- Pre-simulation interprofessional huddle

# PRE-MEETING WORKSHEET

The Priority List (Impairment list for this patient):

- 1.
- 2.
- 3.
- 4.
- 5.

# Simulation

- Discharge planning meeting with standardized patient and standardized participant playing the role of his sister



# Simulation

- Debriefing with facilitator

# Results

Demographics

Student's past experiences

ICCAS

Post Survey Questions

Identification of discharge issue

Discharge destination



# Demographics of Student Sample (n=82)

Profession	N (%)	Age (years)	Gender	
		Mean (SD)	Male n (%)	Female n (%)
DPT	46 (56.1%)	25.5 (1.7)	18 (39.1%)	28 (60.9%)
BSN	23 (28.0%)	24.3 (3.6)	7 (30.4%)	16 (69.6%)
BSW	11 (13.4%)	34.8 (13.9)	3 (27.3)	8 (72.7%)

# Student Experiences

Profession	N (%)	Interprofessional Learning			Simulated Learning			D/C Planning		
		Yes	Unsure	No	Yes	Unsure	No	No	Yes, clinical Experience	Yes, personal experience
DPT	46 (56.1%)	100%	0	0	100%	0	0	67.4%	28.3%	4.3%
BSN	23 (28.0%)	100%	0	0	100%	0	0	60.9%	39.1%	0
BSW	11 (13.4%)	27.3%	18.2%	54.5%	18.2%	9.1%	72.7%	54.5%	27.3%	18.2%

# Interprofessional Collaborative Competencies Attainment Survey (ICCAS)

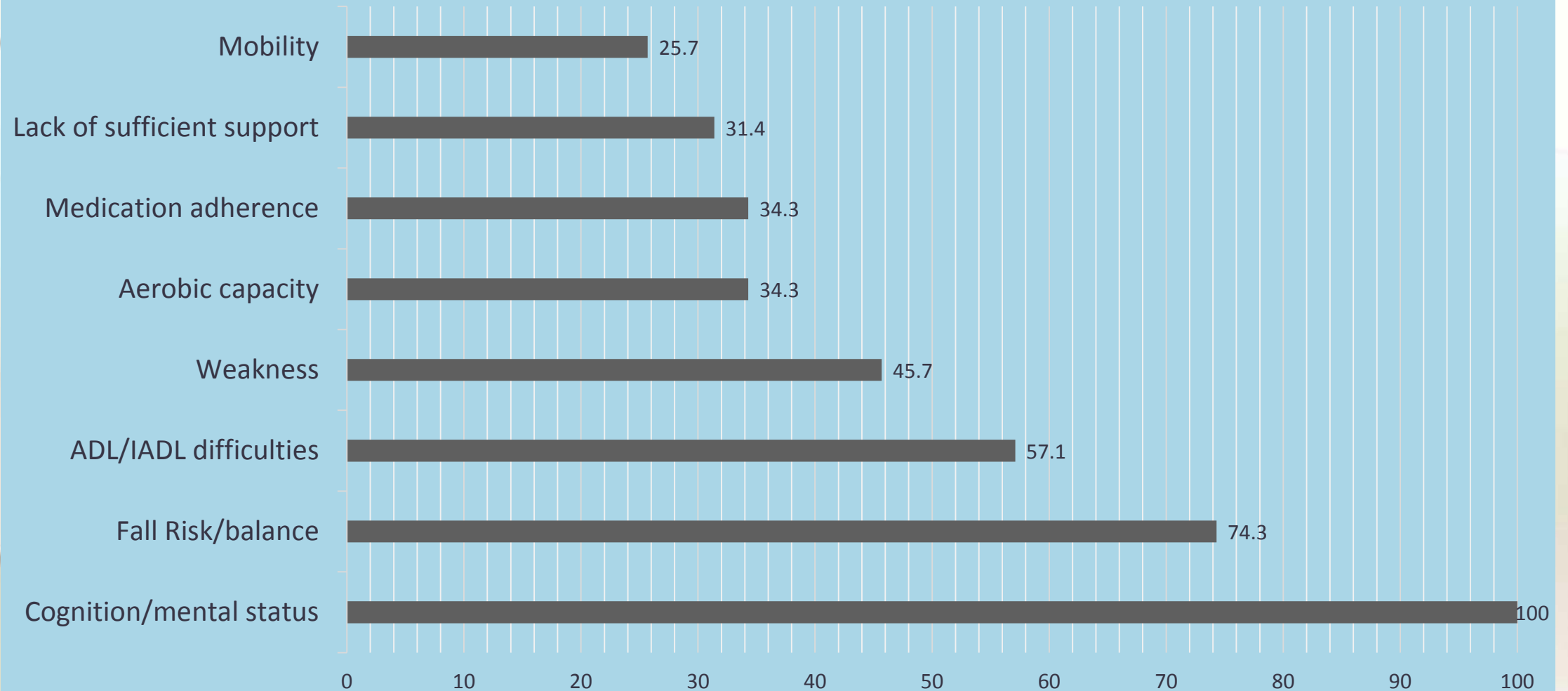
Profession	Pre-IPE Experience, Mean (SD)	Post-IPE Experience, Mean (SD)	p-value
Entire group (n=81)	6.2 (1.2)	6.2 (1.1)	1.0000
DPT (n=46)	6.2 (0.7)	6.2 (0.9)	1.0000
BSN (n=23)	6.3 (1.2)	6.5 (0.7)	0.4936
BSW (n=11)	5.7 (2.2)	5.7 (2.2)	1.0000

# Post Survey Questions (n=81)

Question	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Improved my <b>clinical thinking</b> skills.	34.6%	33.3%	14.8%	12.3%	4.9%
Improved my awareness of the <b>patient voice</b> in shared decision making.	50.6%	22.2%	14.8%	9.9%	2.5%
Improved my ability to <b>prioritize</b> a patient's list of <b>impairments</b>	48.1%	27.2%	9.9%	11.1%	3.7%
Improved my <b>confidence</b> with discharge planning process for future clinical practice	44.4%	24.7%	12.3%	14.8%	3.7%

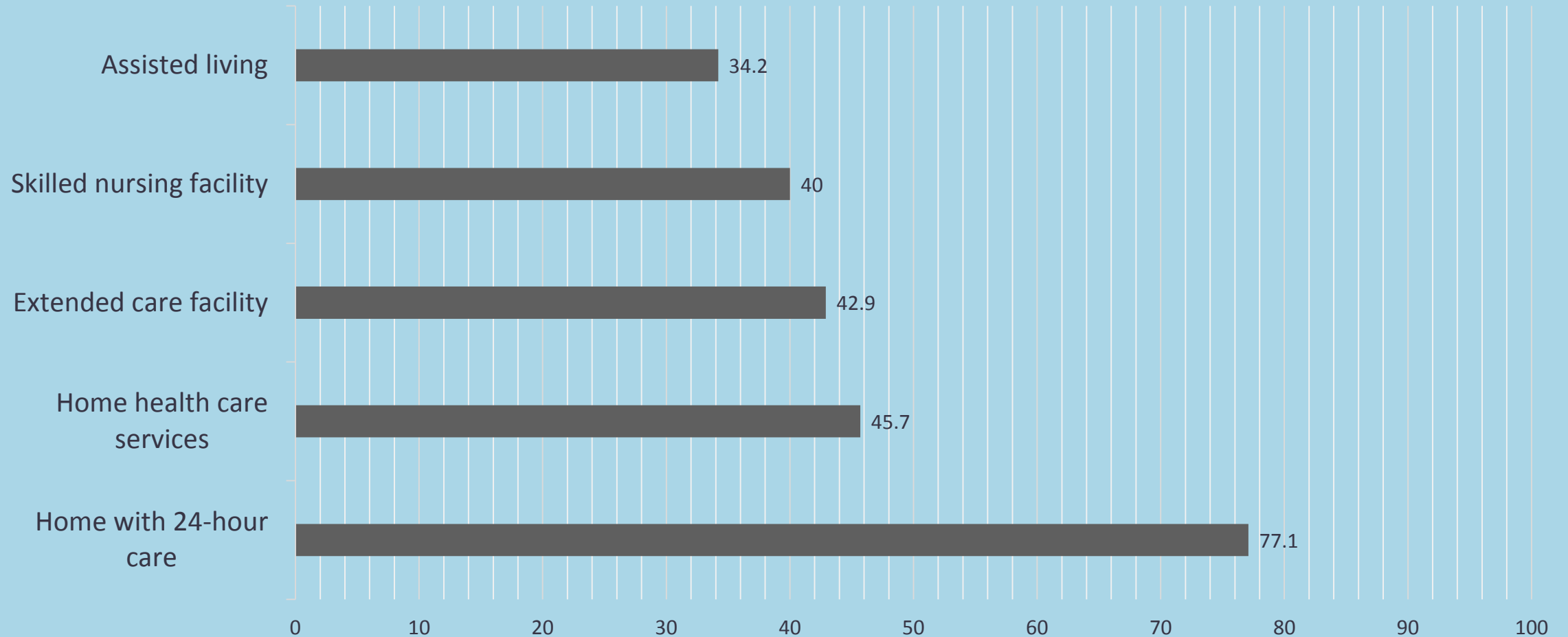
# Percentage of Student Groups that Identified a Primary Concern with Discharge

■ Percentage of student groups that identified it as a concern



## Percentage of Student Groups that Identified these Discharge Destinations as an Option

■ Percentage of student groups that identified this destination



# Discussion

- Simulated IPE brought students together to learn with, from, and about
- ICCAS
- Enhanced clinical thinking skills
- Patient centered care
- Gaps in discharge knowledge



# Limitations

- Limited variety of students that responded to the study
- Results from a controlled simulated activity



# Next steps

- Bi-annual event
- Creative scheduling
- Simulated hospital room
- Provide clearer expectations

# Conclusion

- Patient-centered and effective discharge planning is important for a safe transition home following an acute hospitalization.
- Many factors influence this process and the knowledge provided by an interprofessional team may improve outcomes and reduce re-admissions.
- The use of a pre-professional Sim-IPE discharge planning meeting may improve skills necessary for future effective interprofessional practice.

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when ? who why where ?  
? who ? where ?  
? Q U E S T I O N S ?  
how who ? where ?  
? when why what ? how ?  
? where



	Please rate your ability for each of the following statements:															
	Before participating in the learning activities I was able to:								After participating in the learning activities I am able to:							
	1	2	3	4	5	6	7	na	1	2	3	4	5	6	7	na
1. Promote effective communication among members of an interprofessional (IP) team*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Actively listen to IP team members' ideas and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Express my ideas and concerns without being judgmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Provide constructive feedback to IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Express my ideas and concerns in a clear, concise manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Seek out IP team members to address issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Work effectively with IP team members to enhance care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Learn with, from and about IP team members to enhance care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Identify and describe my abilities and contributions to the IP team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Be accountable for my contributions to the IP team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Understand the abilities and contributions of IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Recognize how others' skills and knowledge complement and overlap with my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Use an IP team approach with the patient** to assess the health situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Use an IP team approach with the patient to provide whole person care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Include the patient/family in decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Actively listen to the perspectives of IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Take into account the ideas of IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Address team conflict in a respectful manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Develop an effective care*** plan with IP team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Negotiate responsibilities within overlapping scopes of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*The patient's family or significant other, when appropriate, are part of the IP team.

\*\*The word "patient" has been employed to represent client, resident, and service users.