Abstract

This poster addresses the use of a small Interprofessional Education (IPE) event with a progressive hybridized simulation during clerkship rotations as a way for students to acquire additional exposure to develop appreciation for other medical professionals’ roles and skills during a medical encounter.

Objectives were to:
- Assess the impact on simulation-based learning across diverse team of healthcare students.
- Evaluate the learners’ perception of their ability effectively communicate across professions.
- Improve students’ clinical skills.
- Enhance respect for peers.
- Identify clinical strengths and weaknesses.

Seven third year medical students, four second year physician assistant students, and three fourth year PharmD students from the same clinical clerkship site participated in an adult patient simulation encounter. A post survey study design was used.

All students felt that interdisciplinary feedback was a valuable experience that improved clinical skills and enhanced level of respect for peers. Most students felt that they were adequately prepared prior to the experience and that the encounter helped identify clinical strengths and weaknesses. Students felt their knowledge and application skills improved through the simulation encounter. Students shared that the learning experiences were positive, helpful, and realistic.

Methods

- A simulation case was written and developed in the Laerdal platform modified to meet objectives of the encounter.
- The encounter was progressive, involving a follow-up encounter from a patient presented during an initial case presentation.
- Prior to the simulation, each student was briefed with a 45-minute session that provided a background on the patient’s presentation, including recent medical event.
- Students were assigned roles in two separate teams of three or four students, (at least one from each discipline) with “doers” and “watchers” (observers). Each “doer” groups completed an eighteen minute simulation encounter while the “watcher” groups observed and completed an observer’s checklist assessing communications and role identity.
- Groups then switched and a similar simulation was completed.
- At the conclusion, one large debrief of 14 students ensued with a facilitator. Students then completed a post-event Likert scale survey that allowed for comments.

Student Comments

Q: What components of the experience functioned well?  
- "Working with various professions was challenging and a great learning experience."  
- "Respect for one another in group and effective communication."  
- "Brief orientation to the room."  
- "Debrief was very informative, and learned something even after it was over."  

Q: What components of this experience could be improved?  
- "If we assigned ourselves into groups."  
- "More time with the encounter."  
- "Some of the technical aspects of the simulation could have functioned more smoothly."  
- "Having familiarity with where objects/medications are located beforehand."  
- "Would like more IPE sims during time at Campbell- helpful to work with other professions."  

Assessment and Results

Discussion and Conclusion

IPE is an important component of developing effective healthcare providers working toward effective patient-centric care. Simulation has the ability to provide an effective vehicle and powerful tool for advancing IPE concepts.

We provided students across three different disciplines rotating at a rural community hospital the challenges of dealing with a critically ill patient in a team-based manikin simulation scenario. Feedback from students supported the usefulness of an IPE simulation to enhance communications between professions, understand roles of different professions, and allow for growth of respect for other professions.

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