IPE IN CLINICAL SIMULATION (IPECS):
ROLE OF FACULTY DEVELOPMENT

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Learning Objectives

• Understand the importance of faculty and staff development in implementation of IPE

• Know how to choose and develop a clinical simulation scenario for an IPE learning activity

• Know how to identify participants, fidelity enhancement and assessment methods for an IPE learning activity
Common competencies:
Overlapping
Potentially conflicting

Interprofessional collaborative competencies:
Each profession working with other professions
Patient centered
Improves quality of care

Example: Teamwork in OR and ICU

Individual professional competencies:
Useful overlap
Complementary and synergistic

Example: Dentist and pediatrician paying attention to oral hygiene
Core Principles of IPECS

• Understanding teamwork
• Knowledge of roles and responsibilities of other healthcare professionals
• Effective task distribution and follow-up
• Effective communication in usual and crisis communication
• Conflict management and negotiation
IPE in CS

Examples from diverse clinical colleagues

Clinical simulation lab experience

Didactic course work, review of pertinent education and literature

Create pre- and post-test Simulation assessment Surveys

Scheduling, tags, role assignment SP training / Equipment set up

Create the readings and course materials for participants

Develop guides for participants

Publish the learning material and videos

Determine equipment and SPs for scenarios

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Develop partnership Define outcomes

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IPECS Development
Step 1

- Perform needs assessment
- Develop partnership
- Define learning objectives and outcome measures
- Determine equipment and SP scenarios
Step 2

- Create the readings and course materials for participants
- Develop guides for participants
- Publish the learning materials and videos
## Timeline for IPE Sim Activity

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Sim Preparation Tasks</th>
</tr>
</thead>
</table>
| **6-12 months in advance** | • Determine interprofessional participants’ availability (faculty and student)  
• Identify learning objectives  
• Plan assessment methods  
• Reserve simulation equipment and rooms for activities  
• Determine SPs for scenarios (if applicable) |
| **1-3 months in advance**  | • Ask interprofessional providers about communication and teamwork barriers  
• Script clinical scenarios and develop guides for participants  
• Determine and/or create the readings and course materials for participants  
• Develop pre- and post test items  
• Send introductory letter to participants |
Step 3: Participants and Roles

- Clinical station faculty leader/director
- Active observation by proctors - representatives
  - Ask questions
  - Microdebriefing

Even number of participants
Learner specific learning objectives
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Sim Preparation Tasks</th>
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<tbody>
<tr>
<td>The week before</td>
<td>• Finalize debriefing guide</td>
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<td>• Dry run</td>
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<td>• Revise scenarios and debriefing plans with faculty co-facilitators and simulation</td>
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<td></td>
<td>center staff</td>
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<td></td>
<td>• Ensure equipment is functional</td>
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<td></td>
<td>• Consider means to further increase fidelity</td>
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<td></td>
<td>• Discuss scenarios with standardized patient</td>
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<td></td>
<td>• Create schedule to post in simulation location</td>
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<td></td>
<td>• Make role tags for simulation participants</td>
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<td>• Prepare written instructions for participants in each assigned role</td>
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<td>• Prepare for any post-simulation survey/evaluation</td>
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<td>• Send reminder e-mails to participants</td>
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<tr>
<td>On the day of event</td>
<td>• Make final changes to the schedules</td>
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<td>• Establish a safe learning environment before beginning simulation</td>
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<td>• Assist simulation center staff with setup</td>
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<td>• Review from learners’ perspective</td>
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Pre-Briefing

• To create a safe and supportive learning environment, start with a pre-briefing discussion to orient the learners, assign roles, describe expectations, discuss confidentiality and other aspects of psychological safety.

• Discuss strategies how to prevent intergroup tensions, foster collaboration, and facilitate timely and specific feedback.
Icebreaker

• Learners should be paired with someone from a different profession to learn about each other’s education and future work

• Introduce the learners
• Familiarize the learners with simulation equipment

• Discuss an assigned topic/activity/skill
Implementation Strategies

• Facilitators should receive training in adult learning principles and effective debriefing

• 2-3 facilitators/proctors per station

• Simulations should proceed without interruption to best reflect clinical decision making and patient care
- To promote group reflection on teamwork, collaboration and communication

- To identify common understanding of a problem, goals, strategies and professional roles

- To identify areas for improvement in teamwork and clinical care
- Orient the learners
- Assign roles
- Describe expectations
- Discuss confidentiality

- Pair the learners
- Introduce the learners
- Discuss the assigned topic/skill

- 2-3 trained proctors
- No interruption
- Micro-debriefing

- Group reflection on teamwork
- Understand the problem
- Areas of improvement
IPECS

- Advanced scheduling and participant enrollment
- Knowledgeable, creative, flexible, collaborative and enthusiastic faculty and staff
- Substantial administrative support for course material development and distribution (IT collaboration), participant scheduling and tracking
- Coordination of rooms, equipment and SPs
- Faculty and staff time (worth investment: data collection and analysis; research staff support)
- Institutional culture and budget issues
## Scholarship Opportunities

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Reaction</strong></td>
<td>Learners view on IPE learning experience</td>
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<td><strong>Modification of perceptions and attitudes</strong></td>
<td>Changes in the perception and attitudes towards the use of team approach in patient care</td>
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<tr>
<td><strong>Acquisition of knowledge and skills</strong></td>
<td>Pre- and post-test knowledge and skills assessment linked to IPE</td>
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<td><strong>Behavioral change</strong></td>
<td>Transfer of IP learning to the learners’ setting; Change of the professional practice</td>
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<td><strong>Change in institutional practice</strong></td>
<td>Institutional changes in organization and delivery of care</td>
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<tr>
<td><strong>Benefits to patients</strong></td>
<td>Improvements in health or well being of the patients; Improved patient safety</td>
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